

**Notice of Meeting**

**UNIVERSITY OF HAWAI'I**

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**

Members: Regents Tagorda (Chair), Putnam (Vice-Chair), Acoba, Bal, Higa, Kudo, and Portnoy

**Date:** Friday, May 18, 2018

**Time:** 1:30 p.m.

**Place:** University of Hawai'i at Mānoa  
2465 Campus Road  
Executive Dining Room  
Honolulu, Hawai'i 96822

**AGENDA**

**I. Call Meeting to Order**

**II. Approval of Minutes of March 8, 2018 Meeting**

**III. Public Comment Period:** All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via US mail, email at [bor@hawaii.edu](mailto:bor@hawaii.edu), or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information.

**IV. Agenda Items**

**A. For Review & Recommend Board Approval**

1. Implement a Mandatory Student Fee to Provide all Kapi'olani Community College Students With a U-Pass for TheBus
2. Acceptance of Community College Institutional Self-Evaluation Reports
3. Overview of Program Approval Process
4. Change from Provisional to Established Status: Certificate of Achievement in Medical Assisting at Kaua'i Community College
5. Change from Provisional to Established Status: Bachelor of Applied Science Degree in Engineering Technology at University of Hawai'i Maui College

6. Change from Provisional to Established Status: Doctor of Nursing Practice Degrees at the University of Hawai'i at Hilo and the University of Hawai'i at Mānoa
7. Change from Provisional to Established Status: Leeward Community College, Associate in Science in Health Information Technology
8. Degree Change: Re-designate the established Associate in Arts in Teaching (A.A.T.) Degree as an established Associate in Science in Teaching (A.S.T.) Degree at Leeward Community College
9. Degree Change: Re-designate the established Bachelor of Arts (B.A.) in Chemistry Degree as an established Bachelor of Science (B.S.) Degree in Chemistry at the University of Hawai'i at Hilo

B. For Information & Discussion

1. Committee Annual Review

**V. Adjournment**

18 MAY 10 P5:59

Office of the Chancellor



UNIVERSITY of HAWAII  
**KAPI'OLANI**  
COMMUNITY COLLEGE

RECEIVED

February 20, 2018

'18 MAY 10 A11:31

**MEMORANDUM**

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner *David Lassner*  
President

VIA: Donald O. Straney *Donald O. Straney*  
Vice President for Academic Planning and Policy

VIA: John Morton *John Morton*  
Vice President for Community Colleges

FROM: Louise Pagotto *Louise Pagotto*  
Interim Chancellor

SUBJECT: REQUEST TO IMPLEMENT A MANDATORY STUDENT FEE TO  
PROVIDE ALL KAPI'OLANI COMMUNITY COLLEGE STUDENTS  
WITH A U-PASS FOR THEBUS

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the request from the Student Congress at Kapi'olani Community College to implement a mandatory \$40 (forty dollar) student fee to provide all students with a U-PASS for TheBus each semester.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval for the Fall 2019 semester.

ADDITIONAL COST:

None

PURPOSE:

The current price for students to purchase a U-PASS for TheBus is \$225 per semester. This mandatory student fee would provide a U-PASS for all students at Kapi'olani Community College for \$40 per semester.

BACKGROUND:

Every spring semester, Kapi'olani Community College's Student Congress (Student Congress) partners with the College's Office for Institutional Effectiveness (OFIE) to conduct a survey for students. This survey includes topics of interest identified by Student Congress throughout the academic year. The annual survey conducted in Spring 2017 centered around student fees. One area that the results identified as needing more attention was "transportation". Nearly 60% of students identified that they use personal vehicles, and 4.5% carpool. The second highest mode of transportation identified (28%) was TheBus. In efforts to increase and improve parking for personal vehicles and promote more sustainable transportation choices, Student Congress approached the College administration for initial discussions about TheBus U-PASS.

We have, in consultation with the students, identified the parameters for pricing and terms. We have engaged in initial conversation with the Department of Transportation, and the proposal for the U-PASS is definitely feasible. Each U-PASS is valid for a time frame that is actually before the start of the semester and ends after the semester, thus creating no lapse in accessibility to these services for a student continuing from fall semester to spring semester. Upon approval of the fee by the Board of Regents, the College will complete formal negotiations with the Department of Transportation following the established procedures.

In an effort to consult with the student body of the 2017-2018 academic year, Student Congress conducted an informal survey with students in Fall 2017, asking if they were still in favor of paying a \$40 U-PASS fee. Over the course of two weeks, the Student Congress Executive Team polled a total of 318 students. Over 90% of students indicated they would support a \$40 U-PASS fee.

Student Congress had numerous discussions throughout the Fall 2017 semester and passed a resolution in support of the U-PASS fee in January 2018. To ensure that the Student Congress broad-based support for the proposed fee, the students of Kapi'olani Community College's Student Congress elected to officially consult with the student body through an official ballot.

To ensure validity of the results, Student Congress partnered with the College's Office for Institutional Effectiveness (OFIE) to conduct an official vote on the \$40 U-PASS fee. OFIE agreed to conduct the official vote and leave the ballot open for two weeks.

Students were contacted via email to vote on the fee; additionally, open forums were held on campus for students to voice opinions and ask questions. Student testimony was also encouraged to be emailed to Student Congress. One hundred percent (100%) of the testimonies from students that Student Congress received were all in favor of the fee. To ensure reach to students, there was also an outreach campaign to increase awareness of the fee through flyers, tabling, and standing in high-traffic areas to solicit a vote. The results of the vote are 97.42% in favor, and 2.58% opposed.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the request from the Student Congress at Kapi'olani Community College to implement a mandatory \$40 (forty dollar) student fee to provide all students with a U-PASS for TheBus each semester. Upon approval of the fee by the Board of Regents, the College will complete formal negotiations following the established procedures.

c: Executive Administrator and Secretary of the Board Oishi

Item IV.A.2.  
Community College  
Institutional Self-  
Evaluation Reports

**MATERIALS**

# **Planned Improvements Resulting from the Institutional Self Evaluation Report *Hawai'i Community College***

## **Quality Focus Essay**

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

### **Action Project 1: Integrated Planning**

The goal of institutional planning is to steer the College towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful.

In an attempt to define the relationships between various planning components of the College and to institutionalize processes that steer the College forward in a unified and coherent manner, the Office of the Chancellor issued HAW Policy 4.201 in November 2011, after a broad, collaborative review. While this policy outlined the intentions of the Kauhale, implementation proved challenging for a variety of reasons. A sound integrated planning system requires the capacity to maintain its various components and ensures active participation by a broad spectrum of the Kauhale. While integrated planning invited participation and functioned as described in the policy, the recent ISER process and Institutional Capacity Analysis Tool (ICAT) survey made evident the need to streamline processes to make the College's integrated plan more transparent, meaningful, and sustainable over time.

#### Desired Goals/Outcomes

The goal of Action Project 1 is to strengthen the College's integrated planning processes to be more efficient, streamlined, and timely. This includes leveraging technology tools (including the recently acquired Campus Labs OUTCOMES assessment management system) for better data and information gathering and improved workflow. Finally, the goal is to make the integrated planning process more Kauhale-based, increasing participation and commitment, as well as improving communication and transparency, all directed towards the shared outcome of enhancing student success.

#### Actions/Steps to Be Implemented

- The College establishes where improvement of the integrated planning processes is needed. From information gathered through the ISER process and ICAT discussions, the College will review where and how to consolidate and streamline campus plans, the program and unit review processes, and the allocation of resources.

- The administrative team, College Council, and Accreditation Liaison Officer (ALO) will create an Integrated Planning Review (IPR) Task Force that will compile and analyze data and survey results.
- With the administrative team, College Council, and ALO, the IPR Task Force will research best practices and models for high quality integrated planning.
- The IPR Task Force will develop an updated model for implementation. This will include strengthening the links between outcomes assessment and the program and unit review process (PURP), and reviewing and clarifying the relationship between the PURP and budget allocation.
- The College will implement the revised model and draft relevant policies.
- The chancellor, administrative team, and IPR Task Force will evaluate the updated model and revise and improve as needed.

**Action Project 2: First-Year Experience**

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

According to 2017 IPEDS statistics, 31.4% of full-time, degree-seeking students who entered Hawai'i CC in fall 2014 completed a certificate or degree in three years. Only 48% of first-time degree-seeking students in fall 2016 returned in fall 2017. Action Project 2 targets the development of high engagement strategies for an effective first-year experience that will contribute to larger, wider ranging efforts of Integrated Student Support (ISS), Student Success Pathways (SSP), and other initiatives to increase retention and persistence. This project will focus on training instructors, peer mentors/tutors, and academic and student support advisors and counselors to develop and implement these strategies.

Desired Goals/Outcomes

The outcome of Action Project 2 is the development of high engagement approaches for instruction and academic and student support that will contribute to a positive first-year experience for students. This Action Project will support other College efforts to create an effective first-year experience (FYE) program that increases Hawai'i CC's attainment of institutional goals for persistence and completion, and ultimately, students' graduation rates and achievement of their academic and career goals.

Actions/Steps to Be Implemented

Launch of instruction and student support training:

- The College will form a FYE Campus Planning Team that will introduce and develop a plan to provide training of faculty and student support faculty/staff in the use of high engagement strategies.

- An initial group of instructors and student support faculty/staff will be trained to implement high engagement strategies.

#### Implementation:

- A bank of resources and professional development materials for high engagement strategies will be made available to the entire campus.
- A cohort of students will be identified to enroll in classes utilizing the high engagement strategies.
- Tutors and peer mentors will be trained.
- Strategies for high-touch support for faculty advising and counseling will be adopted and counselors and advisors will be trained.
- The FYE Campus Planning Team will collect, analyze, and report out student persistence and retention data for students who take one or two classes from trained instructors.

#### Scale up:

- Given the data, as appropriate, teachers, counselors, advisors, tutors, and peer mentors will be offered training in high engagement strategies.
- The FYE Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

#### Integration

- The FYE Campus Planning Team will work with the SSP Team and UHCC System's ISS Team to integrate other components of first-year experience: onboarding, retention, persistence measures.
- The FYE Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

### **Other Planned Improvements**

- Schedule data updates to reflect current information (transparency) Std 1.b.3.
- Determine how assessment management system and assessment design can enable disaggregation of assessment results Std 1.b.6.
- Creation of a systematic formalized process and annual schedule and timeline for website content review and updating Std 1.c.1.
- Review of Liberal Arts course sequencing and prerequisites Std 2.a.5.
- Gather, analyze and provide data to the College on a regular basis (post in Fact Book) Std 2.a.7.
- Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees Std 2.a.12.
- Formalize comprehensive assessment of student needs regarding Student Services Std 2.c.1, 2.c.3.
- Reorganize Student Life structure Std 2.c.4.
- Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers Std 2.c.7.

## Planned Improvements Resulting from the Institutional Self Evaluation Report Honolulu Community College

### Quality Focus Essays

Honolulu CC has centered on two initiatives to further improve student achievement and student success:

- Purposeful Engagement for Student Success
- Enhanced Support for Distance Education Students

#### **QFE #1: Purposeful Engagement for Student Success**

Research shows that the more students become engaged in the college experience, inside and outside the classroom, the more likely they will reach their educational objectives.

The desired objective of this initiative is to increase student persistence and success through purposeful engagement of faculty, staff, administrators, and students.

**Goal #1:** Develop plans to document and increase faculty-to-student engagement strategies in both curriculum content and pedagogy.

*Example of steps to be taken:* Create a comprehensive orientation for new faculty focused on Honolulu CC's core value of "student centered, student focused" that provides professional development on student engagement.

**Goal #2:** Increase strategic and integrated communication among and beyond student affairs and academic support professionals to provide comprehensive services to students.

*Example of steps to be taken:* Expand usage of all student services in the Starfish/MySuccess technology tool so that instructional faculty can refer students to an array of support services (such as counseling/advising, retention services, library support services, career services, tutoring).

**Goal #3:** Engage students early and continuously in academic, extra-curricular, socio-emotional, and work-based learning in and around the campus. Remove barriers to student entry and retention to promote learning and engagement.

*Example of steps to be taken:* Suggest improvements to existing practices in the application, orientation and registration processes to promote student enrollment and persistence.

**Goal #4:** Delete, revise, and add infrastructure and policies with the goal to support student success via the purposeful engagement initiatives.

*Example of steps to be taken:* Review real-time student-level data and predictive analytics to proactively reach out to students at high risk for not being retained

#### **QFE 2: Enhanced Support for Distance Education Students**

The role, scope, and access to online and virtual learning environments will only increase over the coming decade as students use technology to access postsecondary education. In line with the institution’s core value to offer students a supportive, high-quality learning environment, Honolulu CC will be creating processes to improve support services for distance education students.

The desired objective is to increase use of support services and increase successful distance education course completion.

**Goal #1:** Develop a reliable method to track the use of support services by students in distance education (DE).

*Example of steps to be taken:* Investigate the merits of revamping the Academic Counseling webpage to enable students to connect to appropriate student support resources in addition to counseling.

**Goal #2:** Develop and implement plans to increase use of support services for DE students and other off campus students such as evening students.

*Example of steps to be taken:* Create a portal on Lualima, which DE students needing additional writing support will be able to access materials and services that currently are offered to face-to-face in the Writing Center

Other Planned Improvements

Changes Arising Out of the Self-Evaluation Process				
<b>Change, Improvement, and Innovation</b>	<b>Standard</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Outcome</b>
Increase international students	I.A.2	Administration, Faculty, Student Services	Spring 2019 and ongoing	Higher enrollment of international students
Increase enrollment of Native Hawaiian and other students from underserved populations	I.A.2 I.B.6	Administration, Outreach, Hulili Ke Kukui, Po’i Na Naru, Faculty, Student Services	Spring 2019 and ongoing	Higher rates of students from underserved groups
Strengthen sustainability efforts at the College	I.B.9 III.B.4	Sustainability coordinator	Spring 2018 (ongoing)	Increase the awareness and action about sustainability and connection to the strategic plan
Increase culture of assessment at the College	I.B.1-4 I.B.5 II.A.3 II.A.4	PPIR, Assessment Task Force, CCIE, CSSC, Administration	Spring 2019 (and ongoing)	Elevate the level of discussion and engagement in data for decision-making

Standardize format of SLO assessment reporting using assessment database	II.A.3	Institutional Assessment Specialist, CPC, VCAA, division chairs,	Spring 2019	More comprehensive assessment of courses and programs
Implement web database for all course syllabi	II.A.3	VCAA, CPC, division chairs	Spring 2019	Allow students to view syllabi for any course
Designed program to attract returning students	II.A.6	Counselors, Deans, VCAA	Spring 2018 (ongoing)	Unable to recruit enough students so rethinking approach

# Planned Improvements Resulting from the Institutional Self Evaluation Report

## *Kapi'olani Community College*

### Quality Focus Essay

**The Assessment of Student Learning Outcomes QFE** addresses specific issues while **the Engagement for Student Success QFE** focuses on distinct goals for each calendar year.

The **Assessment of Student Learning Outcomes** QFE goals are

- To update the assessment process under the guidance of an Assessment Coordinator.
- To review the Taskstream process and to create queries and reports in Taskstream to inform SLO and SAO assessments.
- To update the General Education Outcomes and to map SLOs and SAOs to the revised Institutional Learning Outcomes and General Education Outcomes.
- To continue innovative workshops and programs to further engage faculty and staff and explore impactful assessment activities across the College.

During the third year, the College will close the loop and make appropriate changes based on completed analyses, including campus feedback on SLO and SAO assessment. Fostering and increasing campus engagement in SLO and SAO assessment will deepen conversations around student learning and, ultimately, will increase student success.

**The Engagement for Student Success QFE** has distinct goals for each year of the QFE. Action plans to accomplish the goals will be created through the Student Success Pathway plans. In March 2017, each department, program, unit, and governance organization created goals and action plans to improve student success resulting in 53 plans being submitted and 47 out of 50 Strategic Plan items addressed. This was unprecedented participation across the campus, and therefore, Student Success Pathway planning was chosen as the process to address the QFE.

The timeline for the QFE starts in January 2019; however, since the Student Success Pathway plans started in 2017, the **Engagement for Student Success QFE** already has a framework and essential data to review and move the process forward. The goals for each year are

- Year 1 (2019) - To increase course completion for all students and fall-to-spring persistence
- Year 2 (2020) - To increase the number of certificates and degrees for all students, increase student transfers within and outside of the UH system; increase the number of certificates and degrees for Native Hawaiian students; increase the number of certificates and degrees by Pell grant recipients; and continue to increase the number of STEM certificates and degrees.
- Year 3 (2021) - To complete the College's 2022-2027 Strategic Plan with clear directions, goals, outcomes, and measures for student engagement, learning, achievement, and success.

## Other Planned Improvements

### 1. Easier Accessibility of Information

- Information for the Public
  - Student Achievement Data - Move student achievement data from the OFIE website to the College's main website.
  - CCSSE Reports: Move CCSSE data from the OFIE website to the College's website
  - Annual Report of Program Data (ARPDs) - Place ARPD link on the College's website.
  - Comprehensive Program Review (CPRs) - Move CPRs from the OFIE website to the College's website.
- Information for the Students
  - Articulation Agreements - Consolidate and publish articulation agreements on the College's website
  - Information on how to transfer - Copy "transfer out" information from the catalog to the College's website
  - Information on the program termination process - Publish information on the program termination process on the College's website
- Information for the faculty and students
  - Making syllabi available - Develop a system to make syllabi more readily available to students

### 2. Syllabi Review and Revision (Form-fillable cover page)

- Standardize information on a cover page for syllabi, including course student learning outcomes, that is adopted by faculty

### 3. Student Records: Archiving Certificates of Competency

- Establish a system for archiving continuing education Certificates of Competency

### 4. Technology Support for Students

- Create and implement a policy for student technology support

### 5. Participate in the Budget by all Constituents

- Institute an annual forum on the budget

## Planned Improvements Resulting from the Institutional Self Evaluation Report Kaua`i Community College

### Quality Focus Essay

As a result of College-wide Conversations with faculty, staff, and students held during the fall 2017 and spring 2018 semesters, two Quality Focus topics were chosen that are both related to student success: “Scheduling for Success” and “Integrated Career and Academic Services for Grades 11-14.” These topics align with UHCC Strategic Directions 2015-2021 (e.g., the Hawai`i Graduation Initiative), the College’s Institution-Set Standards, and several Kaua`i CC Strategic Goals (e.g., increase recent high school graduate enrollment/working adults, reduce the time degree: accelerate college readiness, and increase the number of graduates.)

### **Quality Focus Project #1: Scheduling for Success**

#### *Background*

The College currently offers face-to-face courses at its single campus location, augmented by a limited number of distance education offerings and a small but growing number of early college sections that are taught for high school students on the campus of the three major public high schools on the island. The College serves students from everywhere on the island, commuting to campus can be a barrier for some students because of:

- Distance to campus for students living on the west side or north shore
- Structure of roads on the island (coastal roads only)
- Traffic
- Time commitments to family and work
- Limited public transportation—(Not as easily utilized as in urban locations, although a partnership with Kaua`i County on a subsidized bus pass for students has been successful.)

#### *Project Description / Goals*

The project will encompass five years (2019-2023) with the goal of examining course scheduling at the College in terms of modality, location, time, days, length, etc., the best align with current student and community needs. This will not only aid in on-time degree completion but also provide novel scheduling opportunities for the community that will provide working adults more opportunities to pursue post-secondary education. Areas that will be explored include:

- Compressed courses (e.g., 8-week blocks)
- Part-time student course plans for non-cohorted academic programs
- Determine best practices for scheduling courses with nonstandard number of credits
- Expand summer offerings – (Pell grant availability is being marketed summer 2018)
- Develop offerings at off-site locations on north shore and west side to mitigate commute
- Address late registration and class cancellation procedures and timeline
- Consider year-long student registration
- Increase offering of hybrid courses
- Enhance place-based education with reworking of scheduling to provide time for hands-on learning in the community
- Other scheduling strategies as needed or discovered during this project.

#### *Major Data Source*

The Institutional Effectiveness Office will conduct a Workforce Survey and a Kaua`i Residents’ Survey over summer 2018. The survey will identify the scheduling needs of residents and employers on the island,

providing guidance to the College in selecting the most fruitful strategies of the ones mentioned here. The survey results will also aid in establishing the details of how the strategies are implemented.

## **Quality Focus Project #2: Integrated Career and Academic Services for Grades 11-14**

### *Background*

The College annually reviews its performance against its UHCC System Strategic Priority goals and the current Strategic Priority Plan spanning 2015-2022. One notable decline over the past three years is the number of direct high school enrollees, despite relatively stable senior class sizes at the three primary feeder high schools. Hence the College's focus on increasing enrollments in this population over the next several years.

### *Project Description and Goals*

This project will encompass a four-year period (Fall 2018-Spring 2022) to track participants from their junior and senior years of high school through two years of community college. Specific programming will engage students, especially during their senior year, to explore and possibly choose a major, complete an application, complete orientation, complete placement assessment with the availability of high school grades and coursework, develop an education plan, and enroll. The goal is to complete these activities by April of each academic year to enable students to enroll before they graduate from high school

### *Timeline, Responsible Unit/Person, and Assessment Metrics*

A pilot project was implemented at one feed high school in spring 2018 that included offering a #FindYourFuture Spark event day at KauCC for Juniors and Seniors, offering FAFSA and Scholarship workshops at the high school, and scheduling a Parents' Night for incoming students. These activities will be expanded and scaled -up to include all three feed high schools as well as three charter schools.

Baseline for success will be 2016-2017 data for activities or measures that exist, whereas baseline for new activities will be developed during the 2017-2018 academic year.

### **Other Planned Improvements**

Areas of improvement that required additional time to complete were added to the ISER as Action Items. The College identified seven of these items:

1. The College academic programs will develop course sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related on one of our Quality Focus Essays, Scheduling for Success. (II.A.6.2)
2. The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees during the 2018-2019 academic year.
3. The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future and used to inform the Administrative Services Annual Program Review Update (APRU.) The next survey will be disseminated in 2019
4. The Human Resources office will develop a list of review dates for APT evaluations to remind supervisors of review deadlines for the 2018-2019 academic year.

5. The College will create a guide for orienting and mentoring lecturers prior to the Spring 2019 semester.
6. The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College, beginning in August 2018.
7. Service outcomes will be developed or revised for both the Testing Center and Operations and Maintenance prior to the fall 2018 semester.

## **Planned Improvements Resulting from the Institutional Self Evaluation Report Leeward Community College**

The Institutional Self-Evaluation Report (ISER) is a culminating report of reflection and self-evaluation required of colleges accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The process begins about two years before the report is due and an evaluation team visits the campus.

The Self-Evaluation Core Team wrote the Quality Focus Essay (QFE) last in order to allow the self-reflective nature of the ISER uncover larger areas of focus for the College. During the Self-Evaluation process, the College identified two action projects that will have significance in improving student learning and student achievement over a multi-year period, and the team describes them in the QFE.

### Quality Focus Essay

In fall 2017, the first QFE project became clear as the campus embraced a single goal to drive campus initiatives. This goal is known as the Wildly Important Goal (WIG) and provides a unifying vision for the many campus initiatives currently underway to increase student retention.

The second QFE project developed out of a spring 2018 convocation breakout session that focused on the areas of improvement that the Self-Evaluation Core Team identified during the writing of the ISER. One area attracted much attention, and this led to the second QFE project that focuses on improving student learning by making outcomes assessment more meaningful for faculty and staff.

The WIG and the efforts surrounding assessment will help “provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and demonstrate the institution’s commitment to excellence”.

### Action Projects

1. Increase student retention by keeping the students the College already has.
2. Improve student learning by making outcomes assessment more meaningful for faculty and staff.

***Action Project 1: Increase student retention by keeping the students the College already has.  
(Standard I.B.3)***

### Background

As one of seven community colleges, and one of ten colleges in the University of Hawai'i (UH) System, Leeward CC plays a critical role in preparing students for the workforce and for transfer to a four-year college. The University of Hawai'i Community Colleges (UHCC) System coordinates the efforts of the community colleges, ensuring alignment and focused movement on key initiatives. The

UHCC System has initiated several system wide projects in the past five years including a coordinated effort to accelerate students' progress through developmental education courses, the implementation of a pathway-driven registration system, and the creation of common exploratory majors to guide students' selection of coursework. The College goals and plans are guided by these system efforts.

The Self-Evaluation Core Team's review of the data indicated that retention is a gap area that has shown little movement despite the implementation of the system initiatives. Additionally, faculty and staff had begun to experience "initiative fatigue" with so many initiatives needing attention. The College selected its Wildly Important Goal (WIG) of "Keeping the Students We Have" to focus efforts on a single goal. Specifically, the goal is to increase retention and persistence by ten percent in 2017-2018. This goal drives everything the College does.

### Goals and Outcomes

- Increase student retention and persistence by ten percent in 2018-2019.
- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the four-year graduation rate from 16 percent to 25 percent by 2020-2021.

### ***Action Project 2: Improve student learning by making assessment more meaningful for faculty. (Standard II.A.3)***

### Background

A second area in need of improvement is learning outcomes assessment. Since 2010, the College has made use of Tk20, which is a comprehensive online assessment planning, data management, and reporting system. The College made good progress with implementing Tk20 as the repository for learning outcomes assessment. However, faculty and staff did not find Tk20 intuitive or easy to use. Tk20 has become a deterrent to meaningful dialogue about assessment instead of a supportive tool.

### Goals and Outcomes

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

### Other Planned Improvements

As part of the self-evaluation process, the Self-Evaluation Core Team identified several additional planned improvements including

- Convening a joint ad hoc committee to review the planning process and make recommendations for improvement (Standard I.B.)

- Revising the distance education peer evaluation form to provide feedback on regular and substantive interaction to ensure compliance with Federal regulations (Standard II.A.)
- Conducting a comprehensive review of the Policy on Shared Governance (Standard IV.A.)

## **Planned Improvements Resulting from the Institutional Self Evaluation Report *Windward Community College***

### **Quality Focus Essay: Native Hawaiian Parity**

Windward CC's mission includes a special commitment to serve Native Hawaiian (NH) students. We are proud to be an indigenous serving institution with over 40% of our enrollment consisting of NH students. This mission and commitment is evident in the resources we provide for Native Hawaiians, both institutionally and through attainment of extramural resources. The commitment to serving NH students resonates with our core values concerning diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, and striving for excellence and carries with it Action Plans across all the Standards.

#### **Action Project 1: Disaggregation of Data by Race and Ethnicity: (Standards IA2, IB5, IB6, IB9, IIC5, IIID3)**

The College will systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.

#### **Goals**

1. Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis.
2. Improve quality of dialogue on parity measures.
3. Improve quality of decision-making and allocation of resources to promote parity.

#### **Action Project 2: Enrollment (IB9, IIC3, IIC6, IIID1)**

Within the institutional enrollment management plan, the College will identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.

#### **Goals**

1. Establish a systematic, evidence-based enrollment management plan for overall enrollment.
2. Delineate within the overall plan specific goals, actions, and activities for individual certificate and degree programs.
3. Allocate resources to strategies which positively impact NH enrollment.
4. Maintain overall enrollment at parity with population.
5. Attain parity with population for each individual degree program.

#### **Action Project 3: Persistence (IA3, IB9, IIC1, IIID1, IVB3)**

Based on accurate, disaggregated data, the College will identify and prioritize strategies at the institution which positively impact NH persistence, which positively impacts enrollment.

The goals for persistence are integrated into the goals for data disaggregation and enrollment. These relevant action steps needed to achieve these integrated goals are also integrated in the

action steps for these action projects. How the goals are integrated in other action project goals is delineated below:

### **Action Project: Disaggregation of Data by Race/Ethnicity**

**Goal 1:** Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis.

**Integrated Persistence goal:** Disaggregate NH Fall to Fall persistence.

### **Action Project: Enrollment**

**Goal 1:** Establish a systematic, evidence-based enrollment management plan for overall enrollment.

**Integrated Persistence Goal:** Establish a systematic, evidence-based enrollment management plan which considers persistence.

**Goal 3:** Allocate resources to strategies which positively impact NH enrollment.

**Integrated Persistence Goal:** Allocate resources to strategies which positively impact NH persistence.

**Goal 4:** Maintain overall enrollment at parity with population.

**Integrated Persistence Goal:** Maintain parity with population for persistence.

### **Action Project 4: Completion (IA3, IB3, IB9, IIA1, IIA10, IIC1, IIC5, IIC6, IIID1, IIID2, IVB3)**

The College will identify and prioritize strategies at the institution which positively impact NH completion (graduation and transfer).

### **Goals**

1. Implement strategies to promote NH graduation and transfer.
2. Allocate resources to strategies which positively impact NH graduation and transfer.
3. Overall graduation rates at or above parity with population.
4. Graduation rates within specific degrees at or above parity with population.
5. Transfer rates at or above parity with population.

### **Quality Focus Essay 2: Distance Education Parity**

Students receiving distance education at Windward CC *will achieve academic parity* with those receiving face-to-face education at Windward CC.

### **Action Project 1: Provide faculty who teach online with expert training and support (IB1, IIA2, IIA7, IIIA2, IIIA8, IIIA14, IIIC1, IIIC4, IIIC5, IVA4, IVB3)**

### **Goals:**

1. Ensure adequate staffing to provide training and support to faculty who deliver distance instruction.
2. Ensure adequate facilities to provide training and support to faculty who deliver distance

instruction.

3. Provide timely training and assistance to faculty who deliver distance education.
4. Foster peer support and mentoring among faculty and staff who deliver and assist with distance education.
5. Provide faculty with instructional technologies that best support effective instruction.

**Action Project 2: Provide equivalent support services to online and face-to-face students (IB6, IIA7, IIB1, IIC1, IIC3, IIC5, IVB3)**

**Goals:**

1. Institutionalize and centralize tutoring services for all students regardless of course format or location.
2. Extend and enhance student support services for distance learners.

**Action Project 3: Align institutional and programmatic practices for online instruction (IB4, IIA1, IIA6, IVA3, IVA4, IVB3)**

**Goals:**

1. Provide sufficient distance education courses to allow timely completion of degrees.
2. Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation.

**Other Planned Improvements**

1. Create an Online AA and AS in Veterinary Assistance Program
2. Modernize existing buildings on campus
3. Modernize teaching spaces on campus
4. Establish more Workforce Development Partnerships
5. Assure ADA Compliance in all documents disseminated on campus
6. Invest in sustainability options
7. Evaluate and modify, if necessary, SLO assessment policies and procedures

# INSTITUTIONAL SELF EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



*Submitted by:*

**Hawai'i Community College**  
1175 Manono Street  
Hilo, HI 96720

808-934-2500  
[www.hawaii.hawaii.edu](http://www.hawaii.hawaii.edu)

*to:*

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**August 2018**



UNIVERSITY of HAWAII®  
**HAWAII'**  
COMMUNITY COLLEGE

**INSTITUTIONAL SELF-EVALUATION REPORT  
CERTIFICATION PAGE**

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

From: Dr. Rachel Solemsaas, Chancellor  
Hawai'i Community College  
1175 Manono Street  
Hilo, HI 96720

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

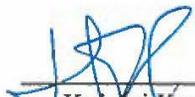
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 4/24/18  
\_\_\_\_\_  
Dr. Rachel Solemsaas, Chancellor, Hawai'i Community College

 4/24/18  
\_\_\_\_\_  
Deseree Salvador, College Council Chair, Hawai'i Community College

 4/24/18  
\_\_\_\_\_  
Samuel Giordanengo, Faculty Senate Chair, Hawai'i Community College

 4/24/18  
\_\_\_\_\_  
Kulei Kanahale, Ho'olulu Council Chair, Hawai'i Community College

 4/24/18  
\_\_\_\_\_  
Treven Mukai, Assoc. Student Government President, Hawai'i Community College

 4/24/18  
\_\_\_\_\_  
E. Kalani Flores, Accreditation Liaison Officer, Hawai'i Community College

# **UHCC/BOR Certification Page**

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## Introduction

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### Mission

To promote lifelong learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for *Kauhale* members to pursue academic achievement and workforce readiness.

Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai‘i Island community.

### Ke Ala Nu‘ukia

*No ka ho‘opi‘i ‘ana i ka ho‘ona‘auao ‘ia ‘ana kau i ka puaaneane, na ke Kulanui Kaiaulu ‘o Hawai‘i e kaulele ma ka ‘ike e pono ai nā hoa Kauhale i na‘auao a mākaukau ho‘i. Ma hope mākou o ke ala nu‘ukia o nā Kulanui Kaiaulu Hawai‘i a pau a na mākou nō e lawelawe i ko Hawai‘i nui kuauli.*

### Vision

Our *Kauhale* of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities

### Ka ‘Ōlelo Nu‘ukia

*E lilo ana nā kānaka ‘imi na‘auao o ke Kauhale i kupa ho‘oikaika a papau ho‘i i hiki ke ‘a‘a i nā kūlana nōhihi o ko kākou kaiaulu mokupuni a me ko kākou kaiaulu honua.*

## About Us

### *Kauhale*

Unique to Hawai‘i Community College (Hawai‘i CC) is the academic celebration of the indigenous host culture by embracing the concept of *Kauhale*, which traditionally means the Hawaiian village. *Kauhale* is an ‘*ohana* (family) of administrators, faculty, staff, students, their families, and the Hawai‘i Island community that contributes measurably to the success of the College’s mission and outcomes. *Kauhale* maximizes the “community” in the mission through dialogue, planning, innovation, and assessment across traditional College divisions and units. *Kauhale* enables all members of the College ‘*ohana* to recognize and celebrate individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others. *Kauhale* unites all components of Hawai‘i CC into an “academic village without walls” for the overall success of its learners and the learners’ communities and their families, in the spirit of *E ‘Imi Pono* (seeking excellence) ([INTRO-1](#)).

### History

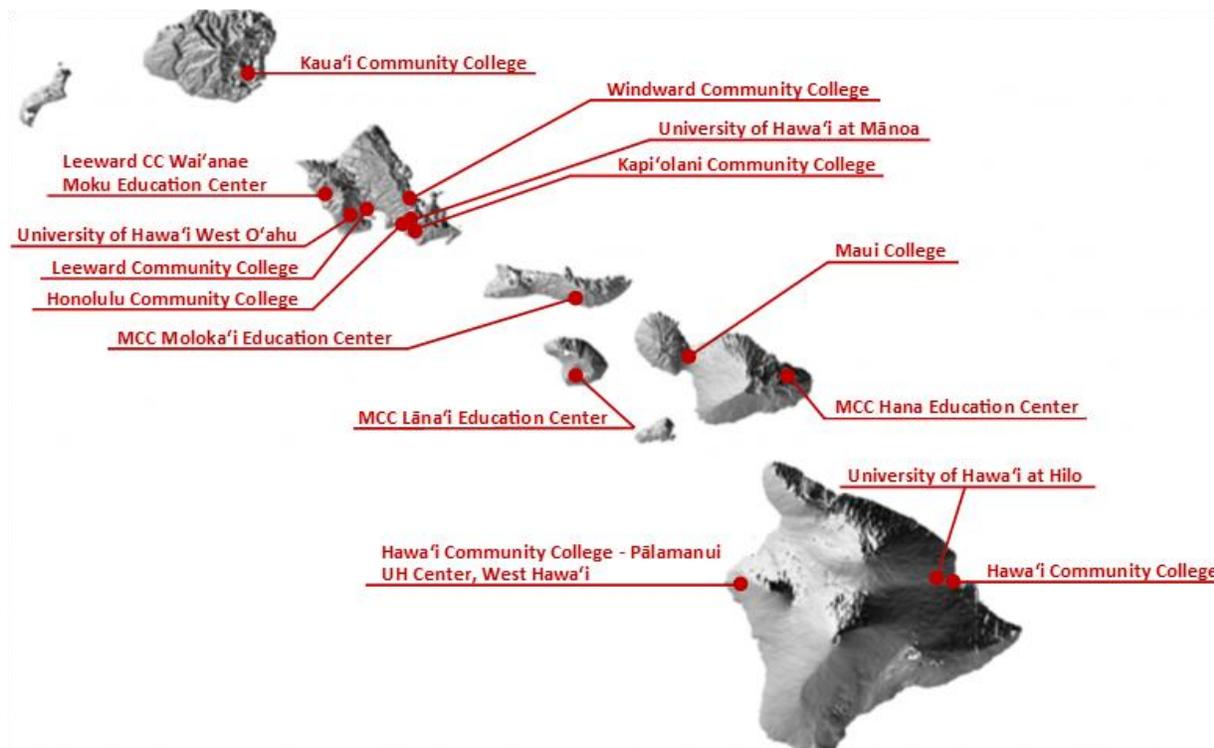
Hawai‘i CC is one of seven community colleges in the University of Hawai‘i (UH) system, which also includes four four-year institutions. The Hawai‘i Territorial Legislature initially established the College in 1941 as Hawai‘i Vocational School. With advancement in technology and expansion of educational opportunities into broader fields of technical training, the institution was renamed in 1956 as Hawai‘i Technical School. In May 1970, the institution joined the University of Hawai‘i as a comprehensive community college with the name Hawai‘i Community College. With the last name change, the administration of the College was transferred from the Hawai‘i Department of Education to the UH System. From 1970 through 1990, Hawai‘i CC was a unit of the University of Hawai‘i at Hilo (UH Hilo). In fall 1990, the UH Board of Regents (BOR) voted to separate the two institutions, and Hawai‘i CC assumed its own administrative responsibilities.

Other historical developments for the College were the offering of college degree classes in Kona beginning in 1982 and the establishment of continuing education programs throughout Hawai‘i Island in 1992. In 1996, the UH BOR created the UH Center model to make higher educational opportunities available to Hawai‘i residents living on the islands of Kaua‘i, Maui, and Hawai‘i. As a result, the UH Center, West Hawai‘i (UHCWH) was established in South Kona on Hawai‘i Island. In July 1997, the administration of the UHCWH was transferred from UH Hilo to Hawai‘i CC. In fall 2015, UHCWH relocated to a new campus in North Kona that also included a campus name change to Hawai‘i Community College–Pālanui.

### Location

Hawai‘i CC serves all of Hawai‘i County, which encompasses Hawai‘i Island, the southernmost island in the Hawaiian archipelago. The College is the island’s only comprehensive, open-door community college. The main Manono campus (1175 Manono Street, Hilo, HI 96720) and shared facilities at UH Hilo (200 West Kāwili Street, Hilo, HI 96720) are located in the county seat of Hilo on the east side of the island. On the west side of the island, the College provides offerings at its branch Pālanui campus (73-4255 Ane Keohokālole Hwy., Kailua-Kona, HI

96740), which is located in Kona, approximately 75 miles away from the Manono campus. Prior to the opening of the Pālanui campus, classes were offered in West Hawai'i at the UHCWH until spring 2015.



**INSERT - map of UH campuses to be sent by UHCC**

In addition, the College has met community needs with the offering of courses at satellite sites at Waimea in the South Kohala District, Honoka'a in the Hāmākua District, Pāhoa and Kea'au in the Puna District, and Pāhala in the Ka'ū District.

## Accreditation Status and Licensure

Hawai'i CC is fully accredited by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC). Hawai'i CC's first college accreditation as a separate institution was granted in 1995. Subsequent accreditation was granted in 2001, 2007, and again in 2013 with the provision that a follow-up report be filed. Since the last self-evaluation report of 2012, the College submitted follow-up reports in 2013, 2014, and 2016 along with a midterm report in 2015 to ACCJC to satisfy all requirements for accreditation ([INTRO-2](#)).

In addition, the following three programs include specialty accreditations:

- Culinary Arts–American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
- Early Childhood Education/Children's Center–National Association for the Education of Young Children (NAEYC)

- Nursing, associate in science (AS) degree–Accreditation Commission for Education in Nursing (ACEN)

## Degrees and Certificates

Hawai‘i CC supports students’ pursuit of academic achievement and workforce readiness by offering 31 academic degrees, 44 career and technical education certificates, and two academic subject certificates through its main Manono campus. The Pāalamanui branch campus in West Hawai‘i offers academic degrees and certificates in ten areas. As the only community college on the island, the College serves the diverse needs of its residents through a variety of innovative instructional delivery modes. Approximately 90% of its enrolled students are Hawai‘i Island residents ([INTRO-3](#)), and according to UH Foundation data, approximately 78% of its alumni staying on the island and contributing to the local community and economy.

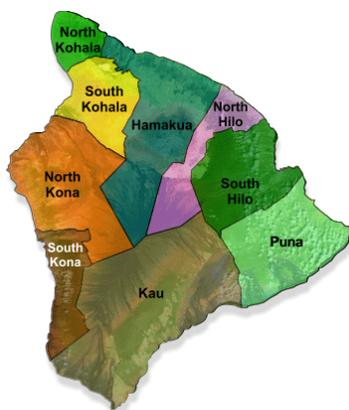
UH System data show that Hawai‘i CC is the main feeder college to UH Hilo. Five associate in arts (AA) degrees in Liberal Arts with specific concentrations in Administration of Justice, Art, History, Psychology, and Sociology were created in fall 2016 to strengthen the intercollegiate pathway for transfer students who intend to pursue baccalaureate degrees. In addition, Hawai‘i CC offers exploratory majors in Health Sciences (with pathways to UH Hilo in Kinesiology and/or Pre-Nursing) and in Business (with pathways to UH Hilo in Accounting and/or General Business).

The Pāalamanui campus also hosts students from other campuses in the UH System through the UHCWH in partnership with UH Mānoa, UH Hilo, UH West O‘ahu, UH Maui College, and other UH community colleges to offer over 50 additional online, distance learning, and hybrid degrees on the campus.

The College also serves its island community by providing a variety of non-credit programs and courses through EDvance (formerly the Office of Continuing Education and Training–OCET). EDvance provides lifelong learning opportunities to all ages by offering courses and programs that include non-credit courses, workshops, customized training for businesses and industries, workforce training, and other activities to enhance local economic development efforts. EDvance offers programs designed to inspire and promote engagement both on campus and in the community, which supports local workforce needs. EDvance works with employers who seek help with training. Requests for program and course offerings are also taken from employees, students and parents, unemployed workers, self-employed workers, retirees, and the workforce in general.

## About Our Service Area: Hawai‘i Island

Since 1997, the College has continued to expand its offerings and locations, supporting its mission as an open-door institution serving all segments of Hawai‘i Island, which includes nine districts (Figure 1).

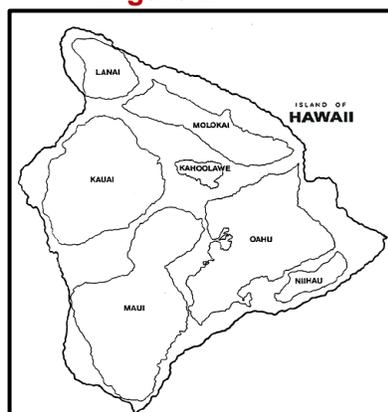


**Figure 1 – Hawai‘i Island Districts**

## Geography

Hawai‘i Island is the largest island in the state, covering 4,028 square miles, a land mass that easily encompasses all the other islands combined (Figure 2). Hawai‘i Island also has a relatively small population, resulting in comparatively far more rural area (Figure 3). The island’s size and rural nature create a challenge in serving the needs of all prospective students.

**Figure 2**



Source: County of Hawai‘i website

**Figure 3**

Geography Quick Facts: 2015					
	State Total	Hawai‘i County	Honolulu County	Kaua‘i County	Maui County
Land area, square miles	6422.6	4028.4	600.7	620.0	1161.5
Population	1,431,603	196,428	998,714	71,735	164,637
Persons per square mile	223	49	1663	116	142

Source: State of Hawai‘i Data Book

## Population

The population on Hawai‘i Island has increased from 188,795 (July 2012) to 198,449 (July 2016), a 5.1% increase as compared to the state, which showed a 2.6% increase ([INTRO-4](#)).

## Socio-economic Status

Hawai‘i Island lags behind other counties in the state when comparing socio-economic data. Hawai‘i County has historically had the highest unemployment rate. In 2012, the county’s rate was 8.3% (next highest was Kaua‘i, 7.3%) ([INTRO-5](#)). As employment rates have been improving, 2017 rates (not seasonally unadjusted), as of October 2017, were at an all-time low for the state and the county. Hawai‘i County’s unemployment rate dropped down to 2.3%, and

the next highest county, Maui, dropped to 2.1%) ([INTRO-6](#)). The state of Hawai‘i, as of January 2018, had the lowest unemployment rate (2.1%) in the country ([INTRO-7](#)).

From 2012 until 2016, according to American Community Survey (ACS) data released in October 2017, Hawai‘i County has consistently had the lowest median household income in the state. In 2012, the county’s median household income was \$52,098 (Maui County was the next lowest at \$64,058) and in 2016 it was \$53,936 (Kaua‘i County was next lowest at \$68,224)([INTRO-8](#)).

Data produced by Hawai‘i’s Department of Business and Economic Development and Tourism (DBEDT) is based on the annual report of the ACS. According to DBEDT, the county’s poverty level remains the highest in the state: the county’s percentage of individuals living below poverty was 18.3 in 2015 ([INTRO-9](#)). The release of the latest ACS data on the county’s median income and poverty level confirmed Mayor Harry Kim’s assessment of Hawai‘i County’s socio-economic status. The Mayor is aware that “whole regions of the island, particularly Puna and Ka‘ū, have 100% of their schoolchildren in free and reduced lunch programs”([INTRO-10](#)). During 2017-18, 8 of 22 schools added to the school lunch program were in Hawai‘i County; 17 of the total of 52 schools in the school lunch program statewide are in the county([INTRO-11](#)).

## Labor Market

In Hawai‘i County, as of 2014, the largest number of workers were in “services-providing” industries, which comprised 79% of the labor market, primarily in education and health services (20%); trade, transportation and utilities (18%); leisure and hospitality (18%); and government (8%). The “goods-producing” industries employed 10%, primarily in construction (5%), natural resources and mining (3%), and manufacturing (2%). Self-employed and unpaid family workers represented the remainder of the labor market (11%) ([INTRO-12](#)).

Due to the retirement during 2014 to 2024 of many employees from the “baby boom era,” the total number of jobs generated by replacement needs will represent 73% of the total annual openings and will exceed jobs created through growth opportunities ([INTRO-13](#)).

Projections for industry employment from 2014 to 2024 indicate that the number of jobs in Hawai‘i County will rise by 8.5%, from 74,430 (2014) to 80,740 (2024) jobs. “Services-providing” industries will comprise about four-fifths of the total positions added in Hawai‘i County and will have the fastest growth rate for all industries by 2024. Education and health services will have the largest gain (11.7% or 1,760 jobs) and the fastest growth rate among this sector. Leisure and hospitality will be second with the addition of 1,180 jobs, while trade, transportation, and utilities will add another 1,020 jobs. Together these three industries will be responsible for 57% of the county’s total job openings ([INTRO-14](#)).

By 2024, among the “goods-producing” industries, construction will advance the fastest, contributing 51% of the positions added within this sector ([INTRO-15](#)). The rise in employed and unpaid family workers will amount to 9.1%, accounting for 11% of the total county employment ([INTRO-14](#)).

Approximately 25% of the total projected job openings in Hawai‘i County will require education beyond a high school diploma or equivalent, which includes employees who have earned a postsecondary certificate or an associate’s, bachelor’s, master’s, or doctoral degree ([INTRO-16](#)). In general, workers in this category earn more compared to the other education levels. Next to retail sales, jobs related to healthcare will experience the fastest growth rates, while those employed in various sectors will generate the most openings ([INTRO-17](#)).

## Community Education Attainment Level

Based upon the 2015 Hawai‘i County Data Book, the percentage of college graduates in Hawai‘i County ranged from 20.0 to 30.6, depending on location, which was comparable to the state’s average of 29.4, whereas individuals who had some college education ranged from 29.8% to 35.2%, which was also comparable to the state’s average of 31.4% ([INTRO-18](#)).

## About our Students

Hawai‘i CC’s students live primarily on Hawai‘i Island, with over 90% of the College’s students claiming the island as their permanent residence in fall 2017 ([INTRO-19](#)). A majority of the College’s students reside in the Hilo District, with the Puna and Kona Districts as the second and third largest service areas on the island ([INTRO-20](#)).

## Cultural Diversity

Students at the College are as diverse as the island’s various ethnic groups. The student population (based upon fall 2017 enrollment) included 14.3% of two or more races, 20.1% Asians, 15.1% Whites/Caucasians, 1.7% Hispanics/Latinos, 2.2% Other Pacific Islanders, 0.6% Blacks/African Americans, and 0.6% American Indians/Alaska Natives([INTRO-19](#)). However, there are notable proportional differences, with the College’s percentage of Native Hawaiian or Part-Hawaiian students greatly exceeding that of the island’s population as a whole. For fall 2016, nearly 45% of the students enrolled identified themselves as being Native Hawaiian or Part-Hawaiian ([INTRO-21](#)), whereas this resident population on Hawai‘i Island is only 10.5% ([INTRO-22](#)). Among the UHCCs, Hawai‘i CC consistently awarded a high number degrees and certificates to Native Hawaiians or Part-Hawaiians ([INTRO-23](#)).

In comparison to the College’s enrollment, the island’s population (based upon 2014 estimates) included more than 28% of two or more races, 23.2% Asians, 33.6% Whites, 12.3% Hispanics/Latinos, 10.5% Native Hawaiians, 1.9% Other Pacific Islanders, 0.8% Blacks/African Americans, 0.3% American Indians and Alaska Natives, and 1% some other race([INTRO-22](#)).

## Age

As the island’s only open-door college, Hawai‘i CC serves the county’s varied postsecondary age groups. College enrollment encompasses a wide age range with students aged from 16 to over 80. While many students come directly from high school, approximately 45% are above the age of 21([INTRO-19](#)). Since 2012, there has been a steady decline in enrollment amongst most age groups([INTRO-24](#)).

## Gender

Based upon 2016 numbers, the county's gender breakdown was roughly even (50.2% female) ([INTRO-25](#)). In contrast, the College has historically served a larger percentage of female than male students, with approximately 60% of students female in fall 2017 ([INTRO-19](#)).

## Enrollment Trends

At the time of the College's last self-evaluation report, Hawai'i CC's enrollment growth in headcount and full-time-equivalent students (FTE) reached a peak at just over 3,900 students in fall 2011. From fall 2012 to fall 2017, as the economy recovered and the unemployment rate decreased, enrollment also decreased from 3,663 to 2,819 students. This decrease in enrollment was also experienced throughout the UH system over the same period ([INTRO-26](#)). The exceptions to this decrease was an increase in enrollment at the new campuses of UH West O'ahu and Hawai'i CC – Pālanui.

Registration for non-credit courses and services offered through EDvance has gone from 3,197 in 2011-12 to a high of 4,454 (2014) and down to 3,132 (2016-17) ([INTRO-27](#)).

The overall enrollment forecast calls for continued mild decline through fall 2022 ([INTRO-28](#)). Enrollment decreases have historically paralleled a decline in unemployment rates on Hawai'i Island from 8.3% in 2012 down to 2.3% in 2018 ([INTRO-29](#)). Although unemployment rates have steadily dropped in recent years indicating the growth of a healthy economy, Hawai'i Island residents and some of the College's students continue to face financial challenges. The College in 2014-15 had the highest dollar amount (\$450,586) of the UHCC's per head count of unmet student needs at a \$416 average per student ([INTRO-30](#)). As a result, the College, and more broadly the UHCC System, have identified the "elimination of cost as a barrier" to students as one of the primary components of the Strategic Directions 2015-2021 plan.

With lower tuition rates than UH System universities, UH community colleges offer a more affordable option for Hawai'i state residents seeking higher education. The UH BOR approved a five-year tuition schedule for fall 2012 to spring 2017 with moderate increases of tuitions for all UH system universities and community colleges ([INTRO-31](#)). For AY 2017-2018 to 2019-2020, the BOR approved an annual 2% increase for the last two out of these three academic years ([INTRO-32](#)). Hawai'i CC provides an affordable and accessible option for its residents despite these tuition increases. For comparison, the undergraduate tuition for full-time residents in AY 2017-2018 was \$3,024 at Hawai'i CC, which was less than half of the \$7,200 tuition at UH Hilo.

Through Strategic Directions 2015-2021 plans adopted by UHCC ([INTRO-33](#)) and Hawai'i CC ([INTRO-34](#)), the College also plans to increase its outreach to targeted populations on the island, including high school graduates, GED recipients, Pacific Islanders, working age adults, and international students ([INTRO-35](#)). These populations are more likely to enter the workforce without advanced degrees and are the most vulnerable to fluctuations in the job market. By leveraging financial aid and increasing outreach efforts to incentivize returning to school, Hawai'i CC hopes to counteract the pull of the job market.

**High School Graduates Direct Entry.** College enrollment is affected by trends impacting local high school graduates. As part of the state’s P-20 Partnerships for Education ([INTRO-36](#)), college and career readiness have been a focus area for student success. P-20 is a statewide collaboration led by the Executive Office on Early Learning, Hawai‘i Department of Education (DOE), and the UH System with the goal of improving educational outcomes for Hawai‘i. Overall, the state has maintained college-going rates around 55% with Hawai‘i Island college enrollment rates lagging behind at 47% for the Class of 2016.

Hawai‘i public high school seniors are forecast by the Hawai‘i DOE to decrease in school year 2016-17, increase in 2017-18, then grow modestly through school year 2021-22 ([INTRO-37](#)). To address this decline amongst local high school graduates, the College, in addition to its continued participation in the Hawai‘i P-20, Running Start, and Early College programs, has enhanced outreach with several high schools with increased course offerings at various high school campuses.

**GED Recipients.** The College has entered into a memorandum of agreement with the Waipahu Community School for Adults ([INTRO-38](#)) to expand educational offerings and high school equivalency programs at College locations at Manono and Pālanui.

**Pacific Islanders.** The College’s strategic enrollment plan prioritizes customizing onboarding services for target groups of students, including Pacific Islanders. Further goals include improving and stabilizing student support services for priority targets, such as Pacific Islanders, including implementing strategic and structured wrap around supports and services to assist academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

**Working Age Adults.** The College participates in UHCC strategies to enhance enrollment for this target population include online degrees, workplace-based programs, recruitment and portal for returning adults, and scholarships.

**International Students.** Hawai‘i CC created and filled a position for a Coordinator for the International Program Office to manage the College’s international program, to oversee international recruitment, and to develop and implement strategies for increasing international enrollment.

## Student Achievement Data and Institution-Set Standards

### Student Achievement Data

**Table 1 - Student Headcount by Enrollment Status, 2013-2016**

Enrollment	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Part-Time	1,808	53.1%	1,736	54.5%	1,830	59.3%	1,799	60.9%	1,677	59.5%
Full-Time	1,598	46.9%	1,450	45.5%	1,257	40.7%	1,157	39.1%	1,142	40.5%
<b>Total Headcount</b>	<b>3,406</b>		<b>3,186</b>		<b>3,087</b>		<b>2,956</b>		<b>2,819</b>	

Source: IRAO Data Access Portal - Student Enrollment Table 5

The College serves a larger number of part-time students than full-time students. Enrollment has decreased by over 17% since 2013.

**Table 2 - Student Headcount by Curriculum Category, 2013-2017**

Curriculum Category	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
General & Pre-Prof Ed	1,510	44.3%	1,256	39.4%	1,110	36.0%	1,066	36.1%	1,101	39.1%
Career & Tech Ed	1,412	41.5%	1,377	43.2%	1,244	40.3%	1,168	39.5%	1,072	38.0%
Other	484	14.2%	553	17.4%	733	23.7%	722	24.4%	646	22.9%
<b>Total Headcount</b>	<b>3,406</b>		<b>3,186</b>		<b>3,087</b>		<b>2,956</b>		<b>2,819</b>	

Source: IRAO Data Access Portal - Student Enrollment Table 5

(General and Pre-Professional Education programs: AA degrees, ASNS; Career and Technical Education programs: AS, AAS, CA; Other: unclassified and non-Hawai'i CC students)

Over the past five years, enrollment in General and Pre-Professional Education programs and Career and Technical Education programs has remained relatively balanced.

**Table 3 - Student Headcount by Ethnicity, 2013-2017**

Ethnicity	2013		2014		2015		2016		2017	
<b>Total</b>	<b>3,663</b>	<b>100%</b>	<b>3,406</b>	<b>100%</b>	<b>3,186</b>	<b>100%</b>	<b>3,087</b>	<b>100%</b>	<b>2,956</b>	<b>100%</b>
Asian Subtotal	671	18.32%	667	19.58%	622	19.52%	642	20.80%	591	19.99%
Native Hawaiian or Part-Hawaiian	1,562	42.64%	1,399	41.07%	1,360	42.69%	1,305	42.27%	1,303	44.08%
Pacific Islander	119	3.25%	118	3.46%	103	3.23%	98	3.17%	71	2.40%
Other	1,311	35.79%	1,222	35.88%	1,101	34.56%	1,042	33.75%	991	33.53%

Source: IRAO Data Access Portal - Student Enrollment Table 5

Native Hawaiian or part-Hawaiian students comprise the largest ethnic group at Hawai'i CC, constituting between 41% and 44% of the population between 2013 and 2017. The next largest ethnic group is Other (Hispanic, Caucasian, African American or Black, American Indian or Alaskan Native, Mixed Race (2 or more), and no data), at about 35%. Asians make up approximately 19%, and Pacific Islanders comprise about 3%.

**Table 4 - Student Headcount by Pell Grant Recipients, 2013-2017**

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Pell Recipients	1,558	45.7%	1,335	41.9%	1,091	35.3%	1,036	35.0%	1,000	35.5%
Non-Pell Recipients	1,848	54.3%	1,851	58.1%	1,996	64.7%	1,920	65.0%	1,819	64.5%
<b>Total Headcount</b>	<b>3,406</b>		<b>3,186</b>		<b>3,087</b>		<b>2,956</b>		<b>2,819</b>	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_BASE\_UH view, MRT\_AWARD\_BY\_PERSON table, CENSUS; generated by Hawai'iCC, Institutional Research Office; data queried April 18, 2018.

The percentage of Pell recipients decreased from 2013 to 2015, and the ratio of Pell to non-Pell recipients has remained unchanged since.

**Table 5 - Student Headcount by Course Delivery Method, 2013-2017**

Course Delivery Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
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DE Students	1,253	36.8%	1,267	39.8%	1,293	41.9%	1,201	40.6%	1,222	43.3%
Non-DE Students	2,153	63.2%	1,919	60.2%	1,794	58.1%	1,755	59.4%	1,597	56.7%
<b>Total Headcount</b>	<b>3,406</b>		<b>3,186</b>		<b>3,087</b>		<b>2,956</b>		<b>2,819</b>	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_REGS\_UH view, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 18, 2018.

Despite declining enrollment, the percentage of students taking distance education (DE) courses generally increased since 2013, from 37% to 43% of students.

**Table 6 - Course Completion by Course Delivery Method, 2013-2017**

Course Delivery Method	2013	2014	2015	2016	2017
DE Courses	69.4%	69.4%	71.9%	73.0%	71.8%
Face-to-Face Course	76.7%	78.4%	77.8%	78.2%	77.1%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_REGS\_UH view, CENSUS, EOS; generated by Hawai'i CC, Institutional Research Office; data queried April 20, 2018.

The face-to-face course completion rate has remained around 77-78% over the past five years. The DE course completion rate has risen slightly, from 69.4% to 71.8%, with the gap between delivery methods narrowing to within 5%.

**Table 7 - Overall Student Persistence, 2013-2017**

All Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Overall	71.9%	70.6%	69.0%	69.3%	69.4%
Full-Time	81.6%	81.0%	81.6%	81.3%	79.6%
Part-Time	60.9%	59.8%	58.0%	59.2%	60.7%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_XOVER view, CENSUS; generated by Hawai'i Community College, Institutional Research Office; data queried April 20, 2018.

Fall to spring persistence rates have remained fairly steady over the past five years, with overall persistence around 70%. Full-time students have higher persistence than part-time students.

**Table 8 - Student Persistence by Curriculum Category, 2013-2017**

Curriculum Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Career & Technical	75.1%	74.7%	72.8%	72.8%	76.5%
General & Pre Professional	72.1%	69.4%	70.6%	70.2%	67.6%
<b>Other</b>	<b>43.5%</b>	<b>55.1%</b>	<b>53.2%</b>	<b>56.5%</b>	<b>54.6%</b>

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_XOVER view, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 20, 2018.

Note: General and Pre-Professional Education programs include AA degrees, AS in Natural Science; Career and Technical Education programs: AS, AAS, and CA; Other include unclassified and non-Hawai'i CC students.

General and Pre-Professional Education student persistence fall to spring has declined slightly since 2013, from 72% to 68%. Career and Technical Education student persistence has held fairly steady and rose slightly in 2017.

**Table 9 - Degrees and Certificates Awarded by Curriculum Category, 2013-2017**

Curriculum Category	2013	2014	2015	2016	2017
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General & Pre-Professional	232	42.0%	301	45.0%	292	51.3%	291	42.0%	234	40.6%
Career & Technical	320	58.0%	368	55.0%	277	48.7%	402	58.0%	342	59.4%
<b>Total Degrees &amp; CAs</b>	<b>552</b>		<b>669</b>		<b>569</b>		<b>693</b>		<b>576</b>	

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 4

Note: General and Pre-Professional Education programs include AA degrees, ASNS; Career and Technical Education programs: AS, AAS, and CA.

Hawai'i CC awards more Career and Technical Education degrees and certificates than General and Pre-Professional Education degrees and certificates.

**Table 10 - Degrees and Certificates Awarded by Age, 2013-2017**

Age	2013		2014		2015		2016		2017	
<b>Total</b>	<b>552</b>		<b>669</b>		<b>569</b>		<b>693</b>		<b>576</b>	
Less than 21	195	35.3%	220	32.9%	165	29.0%	219	31.6%	181	31.4%
21-24	101	18.3%	129	19.3%	115	20.2%	133	19.2%	103	17.9%
25-48	227	41.1%	296	44.2%	259	45.5%	307	44.3%	258	44.8%
Greater than 49	29	5.3%	24	3.6%	30	5.3%	34	4.9%	34	5.9%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_DEGREE\_UH\_UH view, IRO\_BASE\_UH view, EOS, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 21, 2018.

Students aged 25 to 48 earn the highest percentage of degrees and certificates, with students younger than 21 earning the second highest percentage.

**Table 11 - Degrees and Certificates Awarded by Gender, 2013-2017**

Gender	2013	2014	2015	2016	2017
<b>Total</b>	<b>552</b>	<b>669</b>	<b>569</b>	<b>693</b>	<b>576</b>
Men	252	310	244	347	296
Women	299	359	325	344	272
No Data	1	0	0	2	8

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 1

From 2013 to 2015, more women than men earned degrees and certificates. Since 2016, the trend reversed, with slightly more men earning degrees and certificates than women.

**Table 12 - Degrees and Certificates Awarded by Ethnicity, 2013-2017**

Ethnicity	2013	2014	2015	2016	2017
<b>Total</b>	<b>552</b>	<b>669</b>	<b>569</b>	<b>693</b>	<b>576</b>
Asian Subtotal	123	169	104	193	150
Native Hawaiian or Part-Hawaiian	210	250	248	270	233
Pacific Islander	13	12	13	23	6
Other	206	238	204	207	187

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 2

Over the past five years, Native Hawaiian students have earned the highest percentage of the degrees and certificates awarded by the College, averaging 40%, which closely mirrors enrollment figures.

## Institution-Set Standards

In February 2017, the UHCC System adopted UHCCP #4.203 Institution-Set Standards, a policy that establishes the framework for student success through the adoption of eight standards for which each campus is held accountable, with new baseline and aspirational values (i.e., stretch goals) and specific annual target performance measures set for the period from 2016 to 2021 ([INTRO-39](#)). Data for these standards are to be used by each campus in regular reports prepared in conjunction with strategic planning, program review and assessment processes. The eight standards are the following:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfers to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate.

Although the review of data for the implementation of this policy began in 2016, the College is including data dating back to 2013 to provide a historical background of its performance in these particular areas. An analysis of the data for each of the eight ISS is summarized below.

### **Standard 1 – Course Completion**

Definition – Percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period during the academic year (AY).

Baseline Value – 70%

Aspirational Value – 75%

Hawai'i CC consistently exceeded the baseline each AY since 2013 with an overall average of over 6%. Since 2016 when aspirational values were established for this standard, the College has also exceeded these aspirational values. For 2017, the baseline and aspirational value were exceeded with a 5.77% and 0.77% difference between these values and the actual performance.

Category	AY 2017	AY 2016	AY 2015	AY 2014	AY 2013	2013-2017 Average
Baseline Value	70%	70%	70%	70%	70%	70%
Aspirational Value	75%	75%	--	--	--	75%
Actual Performance	75.77%	76.91%	76.38%	76.49%	75.18%	76.15%
Difference between Baseline and Actual	+5.77%	+6.91%	+6.38%	+6.49%	+5.18%	+6.15%

Difference between Aspirational Value and Actual	+0.77%	+1.91%	--	--	--	+1.34%
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Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_REG\_UH view, Census, EOS; generated by Hawai'i CC, Institutional Research Office; data queried February 21, 2018.

Note: Successful course completion is defined as enrolled students whose final grade is A, B, C, CR, P, CE, or CR+.

### **Standard 2 – Degrees and Certificates Awarded**

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY).

Baseline Value – Established as the three-year average for FY 2013-2015

Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 612 degrees and certificates each FY between 2013-2017. Hawai'i CC consistently exceeded the baseline each FY since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	597	597	470	470	470	521
Aspirational Value	658	627	619	429	408	646
Actual Performance	576	693	569	669	552	612
Difference between Baseline and Actual	-21	96	99	199	82	91
Difference between Aspirational Value and Actual	-82	66	--	--	--	-8

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_DEGREE\_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried February 21, 2018.

### **Standard 3 – Native Hawaiian Degrees and Certificates Awarded**

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY) to students of Native Hawaiian Ancestry.

Baseline Value – Established as the three-year average for FY 2013-2015

Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 242 associate degrees and certificates of achievement to Native Hawaiians each FY between 2013-2017. In addition, there has been a steady increase in the number of such degrees and certificates since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
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Baseline	236	236	--	--	--	236
Aspirational Value	260	248	249	179	165	254
Actual Performance	233	270	248	250	210	242
Difference between Baseline and Actual	-3	34	--	--	--	15
Difference between Aspirational Value and Actual	-27	22	--	--	--	-3

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_DEGREE\_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

#### **Standard 4 – Pell Recipient Degrees and Certificates Awarded**

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY) to students who ever received Pell awards.

Baseline Value – Established as the three-year average for FY 2013-2015

Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 411 associate degrees and certificates of achievement to Pell recipients each FY between 2013-2017. In addition, there has been an increase in the number of such degrees and certificates since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	418	418	--	--	--	418
Aspirational Value	461	439	418	--*	--*	450
Actual Performance	356	477	401	435	386	411
Difference between Baseline and Actual	-62	59	--	--	--	-2
Difference between Aspirational Value and Actual	-105	38	--	--	--	-34

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO\_DEGREE\_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

\* Only number of Pell recipients tracked.

#### **Standard 5 – Transfers to Baccalaureate Institutions**

Definition – Number of Hawai'i CC home-based students who transfer to a baccalaureate institution during the academic year (AY).

Baseline Value – Established as the three-year average for AY 2012-2015

Aspirational Value – 5% growth per year from the baseline year

Hawai‘i CC consistently exceeded the baseline each AY, averaging 433 transfers to baccalaureate institutions each AY between 2013-2017. For AY 2017, the College also exceeded its aspirational value.

Category	AY 2017	AY 2016	AY 2015	AY 2014	AY 2013	2013-2017 Average
Baseline	398	398	280	280	280	372
Aspirational Value	425	405	--	--	--	415
Actual Performance*	449	401	429	449	435	433
Difference between Baseline and Actual	51	3	149	169	155	105
Difference between Aspirational Value and Actual	24	-4	--	--	--	10

Source: National Student Clearinghouse Data University of Hawai‘i, Institutional Research Office, Operational Data Store, IRO\_BASE\_UH view, CENSUS; generated by Hawai‘i CC, Institutional Research Office; data queried November 3, 2017.

\*Summer totals not included

### **Standard 6 – IPEDS Student Success Rate**

Definition – Rate at which first time, full time students either graduate or transfer to a baccalaureate institution within 150% of the time of entry.

Baseline Value – Success rate based on the Fall 2012 IPEDS cohort

Aspirational Value – Incremental growth to reach a success rate of 50% by fiscal year (FY) 2021.

Hawai‘i CC consistently exceeded the baseline each FY between 2013-2015. The College did not meet the baseline in 2016 and 2017, but the gap decreased in 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	31.6%	31.6%	31.6%	31.6%	31.6%	31.6%
Aspirational Value	39.7%	37.5%	35.4%	33.5%	31.6%	35.5%
Actual Performance	31.4%	27.4%	31.9%	33.6%	32.9%	31.4%
Difference between Baseline and Actual	-0.2%	-4.2%	+0.3%	+2.0%	+1.3%	-0.2%
Difference between Aspirational	-8.3%	-10.1%	-3.5%	+0.1%	+1.3%	-4.1%

Value and Actual						
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Source: U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS): Graduation Rate Component Data Summary

For Institution-Set Standards 2, 3, and 4, the College met baseline values between 2013 and 2016, and for many of those years, also met the aspirational values. This was an accomplishment, considering that performance targets were raised in 2015 based on high 2014 results, and that enrollment has declined steadily since 2011. In 2017, however, the enrollment decline caught up to the College, affecting its ability to meet the target values for degree/certificate attainment. For Institution-Set Standard 6, IPEDS success rates have not met baseline values since 2015. The College has undertaken a number of efforts to increase retention and persistence to improve performance in these four standards.

Hawai‘i CC’s *Strategic Directions 2015-2021* outlines Hawai‘i Graduation Initiative (HGI) action strategies committed to improving college readiness and attendance and to promoting persistence and degree/certificate completion, with particular focus on developing support for Native Hawaiians, low-income students, and underrepresented and underserved populations. The College has implemented the following actions toward these efforts:

- placement testing on high school campuses
- summer “boot camps” to strengthen English and Math skills
- degree pathways (e.g., A.A. concentrations, exploratory majors, pathways to 4-year degree programs)
- STAR GPS online degree audit platform that helps students register for courses in optimal academic pathways to their majors
- AA-Liberal Arts degree modification (to increase electives)
- General education designation of courses and transition to Foundations/Diversifications general education designation process practiced at other UH/UHCC campuses
- intrusive advising, e.g., assigned advisees to all faculty, Hānai-a-Kumu faculty-counselor partnerships
- MySuccess early alert system (to flag student concerns with counselors, to schedule student appointments with counselors, tutors)
- English and Math curricula redesign for accelerated/co-requisite course offerings to reduce or eliminate the time spent in developmental classes
- increased classroom tutors
- English professional development and wraparound services program to provide increased time for individual student support
- creation of STEM Center
- new positions, including Student Success Coordinator, Outreach and Recruitment Coordinator, and Pathway Coordinator
- increased authentic assessment to improve courses and programs

- implementation of new curriculum management system and new assessment management system

In addition, Hawai‘i CC recently implemented the UHCC system’s Student Success Pathway (SSP) framework to create intentional and structured educational experiences to guide students from their point of entry through graduation, transfer and career. Key College representatives from cross-functional areas are working together to create an Integrated Student Advising and Support model which will assist students in achieving their academic and career goals by focusing on specific areas, including Onboarding, Student Success/Retention, and Completion (graduation/transfer).

### **Standard 7 - Licensure and Certification Examination Success Rate**

Definition – Pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the examination. The rate must be reported for all programs where the licensure or certification examination is required for employment. Other certification examination may be reported on an optional basis.

Baseline Value – Minimum required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited.

Aspirational Value – 3% improvement per year improvement in the pass rate over the previous 3-year average, up to achievement level of 95%

<b>Program: Nursing AS (National Examination)</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2013-2016 Average</b>
Baseline	80%	80%	80%	80%	80%
Aspirational Value	83.81%	--	--	--	83.81%
Actual Performance	89.59%	84.62%	83.33%	76.19%	83.43%
Difference between Baseline and Actual	9.59%	4.62%	3.33%	-3.81%	3.43%
Difference between Aspirational Value and Actual	5.78%	--	--	--	5.78%

Source: Nursing Program data

The baseline for the Nursing AS degree program is based upon the minimum required pass rate determined by Accreditation Commission for Education in Nursing (ACEN). The actual performance data is reported annually by the Hawai‘i State Board of Nursing. Overall, there has been a steady increase in the actual performance for this program since 2013. With the exception of 2013, the program has exceeded the baseline. For 2016, the aspirational value was also exceeded by nearly 6%.

<b>Program: Practical Nursing</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2013-2016</b>
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<b>(National Examination)</b>					<b>Average</b>
Baseline	75%	75%	75%	75%	75%
Aspirational Value	86.27%	--	--	--	86.27%
Actual Performance	75%	83.33%	83.33%	84.63%	81.57%
Difference between Baseline and Actual	0%	8.33%	8.33%	9.63%	6.57%
Difference between Aspirational Value and Actual	-11.27%	--	--	--	-11.27%

Source: Nursing Program data

The baseline for the Practical Nursing program is based upon the minimum required pass rate determined by the Hawai'i State Board of Nursing. The actual performance data is reported annually by the Hawai'i State Board of Nursing. In 2016, the aspirational value was not met, but overall, the actual performance for this program has either exceeded or met the baseline since 2013.

The Nursing department is currently working on a review of the ASN/PN curriculum to assure that it is current and relevant. Faculty are revising the ASN/PN curriculum to reflect current practice, using evidence-based nursing education research in order to facilitate student attainment of end-of-program student learning outcomes.

Current practices for preparing students for NCLEX-RN/PN are in an ongoing review process. Faculty are looking into the issue that the closest testing site is located on Oahu. This proves costly for students and can delay their testing. Hawai'i CC's program goal is to improve NCLEX-RN/PN first time pass rates.

### **Standard 8 – Job Placement Rate**

Definition – Job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the State plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program shall not be reported.

Baseline (BV) – Perkins established placement rate for AY 2014

Aspirational Value (AV) – Perkins established improvement rate for each subsequent year.

<b>Program</b>	<b>AY 2017 Pass Rate (%)</b>	<b>ISS AV 2017 (%)</b>	<b>AY 2016 Pass Rate (%)</b>	<b>ISS AV 2016 (%)</b>	<b>AY 2015 Pass Rate (%)</b>	<b>ISS AV 2015 (%)</b>	<b>AY 2014 Pass Rate (%)</b>	<b>ISS AV&amp;new BV 2014 (%)</b>	<b>AY 2013 Pass Rate (%)</b>	<b>ISS AV 2013 (%)</b>
Accounting	53.85	64.51	52.78	63.87	64	69	57.14	68.92	61.11	65
Administration of Justice	45.45	64.51	75	63.87	65.71	69	31.43	68.92	59.46	65
Agriculture	42.86	64.51	50	63.87	16.67	69	10	68.92	11.11	65
Architectural, Engineering and CAD Technologies	43.75	64.51	50	63.87	38.89	69	50	68.92	25	65
Auto Body Repair and Painting	71.43	64.51	50	63.87	72.73	69	46.15	68.92	63.16	65
Automotive Mechanics Technology	50.00	64.51	61.9	63.87	57.89	69	60	68.92	61.9	65
Business Technology	66.67	64.51	50	63.87	61.76	69	40.54	68.92	57.5	65
Carpentry	46.15	64.51	72.73	63.87	53.33	69	68.75	68.92	54.55	65
Culinary Arts	61.54	64.51	67.39	63.87	62.71	69	51.85	68.92	65.85	65
Diesel Mechanics	77.78	64.51	N/A	63.87	69.23	69	66.67	68.92	75	65
Digital Media Arts	50.00	64.51	66.67	63.87	N/A	69	N/A	68.92	20	65
Early Childhood Education	45.45	64.51	69.57	63.87	61.11	69	44.44	68.92	62.96	65
Electrical Installation and Maintenance Technology	68.42	64.51	76.19	63.87	88.24	69	56.52	68.92	68.42	65
Electronics Technology	50.00	64.51	80	63.87	33.33	69	60	68.92	87.5	65

Fire Science	65.79	64.51	69.23	63.87	66.67	69	64	68.92	82.86	65
Hawai'i Life Styles	N/A	64.51	N/A	63.87	N/A	69	33.33	68.92	40	65
Hospitality and Tourism	47.37	64.51	56.25	63.87	50	69	68.75	68.92	46.67	65
Human Services	N/A	64.51	100	63.87	66.67	69	N/A	68.92	75	65
Information Technology	50.00	64.51	37.5	63.87	56.25	69	33.33	68.92	42.86	65
Machine, Welding and Industrial Mechanics Technologies	50.00	64.51	58.33	63.87	57.14	69	53.85	68.92	66.67	65
Marketing	30.77	64.51	58.33	63.87	63.64	69	15.38	68.92	63.64	65
Nursing: AS	68.18	64.51	84.09	63.87	68.57	69	48.84	68.92	55.36	65
Nursing: Practical	40.00	64.51	45.45	63.87	40	69	N/A	68.92	81.82	65
Substance Abuse Counseling	83.33	64.51	37.5	63.87	N/A	69	10	68.92	66.67	65
Tropical Forest Ecosystem and Agroforestry Management	75.00	64.51	60.00	63.87	37.50	69	N/A	68.92	57.14	65
<i>Programs Exceeded AV</i>	8/25 32%		10/25 40%		3/25 12%		0/25 0%		9/25 36%	
<i>Programs ≥ 90% of AV</i>	1/25 4%		3/25 12%		7/25 28%		4/25 16%		8/25 32%	
<i>Programs &lt; 90% of AV</i>	14/25 56%		10/25 40%		12/25 48%		17/25 68%		8/25 32%	
<i>N/A = Programs &lt; 10 students exiting</i>	2/25 8%		2/25 8%		3/25 12%		4/25 16%		0/25 0%	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, OVPCC\_APR\_REVIEWS view; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

An analysis of results shows that it has been a challenge for the College to meet the Job Placement Aspirational Value. The 2016 Aspirational Value was decreased by 5.13% from the previous year which made it a more realistic Aspirational Value for many of our programs. A program-by-program analysis shows that three programs attained at least 90% of the Aspirational Value in four out of five years – Diesel Mechanics, Electrical Installation and Maintenance, and Fire Science. The AS in Nursing exceeded the Aspirational Values the last two years and reached at least 90% of the Aspirational Value in 2015. The lack of new/replacement job positions for graduates may be a reason for programs not meeting Aspirational Values. The Program faculty maintain very close connections with employers through Advisory Councils, professional relationships, and internships. Program Advisory Councils of industry partners keep the programs abreast of industry needs and trends (new skills, procedures, technology changes, etc.) as well as employment forecasts, short and long term. Businesses and organizations recognize the quality of our programs and contact faculty to let them know of job openings and to recruit our graduates. Further, UHCC recently developed the Hawai‘i Industry Sectors dashboard; program faculty and students use the tool to navigate for potential careers and their demand in the State and County. The College is exploring a more efficient and accurate way to capture employment data of our graduates.

## **Significant Events: 2013-2018**

### **75<sup>th</sup> Anniversary**

Hawai‘i CC celebrated its 75th anniversary in 2016. The College started in 1941 as Hawai‘i Vocational School, with 183 students enrolled in five trades programs, and grew to campuses on the east and west sides of Hawai‘i Island with enrollments up to 3,900 students and the offering of 31 academic degrees and 46 certificates ([INTRO-40](#)).

### **Hawai‘i Community College – Pāalamanui**

A substantive change proposal was approved by ACCJC for the relocation of Hawai‘i CC’s branch campus to a new site at Pāalamanui ([INTRO-41](#)). As part of its commitment to expand affordable access to higher education across the island, the College offered its first classes at the new Pāalamanui branch campus in fall 2015. Two-year associate degrees in Culinary Arts, Nursing, Hawaiian Studies, Natural Science, and Liberal Arts are among the offerings. The campus also delivers bachelor’s and graduate degrees from other campuses in the UH System through the UHCWH. In addition, the move to Pāalamanui allowed for the expansion of non-credit workforce development training on the west side of the island. Pāalamanui is a vibrant and essential resource and academic milestone ([INTRO-42](#)): the new classrooms, science laboratories, learning kitchens, and learning resource center are state-of-the-art, LEED Platinum Certified facilities designed for 21st century learning, and are the fulfillment of the College’s Phase I development of the Pāalamanui campus ([INTRO-43](#)). As evidence of the College’s success in expanding access to higher education in West Hawai‘i, enrollment has increased from fall 2015 to fall 2017 at Pāalamanui, when most other campuses in the UH system have experienced enrollment drops ([INTRO-44](#)).

## **50<sup>th</sup> Model Home**

In 2017, the 50<sup>th</sup> Model Home was completed. The "Model Home Project" was established in 1965 with the first home completed in 1966. Students in the College's construction trades programs design and build a custom home, acquiring valuable hands-on learning experience while providing an affordable house to a local family. Students learn how to work with others in related fields and develop work ethics and professional attitudes necessary to be successful in their trades. Over 4,000 Hawai'i CC students have benefited to date, from programs including Architectural, Engineering and CAD Technologies; Welding; Carpentry; Diesel Mechanics; Agriculture; and Electrical Installation and Maintenance Technology ([INTRO-45](#)).

## **East Hawai'i Population Growth and Long Range Planning for Manono Campus**

The county's continued population growth, which is surpassing other counties in the state, will impact the population center of Hilo and nearby districts such as Puna, due to the affordability of housing on the east side of the island ([INTRO-46](#)). In response to this rapid population growth, a new, long range development plan (LRDP) for the Manono campus will highlight the College's continued institutional commitment to expand access to higher education on the east side of the island ([INTRO-47](#)).

## **Island-wide Higher Education Commitment Extends to North Hawai'i**

Legislative funding of \$9 million will allow the College to further its island-wide commitment through the renovation of the North Hawai'i Education and Research Center (NHERC) ([INTRO-48](#)), where the College has offered classes in the past.

## **Developmental Education Reform**

Until 2015, the College's developmental education courses represented a significant part of the curricula. The College catalog outlined a progression chart for course prerequisites in the areas of writing, reading, and math. Nationally, community colleges have looked at the reform of developmental education to identify ways to improve the success of students moving through the progression of developmental into college-level courses. In December 2015, the UH community colleges implemented the UHCCP 5.213 Time To Degree: Co-requisite policy, following a national trend of offering accelerated developmental education, in which a developmental or co-requisite course is taken with a college-level course to reduce the time needed to complete college-level courses ([INTRO-49](#)).

## **General Education Revision**

A major change to the College's General Education (GE) program was begun by the Academic Senate during the last accreditation review period. The review process to determine if a course should be designated GE has been implemented and a scoring rubric is in use. GE learning outcomes are available in the catalog and online, and designated courses are also posted on the website ([INTRO-50](#)). The primary purposes for the revision were to ensure that all aspects of the ACCJC requirements for general education are met and to align with the other UH campuses,

particularly UH Hilo. Most recently, the College's AA and AS programs decided to transition to the UH Mānoa Foundations/Diversifications model for general education (see Standard II.A).

## Assessment

To evaluate the success of student learning, the College has made a major commitment to assessment. The College has invested significant time and resources into improving assessment practices and reporting. In 2017, the College implemented a digital assessment management system, Campus Labs *OUTCOMES*, that enables faculty to receive immediate feedback on their CLO assessments and contributions to aligned PLOs and ILOs. The system provides advanced analytic and graphic data tools to support program & institutional strategic planning, allowing programs to more easily report and analyze their contributions to students' learning and achievement of the College's mission through the annual and comprehensive program review process.

## Leadership Changes

Several changes in College leadership have occurred, primarily due to retirements that were covered with interim and new appointments:

- Chancellor
  - Noreen Yamane (July 2011-December 2015)
  - Joni Onishi (interim January-June 2016)
  - Rachel Solemsaas (July 2016-present)
- Vice Chancellor for Academic Affairs
  - Joni Onishi (2013-2015; July 2016-present)
  - Joyce Hamasaki (interim January 2015-June 2016)
- Vice Chancellor for Student Affairs
  - Jason Cifra (January 2012-January 2017)
  - Dorinna Cortez (interim January 2017-present)
- Vice Chancellor for Administrative Services
  - James Yoshida (April 2012-March 2017)
  - Ken Kaleiwahea (interim April 2017-present)
- Director UHCWH/Pāalamanui
  - Beth Sanders (interim October 2007-March 2014)
  - Kenneth Fletcher (March 2014-present)
- Director of Office of Continuing Education and Training/EDvance
  - Deborah Shigehara (interim July 2009-August 2016)
  - Jessica Yamamoto (August 2016-present)
- Dean of Liberal Arts and Public Services
  - Guy Kimura (interim August 2009-July 2014)
  - Christopher Manaseri (July 2014-September 2016)
  - Caroline Naguwa (interim January-July 2016)
  - Vacant (Joni Onishi assumed duties August 2016-June 2017)
  - Melanie Dorado Wilson (June 2017-present)
- Dean of Career and Technical Education
  - Joyce Hamasaki (interim January 2012-July 2014, permanent August 2014-April 2017)

- Currently vacant (in recruitment Summer 2018; Joni Onishi assumed duties since April 2017)

## LIST OF EVIDENCE

<a href="#"><u>INTRO-1</u></a>	Kauhale
<a href="#"><u>INTRO-2</u></a>	Accreditation
<a href="#"><u>INTRO-3</u></a>	Enrollment Information
<a href="#"><u>INTRO-4</u></a>	Population by County
<a href="#"><u>INTRO-5</u></a>	Civilian Labor Force Summary
<a href="#"><u>INTRO-6</u></a>	Unemployment Rate March 2018
<a href="#"><u>INTRO-7</u></a>	Local Area Unemployment Statistics
<a href="#"><u>INTRO-8</u></a>	American Factfinder
<a href="#"><u>INTRO-9</u></a>	Individuals below poverty line
<a href="#"><u>INTRO-10</u></a>	Big Island Household Income Falling
<a href="#"><u>INTRO-11</u></a>	Free Meal Program
<a href="#"><u>INTRO-12</u></a>	Industry Employment Trends
<a href="#"><u>INTRO-13</u></a>	Occupational Employment Trends
<a href="#"><u>INTRO-14</u></a>	Industry Employment Trends table 1
<a href="#"><u>INTRO-15</u></a>	Long Term Projects
<a href="#"><u>INTRO-16</u></a>	Occupational Employment Trends pg 23
<a href="#"><u>INTRO-17</u></a>	Occupational Growth pg 21
<a href="#"><u>INTRO-18</u></a>	Hawai'i College Graduates Table 2.7
<a href="#"><u>INTRO-19</u></a>	Selected Student Characteristics
<a href="#"><u>INTRO-20</u></a>	Students by Geographic Area
<a href="#"><u>INTRO-21</u></a>	Fall 2016 Enrollment by Ethnicity
<a href="#"><u>INTRO-22</u></a>	Population by Race
<a href="#"><u>INTRO-23</u></a>	Degrees and Certificates for Native Hawaiians and Part Hawaiian
<a href="#"><u>INTRO-24</u></a>	Enrollment by Age
<a href="#"><u>INTRO-25</u></a>	Census Gender Breakdown
<a href="#"><u>INTRO-26</u></a>	Enrollment Trends
<a href="#"><u>INTRO-27</u></a>	EDvance Registration
<a href="#"><u>INTRO-28</u></a>	Projected Enrollment Through Fall 2022
<a href="#"><u>INTRO-29</u></a>	Hawaii County Unemployment Rate Trends
<a href="#"><u>INTRO-30</u></a>	Unmet Need Per Student
<a href="#"><u>INTRO-31</u></a>	EP 6.201 Tuition Schedule
<a href="#"><u>INTRO-32</u></a>	Tuition Schedule
<a href="#"><u>INTRO-33</u></a>	Strategic Direction UHCC
<a href="#"><u>INTRO-34</u></a>	Strategic Direction HCC
<a href="#"><u>INTRO-35</u></a>	Targeted Population
<a href="#"><u>INTRO-36</u></a>	Hawaii P-20 Partnership for Education
<a href="#"><u>INTRO-37</u></a>	Enrollment
<a href="#"><u>INTRO-38</u></a>	Waipahu Community School for Adults

<a href="#"><u>INTRO-39</u></a>	UHCCP #4.203 - Institution Set Standards
<a href="#"><u>INTRO-41</u></a>	75th Anniversary
<a href="#"><u>INTRO-40</u></a>	Substantive Change - Pāalamanui
<a href="#"><u>INTRO-42</u></a>	Pāalamanui Webpage
<a href="#"><u>INTRO-40</u></a>	West Hawaii - Long Range Development Plan 2009 Revision and Update
<a href="#"><u>INTRO-44</u></a>	Enrollment Growth Palamanui
<a href="#"><u>INTRO-45</u></a>	50th Model Home
<a href="#"><u>INTRO-46</u></a>	Population Growth East Hawaii
<a href="#"><u>INTRO-47</u></a>	HCC Expansion Options
<a href="#"><u>INTRO-48</u></a>	Three Part Vision
<a href="#"><u>INTRO-49</u></a>	UHCCP #5.213 - Time to Degree Co-Requisites
<a href="#"><u>INTRO-50</u></a>	GE Learning Outcomes
<a href="#"><u>INTRO-51</u></a>	Functional Map

## **Organization of the Self-Evaluation Process**

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**Core Team Members**

**Standard Team Members**

**Timeline**

Picture here

## Core Team Members

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Role	Name
Co-Chairs	Caroline Naguwa, Associate Professor, English Leanne Urasaki, Assistant Professor, Instructional Technology Developer
Chancellor	Rachel Solemsaas, Chancellor
Administration Liaison	Joni Onishi, Vice Chancellor for Academic Affairs
Accreditation Liaison Officer	E. Kalani Flores, Professor, Hawai'i Life Styles, Pāalamanui
Liaison – 1A/B, 1C, 3C	Reshela DuPuis, Assistant Professor, Institutional Assessment Coordinator
Liaison - 2A	Kate Sims, Professor, English, Pāalamanui
Liaison - 2B, 3B, 4A	Guy Kimura, Professor/Coordinator, The Learning Center
Liaison - 2C, 3A, 3D	Dorinna Cortez, Interim Vice Chancellor for Student Affairs

## Editing Team Members

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Role	Name
Editor	Sharon Dansereau, Instructor, English
Formatter	Marjorie Hale-Fishman, Lecturer, Information Technology

## Standard Team Members

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### Standard I

Role	Name
Team Leader	Mari Giel, Instructor/Counselor, Student Services
Writer - I.A/I.B	Estee Nathanson, Continuing Educational Specialist, EDvance
Writer - I.C	Marilyn Bader Professor, Mathematics Cathy Nishie, Office Assistant, Computer Services Michelle Phillips, Instructor, Biological Sciences Sherise Tiogangco, Interim Registrar/Admissions & Records Manager

### Standard II.A

Role	Name
Team Leader	Grace Funai, Associate Professor/Counselor, Student Services
Writer	Tanya Dean, Assistant Professor, English, Pāalamanui Jeff Fujii, Educational Specialist, Automotive Mechanics Technology, Auto Body Repair and Painting Pearla Haalilio, Student Services Specialist, Pāalamanui Meidor Hu, Associate Professor, Art Kesha Kubo, Information Center Coordinator

Organization of the Self-Evaluation Process

April Nakagawa, Secretary, Applied Technical Education  
Division  
Jill Savage, Associate Professor, Mathematics

**Standard II.B**

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Karaline Naegele, Student Services Specialist, Student Services Karen Au, Educational Specialist, Pāalamanui Jessica Gonzalez, Instructor, Philosophy Kaleo Ian Pilago, Educational Specialist, Hale Kea Advancement and Testing Center

**Standard II.C**

<b>Role</b>	<b>Name</b>
Team Leader Writer	Kenoa Dela Cruz, Professor/Counselor, Student Services Kristine Kotecki, Instructor, English Erick Cremer, Assistant Professor, Nursing Jodi Mine, Budget Analyst, Administrative Affairs Luria Namba, Instructor, Biological Sciences, Pāalamanui

**Standard III.A**

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Kenneth Kaleiwahea, Interim Vice Chancellor for Administrative Services Shana Kojiro, Human Resources Specialist, Human Resources Lori Medeiros, Secretary, Dean of Liberal Arts and Public Services Kelley O’Leary, Instructor, Nursing

**Standard III.B**

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Larissa Leslie, Assistant Professor/Counselor, Student Services Lori Flores, Educational Specialist, Hale Kea Advancement and Testing Center Jeffrey Newsome, Safety/Security Specialist, Security

**Standard III.C**

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Anne Chung, Assistant Professor, Business Technology

## Organization of the Self-Evaluation Process

Joy Aito, Network Specialist, Computer Services  
Grant Ka'au'a, Assistant Professor, Construction Academy  
Neva Supe-Roque, Instructional and Student Support  
Specialist, Academic Support Unit

### Standard III.D

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Kirk Mikami, Administrative and Fiscal Support Specialist, Business Office Susie Dill, Instructor, Accounting Luane Ishii, Secretary, Dean of Career and Technical Education

### Standard IV.A

<b>Role</b>	<b>Name</b>
Team Leader/Writer	Carrie Mospens, Assistant Professor, English Monica Burnett, Educational Specialist, Hawai'i Life Styles

### Standard IV.B

<b>Role</b>	<b>Name</b>
Team Writer	Rachel Solemsaas, Chancellor
Team Writer	Joni Onishi, Vice Chancellor for Academic Affairs

### Standard IV.C/IV.D

<b>Role</b>	<b>Name</b>
Coordinator	E. Kalani Flores, Professor, Hawai'i Life Styles, Pāalamanui

## Timeline

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### Fall 2016

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August

#### **Chancellor appointed Accreditation Core Team members**

- Caroline Naguwa, ISER Co-Chair
- Leanne Urasaki, ISER Co-Chair
- ReshelaDuPuis, Standard Team Liaison
- E. Kalani Flores, ALO
- Guy Kimura, Standard Team Liaison
- Dorinna Cortez, Standard Team Liaison
- Joni Onishi, Administration Liaison
- Kate Sims, Standard Team Liaison

September

#### **UHCC System training for Core Team**

Upon training with a consultant, the Core Team decided to implement Design Thinking principles and strategies to organize the accreditation process. A key result was commitment to a “ground-up” process of inquiry and reflection involving mixed teams of faculty and staff from across the college.

#### **Standard Team members identified**

Each team contained at least one member familiar with the standard’s target area; however, other team members were intentionally selected from outside of the area to bring diverse views and voices to the discussion. Each team had an assigned chair and a writer; for smaller teams, the chair and writer were the same individual. See listing on the following page(s).

October

#### **Standard Team Training #1**

### Spring 2017

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January

#### **Standard Team Training #2**

February

#### **Standard Writers Training**

March

#### **Standard Teams Analysis meetings**

Standard Team members, Core Team members, and additional campus stakeholders engaged in collaborative discussion of the Teams’ evidence findings in order to determine whether and how standards were being met and to suggest actionable items for the campus to pursue.

May **Editing Team Training (Editor/Formatter)**

**First drafts due from Standard Teams**

**Summer 2017**

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May – July **Initial formatting/editing of ISER draft**

July **QFE Work Session (1st meeting to discuss QFE proposals)**  
 In response to suggested actionable items and areas of concern arising from the Standard Teams analyses and ISER draft, the ISER co-chairs convened a group of administrator and faculty stakeholders to discuss potential QFE projects to present to the campus.

**Fall 2017**

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September –October **Core Team and Campus review of ISER draft (including QFE proposals)**

November **Standard Team revisions due**

November – December **Core Team final review of ISER draft.**

**Spring 2018**

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January – March **QFE finalization**  
**Final formatting/editing of ISER and QFE**

April – May **Campus and Administration approvals of ISER and QFE**

May **Submission of ISER to UHCC**

**Summer 2018**

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July **Submission of ISER to UH BOR**

August **Submission of ISER to ACCJC**

## **Organizational Information**

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### **Organizational Charts**

**Hawai'i Community College Administration**

**College Units**

**Office of the Chancellor**

**Academic Affairs**

**Student Affairs**

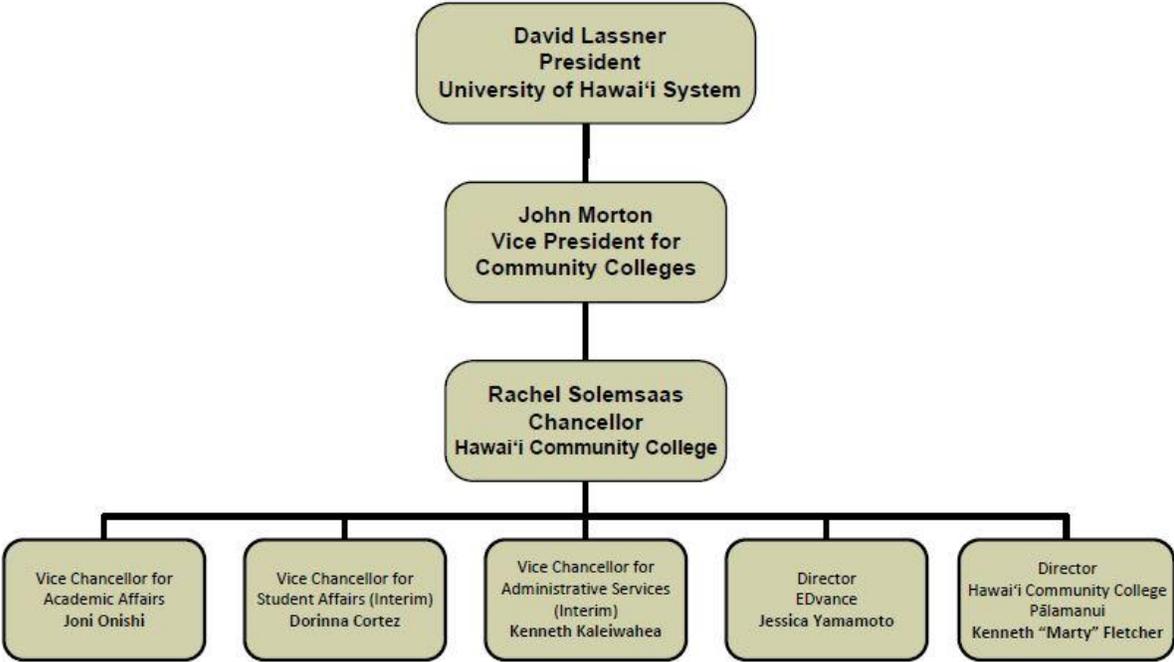
**Administrative Services**

**EDvance**

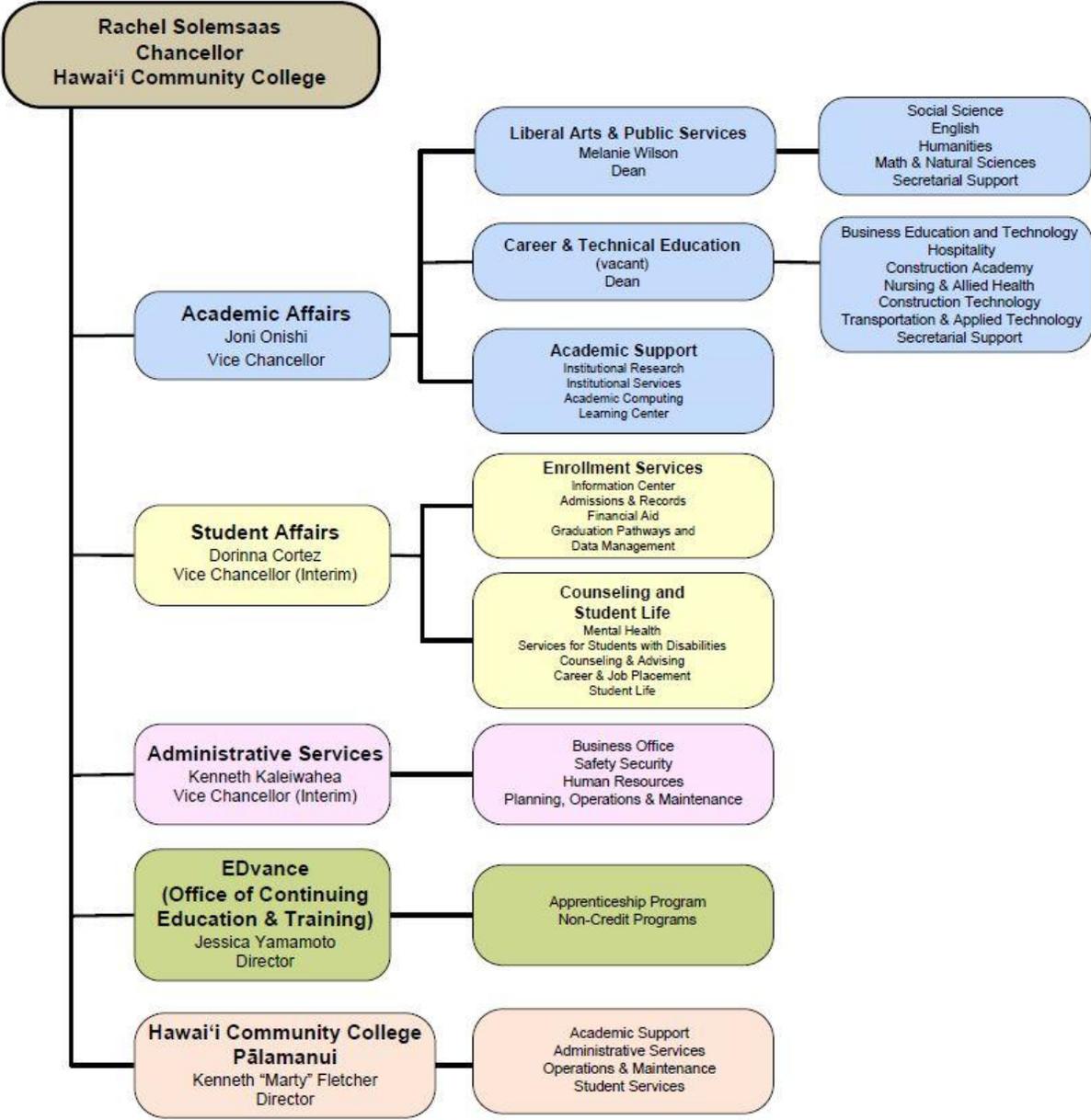
**Hawai'i Community College – Pāalamanui**

**Hawai'i Community College Administration**

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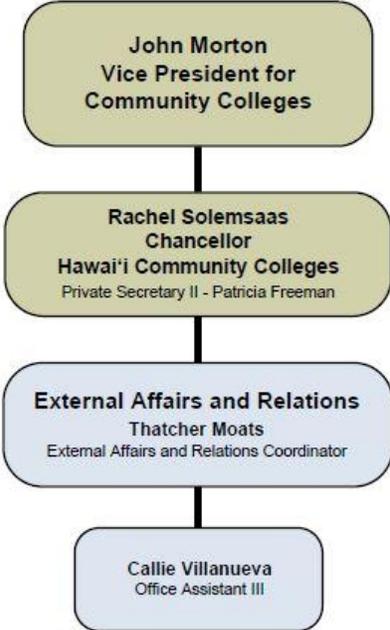


## College Units

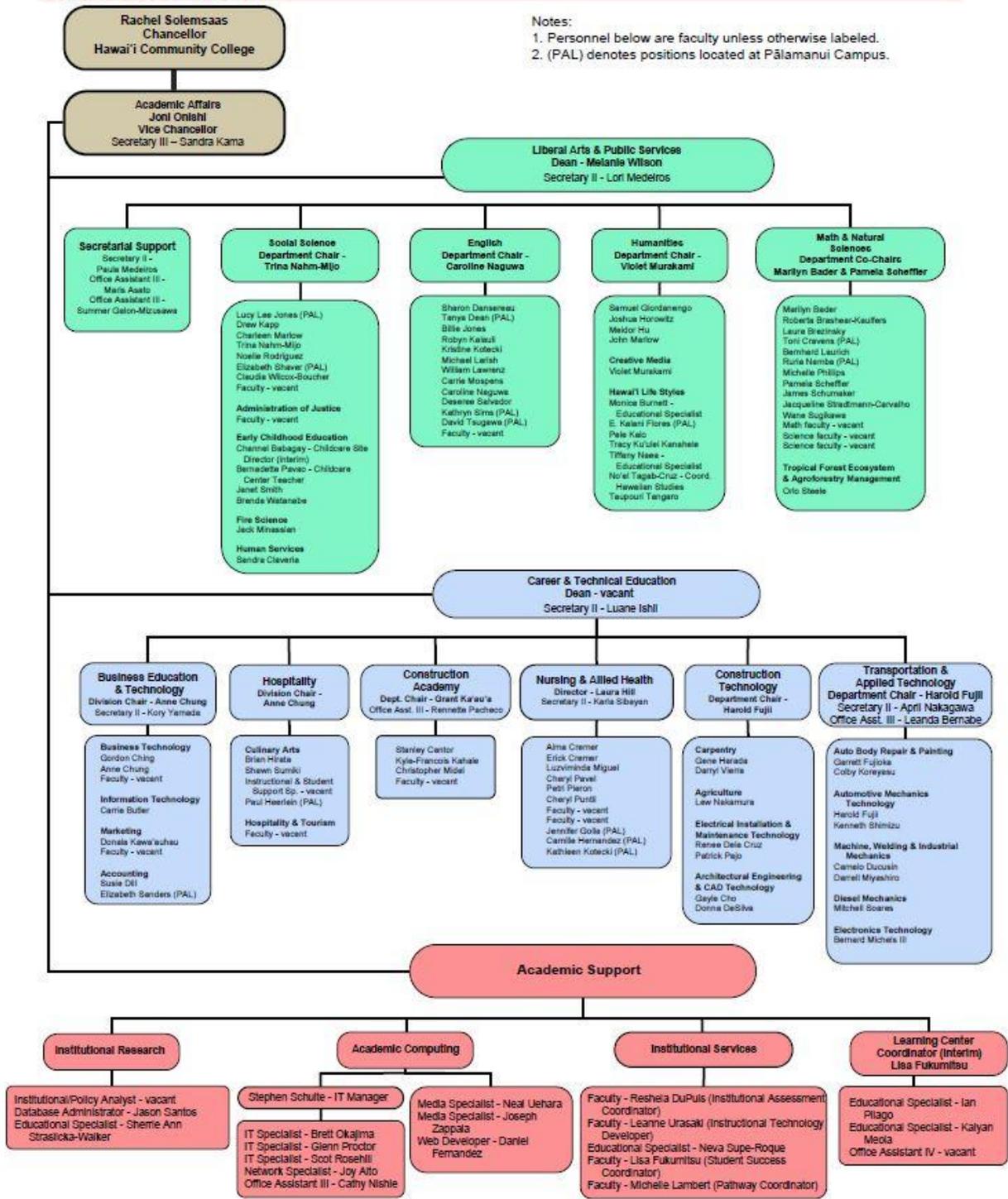


**Office of the Chancellor**

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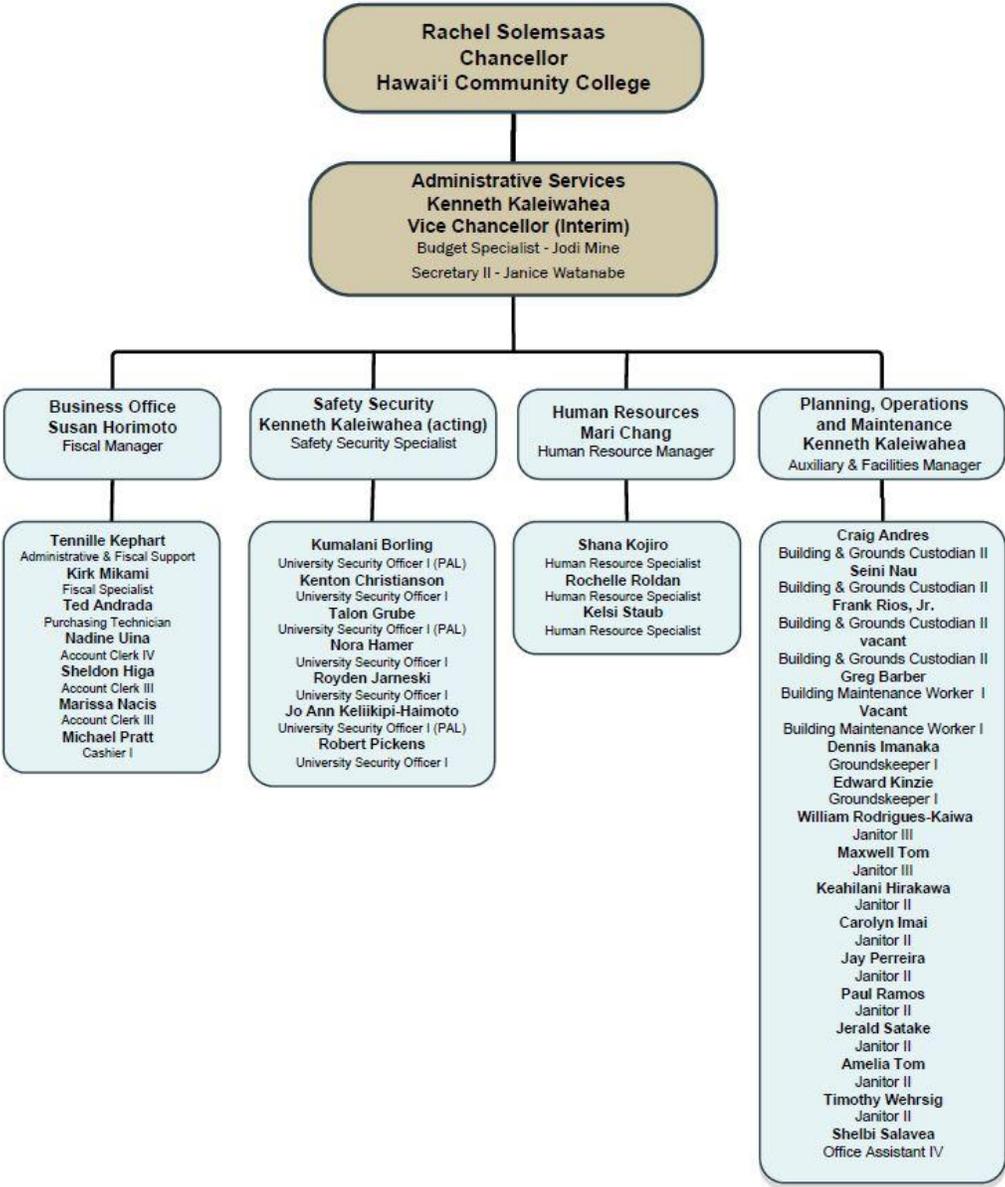
Academic Affairs



Notes:  
1. Personnel below are faculty unless otherwise labeled.  
2. (PAL) denotes positions located at Pālanuanui Campus.

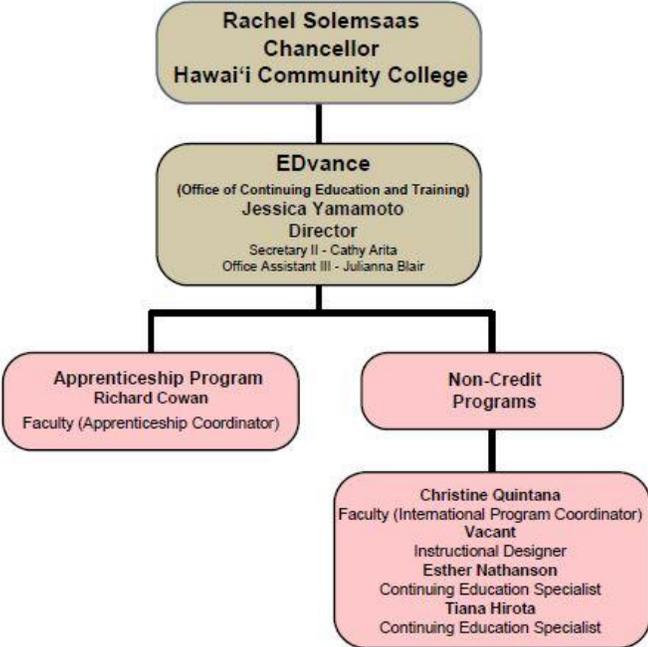
**Administrative Services**

Notes:  
 1. Personnel below are faculty unless otherwise labeled.  
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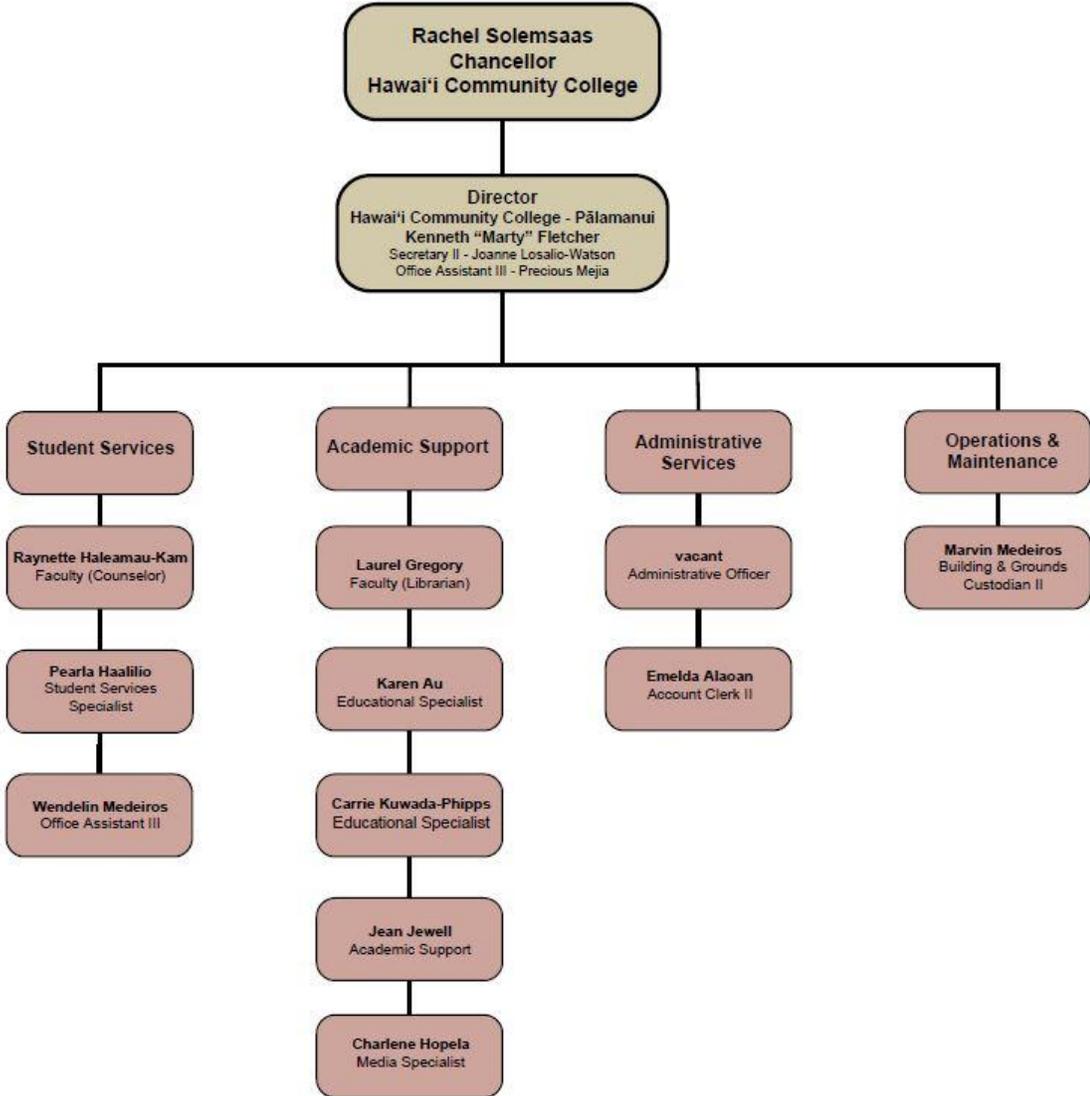


**EDvance**

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# Hawai'i Community College - Pālanui



## **University of Hawai‘i Community College Functional Map**

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The delineation of functions and the differentiation of responsibilities between system and campus level is outlined in the UHCC System Functional Map, most recently reviewed by the community colleges and updated in fall 2017 ([INTRO-51](#)). A summary version organized by major accreditation topic is provided below.

<b>Accreditation Topic</b>	<b>UH Community College System/ UH System</b>	<b>College</b>
1.A Mission	The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH system mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
1.B Academic Quality	UH Community Colleges establish system-wide institution set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC system level.	Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
1.B Institutional Effectiveness	Both the UH System and UHCC system provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC system also provides data to the colleges in support of program review and accreditation compliance.	Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.
1.C Institutional Integrity	UH System and UHCC system publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or system-wide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.

Accreditation Topic	UH Community College System/ UH System	College
2.A Instructional Programs	<p>Policies relating to degrees and certificates are established at the UHCC system level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC system, and the UH system.</p> <p>Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH system and UHCC system level.</p>	<p>Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.</p>
2.B Library and Learning Support Services	<p>UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and on-line tutoring, are provided by the UH and/or UHCC system to all students.</p>	<p>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</p>
2.C Student Support Services	<p>UHCC system provides shared services for back office financial aid and coordinates other delivery of student support services.</p>	<p>Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.</p>
3.A Human Resources	<p>HR policies and classifications are determined by UH and UHCC system and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC system act as appeal levels on HR related matters.</p> <p>System and colleges share professional development responsibilities.</p>	<p>Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.</p>

Accreditation Topic	UH Community College System/ UH System	College
3.B Physical Resources	Development of long-range physical plans and implementation of capital improvement projects is a shared responsibility of UH System, UHCC System and the colleges.	Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.
3.C Technology Resources	Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate system wide on-line learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support. Colleges are responsible for training faculty in the use of online delivery and management.
3.D Financial Resource Planning	UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State Legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC system is appropriated funds by the State Legislature and allocates those funds to the colleges. The UHCC system does not receive funds on an FTE or other formula basis from the Legislature.	Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board.  Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
3.D Financial Resource Stability	University fiscal systems are managed by UH System. Regular audits are conducted of the UH system, including separate schedules for the UHCC system. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. UH System centrally manages all extramural funds.	Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.

Accreditation Topic	UH Community College System/ UH System	College
3.D Financial Resource Liabilities	Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai'i. UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
3.D Financial Resource Contractual Agreements	UH System establishes and manages all contracts in accordance with State procurement laws.	Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
4.A Decision-making Roles and Responsibilities	Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by State statute.	Colleges implement shared governance policies and processes for internal college decision-making.
4.B Chief Executive Officer	UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC system policies.
4.C Governing Board	<p>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published.</p> <p>The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation</p>	Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.
4.D Multi-College Districts or Systems	The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher	Colleges operate within the policy and planning framework established by the UH System

Accreditation Topic	UH Community College System/ UH System	College
	<p>education in Hawai'i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>UH System is responsible for UH executive policies, UH system planning and coordination, and for selected system wide support services such as financial services, facilities planning, UHCC system is responsible for CC wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.</p>	<p>and UHCC System.</p>

## **Certification of Continued Institutional Compliance with Eligibility Requirements**

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**Authority**

**Operational Status**

**Degrees**

**Chief Executive Officer**

**Financial Accountability**

## Certification of Continued Institutional Compliance with Eligibility Requirements

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Hawai'i Community College is in full compliance with the 21 Eligibility Requirements (ERs) for accreditation. The following section addresses ERs 1 – 5. The remaining 16 will be discussed in the appropriate sections of the Standard Reports.

### 1. Authority

Hawai'i CC is a two-year community college under the authority of the University of Hawai'i (UH) Board of Regents (BOR). The Hawai'i State Constitution establishes the university as a public corporation, and the BOR is responsible for the successful operation and achievement of its purposes. All instructional programs and degrees, faculty appointments, and changes in institutional mission must be approved by the BOR. By law, the BOR has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs.

#### Documentation

- Degree-granting approval statement, authorization to operate, or certificates from appropriate bodies
  - [Article X of the Constitution of the State of Hawai'i](#)
  - [Hawai'i Revised Statutes 304A, Part IV - University of Hawai'i System - Divisions, Departments and Programs](#)
  - [Relationship of the Board to Administration and University](#)

### 2. Operational Status

Hawai'i CC has been fully operational for over 75 years, offering fall, spring, and summer classes designed to meet the varied educational needs of degree-seeking students. The College offers classes at several sites and through distance education. A current schedule of classes and programs can be found on the College website. In addition to the wide range of certificate and degree offerings, the College offers a variety of non-credit programs and courses through EDvance (formerly the Office of Continuing Education and Training–OCET) and hosts UH Center, West Hawai'i students at its Pālanui campus.

#### Documentation

- [Enrollment history of institution \(most recent three years suggested\)](#)
- Enrollments in institutional degree programs by year or cohort, including degrees awarded
  - [Enrollment by degree programs](#)
  - [Degrees awarded by major](#)
- [Current schedule of classes](#)

### 3. Degrees

The College provides 27 academic programs offering 31 degrees, 44 career and technical education certificates, and two academic subject certificates in Liberal Arts. All academic degrees require at least 60 credits, two years of full-time coursework that include a general education component. Degree and course information is available on the College website or in the catalog.

Documentation

- [College Catalog](#)
  - List of degrees, course credit requirements, and length of study for each degree program
  - General education courses and requirements for each degree offered
  - Catalog designation of college level courses for which degree credit is granted
- Data describing student enrollment in each degree program and student enrollment in the institution's non-degree programs
  - [Degree program enrollment data](#)
  - [EDvance \(non-degree programs\) enrollment data](#)

#### **4. Chief Executive Officer**

The UH BOR appoints the chancellor, who is the chief executive officer of the College. When Chancellor Noreen Yamane retired in December 2015, Joni Onishi, vice chancellor for Academic Affairs, served as the interim chancellor during the selection process for a new chancellor. Rachel Solemsaas was appointed by the BOR in April 2016, and began as chancellor on July 1, 2016 (a). She is the chief executive officer of the College. The chancellor's full-time responsibility is to the College; she has the authority to administer BOR policies in areas of planning, managing resources, and ensuring the institution's implementation of statutes, regulations, and policies. Furthermore, she is responsible for the overall administration and management of the College, including programs related to instruction, continuing education and training, and career and technical training; student services; and institutional support.

The rules and regulations of the University of Hawai'i System grant the Office of the Chancellor the following authority and responsibilities. The chancellor

- issues rules and regulations governing the activities of the College
- develops long-range plans for the growth and improvement of the College
- recommends appointments, tenure, leaves, terminations, and promotions for all College personnel
- maintains accreditation standards as promulgated by the Accrediting Commission for Community and Junior Colleges, the State Legislature, and other governing bodies
- approves and submits a College budget to the University System
- serves as the College's liaison and representative to the general community, including the Hawai'i County government, state legislators, and other appropriate state and community agencies and organizations
- assures community involvement and program quality through the establishment of lay advisory bodies to critically review instructional programs, the continuance of a fundraising committee, and the establishment of other committees as needed. (b)

Documentation

- [Name, address, and biographical information about the chief executive officer](#)

- [Certification of CEO's full-time responsibility to the institution signed by chief executive officer and governing board](#)

## 5. Financial Accountability

The College annually undertakes an external financial audit performed by a certified public accountant in accordance with principles set by the Government Standard Board. Audits are reviewed by the BOR. Required federal audits are conducted and are available online at the UH Vice President for Budget and Finance Chief Financial Officer website. Periodic audits and reviews are done by the UH Office of Internal Audit. Financial documents, including copies of budget and audit reports, are linked below. The College reviews its student financial aid obligation through United States Department of Education financial aid audits.

### Documentation

- [Past, current, and proposed budgets](#)
- [Certified independent audits](#), including management letters
- [Financial aid program review/audits](#) if the institution is a participant
- [Student loan default rates](#) and relevant USDE reports if the institution is a participant

## **Compliance with Commission Policies and Federal Regulations**

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**Policies on Rights and Responsibilities of the Commission and Member Institutions**

**Policy on Institutional Degrees and Credits**

**Policy on Transfer of Credit**

**Policy on Distance Education and on Correspondence Education**

**Policy on Representation of Accredited Status**

**Policy on Student and Public Complaints against Institutions**

**Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status**

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

**Policy on Institutional Compliance with Title IV**

## **Compliance with Commission Policies and Federal Regulations**

Hawai'i Community College affirms its continued compliance with Commission policies and federal regulations.

### **Policies on Rights and Responsibilities of the Commission and Member Institutions**

*The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*

Hawai'i CC has fulfilled its institutional responsibility to solicit third party comment on its self-evaluation report. In fall 2017, the College solicited feedback on the draft ISER, which was made available to the campus community, via email and online intranet access, and hosted review discussions with smaller groups. The ISER draft was also provided to student government for feedback. In spring 2018, the College posted its final ISER on its website for review by the campus community and public. In addition, the College has an online link on its Accreditation webpage to the Third Party Comment Form on ACCJC's website.

*The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*

The College will cooperate with the visiting evaluation team if any necessary follow-up is required related to third party comments.

### **Policy on Institutional Degrees and Credits**

*Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

Hawai'i CC adheres to UHCCP #5.228 Credit Hour, which provides a consistent measure of the quality of a student's academic experience by defining a credit hour and identifying the process and evidence by which the UHCC System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit. UHCCP #5.203 Program Credentials: Degrees and Certificates establishes the minimum number of credit hours for each of the College's certificates and degrees.

#### Documentation

- [UHCCP #5.228 Credit Hour](#)
- [UHCCP #5.203 Program Credentials: Degrees and Certificates](#)
- [Hawai'i CC Degrees and Certificates](#)

#### Related University policies include:

- [UH Systemwide Executive Policy, E5.228 Credit Hour](#)
- [Board of Regents Policy, 5.201 Instructional Programs](#)
- [UH Systemwide Executive Policy, E5.202 Review of Established Programs](#)
- [UHCC Policy 5.202 Review of Established Programs, Attachment 1-B](#)

*The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

The Academic Senate Curriculum Review Committee (CRC) reviews all new course and degree proposals as well as course/degree revisions, confirms that the courses/degrees meet this minimum unit requirement, and verifies that unit-to-student-learning-hour ratios are correct. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. The College's programs, degrees, and tuition have been approved by the UH Board of Regents and are comparable to those at other community colleges across the UHCC System.

Documentation

- [CRC Duties and Responsibilities](#)

*Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).*

Tuition, based upon the number of semester hours for residents and nonresidents, is consistent for degree programs across all UH community colleges as outlined in BOR Policy RP 6.202 Tuition and UH Systemwide Executive Policy EP 6.202 Tuition-Setting Procedures.

Documentation

- [RP 6.202 Tuition](#)
- [EP 6.202 Tuition-Setting Procedures](#)

*Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

The College does not award credit based on the clock-to-credit hour conversion formula.

## **Policy on Transfer of Credit**

*Transfer policies are appropriately disclosed to students and to the public.*

Students and the public are informed of current transfer policies and procedures on transferring from within the UH System and from outside the UH system through the College catalog and website, as well as through advising. In addition, the Systemwide Course Transfer Database website contains a searchable database of course equivalencies/evaluations for UH campuses, as well as for other colleges and universities.

Documentation

- [2017-18 Catalog, page 20; pages 38-39](#)
- [Transfer from Within the UH System](#)
- [Transfer from Outside of the UH System](#)
- [UH System Course Transfer Database](#)

*Policies contain information about the criteria the institution uses to accept credits for transfer.*

Hawai'i CC provides for effective transfer of credit that minimizes student difficulties while maintaining the College's commitment to the value and quality of degrees, certificates, and other credentials that are awarded.

#### Documentation

- [Executive Policy E5.209 University of Hawai'i Student Transfer and Campus Interarticulation](#)
- [BOR Policy RP 5.214 Student and Credit Transfer within the University](#)
- [HAW 7.208 Transfer Credit Evaluation Policy](#)
- [HAW 7.209 Transferring Credits from External Institutions](#)

### **Policy on Distance Education and on Correspondence Education**

*The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

Hawai'i CC defines its distance education (DE) courses in alignment with the USDE definition and the UH Board of Regents policy 5.210 Distance Education and Offsite Instruction, and articulates the types of DE courses available to its students in its catalog and on its website. The College requires all faculty teaching online classes to complete a compliance certification form certifying their compliance with several regulations and policies, including meeting the USDE definition of distance education. The College does not offer correspondence education courses.

#### Documentation

- [BOR Policy 5.210 Distance Education and Offsite Instruction](#)
- [2017-18 Catalog, pages 10-11](#)
- [Distance Education webpage](#)
- [Online Course Compliance Certification Form](#)

*There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

All Hawai'i CC courses are designed based on Course Outlines of Record that contain the common course elements taught regardless of who teaches the course or the modality of the class. This ensures that all courses offered, including those taught via DE, have the same learning outcomes. In addition, courses and instruction are evaluated using a variety of methods, including peer and student evaluations, regular five-year course review, and learning outcomes assessment.

Departments decide the mode of delivery of courses. Factors that contribute to a class being offered via DE delivery include providing more options to the Pāalamanui campus (which has limited enrollment), offering classes that are traditionally too low-enrolled, and providing options for students who need increased access to educational programs due to the College's large service area.

- [HAW 5.251 Course Outline of Record Policy](#)
- [HAW 5.250 Five-Year Course Review Policy](#)

*The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

The College ensures student authentication through the learning management system, which requires students to log in using their UH username and password. In addition, faculty teaching distance education (DE) courses are urged to include in their courses at least one proctored activity (proctored assessment or other course activity) that requires students to validate their identities. The vice chancellor for Academic Affairs requires that all faculty teaching online classes complete a compliance certification form certifying their compliance with several regulations and policies, including student authentication. Faculty are required to report how they are meeting the responsibility for student authentication in online courses.

#### Documentation

- [Laulima portal](#)
- [Online Course Compliance Certification Form](#)

*The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

As outlined in Executive Policy 5.204, UH System offices manage the UH System technology infrastructure and services to support distance and online learning activities. This includes

- supporting a wide range of technical components including databases, servers, operating systems, utilities, middleware, and security technologies
- designing, planning, and implementing network connectivity within the UH system and all its campuses, educational centers, and research sites, as well as to the Internet, national and international research and education networks, and state and local government networks
- providing a wide range of day-to-day support services to maximize the availability of the university's networks and key business systems.

At the campus level, DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Computer Services/IT Support and Media Services provide support for DE technology, along with academic and administrative computing support, communications technology, and maintenance of faculty, staff, and administrator computers.

Documentation:

- [EP 5.204 Distance and Online Learning](#)
- [Hawai'i CC Computer Services](#)
- [Hawai'i CC Media Services](#)

## **Policy on Representation of Accredited Status**

*The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

Hawai'i CC has accreditation information posted on its website, accessible in one click from the College homepage. In compliance with this policy, the College exhibits the appropriate representation of its accredited status in its catalog and on its website, and provides contact information for filing complaints.

Documentation

- [Hawai'i CC homepage](#)
- [Accreditation webpage](#)
- [2017-18 Catalog, page 7](#)

## **Policy on Student and Public Complaints against Institutions**

*The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

Student grievance and complaint policies and procedures are posted on the Hawai'i CC website.

Documentation

- [HAW 5.101 Student Academic Grievance Policy](#)
- [Student Complaint Form and Process](#)
- [Hawai'i CC Accreditation webpage](#)

In addition, students are informed about these policies and procedures in the Hawai'i CC 2017-2018 catalog as follows:

- Family Educational Rights and Privacy Act (FERPA) Notification, pages 40-41
- Student Academic Grievance Policy, page 42
- Policy on Nondiscrimination and Affirmative Action, page 42
- Policy on Sexual Harassment and Sexual Assault, page 43

*The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

Student complaint files for the previous six years are located with the appropriate administrator depending on the nature of the complaint and the administrative level of conclusion; these files

are available for the team to review.

*The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.*

The College will address any concerns that the team may have about the complaint files, procedures, or policies.

*The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

The College posts on its website the names of commissions, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints.

Documentation

- [Hawai'i CC Accreditation webpage](#)

### **Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status**

*The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

Hawai'i CC consistently represents itself in a realistic, truthful manner in its catalogs, publications, websites, and advertising. The annually published catalog, readily available at campus locations and online, provides required program and policy information and an accurate representation of the College's accredited status.

Documentation

- [Hawai'i CC catalog](#)
- [Catalog Accreditation information](#)
- [Hawai'i CC Accreditation webpage](#)

*The institution complies with the Commission Policy on Student Recruitment.*

Student recruitment efforts are conducted through the Office of Student Services and performed by faculty and staff members who have academic credentials, on-the-job training, and experience. During recruitment visits, prospective students are provided with factual information regarding admissions, placement testing, financial aid, advising, registration, tuition and fees, and program requirements via electronic and hard-copy materials. Faculty members often join recruitment visits to share information about their respective programs.

Regarding agreements with recruiters for international students, the College adheres to a rigorous screening process established by the UHCC System office. Recruiters for international students

must submit an application, provide three references, and agree to the National Association of Foreign Student Advisors' Statement of Ethical Principles. Once the application has been reviewed and the references have been contacted, the College may enter into a contract with the recruiter. Enrolled students who have been referred by a recruiter are interviewed to verify that recruiters have provided accurate information. Should the College determine that a recruiter has violated the contract, the College may terminate or choose not to renew the contract.

Documentation

- [National Association of Foreign Student Advisors' Statement of Ethical Principles](#)

*The institution provides required information concerning its accredited status as described above in the section on Student Complaints.*

In compliance with this policy, the College exhibits the appropriate representation of its accredited status as noted in the following statement that is printed in its catalog (2017-18 Catalog, page 7) and posted on its website:

Hawai'i Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org)

Accreditation for the following specific programs is also listed in the catalog and online:

- Associate in applied science degree in Culinary Arts: American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
- Associate in science degree in Nursing: Accrediting Commission for Education in Nursing (ACEN)
- Children's Center: National Association for the Education of Young Children (NAEYC)

Documentation

- [Hawai'i CC Accreditation webpage](#)

### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

*Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

Hawai'i CC does not have any contractual relationships with non-regionally accredited organizations.

## **Policy on Institutional Compliance with Title IV**

*The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

Evidence of the College's efforts to ensure compliance with the Title IV Program is posted on the UH Financial Reporting webpage.

Documentation

- [Financial Reporting](#)

*The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*

No issues have been raised by the USDE since the 2012 ISER. Review of the program 2016-17 audit is still in process.

*The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

The College and UH System monitor and manage student loan default rates to ensure compliance with federal requirements. The College's student loan default rates are currently within an acceptable range of 28.2 percent for CDR 2014. Policies and procedures are in place to reduce the current rate, and the College's Financial Aid Office makes significant efforts in the areas of default prevention and debt management through its default prevention plan.

Documentation

- [Hawai'i CC Financial Aid Policies webpage](#)
- [Default Prevention Plan](#)

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

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**I.A. Mission**

**I.B. Assuring Academic Quality and Institutional Effectiveness**

**I.C. Institutional Integrity**

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### I.A. MISSION

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**I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6).**

#### Evidence of Meeting the Standard

Hawai‘i Community College recently updated its mission, vision statement, and institutional learning outcomes (ILOs). The Board of Regents approved the proposed updates on March 23, 2017; the changes went into effect on July 1, 2017 ([I.A.1-1](#)).

The approved mission and vision statements appear in both Hawaiian and English in the College’s annual catalog([I.A.1-2](#))and on the College’s website on the “About Hawai‘i CC” page([I.A.1-3](#)).The mission statement, as of July 1, 2017, is as follows:

*To promote lifelong learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai‘i Island community.*

In support of the success of the College’s lifelong learners, Hawai‘i CC embraces the Hawaiian concept of *Kauhale*(the Hawaiian village). Hawai‘i CC’s *Kauhale*is an ‘*ohana* (family) of “administrators, faculty, staff, students, their families, and the Hawai‘i Island community that contributes measurably to the success of our college’s mission and outcomes.” *Kauhale* enables the College ‘*ohana* to recognize and celebrate individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others in the spirit of *E ‘ImiPono* (seeking excellence). *Kauhale* is embedded in the mission and vision statements.

#### Educational Purposes

The revised mission is appropriate to an institution of higher learning and highlights the College’s broad educational purposes of 1) creating a culture of lifelong learning and 2) offering educational opportunities that are grounded in students’ pursuit of academic achievement and workforce readiness.

### **Student Population (Served)**

The intended student population of Hawai‘i CC is expressed in the mission’s commitment to serve “all segments of our Hawai‘i Island community.” As the only community college on the island, the College serves the diverse needs of its residents across a wide geographic area and a wide range of socioeconomic and cultural backgrounds. Employing multiple instructional delivery modes, Hawai‘i CC also hosts students from other campuses in the University of Hawai‘i (UH) System, as well as students from across the state and worldwide at its University Center at West Hawai‘i located at the College’s Pālanui campus. (“About Our Students,” Institutional Research Office (IRO) Fact Book ([I.A.1-4](#))).

### **Degrees/Credentials**

Hawai‘i CC supports students’ pursuit of academic achievement and workforce readiness by offering 31 academic degrees, 44 career and technical education certificates, and 2 academic subject certificates ([I.A.1.5](#)).

### **Commitment to Student Learning and Student Achievement**

The College commits to student learning and achievement by promoting lifelong learning skills and ensuring that students have the knowledge and experience necessary to achieve their educational goals. The College’s commitment includes 1) aligning instructional and non-instructional programs, units, and services to ILOs, and 2) embracing institution-set standards focused on achievement of academic and workforce goals. The College *Kauhale* supports the overall success of our learners through cross-campus dialogue, collaboration, planning, innovation, and assessment.

### **Analysis and Evaluation**

Hawai‘i CC’s mission describes its broad educational purposes, intended student population, degrees/credentials, and commitment to student learning and student achievement. The institution’s clearly articulated ILOs and wide range of programs, degrees, and credentials reflect the College’s commitment to providing educational opportunities that meet the diverse needs of learners across the entire island and beyond.

### **LIST OF EVIDENCE**

- [I.A.1-1](#) Meeting of the Board of Regents Minutes of March 23, 2017
- [I.A.1-2](#) Mission and Vision Statements
- [I.A.1-3](#) About Hawai‘i CC
- [I.A.1-4](#) Annual Fact book - About Students
- [I.A.1.5](#) Hawai‘i CC Degrees and Certificates

**I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

### **Evidence of Meeting the Standard**

#### **Data Sources**

Hawai‘i CC gathers and analyzes data from a variety of sources to determine how effectively it is accomplishing its mission and whether the mission is directing its institutional priorities.

The Office of the Vice President for Community Colleges (OVPCC) for the UH System shares System and campus data and analyses via biannual presentations ([I.A.2-1](#)), open to the public, to all faculty, lecturers, and staff of the College. Presentations highlight institution-set standards([I.A.2-2](#)) and strategic directions of the University of Hawai‘i Community Colleges (UHCC) System ([I.A.2-3](#)) to address success and achievement gaps for underserved populations. Presentations starting from fall 2009 are archived on the College’s “Strategic Planning Resources” webpage under the “UHCC” heading([I.A.2-4](#)). Further, the Hawai‘i Graduation Initiative Scorecard ([I.A.2-5](#)) summarizes disaggregated quantitative data along with achievement results for performance measure goals. UHCC Strategic Directions are informed by the analysis of these data along with other student success and achievement data and are used to guide strategic plans across all UH campuses.

Another source of data provided by the UHCC Institutional Research & Analysis Office (IRAO) is the UHCC Annual Report of Program Data (ARPD)([I.A.2-6](#)). These data are provided to each of the College’s programs and to most support units, and are analyzed during annual and comprehensive reviews. Within the ARPD, program reports provide quantitative indicators of each program’s demand, efficiency, and effectiveness([I.A.2-7](#)) The ARPD also assigns to each program “Health Call Scores” of Healthy, Cautionary, or Unhealthy on indicators that provide perspective on the program's effectiveness in regard to students' academic success and workforce readiness. Other categories in the ARPD that represent institutional priorities for improvement include Distance Education, Perkins Core Indicators, and Performance Funding Indicators. As part of their review processes, programs and units are required to describe, discuss, and provide context for ARPD, including the program’s health scores in all categories.

Assessment data play a significant role in evaluating whether the College is meeting the educational needs of its students. As described further in Standard I.B, as part of its continuous improvement cycle, the College engages in systematic assessment of learning and unit outcomes ([I.A.2-8](#)). Assessment data, collected on a periodic schedule by the College’s programs and units, are embedded into the annual and comprehensive review processes, which focus on aligning assessment results to goals and action plans to support the College’s mission, institutional learning outcomes (ILOs), and strategic plans([I.A.2-9](#)).

The College’s Institutional Research (IR) website ([I.A.2-10](#),[I.A.2-11](#)) offers additional data for assessing institutional effectiveness. These include the Annual Fact Book ([I.A.2-12](#)), which assembles various data on Hawai‘i CC students, including graduation and persistence rates; the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports; and National Community College Benchmark Project (NCCBP) data. Programs are asked to comment on various data in program reviews. Graduation and persistence rates are also addressed in College presentations and discussions, and planning for student success.

### **Use of Data**

All of these data resources are considered when determining how effectively Hawai‘i CC is accomplishing its mission, and are discussed in reviews and reports by faculty, staff, and administrators ([I.A.2-9](#)). Annual and comprehensive reviews by programs and units are examined by the College’s administrative team as part of the program and unit review process (PURP) ([I.A.2-13](#)). In the PURP, the College Effectiveness Review Committee (CERC), a committee with extensive College wide representation, evaluates all comprehensive

reviews([I.A.2-14](#)). Based on its evaluations, the CERC makes data-driven recommendations to the chancellor on prioritizing budget requests and campus planning, setting institutional priorities, and directing improvements that support fulfillment of the mission.

Hawai‘i CC uses institution-set standards data to ensure it is fulfilling its mission, reaching benchmarks for student achievement, and identifying ways to better meet the educational needs of underachieving populations ([I.A.2-15](#)). Programs and units have increasingly used UHCC performance data to understand and comment on their contributions to meeting performance outcomes in annual program and unit reviews. The College’s reorganized Strategic Enrollment Management Committee uses such data to develop strategies to support and increase student success. Hawai‘i CC’s Strategic Directions 2015-2021 document is focused on initiatives and strategies toward these ends ([I.A.2-3](#)).

In an effort to make data more accessible to all campuses, the UH System developed an online tool incorporating workflow and project management in a simple-to-use interface: STAR Academic Logic DB (Academic Logic) is a secure self-service, real-time reporting tool created to represent data from any of the UH-related databases ([I.A.2-16](#)). Student Affairs and Academic Affairs personnel use Academic Logic to obtain data on admissions, enrollment, course offerings, student success, financial aid, course/facilities capacity, and more. For example, the Admissions and Records Office (ARO) utilizes Academic Logic regularly to monitor registration changes, to inform VA certification adjustments, to confer degrees and certificates, to provide the campus with timely enrollment data, and to perform assessment on the timeliness of ARO services. Administrators, faculty, and staff use these data for program and services analysis and planning.

### **Analysis and Evaluation**

The College regularly collects and analyzes data from a wide variety of sources as part of its institutional review processes. Annual and comprehensive reviews, along with institutional data provided by the OVPC, allow the institution to integrate data provided from outcomes assessment, quantitative indicators of program demand and health, external factors impacting programs and units, and student achievement on various measures identified as strategically important to the College’s and UHCC’s missions. These data are regularly used in evaluation, planning, and resource allocation processes to support meeting students’ educational needs.

### **LIST OF EVIDENCE**

<a href="#">I.A.2-1</a>	UHCC-VP Presentation Sp2016
<a href="#">I.A.2-2</a>	Institution-set standards
<a href="#">I.A.2-3</a>	Strategic Directions2015-2021
<a href="#">I.A.2-4</a>	Strategic Planning Resources
<a href="#">I.A.2-5</a>	Hawai‘i Graduation Initiative Scorecard
<a href="#">I.A.2-6</a>	Annual Report of Program Data
<a href="#">I.A.2-7</a>	Overall Program Agriculture
<a href="#">I.A.2-8</a>	Hawai‘i CC Assessments
<a href="#">I.A.2-9</a>	Program Unit Review
<a href="#">I.A.2-10</a>	Institutional Research Office
<a href="#">I.A.2-11</a>	Where to Find Data – IR Resources
<a href="#">I.A.2-12</a>	Resource Fact Book
<a href="#">I.A.2-13</a>	Program and Unit Review Process (PURP)

- [I.A.2-14](#) College Effectiveness Review Committee (CERC)  
[I.A.2-15](#) 2017 Fact book - ISS data  
[I.A.2-16](#) Academic Logic Database

**I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

### **Evidence of Meeting the Standard**

Hawai'i CC participates in strategic planning on multiple levels. With input from all campuses, the UHCC System Office develops Strategic Directions that align with its mission and vision and reflect the priorities of the University across all six community college campuses and Maui College ([I.A.3-1](#)).

In line with the UHCC mission and the College's mission, the institution has its own strategic plans that are developed with College wide input and reviewed periodically. These include Hawai'i CC's Strategic Directions ([I.A.2-3](#)), Academic Master Plan ([I.A.3-2](#), [I.A.3-3](#)), Technology Master Plan ([I.A.3-4](#), [I.A.3-5](#)), and Resources Master Plan ([I.A.3-6](#), [I.A.3-7](#)). The Hawai'i CC Strategic Directions 2015-2021 document focuses on initiatives and strategies designed to help the College meet institutional goals with regard to student learning and achievement and mission fulfillment. This document is the basis for the College's annual institutional priorities. These priorities focus on key initiatives that will support accomplishment of stated goals. Most recently, the College adopted three Wildly Important Goals (WIGs) for 2017-2018 ([I.A.3-8](#)). Programs and support units then developed work plans aligned to these WIGs to create Proactive Efforts that Really Matter (PERMs) ([I.A.3-9](#)).

All programs and units are aligned with the College's mission and institutional learning outcomes (ILOs) ([I.A.3-10](#), [I.A.3-11](#)). Assessment data are collected on a periodic schedule and are analyzed to determine whether outcomes are being met. These assessment practices, along with other data available (see Standard I.A.2), help the College to evaluate whether programs and units are meeting institutional goals. Annual and comprehensive reviews analyze data and set program and unit priorities, goals, and budget requests, which are aligned with the College's strategic plans. Through the PURP, Hawai'i CC integrates the alignment, prioritization, decision-making, planning, resource allocation, and goal-setting which sustain and improve the College's programs and units and contribute to mission fulfillment ([I.A.1-3](#)).

### **Analysis and Evaluation**

Hawai'i CC's programs and services are aligned with its mission, and through assessment and the program and unit review process, the College ensures that program and unit priorities and goals support student learning and achievement.

### **LIST OF EVIDENCE**

- [I.A.3-1](#) Strategic Directions Overview  
[I.A.2-3](#) Strategic Directions 2015-2021  
[I.A.3-2](#) Academic Master Plan  
[I.A.3-3](#) Academic Master Plan Appendix

<a href="#">I.A.3-4</a>	Technology Master Plan
<a href="#">I.A.3-5</a>	Technology Master Plan Appendix
<a href="#">I.A.3-6</a>	Resource Master Plan
<a href="#">I.A.3-7</a>	Resource Master Plan Appendix
<a href="#">I.A.3-8</a>	Wildly Important Goals (WIGs) for 2017-2018
<a href="#">I.A.3-9</a>	Proactive Efforts that Really Matter (PERMs)
<a href="#">I.A.3-10</a>	Comprehensive Program Review
<a href="#">I.A.3-11</a>	Comprehensive Unit Review
<a href="#">I.A.1-3</a>	About Hawai'i CC

**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER6).**

### **Evidence of Meeting the Standard**

#### **Publication**

Hawai'i CC publishes its mission and other guiding statements in the annual catalog ([I.A.1-2](#)) and on the "About Hawai'i CC" webpage, which is readily accessible from the College's homepage ([I.A.1-3](#)). In addition, the College prints posters that include the institution's mission statement for display in classrooms, offices, and common areas around the College's facilities.

#### **Review Process**

The College's mission and vision statements are reviewed on a five-year cycle by the College Council ([I.A.4-1](#)). The College Council is an organization with representation from all major campus constituencies, and serves as a forum to facilitate dialogue on College wide issues ([I.A.4-2](#)). The College Council Charter describes the Council's responsibility for the development, revision, and assessment of all Institutional Guiding Statements of the College ([I.A.4-3](#)).

The College recently completed a College wide review process for its mission, vision, and institutional learning outcomes (ILOs). This effort was spearheaded by a Review Task Group made up of College Council members who "Organized a series of 'talk story sessions' for both the Hilo and Pāalamanui campuses, as well as an online shared document that allowed for all faculty and staff members to provide input on proposed changes to the ILOs/Mission/Vision" ([I.A.4-4](#)). Extensive efforts were made to involve faculty and staff in meaningful discussions about revision of the College's guiding statements. Outreach included information and discussion meetings, a mandatory Assessment Summit attended by faculty and staff, and emails to faculty and staff lists throughout the revision and voting process. The campus approved the revised mission, vision, and ILO statements in September 2016. The chancellor recommended the new statements to the Board of Regents (BOR), which approved the revised guiding statements as part of the consent agenda at its March 23, 2017 meeting ([I.A.1-1](#)). The new guiding statements went into effect on July 1, 2017.

#### **Analysis and Evaluation**

The institution has a well-defined process by which it reviews and revises its guiding statements, including its mission. The College recently revised its mission, vision, and ILOs in a manner that endeavored to elicit input from all faculty, staff, and administrators. The revised mission was officially adopted through approval by the College's governing body, the BOR, and is widely

published in the annual catalog and online, and through posters displayed across the Hawai‘i CC campus.

#### LIST OF EVIDENCE

<a href="#">I.A.1-2</a>	Mission and Vision Statements
<a href="#">I.A.1-3</a>	About Hawai‘i CC
<a href="#">I.A.4-1</a>	Approved Minutes by College Council
<a href="#">I.A.4-2</a>	College Council Blog
<a href="#">I.A.4-3</a>	Hawai‘i Community College Council Charter
<a href="#">I.A.4-4</a>	Hawai‘i Community College End of Year 2015-16
<a href="#">I.A.1-1</a>	Meeting of the Board of Regents Minutes of March 23, 2017

### I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

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#### Academic Quality

**I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### Evidence of Meeting the Standard

Hawai‘i CC provides many opportunities for faculty and staff to hold meaningful discussions during meetings held in divisions/departments, in committees, and College wide. Sustained dialog on student outcomes, equity, and academic quality, and institutional effectiveness is structured into processes for evaluating and improving student learning and achievement.

#### Student Outcomes

The College’s systematic plan for assessing outcomes for academic programs and service units provides ongoing data collection and promotes sustained efforts to improve the learning environment. Course assessments, which require multi-semester processes of collecting evidence, analyzing data, forming action plans, reassessing, and “closing the loop” reporting, draw faculty and lecturers together to collaborate and improve instructional practices ([I.B.1-1](#)). As part of the process, programs and units discuss how their programs and services support the College’s institutional effectiveness and help the College achieve its goals ([I.B.1-2](#)). Program and unit assessments bring together wider constituencies to address larger academic and service improvement outcomes.

#### Student Achievement

Other forums for collaboration on issues impacting student learning and achievement include the University of Hawai‘i Community Colleges (UHCC) Student Success Committee, which includes subcommittees tasked with identifying issues arising from the implementation of the strategic plan, addressing policy questions, recommending possible changes in practice, and informing the Strategic Planning Council or the Council of Chancellors on major issues needing attention. Colleges in the University of Hawai‘i (UH) System also convene their own student

success committees. Hawai‘i CC’s Student Success Committee([I.B.1-3](#)) and Strategic Enrollment Management group, formed in 2015, have recently evolved into the Student Success Pathways and Integrated Student Services committees. In addition, the Hawai‘i Strategic Institutes/Hawai‘i Student Success Institutes provide an annual opportunity for systemwide collaboration and discussion about student learning and achievement with colleagues from sister campuses([I.B.1-4](#)).

### **Student Equity**

Systemwide efforts to mitigate barriers to student achievement also inform the College’s dialog on improvement. The vice president for Community Colleges gives presentations to all faculty, staff, and administrators at Hawai‘i CC biannually to share data trends, performance measures, and initiatives at the UHCC level, encompassing all six community college campuses and Maui College ([I.B.1-5](#)). Student equity and achievement data are considered when developing the UHCC’s Strategic Directions, which direct the action plans for all campuses.

The College, in alignment with the UHCC Strategic Plan, is committed to closing the student achievement gaps for Native Hawaiians, Filipino, Pacific Islander, and low-income students. The 2015-2021 Strategic Directions and institutional performance indicators set goals to ensure educational parity for these historically underserved groups. Progress is monitored and results are shared College wide starting with the UHCC performance status presentations and during all-College and division meetings. Exercises undertaken at all-College meetings, such as the Poverty Simulation and Achieving the Dream’s Finish Line Game, help the *Kauhale* to focus on closing educational gaps by discussing and understanding opportunity challenges students face, especially those from underserved groups. The College’s Strategic Plan is also aligned with the UH System’s Hawai‘i Papa O KeAo initiative ([I.B.1-6](#)), which strives to establish the University of Hawai‘i as a pre-eminent indigenous-serving institution model.

The College is equally committed to ensuring a welcoming and supportive environment for all students. Examples include numerous Safe Zone Training sessions (to support lesbian, gay, bisexual, transgender, and queer+ (LGBTQ+) students) ([I.B.1-7](#)) and Title IX training by the UH Office of Institutional Equity([I.B.1-8](#)).

Student surveys also provide direct feedback on equity and other issues for College wide discussion. For instance, a Student Climate Survey on Sexual Harassment and Gender Discrimination was open to students, faculty, staff, and administrators of the College in spring 2017 ([I.B.1-9](#)). Forthcoming results will help the College to determine action items and to set benchmarks for continuous improvement.

Further, Hawai‘i CC has a dedicated center to provide direct academic support for students with disabilities. The Hā‘awi Kōkua Program’s mission is to promote equal opportunity for individuals with disabilities to gain the maximum benefit from their educational/learning experience by participating fully in their regular courses and activities at Hawai‘i CC. The program provides a series of online training videos on its webpage to increase awareness and encourage discussion of academic disabilities support (webpage /video links at the bottom of the Hā‘awi Kōkua Faculty & Staff Resources webpage)([I.B.1-10](#)).

### **Academic Quality**

The College's designated forum for faculty oversight of academics is through the Academic Senate ([I.B.1-11](#)). The Senate conducts regular discussions of academic quality. All instructional and non-instructional faculty members are invited to attend and vote at monthly meetings of the entire Senate, where formal agenda items are debated. In addition, representatives of all departments and instructional units attend more frequent meetings of Standing, Select, and ad hoc Senate committees (including the General Education (GE) Committee, the Distance Education (DE) Committee, and the Curriculum Review Committee) in which members review, discuss, and make recommendations on specific policies, curricula, and other academic issues. Senate meeting minutes are posted publicly for review.

Discussions about academic quality also occur in instructional division meetings, in which division/department chairs, deans, and the vice chancellor for Academic Affairs review policies, procedures, and practices related to instructional programs and requirements, assessment, and initiative/innovation implementation and progress.

### **Institutional Effectiveness**

The College's recent revision of its mission, vision, and institutional learning outcomes (ILOs) is one example of collegial, College wide dialog regarding institutional effectiveness, as detailed in Standard I.A.4. In addition, bi-annual all-College meetings are held during convocation week to start off the fall and spring semesters; these meetings encourage collegial discussion of institutional effectiveness and improvement, including updates on student achievement data and initiatives ([I.B.1-12](#)).

The College's Institutional Assessment coordinator further supports sustained, substantive, collegial dialog on institutional effectiveness. The coordinator leads periodic College wide assessment summits([I.B.1-13](#)), holds one-on-one meetings with programs and units seeking guidance on assessment, provides updates on assessment efforts at Hawai'i CC, develops and provides institutional assessment resources, and offers professional development opportunities for faculty and staff to improve knowledge and practice of assessment ([I.B.1-14](#) ). The coordinator's specific expertise in assessment practices enhances the level of dialog, ensuring that substantive discussions are taking place.

The assessment coordinator also chairs and convenes the College wide Assessment Committee ([I.B.1-15](#)), which has recently begun collaborating with the College Effectiveness Review Committee (CERC) to provide robust evaluations of assessment results used as evidence in program and unit comprehensive reviews ([I.B.1-16](#)). Evaluation by CERC, described in Standard I.A.2, also promotes College wide discussion of academic quality, improvement, and effectiveness.

With representation from all major campus constituencies, the College Council is another broad forum for dialog on institutional issues and improvements. Anyone from the *Kauhale* may bring issues to the table by proposing agenda items([I.B.1-17](#)).

### **Analysis and Evaluation**

The College's systematic assessment and planning processes generate collegial discussions on student learning and achievement. There are numerous College wide bodies and forums that promote discussions about equity, academic quality, and institutional effectiveness, often

expanding dialog started within committees and department meetings. Extensive review processes help translate data, trends, and the institution's strategic directions into innovative plans and resource allocation decisions designed to foster continuous improvement of student learning and achievement at Hawai'i CC.

#### LIST OF EVIDENCE

<a href="#">I.B.1-1</a>	Course Assessment Cycle
<a href="#">I.B.1-2</a>	Unit Assessment Cycle
<a href="#">I.B.1-3</a>	Student Success Committee 2015-16
<a href="#">I.B.1-4</a>	Achieve a Dream
<a href="#">I.B.1-5</a>	UHCC-VP Presentation Spring 2016
<a href="#">I.B.1-6</a>	Hawai'i Papa O KeAo Overview
<a href="#">I.B.1-7</a>	Safe Zone Training Sessions
<a href="#">I.B.1-8</a>	Title IX Training - Employees
<a href="#">I.B.1-9</a>	Student Climate Survey on Sexual Harassment and Gender Discrimination
<a href="#">I.B.1-10</a>	Disability Services Faculty & Staff Resources
<a href="#">I.B.1-11</a>	Senate Handbook
<a href="#">I.B.1-12</a>	Putting our students first
<a href="#">I.B.1-13</a>	Assessment Summit Presentation
<a href="#">I.B.1-14</a>	Instructional Program Assessment Reports and Plans
<a href="#">I.B.1-15</a>	Assessment Review AY 16-17 Annual Report
<a href="#">I.B.1-16</a>	College Effectiveness Review Committee (CERC)
<a href="#">I.B.1-17</a>	Hawai'i Community College - College Council Charter Approved 4/8/16

**I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services (ER 11).**

#### Evidence of Meeting the Standard

##### Defined Outcomes

Hawai'i CC defines student learning outcomes for all academic programs and service units at the institutional (ILO), program (PLO), course (CLO), and unit (UO) levels (described in Standard I.A.3). Hawai'i CC's ILOs (described in Standard I.A.4) represent the College's expectations for degree and certificate recipients, and guide course, program, and unit outcomes. Outcomes also serve as a guiding force in developing curriculum and co-curricular activities.

The development, revision, and assessment of learning outcomes at the course, program, non-instructional unit, and institutional levels are established by Hawai'i CC 5.202 Assessment Policy, including Distance Education Courses ([I.B.2-1](#)). Procedures for revision of course learning outcomes are determined by the Haw 5.253 Fast Track Modification to a Course Policy ([I.B.2-2](#)) and the Curriculum Review Committee's Guidelines for Evaluating Course Proposals ([I.B.2-3](#)). PLOs, CLOs, and UOs are posted on the program/unit pages on the College's website ([I.B.2-4](#)), and PLOs are also published in the annual catalog ([I.B.2-5](#)).

The institution's "Programs of Study" webpage list the degrees and certificates that are achievable through each program at Hawai'i CC ([I.B.2-6](#)). This information may also be found in the catalog ([I.B.2-5](#)).

### **Outcomes Assessment**

As CLOs and PLOs are aligned, course assessments ensure that students who complete Hawai'i CC programs achieve the identified program outcomes. Student learning outcomes for all courses, regardless of delivery mode, are assessed systematically throughout the College on a Course Assessment Schedule ([I.B.2-7](#)). Course assessment schedules, plans, and reports are available online via the Assessment webpage ([I.B.2-8](#)). The student and learning support services units and the non-credit unit at Hawai'i CC participate in the Unit Assessment Cycle. Unit outcomes (UOs) are assessed and reported on annually. The cycle is displayed in the Assessment Handbook ([I.B.2-9](#)). Assessment results are included in Annual Unit Reviews available via the Program and Unit Review webpage ([I.B.2-10](#)). The 2016-2017 Annual Assessment Report from the Assessment Committee to College Council summarizes activities, accomplishments, and action plans, and directs institutional improvement([I.B.1-15](#)).

The program and unit review process (PURP) is the method by which the College incorporates assessment results in planning and improvements as outlined in a Standard I.A.2, Standard I.A.3, and further described in Standard I.B.5. Both instructional programs and service units at the College participate in required annual review as well as comprehensive review every three years, integrating assessment results and discussion with action planning and resource requests, ensuring that assessment results in direct improvements to instructional and student and learning support services.

### **Analysis and Evaluation**

The recently revised ILOs provide a framework for the College's defined student learning outcomes at the course, program, and unit levels for all academic programs and service units. Outcomes are assessed on a regular schedule, and results are reported, discussed, and used to direct action items in annual and comprehensive program and unit reviews. The cycle of assessment and review ensures that students who complete academic programs achieve the identified outcomes and that outcomes drive the implementation of student success initiatives and other instructional innovations.

### **LIST OF EVIDENCE**

<a href="#">I.B.2-1</a>	Hawai'i Community College 5.202 Assessment Policy
<a href="#">I.B.2-2</a>	Hawai'i Community College 5.253 Fast-Track Modification to a Course
<a href="#">I.B.2-3</a>	Guidelines for Evaluating Course Proposals
<a href="#">I.B.2-4</a>	Program/Unit pages – Accounting
<a href="#">I.B.2-5</a>	Curricula and Programs
<a href="#">I.B.2-6</a>	Program of Study
<a href="#">I.B.2-7</a>	Course Assessment Schedule
<a href="#">I.B.2-8</a>	Assessment Reports
<a href="#">I.B.2-9</a>	Assessment Handbook
<a href="#">I.B.2-10</a>	Program Unit Review
<a href="#">I.B.1-15</a>	Assessment Review AY 16-17 Annual Report

**I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information (ER 11).**

### **Evidence of Meeting the Standard**

#### **Establishment and Assessment of Institution-Set Standards**

UHCC Policy 4.203 Institution-Set Standards define the standards by which all colleges in the UHCC System assess student achievement ([I.B.3-1](#)).

Standards:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

According to the policy, each standard will have a baseline level of achievement and an aspirational target for improvement based on each College's previous performance on each measure. These aspirational targets are aligned with System strategic plan targets. Regardless of delivery mode, all courses and programs are held to the same standards.

The Office of the Vice President of the Community Colleges (OVPCC) is responsible for producing an annual report of achievement results compared to the baseline and target values, including trend analysis. A presentation is given by the vice president each semester, providing Hawai'i CC faculty and staff with performance data on each of the standards. In the OVPCC presentations, the outcomes are shared as well as new strategies and initiatives aimed toward improving student achievement. UHCC Strategic Directions are informed by the results of those performance measures, along with other student success and achievement data ([I.B.3-2](#)).

According to the Institution-Set Standards policy, the College is responsible for "reviewing the annual results and using the results in program planning and resource allocation as appropriate. If the actual effectiveness measure falls below the baseline, the college shall prepare an action plan to address improvements in the achievement results." Results and action plans are discussed in division, administrative, and College Council meetings, and in various student success committees and meetings. The College has taken action in response to standards results; for example, in academic year 2015-16, after the College did not meet its target for transfer for two years, a grant-funded position was institutionalized to become a Pathway Coordinator position to provide consistent support in increasing the transfer rate to four-year institutions. In addition, the College formed a Strategic Enrollment Management group and created Outreach and Recruitment Coordinator and Student Success Coordinator positions to assist in meeting various targets.

### **Published Information**

The vice president's biannual presentations are published on the UHCC website, along with annual reports of each community college's performance on the standards and other performance data summaries. The vice president's presentations are also published on Hawai'i CC's website, along with numerous College, UHCC, and UH strategic planning documents ([I.B.3-3](#)).

Institution-set standards achievement data are also accessible online in the College Fact Book ([I.B.3-4](#)). Applicable programs, such as Nursing and Allied Health, also track licensure exam pass rates and post the expected results and achievement outcome data on the College's website ([I.B.3-5](#)).

Other resources that share the institution's achievement results are the College Program Analyses and Executive Summaries posted on the UHCC Annual Report of Program Data (ARPD) website ([I.B.3-6](#)). Summaries include the College's ARPD information, performance funding goals and results, and performance results on Perkins Core Indicators. These results are incorporated into the PURP and, along with institution-set standards results and goals, inform the College's integrated planning.

### **Analysis and Evaluation**

Institution-set standards, along with baseline and aspirational targets for each campus to achieve, are established by the UHCC System. Performance on the standards is reported to the College in biannual presentations by the UHCC vice president. In addition to these presentations, the UHCC also publishes campus-specific annual reports on its website, along with other presentations and reports detailing each campus's performance on the standards and other systemwide initiatives. Hawai'i CC publishes the vice president's presentations on its website, along with other reports and strategic plans for continuous improvement. Institution-set standards results are also published on the College's website. When standards are not met, the campus develops improvement plans to address issues.

### **LIST OF EVIDENCE**

<a href="#">I.B.3-1</a>	UHCCP # 4.203 Institution-Set Standard
<a href="#">I.B.3-2</a>	UHCC-VP Presentation Sp2016
<a href="#">I.B.3-3</a>	Strategic Planning Resources
<a href="#">I.B.3-4</a>	2017 Factbook
<a href="#">I.B.3-5</a>	Nursing Student Achievement Outcome Data
<a href="#">I.B.3-6</a>	Annual Report of Program Data

**I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### **Evidence of Meeting the Standard**

#### **Use of Data**

As described in Standard I.B.2, all Hawai'i CC academic programs and service units participate in regular assessments using an outcomes-based approach designed to support student learning and student achievement. While conducting and reporting on assessments, worksheets guide participants to reflect on ways that data can drive institutional improvements ([I.B.4-1](#)). In fact, the College is so strongly committed to outcomes-based assessment that investment was made in

a software product to better track and use assessment data to support student success and to provide longitudinal planning support for programs and units. The software, called Campus Labs *OUTCOMES*, was procured in spring 2017 with system set-up throughout summer 2017 for College wide implementation in fall 2017 ([I.B.4-2](#)).

### **Institutional Processes**

The program and unit review process (PURP), described in more detail in Standard I.B.5, organizes the College's processes of using assessment data to support student learning and achievement. Student achievement and outcomes data are analyzed by faculty and staff who are responsible for discussing results in annual and comprehensive program and unit reviews. Program and unit review templates include questions about how goals and action plans are tied to student learning outcomes: "[D]iscuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs)," "Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results" ([I.B.4-3](#)).

Through the PURP, comprehensive program and unit reviews containing assessment data and analysis, action items, and resource requests are evaluated by the CERC, which submits recommendations that inform administrative decisions regarding campus priorities, initiative development, and resource allocation in support of student learning and achievement ([I.B.4-4](#)). In addition, annual reports from the College's Assessment Committee summarize activities and action plans based on the results of assessment and provide the College Council and the administrative team with additional feedback to inform improvement efforts ([I.B.1-15](#)).

### **Analysis and Evaluation**

The institution regularly collects assessment data and incorporates the results of assessment into its ongoing institutional processes, including program and unit review. Throughout these processes, participants and reviewers are prompted to make decisions and set action plans that align with the results of assessment and support student learning and achievement.

### **LIST OF EVIDENCE**

- [I.B.4-1](#) Campus Lab OUTCOMES Assessment Plan & Result Worksheet
- [I.B.4-2](#) Campus Labs OUTCOMES Assessment Reporting System GUIDE
- [I.B.4-3](#) Annual Program Review Template
- [I.B.4-4](#) CERC AY 2014-2015-2016
- [I.B.1-15](#) Assessment Review AY 16-17 Annual Report

### **Institutional Effectiveness**

**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

## Evidence of Meeting the Standard

### Program and Unit Review

The College's program review is determined by the requirements detailed in Haw #4.201 Integrated Planning for Institutional Effectiveness ([I.B.5-1](#)), UHCCP #5.202([I.B.5-2](#)), Board of Regents Policy, Section 5-201.B & E. ([I.B.5-3](#)), and University of Hawai'i Systemwide Executive Policy, E5.202 ([I.B.5-4](#)) policies. The program and unit review process (PURP) ensures that the College regularly assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement ([I.B.5-5](#)). Instructional programs and service units participate in both annual reviews and comprehensive reviews every three years, providing a method by which assessment of course and program learning outcomes, unit outcomes, and student achievement data are systematically incorporated into ongoing evaluation of programs and services. All courses, regardless of delivery mode, are held to the same standards and assessment practices. The process supports programmatic improvement, implementation of modifications, and evaluation of the changes made for continuous quality improvement ([I.B.5-6](#)).

Assessment findings (described in Standard I.B.2) are incorporated into the PURP, during which data relevant to student outcomes and achievement (including outcomes assessment, Annual Report of Program Data (ARPD), program-specific data, and institutional data, further described in Standard I.A.2) are analyzed and used to determine program/unit effectiveness and to inform the action plans and goals that are discussed in annual and comprehensive reviews. Annual review results impact initiatives development, annual priorities, and appendices updates of the Academic Master Plan, Technology Master Plan, and Resources Master Plan. Comprehensive reviews focus on aligning goals and action plans with the College's mission, ILOs, and strategic plans. Goals and resource requests must be based on analysis of the program's achievement data, which are disaggregated by program and delivery mode, and of the overall results of course assessments of student learning outcomes conducted during the review period. All programs and units are held to the same standards ([I.B.5-7](#), [I.B.5-8](#), [I.B.5-9](#)).

The College Effectiveness Review Committee (CERC) evaluates comprehensive reviews using criteria which examine the program/unit's effectiveness in supporting fulfillment of the College's mission and ILOs, and the alignment of the program/unit's goals and action plans with the College's mission, ILOs, and strategic plan ([I.B.5-10](#)). Evaluation by CERC promotes College wide discussion of academic quality, effectiveness, and improvement. CERC provides feedback to programs and units via response memos; a summary report and recommendations are sent to the chancellor for discussion with the administrative team and for consideration in strategic planning and resource allocation decisions ([I.B.5-11](#)).

### Analysis and Evaluation

Hawai'i CC has an established program/unit review process that includes evaluation of programs and services based on data regarding student learning and achievement. The College incorporates the analysis of several sources of data, including disaggregated data, into its strategic planning, including qualitative and quantitative data in the form of assessment outcomes and achievement results.

### LIST OF EVIDENCE

<a href="#">I.B.5-1</a>	Integrated Planning for Institutional Effectiveness
<a href="#">I.B.5-2</a>	UHCCP # 5.202
<a href="#">I.B.5-3</a>	Regents Policy RP 5.201
<a href="#">I.B.5-4</a>	Systemwide Executive Policy E5.202
<a href="#">I.B.5-5</a>	Program and Unit Review Process (PURP)
<a href="#">I.B.5-6</a>	Completed Annual Instructional Program Review
<a href="#">I.B.5-7</a>	Annual Review - Hawaiian Studies
<a href="#">I.B.5-8</a>	Annual review Counseling, Advising & Support Services Center
<a href="#">I.B.5-9</a>	Comprehensive 3 year Review - Liberal Arts
<a href="#">I.B.5-10</a>	CERC Comp Unit Evaluation Tool
<a href="#">I.B.5-11</a>	CERC operating guidelines

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Evidence of Meeting the Standard**

Hawai‘i CC disaggregates and analyzes achievement results for subpopulations of students, and has just begun to disaggregate learning outcomes results for subpopulations of students. Based on one of the action steps from the 2015-2016 Annual Assessment Report from the Assessment Committee to the College Council, in 2017, the College procured an assessment management system (AMS) which includes the ability to disaggregate data ([I.B.6-1](#)). The College is currently investigating different approaches to disaggregate outcomes data using the new AMS.

Disaggregated achievement data by subpopulation, including course delivery mode, are provided in academic program and support services ARPD provided by the System ([I.B.6-2](#)). Additional disaggregated data are found in Hawai‘i CC’s Fact Book, which includes institution-set standards data and a wealth of information on the institution’s students and service area, including degrees and certificates awarded and graduation and persistence rates ([I.B.6-3](#)).

At the program and unit level, ARPD data is addressed in the PURP, which provides an opportunity for the College to identify performance gaps in subpopulations of students and to set action plans and goals based on such analysis ([I.B.5-5](#)). Program and unit reviews are evaluated by the CERC, which submits recommendations to the chancellor and administrative team for consideration in setting both annual and long-term priorities. At the institutional level, disaggregated achievement data are shared and discussed in biannual all-College meetings and during the vice president’s presentations. Student success committees and administration collaborate to shape initiatives designed to address institutional performance gaps. All of these efforts contribute to the College’s integrated planning process, in which development of institutional initiatives, setting of annual priorities, strategic planning, and resource allocation occur to mitigate performance gaps and provide necessary support for increased student success.

### **Analysis and Evaluation**

The College disaggregates and analyzes student achievement data for subpopulations of students, allowing it to identify performance gaps for subpopulations that can be mitigated using strategies

identified within its evaluation and planning processes. Disaggregation of student outcomes data is in the early stages, and will be enhanced by the College's recent acquisition of a new AMS. Evaluation of mitigation strategies is incorporated into program and unit review and in the strategic planning process.

#### LIST OF EVIDENCE

- [I.B.6-1](#) Institutional Assessment Office Annual Summary Report to the College Council AY 15-16
- [I.B.6-2](#) Sample ARPD (Accounting)
- [I.B.6-3](#) 2017 Annual Fact Book
- [I.B.5-5](#) Program and Unit Review Process (PURP)

**I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

#### Evidence of Meeting the Standard

Hawai'i CC reviews and updates policies as needed. However, the College recognized that such evaluation had not been formalized for all policies, thus resulting in the revision of HAW 1.001 and the development of a schedule of policy review that will provide more consistent evaluation and updating of policies across the institution.

Governance process review is carried out by the College's Academic Senate ([I.B.1-11](#)), College Council ([I.B.7-1](#)), and Student Government ([I.B.7-2](#)) as directed in their charters. Subcommittees of Hawai'i CC's Academic Senate, including Educational Policy and Faculty Policy Committees, regularly evaluate relevant policies. The outcomes of committee discussions are shared at Academic Senate meetings, and Senate minutes are available on the College's website ([I.B.7-3](#)).

Institutional practices within instructional programs, student and learning support services, and resource management are evaluated on a regular schedule via the PURP. Programs and units participate in the assessment process and change practices for improvement as part of their review. Comprehensive reviews evaluate program/unit effectiveness and contribution to mission fulfillment. The PURP is described in more detail in Standard I.B.5.

#### Analysis and Evaluation

The institution evaluates its policies and practices to assure effectiveness in supporting academic quality and mission accomplishment. Regular governance process review, assessment, and the PURP provide a systematic structure for improvement of institutional practices and processes. A new schedule of policy review ensures formalized, consistent evaluation of policies.

#### LIST OF EVIDENCE

- [I.B.1-11](#) Senate Handbook
- [I.B.7-1](#) College Council Charter
- [I.B.7-2](#) Constitution for Student Government
- [I.B.7-3](#) Academic Senate Minute

**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

### **Evidence of Meeting the Standard**

Hawai‘i CC communicates the results of all of its assessment and evaluation activities on its website. Results are also shared via all-College presentations, executive summaries, and emails. Through extensive communication, the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Hawai‘i CC’s PURP integrates comprehensive program/unit reviews into assessment of institutional effectiveness. The process informs outcome-driven innovation and resource allocation and ensures that the College develops action plans based on its strengths and weaknesses.

PURP reports are broadly communicated:

- Assessment of courses and units are published on the College website ([I.B.8-1](#), [I.B.8-2](#))
- Annual and comprehensive reviews are published on the College website ([I.B.8-3](#))
- CERC summary report and recommendations to the chancellor are published on the College Intranet ([I.B.4-4](#)).

The College also uses the following published evaluation reports in its planning process:

- UHCC vice president presentations ([I.B.3-3](#))
- Institution-set standards data ([I.B.8-4](#))
- Accreditation reports ([I.B.8-5](#))

College wide presentations, division/department/unit meetings, and assessment summits further support a shared understanding of the institution’s strengths and weaknesses. All-College meetings are held at the beginning of each semester and at the end of the academic year, and include updates from administration on student achievement, student success initiatives, strategic plans, ongoing resource implications, accreditation, and other significant topics.

### **Analysis and Evaluation**

Hawai‘i CC’s assessment and evaluation results are broadly communicated via the College website. Results are discussed College wide, and are the basis for strategic planning.

### **LIST OF EVIDENCE**

<a href="#">I.B.8-1</a>	Course Reports Archive
<a href="#">I.B.8-2</a>	Program Unit Review
<a href="#">I.B.8-3</a>	Program Unit Review 2016
<a href="#">I.B.4-4</a>	CERC AY 2014-2015-2016
<a href="#">I.B.3-3</a>	Strategic Planning Resources
<a href="#">I.B.8-4</a>	Factbook section with ISS data
<a href="#">I.B.8-5</a>	Accreditation Report

**I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources (ER 19).**

### **Evidence of Meeting the Standard**

Hawai‘i CC’s Integrated Planning for Institutional Effectiveness Policy HAW 4.201 outlines the systematic, institution-wide evaluation and strategic planning process that integrates program and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness ([I.B.9-1](#)). The policy, along with institutional assessment and planning documents, is accessible via the College’s Institutional Effectiveness and Planning webpage ([I.B.9-2](#)).

Evidence of integrated planning is available in many forms, including performance measures, outcomes assessment, program and unit reviews, evaluations, results summaries, and strategic planning documents.

Hawai‘i CC utilizes the PURP and analysis of institution-set standards and performance indicators results to evaluate programs and services’ strengths and areas of need. Annual reviews affect short-term priorities and prompt minor updates to the College’s Academic, Resources, and Technology Master Plans ([I.B.9-3](#)). Comprehensive reviews are evaluated by the CERC for mission, ILO, and strategic plan alignment and effectiveness before recommendations are submitted to the chancellor and administrative team for institutional prioritizing and budgeting decisions regarding program, services, personnel, facilities, and technology ([I.B.4-4](#)). Comprehensive review recommendations, institutional data trends, and UH System and UHCC strategic plans inform development of the College’s long-range goals in the Academic, Resources, and Technology Master Plans and the College’s strategic plans. Consideration of a variety of data and institutional and System goals results in a broadly informed evaluation and integrated planning process designed to continuously improve educational quality and institutional effectiveness.

### **Analysis and Evaluation**

Hawai‘i CC engages in an integrated evaluation and planning process directed toward accomplishment of its mission through a continuous cycle of improvement of academic quality and institutional effectiveness. Assessment and program/unit reviews lead to planning for both short- and long-range goals. Performance indicator results and System goals also direct long-range strategic planning that impacts all areas of the College. Integrated planning information and data are available on the College website, and campus-wide input ensures that evaluation and strategic planning are a collaborative effort to provide quality educational programs and services to students.

### **LIST OF EVIDENCE**

[I.B.9-1](#) Integrated Planning for Institutional Effectiveness

- [I.B.9-2](#) Institutional Effectiveness & Planning (IEAP) website  
[I.B.9-3](#) Institutional Effectiveness & Planning (IEAP) – Planning Section  
[I.B.4-4](#) CERC AY 2014-2015-2016

#### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Schedule of data updates to reflect current information (transparency)	I.B.3	Institutional Research, Institutional Assessment Coordinator	2018-2019 (upon approval of campus reorganization and creation of Office of <i>Kauhale</i> Analytics and Intelligence)	Increase access to campus data needed for evaluation and planning
Determine how assessment management system and assessment design can enable disaggregation of assessment results	I.B.6	Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator, Institutional Research	Begin fall 2018	Disaggregation of learning outcomes data
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

## I.C. INSTITUTIONAL INTEGRITY

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**I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.**

### Evidence of Meeting the Standard

The College assures the clarity, accuracy, and integrity of information about the mission statement, learning outcomes, educational programs, student support services, and accreditation status through a variety of processes.

### Mission Statement

The current mission and vision statements and the institutional learning outcomes are published in both English and Hawaiian on page 6 of the 2017-2018 catalog ([I.C.1-1](#)) and on the College's website ([I.C.1-2](#)), as well as printed on posters prominently displayed on the Hilo and Pālanuui campuses. The mission and vision statements are reviewed on a five-year cycle by the College Council ([I.C.1-3](#)). The College Council Charter describes the Council's responsibility for the development, revision, and assessment of all Institutional Guiding Statements of the College ([I.C.1-4](#)).

### Instructional Programs

Instructional program information is contained on pages 63-98 in the 2017-2018 catalog and via the "Programs of Study" link on the College's website ([I.C.1-5](#)). Programs are regularly reviewed in the program and unit review process (PURP) to assess the integrity and currency of instructional offerings. The College does not offer any completely DE programs; however, information about DE courses is available on the College's website ([I.C.1-6](#)).

### Program and Course Learning Outcomes (PLOs, CLOs)

Learning outcomes for all programs and courses, regardless of delivery mode, are regularly reviewed for currency and accuracy by instructional faculty and administrators through a rigorous, collaborative process. Both the PLOs and CLOs are available at the College's Intranet curriculum website ([I.C.1-7](#)) and the College's public website via instructional program pages ([I.C.1-8](#)), as well as on the College's Assessment website ([I.C.1-9](#)).

PLOs are developed and reviewed by program faculty and lecturers, and then approved by department or division chairs and the dean of Liberal Arts and Public Services or the dean of Career and Technical Education. Each year, 20 percent of each program's courses are reviewed for currency and correct articulation ([I.C.1-10](#)). Faculty and lecturers collaborate during these course reviews and other course assessments to develop or revise course learning outcomes; such revisions can be approved via the Fast Track or Curriculum Review processes.

CLOs are customarily published in course syllabi and distributed to students at the beginning of the semester in hard copy and/or electronic format. Department and division chairs are responsible to review syllabi for accuracy of learning outcomes. The assessment process, which

entails the development of an assessment plan, conducting the assessment, planning and implementing improvements for student success, and a closing the loop re-assessment for each course, ensures that course learning outcomes are revisited on a regular cycle of review. Assessment reports and schedules of course assessments for each instructional program are available on the Assessment webpage ([I.C.1-11](#)).

### **Student Support Services**

Information on student support services is available on pages 12-13 and 36-39 of the 2017-2018 catalog ([I.C.1-12](#)) and on the College's website, under "Admission, Advising, Financial Aid & Student Support Services" and "Learning Resources" via the "Services for Students" link ([I.C.1-13](#)). Student support for DE students is provided on the "Services for DE" webpage ([I.C.1-14](#)). Non-instructional faculty, staff and administrators review service and student support unit outcomes on a regular basis. This is one way to ensure currency and accuracy of the student support services offered at Hawai'i CC.

### **Accreditation**

The College provides accurate information to students and the public about its accreditation status with its accreditors on the Accreditation page of the College website ([I.C.1-15](#)). This information includes the Accrediting Commission for Community and Junior Colleges (ACCJC) recommendations and the College's responses, including follow-up reports from 2012 to 2016.

For publication of the above information, the Office of the Vice Chancellor for Academic Affairs is responsible for ensuring the accuracy and clarity of the academic information printed in the catalog and on the College's website. Each year, the previous year's catalog is distributed to the appropriate department/division chairs and administrative staff, who review and revise information concerning instructional programs and academic support services. The College's mission statement, student support services information, and accreditation status are reviewed and updated by the responsible unit and content contributors. Beginning in 2016-17, all departmental units and instructional programs reviewed their respective webpages as part of the annual program/unit review process. In addition, there is a Web Support Request Form that faculty or staff can utilize to update specific information on the College's website ([I.C.1-16](#)).

### **Analysis and Evaluation**

The College publishes information about its mission statement, learning outcomes, educational programs, student support services, and accreditation status in its catalog and on its website. Clarity, accuracy, and integrity of the information that the College publishes are maintained by consistent, regular review by faculty, staff, and administrators. All catalog information undergoes annual review and revision to ensure accuracy before it is printed in the catalog or posted online on the College's website.

### **LIST OF EVIDENCE**

<a href="#">I.C.1-1</a>	Mission and Vision Statements
<a href="#">I.C.1-2</a>	About Hawai'i CC
<a href="#">I.C.1-3</a>	Approved Minutes by College Council
<a href="#">I.C.1-4</a>	College Council Charter
<a href="#">I.C.1-5</a>	Program of Study
<a href="#">I.C.1-6</a>	Distance Education Courses

<a href="#">I.C.1-7</a>	Curriculum Report Page
<a href="#">I.C.1-8</a>	PLO's and CLO's Culinary
<a href="#">I.C.1-9</a>	Assessments PLO's
<a href="#">I.C.1-10</a>	Course Review Policy and Procedure
<a href="#">I.C.1-11</a>	Course Assessment Schedule
<a href="#">I.C.1-12</a>	Counseling, Advising, and Support Services Center
<a href="#">I.C.1-13</a>	Services for Students
<a href="#">I.C.1-14</a>	Services for DE Students
<a href="#">I.C.1-15</a>	Accreditation page
<a href="#">I.C.1-16</a>	Web Support Request Form

**I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".**

### Evidence of Meeting the Standard

A catalog is published each academic year on the College's website ([I.C.2-1](#)) and in hard copy form.

As described in Standard I.C.1, responsibility lies with faculty, staff and administrators to assure that information published in the catalog is precise, accurate, and current. Department/division chairs, unit managers, and program coordinators are responsible for checking the catalog for accuracy and currency, paying particular attention to areas under their purview.

The following information is published in the catalog (page references as provided in the 2017-2018 print catalog ([I.C.2-2](#))):

- General Information
  - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (Page 1)
  - Educational Mission (Page 6)
  - Representation of accredited status with the ACCJC and with programmatic accreditors, if any (Page 7)
  - Course, Program, and Degree Offerings (Pages 63 - 154)
  - Student Learning Outcomes for Programs and Degrees (Pages 63 - 95)
  - Academic Calendar and Program Length (Pages 2 - 3)
  - Academic Freedom Statement (Page 41)
  - Available Student Financial Aid (Pages 52 - 55)
  - Available Learning Resources (Pages 12 - 14)
  - Names and Degrees of Administrators and Faculty (Pages 158 - 165)
  - Names of Governing Board Members (Page 166)
- Requirements
  - Admissions (Pages 16 - 22)
  - Student Fees and Other Financial Obligations (Pages 24 - 27)
  - Degree, Certificates, Graduation and Transfer (Degrees and Certificates: Pages 56-57; Graduation: Page 34; and Transfer: Pages 38-39)

- Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty (Pages 42 - 50)
  - Nondiscrimination (Page 42)
  - Acceptance of Transfer Credits (Page 20)
  - Transcripts (Page 35)
  - Grievance and Complaint Procedures (Page 42)
  - Sexual Harassment (Page 43)
  - Refund of Fees (Page 25)

### **Analysis and Evaluation**

The College catalog, containing information for prospective and current students, is published each year, online and in hard copy format. The information is reviewed and updated for accuracy and currency prior to publication.

### **LIST OF EVIDENCE**

- [I.C.2-1](#) The catalog on the website  
[I.C.2-2](#) The printed catalog

**I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.**

### **Evidence of Meeting the Standard**

#### **Learning Outcomes Assessment**

As described in Standard I.B.8, the College shares extensive documentation of its assessment processes and results on the Assessment page of the College website ([I.C.3-1](#)). Resources available include explanations and detailed graphics of the College's approach to assessment, schedules, links to the College's digital and hardcopy report templates and system, the Assessment Handbook, assessment reports, and presentations and reports to the College.

#### **Student Achievement**

Hawai'i CC shares a variety of student achievement data, as described in Standard I.A.2. The College's Fact Book includes persistence and graduation rates and other institution-set standards results ([I.C.3-2](#)). Additional student success data are provided by the vice president for the University of Hawai'i Community Colleges (UHCC), whose biannual presentations to the *Kauhale* are available online on the College's Strategic Planning Resources webpage ([I.C.3-3](#)).

Annual Reports of Program Data (ARPD) provided by the UHCC System, along with data analysis contained in instructional program reviews are also available on the College website ([I.C.3-4](#)). The Career and Technical Education (CTE) programs further provide data on the College's Gainful Employment webpage ([I.C.3-5](#)) and on each program's page on the College's website ([I.C.3-6](#)).

In addition to highlighting student achievement through publications at the College's website, Hawai'i CC's evaluation of student achievement is reflected in its Program and Unit Review Process (PURP), strategic planning, and innovation efforts.

### **Analysis and Evaluation**

In order to communicate academic quality matters and achievement to the public, Hawai'i CC publishes documentation of learning outcomes assessment and results and student achievement data and evaluation on a variety of pages on the College's website.

#### **LIST OF EVIDENCE**

<a href="#">I.C.3-1</a>	Instructional Program Assessment Reports and Plans
<a href="#">I.C.3-2</a>	2017 Annual Fact Book.pdf
<a href="#">I.C.3-3</a>	Strategic Planning Resources
<a href="#">I.C.3-4</a>	Instructional Program Reviews
<a href="#">I.C.3-5</a>	Gainful Employment Website
<a href="#">I.C.3-6</a>	Program Page - Culinary

**I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

### **Evidence of Meeting the Standard**

A list of certificates and degrees that the College offers is included on pages 56 to 57 of the 2017-2018 catalog ([I.C.4-1](#)) and on the College's website ([I.C.4-2](#)).

Each program has a description of the purpose of the degrees or certificates it offers, the content and course requirements for each degree or certificate, and its program learning outcomes. Course descriptions and learning outcomes are available on the program webpages ([I.C.4-3](#)). The majority of the Career and Technical Education (CTE) programs also include a student schedule of courses to assist CTE students in their academic planning ([I.C.4-4](#)).

### **Analysis and Evaluation**

The College publishes the certificates and degrees it offers in terms of their purpose, content, course requirements, and expected learning outcomes in its catalog and on its website.

#### **LIST OF EVIDENCE**

<a href="#">I.C.4-1</a>	Curricula and Programs
<a href="#">I.C.4-2</a>	Program of Study
<a href="#">I.C.4-3</a>	AEC Technologies
<a href="#">I.C.4-4</a>	Student Schedule of Courses

**I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### **Evidence of Meeting the Standard**

#### **Policy review**

As Hawai'i CC is part of a ten-campus University of Hawai'i (UH) System, the College operates under Board of Regents policies ([I.C.5-1](#)), Executive Policies ([I.C.5-2](#)), UHCC policies ([I.C.5-3](#)) and Hawai'i CC policies ([I.C.5-4](#)).

UH System Executive and Administrative policies (EP and AP policies) should be reviewed every three years in accordance with UH System Policy No. EP 2.201, Section III C ([I.C.5-5](#)).

The College is committed to regular review of its policies and procedures, with updates made when necessary, to assure alignment between the mission and programs and services. Since 2012, a number of College administrative, academic, and student affairs policies have been reviewed. Publications are reviewed for accuracy (see Standard I.C.1).

The Academic Senate, which represents the faculty governance arm of the College, includes a statement in Article VII of its Charter that Senate policies will be reviewed every five years or earlier as needed. The Senate Charter was recently revised in 2016 - 2017. Standing committees of the Academic Senate, which include the Educational Policy and Faculty Policy Committees, regularly review relevant policies ([I.C.5-6](#)).

#### **Procedure review**

In addition to policy review, institutional procedures are reviewed in the PURP, in which programs and units conduct assessment to determine effectiveness, adjust practices, and create action plans to implement improvements. The PURP process itself is evaluated annually by the College Effectiveness Review Committee (CERC), with feedback prompting changes for future reviews ([I.C.5-7](#)).

### **Analysis and Evaluation**

The College regularly reviews policies and procedures to ensure currency and effectiveness of programs and services in their support of the mission fulfillment. Publications are also reviewed regularly by faculty, staff, and administrators to ensure accuracy of information.

#### **LIST OF EVIDENCE**

<a href="#">I.C.5-1</a>	Policies and Procedures Information System
<a href="#">I.C.5-2</a>	Executive Policies
<a href="#">I.C.5-3</a>	UHCC OVPCC index
<a href="#">I.C.5-4</a>	Hawai'i Community College policies
<a href="#">I.C.5-5</a>	Policy EP 2.201
<a href="#">I.C.5-6</a>	Academic Senate Handbook
<a href="#">I.C.5-7</a>	CERC Operating Guidelines

**I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other institutional materials.**

### **Evidence of Meeting the Standard**

Hawai'i CC publishes the cost of tuition and fees on page 24 of the 2017-2018 catalog ([I.C.6-1](#)) and on the College website ([I.C.6-2](#)).

Textbook costs are available at the University of Hawai'i at Hilo Bookstore website ([I.C.6-3](#)).

The Gainful Employment statement on each CTE program page includes information about the cost of textbooks and supplies ([I.C.3-5](#)).

### **Analysis and Evaluation**

The cost of education, including tuition, fees, and textbook costs is readily available to current and prospective students.

### **LIST OF EVIDENCE**

<a href="#">I.C.6-1</a>	Catalog Tuition and Fees
<a href="#">I.C.6-2</a>	Tuition and Fees website
<a href="#">I.C.6-3</a>	University of Hawai'i at Hilo Bookstore website
<a href="#">I.C.3-5</a>	Gainful Employment website

**I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.**

### **Evidence of Meeting the Standard**

The College uses and publishes its Statement of Rights and Responsibilities of the University Community, as defined in UH Administrative Rule, Title 20, Chapter 2, on the Academic Freedom webpage on the College website ([I.C.7-1](#)). The statement asserts that the "purpose of the university is to pursue the truth through teaching, learning, and research in an atmosphere of freedom of body and mind." This policy covers the entire UH community, including faculty, staff, and students.

The contract negotiated between the faculty union (UHPA) and the Board of Regents includes further language that protects academic freedom. Significant sections are included in the 2017-2018 College catalog on page 41 ([I.C.7-2](#)).

HAW 5.101 Student Academic Grievance Policy defines the right to academic freedom and protects freedom of expression for students and is posted on the College's website ([I.C.7-3](#)).

## Analysis and Evaluation

Hawai'i CC publishes statements on academic freedom for faculty, staff, and students. This academic freedom is accompanied by the responsibility to not interfere with freedom of others to teach and/or learn whether in person or online.

### LIST OF EVIDENCE

- [I.C.7-1](#) Academic Freedom
- [I.C.7-2](#) Academic Freedom in catalog
- [I.C.7-3](#) Student Academic Grievance Policy

**I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### Evidence of Meeting the Standard

The College's policies and procedures concerning honesty, responsibility, and academic integrity are published in its Student Conduct Code, which is available in its entirety on the College website ([I.C.8-1](#)). Excerpts can also be found in the 2017-18 College catalog on pages 43-48 ([I.C.8-2](#)).

In addition, UH Policy EP 7.208, the Systemwide Student Conduct Code, defines the categories of impermissible behavior, such as academic dishonesty, sexual harassment, and disruptive behavior, and the consequences of similar behavior that obstructs the learning and teaching at any UH campus ([I.C.8-3](#)). This policy covers the University community, which includes faculty, staff, and students. Any University-sponsored activities, which may be off-campus or activities that affect the University, are covered in this policy.

The UH System policy on faculty professional ethics, which includes responsibility for academic honesty and integrity, is available to the public and can be accessed at the College's website ([I.C.8-4](#)).

Faculty teaching distance education (DE) courses are required to report how they are meeting the responsibility for student authentication in online courses ([I.C.8-5](#)).

To discourage plagiarism, for many years the College has purchased a subscription to Turnitin, an online plagiarism-checker. The training to use this tool emphasizes 1) the development of assignments that require authentic student writing, and 2) the importance of creating an academic environment that prizes honesty and integrity. There is extensive use of this tool by faculty who give written assignments.

## Analysis and Evaluation

Policies and procedures that promote academic honesty, responsibility, and integrity for students and faculty are referenced in the catalog, the faculty union agreement with the Board of Regents, and on the College's website. There are procedures and appropriate sanctions for student

misbehavior. The College has further committed to procedures and instructional tools to promote student verification and ethical scholarship.

#### LIST OF EVIDENCE

<a href="#">I.C.8-1</a>	Student Conduct Code
<a href="#">I.C.8-2</a>	Student Conduct Code in catalog
<a href="#">I.C.8-3</a>	Policy EP 7.208
<a href="#">I.C.8-4</a>	UHCCP #5.211
<a href="#">I.C.8-5</a>	Compliance Form

**I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### Evidence of Meeting the Standard

To encourage faculty to distinguish between personal conviction and professionally accepted views, the College publishes policies on academic freedom, ethics, and integrity. The policies on academic freedom and professional ethics are contained in the Statement of Rights and Responsibilities of the University Community, as defined in UH Administrative Rule, Title 20, Chapter 2 ([I.C.9-1](#)) (also posted on the Academic Freedom webpage on the College website ([I.C.7-1](#))) and in the UHCCP (policy) 5.211 Statement on Professional Ethics ([I.C.8-4](#)).

In Section B, UHCCP #5.211, faculty are charged to “hold before them the best scholarly and ethical standards of their discipline.” Further, Article IV.A of the faculty contract states that “Faculty Members are responsible for maintaining high professional standards of scholarship and instruction in their field of special competence. In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for each such conclusions. Faculty members should be careful not to introduce into their teaching controversial matters that have no relation to their subject” ([I.C.9-2](#)). Article IV.A also states that “When speaking and acting as citizens, Faculty Members shall take suitable precaution to assure that personal utterances or actions are not construed as representing the University.”

Hawai‘i CC encourages all instructors to distinguish between personal conviction and professionally accepted views via policies that define the expectations of exemplary behavior of its faculty and lecturers. The department/division chairs review the syllabi that are distributed to students to ensure appropriateness. Evaluations of faculty members applying for contract renewal, tenure and/or promotion include peer observations and analysis of student course evaluations, through which potential concerns may arise. If there are any problems that occur in this process of review, the department/division chair has the responsibility to ensure fair and objective treatment of both faculty member and students. In the case of lecturers, lecturers are evaluated and are held to the same standards as full-time faculty.

Students can also lodge complaints with the department chair or administration, and/or file a formal grievance. The Student Grievance Policy is available at the College’s website ([I.C.7-3](#)).

### Analysis and Evaluation

The College has policies in place that encourage faculty to perform their duties in a professional manner, separating personal conviction from professional views.

#### LIST OF EVIDENCE

- [I.C.9-1](#) UH Administrative Rule, Title 20, Chapter 2
- [I.C.7-1](#) Academic Freedom
- [I.C.8-4](#) UHCCP #5.211
- [I.C.9-2](#) Article IV, Faculty Professional Responsibilities and Workload
- [I.C.7-3](#) Student Academic Grievance Policy

**I.C.10 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 and student handbooks.**

#### Evidence of Meeting the Standard

The College does not follow codes that seek to instill specific beliefs or worldviews, but does follow general codes of conduct (see Standard I.C.8).

### Analysis and Evaluation

The College does not follow codes that seek to instill specific beliefs or worldviews.

**I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

The College does not operate in foreign locations.

**I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.**

#### Evidence of Meeting the Standard

The College complies with ACCJC Eligibility Requirements; Accreditation Standards; Commission policies, guidelines, and requirements for public disclosure; institutional reporting; team visits; and prior approval of substantive changes, as evidenced by its March 1, 2013 six-year ACCJC Certificate of Accreditation ([I.C.12-1](#)).

Further evidence--covering the period from 2012 until the present academic year--is available in the self-study report, midterm reports, follow-up reports, action letters, and communication with

ACCJC on the Accreditation page of the College website ([I.C.12-2](#)). The College has been proactive in responding to each of the recommendations made by ACCJC.

Links to self-study, mid-term, follow-up reports, action letters, and communication with ACCJC prior to 2012 are on the College's archival webpage ([I.C.12-3](#)).

The College continues to comply through its current accreditation process. An example of the College's continued compliance is the most recent letter from ACCJC, which acknowledged the College's response to Standard III A.1.c ([I.C.12-4](#)).

### **Analysis and Evaluation**

Hawai'i CC has complied with all ACCJC requirements and recommendations in the past and continues to comply in the current accreditation cycle.

### **LIST OF EVIDENCE**

- [I.C.12-1](#) March 1, 2013 six-year ACCJC Certificate of Accreditation
- [I.C.12-2](#) Accreditation page of the College website
- [I.C.12-3](#) Accreditation Archival webpage
- [I.C.12-4](#) letter from ACCJC, which acknowledged Standard III A.1.c

**I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.**

### **Evidence of Meeting the Standard**

The College demonstrates honesty and integrity in its relationships with external agencies by publishing all of its communication with external agencies, such as ACCJC, on its website ([I.C.12-2](#)).

The following Hawai'i CC programs and center have additional accreditation, certification, or approval through their respective agencies:

- Culinary Arts Program
- Nursing Program
- Hawai'i Community College Children's Center

Statements of their accreditation/approval status are published on the Accreditation webpage ([I.C.12-2](#)) as well as on program pages. ([I.C.13-1](#), [I.C.13-2](#) , [I.C.13-3](#))

Compliance with State and Federal regulations and statutes are required by the College and reflected in all of its publications.

### **Analysis and Evaluation**

The College provides evidence of compliance with ACCJC requirements on its website. In addition, different programs within the College, such as the Culinary Arts and Nursing Programs

and the Early Childhood Center provide evidence of complying with their respective accrediting agencies.

#### LIST OF EVIDENCE

- [I.C.12-2](#) Accreditation page of the College website  
[I.C.13-1](#) General information & requirement - RN  
[I.C.13-2](#) General information & requirement - PN  
[I.C.13-3](#) General information & requirement - Culinary

**I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

#### Evidence of Meeting the Standard

Hawai'i CC is an institution committed to providing its students with a high quality education. Focusing on student learning and achievement, the College does not generate financial return for its investors, contribute to a related or parent organization, or support external interests as it is a publicly funded state institution.

Evidence of the College's commitment to a high quality education is contained in its mission and vision statements and in the institutional learning outcomes ([I.C.14-1](#)), as well as in the College's 2015 - 2021 Strategic Plan ([I.C.14-2](#)).

#### Analysis and Evaluation

Hawai'i CC's highest priorities are commitments to providing its students with a high quality education and to student learning and achievement, as evidenced in the College's mission, visions, and strategic plans. The College does not generate financial return for investors, contribute to a related or parent organization, or support external interests.

#### LIST OF EVIDENCE

- [I.C.14-1](#) Mission and Vision Statements  
[I.C.14-2](#) Hawai'i CC Strategic Directions 2015-2021

#### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
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Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Creation of a systematic formalized process and annual schedule and timeline for website content review and updating	I.C.1	Web Developer, Vice Chancellor for Administrative Services	Started spring 2018	Website content is reviewed annually for accuracy and updated in a timely manner
Policy HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures
Language related to the objective presentation of instructional content was included in the syllabus guidelines	I.C.9	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the College website fall 2017	Increased awareness of expectations related to the presentation of instructional content

## **Standard II: Student Learning Programs and Support Services**

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**II.A. Instructional Programs**

**II.B. Library and Learning Support Services**

**II.C. Student Support Services**

## **Standard II: Student Learning Programs and Support Services**

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The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **II.A. INSTRUCTIONAL PROGRAMS**

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**II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)**

#### **Evidence of Meeting the Standard**

All instructional programs at Hawai'i Community College ([II.A.1-1](#)) are offered in fields of study consistent with the institution's newly revised mission, which states that the College "will emphasize the knowledge and experience necessary for *Kauhale* members to pursue academic achievement and workforce readiness." As noted in Standard I.A.1, the mission's categories of "academic achievement" and "workforce readiness" correspond broadly to the types of degrees, credentials, and certificates offered by the College's academic programs and Career and Technical Education (CTE) programs. All credit courses and programs offered at all sites ([II.A.1-2](#)), including those offered at area high schools as part of the Early College Program, are appropriate to higher education, regardless of the delivery method.

To ensure that programs align with the mission and comply with generally accepted practices in degree granting institutions of higher learning, all programs are reviewed and approved at various levels ([II.A.1-3](#)):

- Departmental faculty
- Academic Senate Curriculum Review Committee (CRC)
- Academic Senate
- College Administration
- Board of Regents

The CRC approves each course and program, regardless of delivery or location, according to guidelines to help to determine whether a course may be considered college level, appropriate for the proposed course number, and applicable toward academic certificates and degrees.

As described in Standard I.B.2, all academic programs regularly assess student learning outcomes at the course level. Measures of student learning provided by assessment reports, as well as attainment of other achievement outcomes indicated by Annual Report of Program Data (ARPD), such as program health, the awarding of degrees and certificates, transfer to other higher education programs, and employability ([II.A.1-4](#)), are addressed in annual and comprehensive program reviews. Program review requirements are determined by various Hawai‘i CC ([II.A.1-5](#)), University of Hawai‘i Community Colleges (UHCC) ([II.A.1-6](#)), and University of Hawai‘i (UH) System ([II.A.1-7](#), [II.A.1-8](#)) policies. Faculty from all departments lead and complete these assessment and review processes with a commitment to furthering rich dialog about student learning, maintaining currency and rigor in all disciplines, and promoting a culture of continuous improvement at the College. Assessment at the College includes a commitment to “closing the loop” after data analysis, reassessment, and reanalysis ([II.A.1-9](#)) to ensure that students benefit. Comprehensive reviews demonstrate alignment to the mission and the institutional learning outcomes (ILOs), and programs must show how their action plan will help the College to achieve Strategic Directions initiatives ([II.A.1-10](#)) and to meet various performance-based measures ([II.A.1-11](#)). Comprehensive reviews are evaluated by the College Effectiveness Review Committee (CERC), with results and recommendations integrated into strategic planning and budgeting processes.

To ensure that programs offered at the College culminate in employment, the College uses Program Advisory Councils (PACs) ([II.A.1-12](#)) to assist CTE programs in defining industry standards applicable to their areas. Each PAC is comprised of industry professionals, program faculty, and community members; members are listed in the 2017-18 college catalog ([II.A.1-13](#)). The PACs communicate new trends in the industry and employment outlooks for both the state and Hawai‘i Island. Where the College delivers an island-wide program (e.g., nursing), the PAC also has island-wide membership. All advisory councils meet regularly (at a minimum once per academic year). Advisory council meeting minutes are submitted to the CTE dean’s office for record keeping ([II.A.1-14](#)).

Through the Office of EDvance (formerly the Office of Continuing Education and Training–OCET), the College offers an Intensive English Program that prepares students to take credit courses ([II.A.1-15](#)).

### **Analysis and Evaluation**

The College engages in systematic and cyclical program review and assessment in keeping with higher education standards. Student learning outcomes are developed for all courses and programs in alignment with the College’s institutional learning outcomes and mission, and College curricula support student achievement and the fulfillment of degrees, certificates, transfers, and employment. The College complies with System policies regarding curriculum development for all programs, showing parity across all modes of delivery and at the various College locations.

### **LIST OF EVIDENCE**

<a href="#">II.A.1-1</a>	Instructional Programs
<a href="#">II.A.1-2</a>	Catalog PG 11
<a href="#">II.A.1-3</a>	CRC Procedures
<a href="#">II.A.1-4</a>	Annual Report of Program Data (ARPD)

<a href="#">II.A.1-5</a>	HAW 4.201 Integrated Planning for Institutional Effectiveness
<a href="#">II.A.1-6</a>	UHCCP #5.202 Review of Established Programs
<a href="#">II.A.1-7</a>	Board of Regents Policy, Section 5-1.b Instructional Programs
<a href="#">II.A.1-8</a>	EP 5.202
<a href="#">II.A.1-9</a>	Assessment webpage
<a href="#">II.A.1-10</a>	Strategic Direction 2015-2021
<a href="#">II.A.1-11</a>	Program Unit Review pg 5-6
<a href="#">II.A.1-12</a>	Program Advisory Councils
<a href="#">II.A.1-13</a>	Program Advisory Council Members
<a href="#">II.A.1-14</a>	Advisory Council Agenda & Minutes
<a href="#">II.A.1-15</a>	Intensive English Program

**II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### **Evidence of Meeting the Standard**

#### **Curriculum**

The content and methods of instruction for each new course are vetted and approved by the CRC, the Academic Senate, and administration before the course is added to the online Kuali Student Curriculum Management (KSCM) ([II.A.2-1](#)), a Systemwide electronic course record management database (which replaced the former Curriculum Central database). In KSCM, each course outline demonstrates the alignment between course learning outcomes (CLOs) and program learning outcomes (PLOs), and each program outline demonstrates the alignment between PLOs and ILOs ([II.A.2-2](#)).

The University Council on Articulation policy requires that all previously articulated general education core courses be reviewed over a five-year period ([II.A.2-3](#)). To ensure currency, Hawai'i Community College reviews 20 percent of its approved courses each year ([II.A.2-4](#), [II.A.2-5](#)). This systematic course review evaluates relevance, appropriateness, and currency of program courses.

#### **Assessment**

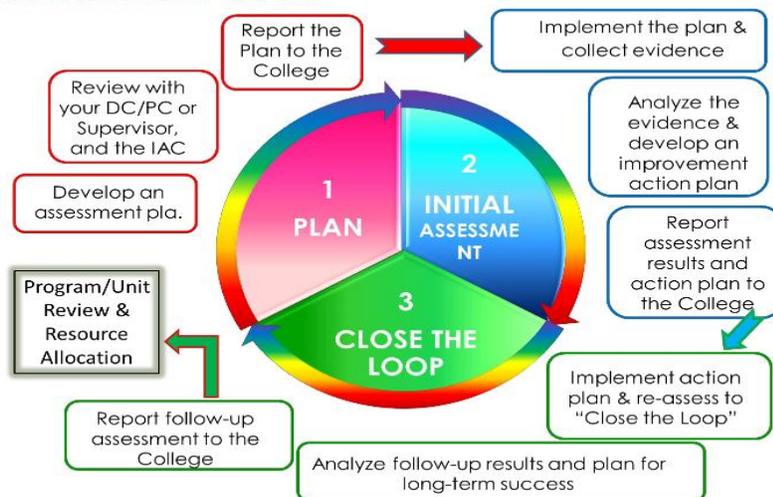
Assessment is a primary way in which the College continuously improves teaching and learning strategies and promotes student success. Hawai'i CC engages in scheduled systematic assessment of student learning outcomes for all courses (see Assessment Reports Archive), regardless of delivery mode, to ensure continuous improvement and student success ([II.A.2-6](#)). The College focuses on a learning outcomes approach and clearly defines the course assessment cycle for all faculty, as described on the Assessment webpage ([II.A.1-9](#)). The Assessment Handbook, which is updated annually, provides a detailed and current guide to assessment ([II.A.2-7](#)).

Across the College, assessment focuses on gathering evidence of student learning in alignment with course learning outcomes (CLOs) and program learning outcomes (PLOs), as reflected in

the report templates for planning ([II.A.2-8](#)), sharing results([II.A.2-9](#)), and closing the loop ([II.A.2-10](#)).

When assessing CLOs, faculty--including full time, part time, and adjunct faculty--document the assessment strategy, artifacts, analysis and action plans for student achievement, and alignment to the relevant PLO(s). Assessment results are discussed within departments to clarify areas for improvement and to adjust curriculum and instruction to increase student outcomes attainment. (See 2017-18 campus labs assessment worksheet ([II.A.2-11](#)) and 2016-17 and prior course assessment templates ([II.A.2-12](#))). Assessment artifacts have been identified by delivery method in some assessment projects so that faculty can evaluate whether learning outcomes are met regardless of means of delivery.

### THE ASSESSMENT CYCLE



In addition to course assessments, initiatives like the Liberal Arts (LBRT) PLO assessment show dedication to moving beyond departmental assessment and deepening dialog across the program. LBRT PLO assessment has yielded important learning outcome and instructional insights which are shared in meetings involving all LBRT faculty, including adjunct faculty. The most recent meeting was in November 2016, focusing on the May 2016 assessment of the Oral Communications and Quantitative Reasoning PLOs by the LBRT dean and department chairs ([II.A.2-13](#)). The process continues with each LBRT PLO targeted for assessment and collaborative discussion and goal-setting.

The Office of Continuing Education and Training incorporates its instructional assessments into its unit annual and comprehensive reviews ([II.A.2-14](#)) and in the annual reviews for the Apprenticeship Program ([II.A.2-15](#)) and Intensive English Program ([II.A.2-16](#)).

Assessment across the *Kauhale* is governed by the College's Assessment Policy, HAW 5.202 ([II.A.2-17](#)). Annual Summary Reports to the College Council by the Institutional Assessment Office present a comprehensive look at the year's activities and achievements and at future projects focused on continuous improvement in assessment ([II.A.2-18](#)).

### **Institutional Program and Unit Review**

Systematic evaluation of courses, programs, and directly related services also occurs via the College's Program and Unit Review Process (PURP). Described further in Standards I.B.4-5, PURP is two-part process with College wide involvement ([II.A.2-19](#)). The first part of the process is an annual review by all programs and units used for program and academic support unit planning ([II.A.2-20](#)); this process supports instructional improvement by ensuring that programs document outcomes assessment and improvements and any challenges that impact the quality of instruction or services ([II.A.2-21](#), [II.A.2-22](#)). Department/division chairs and deans review the annual program reviews, and the deans assist the vice chancellor for Academic Affairs in preparing any necessary updates of the Academic Master Plan Appendix. The UH System gathers and posts an Annual Report of Instructional Program Data, which assists faculty in evaluating program health and in preparing program reviews ([II.A.2-23](#)).

The second part of the PURP is a three-year comprehensive review that analyzes demand, effectiveness, and efficiency; identifies needed improvements; determines necessary actions; and requests needed resources based on demonstrated evidence. The process of writing and submitting comprehensive reviews follows a similar structure as the annual reviews, on a clearly defined schedule for all programs ([II.A.2-24](#)) and units ([II.A.2-25](#)). It includes long-term program and unit planning, and demonstrates the contributions of the academic program or service unit to the College's achievement of its mission, ILOs, and Strategic Directions plan ([II.A.2-26](#)). Department/division chairs, program coordinators, and service unit managers use a standard template ([II.A.2-27](#)) to write a review for their program or unit, prioritizing actions and budget items. Final reports are sent to the respective vice chancellor or director, who submits the report to the College Effectiveness Review Committee (CERC), a shared governance committee with extensive College wide representation ([II.A.2-28](#)). Each comprehensive review is reviewed and evaluated by the CERC based on a published rubric ([II.A.2-29](#)), and each program or unit receives an individualized report from the CERC with feedback and recommendations that are addressed in subsequent program and unit annual reviews.

### **Instructional Improvement**

In addition to the course review, assessment, and program review processes, Hawai'i CC assures currency, improves teaching and learning strategies, and promotes student success through the following avenues:

Faculty evaluation (HAW 9.203 ([II.A.2-30](#))), lecturer evaluation (HAW 9.104 ([II.A.2-31](#))), and the tenure and promotion review ([II.A.2-32](#)) processes aim to support high-quality instructional delivery, design, and self-assessment. Per Hawai'i CC policy, lecturers and probationary and non-probationary instructional faculty are required to use eCAFE, the official tool for course and faculty evaluations at UH, to evaluate and document their teaching effectiveness ([II.A.2-33](#)). Hawai'i CC's eCAFE survey consists of a standard set of questions ([II.A.2-34](#)) focused on instructional design and delivery, and it allows instructors to add customized questions. Lecturers send the results to their respective department or division chair. Probationary and non-

probationary faculty can submit student evaluations as part of their contract renewal/tenure and promotion documents.

An active Faculty/Staff Development Committee organizes and promotes professional development workshops for instructors on both sides of the island (Hilo and Pālanuui) focused on teaching and learning strategies and current practices in higher education instruction. Additionally, faculty have access to state and national conferences, including the annual UHCC Hawai'i Student Success Institute, which provides an opportunity for sharing best teaching practices ([II.A.2-35](#)).

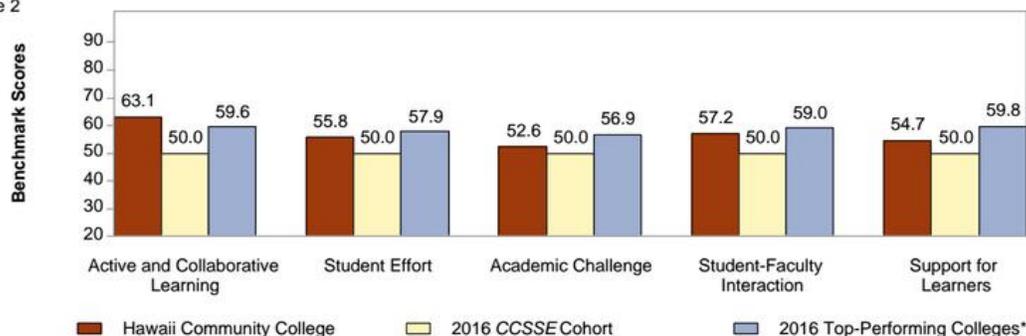
As part of its participation in the UHCC System's developmental education redesign implementation in 2015, the College was especially supportive of English and math faculty attending state and national conferences focused on co-requisite models of developmental education. To build on these experiences and to move forward with instructional improvement, the English department (including faculty and lecturers) designed a program of monthly professional development meetings to share methodologies and data. In March 2017, English, math, and science faculty participated in a statewide institute to address developmental education redesign and student pathways reform.

For distance education classes, instructors employ teaching methodologies that engage students in interactive learning that meets accepted professional standards. The Instructional Technology Support Office (ITSO) is dedicated to supporting faculty with the design, development, and implementation of quality online courses at Hawai'i CC ([II.A.2-36](#)). ITSO also offers services that help promote effective course planning and appropriate use of instructional strategies. ITSO staff research and stay current in instructional strategies and tools to improve the effectiveness of online classes. Updated information and trainings are shared routinely with faculty to promote effective and current teaching practices.

As described in Standard II.A.1, Career and Technical Education (CTE) programs receive guidance on currency and relevance of their content and instruction from Program Advisory Councils (PACs) (HAW 3.302 ([II.A.2-37](#))), composed of industry-based experts from the community. PACs advise faculty, division chairs, and the vice chancellor for Academic Affairs on curricula, new trends in the industry, and employment outlooks for both the state and Hawai'i Island.

The Center for Community College Student Engagement (CCCSE) survey (most recently deployed in 2016) provides the College with insight into students' views of their engagement in courses, active and collaborative learning strategies, and support of their learning by faculty and staff ([II.A.2-38](#)). These results are shared across the college.

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccsse.org](http://www.ccsse.org).

## Analysis and Evaluation

Hawai'i CC has a clear, systematic process for curriculum development that ensures that content and instruction meet accepted academic and professional standards. Furthermore, in keeping with the College's defined course and program review schedule, faculty--including full time, part time, and adjunct faculty--routinely participate in assessment projects to review course content and methods of instruction. These ongoing, College wide efforts aim to identify and target improvements in instructional courses, programs, and directly related services. All instructional courses, including distance learning and courses offered by the Office of Continuing Education and Training, undergo review and systematic evaluation.

## LIST OF EVIDENCE

- [II.A.2-1](#) Quali Student Curriculum Management (KSCM)
- [II.A.2-2](#) Alignment between CLOs and PLOs
- [II.A.2-3](#) Previously Articulated GE Courses
- [II.A.2-4](#) Course Review Policy and Procedure
- [II.A.2-5](#) Course Assessment Schedule
- [II.A.2-6](#) Course Report Archive
- [II.A.1-9](#) Assessment webpage
- [II.A.2-7](#) Assessment Handbook
- [II.A.2-8](#) Course Assessment Plan Worksheet
- [II.A.2-9](#) Course Assessment Results Report Worksheet
- [II.A.2-10](#) Closing the Loop Report Worksheet
- [II.A.2-11](#) Campus Lab Assessment Worksheet
- [II.A.2-12](#) Prior Course Assessment Plan and result template
- [II.A.2-13](#) Program Assessment Plan and Results Report
- [II.A.2-14](#) EDvance (formerly the Office of Continuing Education and Training--OCET) Unit Annual Review Report
- [II.A.2-15](#) Apprenticeship Program Annual Review
- [II.A.2-16](#) IEP Program Annual Review
- [II.A.2-17](#) Assessment Policy, HAW 5.202
- [II.A.2-18](#) Institutional Assessment Office Annual Report to the College
- [II.A.2-19](#) Program and Unit Review Process

<a href="#">II.A.2-20</a>	Program Review Report List
<a href="#">II.A.2-21</a>	Annual Unit Review Template
<a href="#">II.A.2-22</a>	Program and Unit Review Lists
<a href="#">II.A.2-23</a>	ARPD Homepage
<a href="#">II.A.2-24</a>	Comprehensive Program Review Schedule
<a href="#">II.A.2-25</a>	Unit Review Schedule
<a href="#">II.A.2-26</a>	Program Unit Review Process Narrative
<a href="#">II.A.2-27</a>	Comprehensive Instruction Program Template
<a href="#">II.A.2-28</a>	CERC Operating Guidelines '13-14
<a href="#">II.A.2-29</a>	CERC Comp Program Eval Tool
<a href="#">II.A.2-30</a>	HAW 9-203 Faculty 5-year review
<a href="#">II.A.2-31</a>	HAW 9-104 Eval of Lecturers
<a href="#">II.A.2-32</a>	Guidelines for Tenure and Promotions
<a href="#">II.A.2-33</a>	HAW 9-204 Student Evaluations
<a href="#">II.A.2-34</a>	Ecafe Questions
<a href="#">II.A.2-35</a>	2017 HSSI Program Draft
<a href="#">II.A.2-36</a>	ITSO webpage
<a href="#">II.A.2-37</a>	HAW 3-302 Program Advisory Councils
<a href="#">II.A.2-38</a>	The Center for Community College Student Engagement (CCCSE) survey

**II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.**

### **Evidence of Meeting the Standard**

Hawai'i CC has identified learning outcomes for all courses and programs. As described in Standard II.A.2, the College assesses all courses, programs, and units using established institutional procedures. HAW 5.202 Assessment establishes responsibility for the various campus constituencies and the 2017-18 Assessment Handbook provides clear information concerning the process, cycle, schedule, and reporting of results for all courses, programs, and units ([II.A.3-1](#)).

Per HAW 5.251 Course Outline of Record ([II.A.3-2](#)), student/course learning outcomes are required on all Course Outlines of Record (CORs). The officially approved course outlines for all College courses are accessible in the KSCM database ([II.A.3-3](#)) where the templates for submission require a statement of CLOs and PLOs.

Per HAW 5.250 Course Review Policy and Procedures ([II.A.2-4](#)), courses must be reviewed on a regular basis with the oversight of the Curriculum Review Committee (CRC). The College has procedures to review 20 percent of all of its approved courses each year. As part of the review, faculty who teach the course review the approved course outline that was sent to the University Council on Articulation when the course was originally articulated (if available), as well as the current course syllabus found in the division central curriculum files and faculty/lecturer course syllabi.

The vice chancellor for Academic Affairs and division/department chairs promote the College wide practice that requires that all faculty and lecturers submit course syllabi to division offices each semester to be housed in an organized electronic repository. The division/department chairs review the syllabi of their faculty and lecturers to ensure that current course learning outcomes are included. It is customary that students in every class section receive a course syllabus with current course learning outcomes included. (See syllabus guidelines for in-person classes ([II.A.3-4](#)) and online classes ([II.A.3-5](#).) The same is true for online classes, as emphasized in the course design guidelines and template promoted by the Instructional Technology Support Office ([II.A.3-6](#)).

### Analysis and Evaluation

The College engages in regular assessment of learning outcomes for all courses, programs, certificates, and degrees through its scheduled course assessments and cyclical program and course reviews. The process of approving course outlines and course learning outcomes is well-defined and managed by representatives from across the *Kauhale*. Reviewed course syllabi specifying current learning outcomes are gathered each semester in repositories for each division/department, and are distributed routinely to students.

### LIST OF EVIDENCE

<a href="#">II.A.3-1</a>	Process, cycle, schedule, and reporting
<a href="#">II.A.3-2</a>	HAW 5.251 Course Outline of Record
<a href="#">II.A.2-4</a>	Course Review Policy and Procedure
<a href="#">II.A.3-3</a>	Syllabus Guidelines (in-person classes)
<a href="#">II.A.3-4</a>	Syllabus Guidelines (online classes)
<a href="#">II.A.3-5</a>	course design guidelines and template

**II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum addressing basic skills (mathematics, writing, reading) and some vocational skills. The pre-collegiate basic skills courses are distinguished from college level English and mathematics courses by course number; courses numbered less than 100 are considered to be at the pre-collegiate level. Per Executive Policy E5.209 ([II.A.4-1](#)), UHCCP #5.300 ([II.A.4-2](#)), and HAW 5.252 ([II.A.4-3](#)), credit for courses numbered 1-99 are not transferable to the baccalaureate level.

An additional characteristic that distinguishes pre-college from college level courses is the latter's definition through minimum entry level competencies in basic skills. Commonly, courses numbered at or above the 100-level have basic skills prerequisites, which ensure entry competencies, including pre-college course completion, placement test scores, and other placement criteria. It should be noted as well that pre-collegiate developmental courses are not offered via distance education at the College.

Courses numbered below 100 undergo course proposal review, systematic assessment, and alignment to program learning outcomes and the College's ILOs by departments and the CRC as part of the regular course proposal and course outline of record review, program review, and course assessment cycles. These courses are included in the annual and comprehensive program reviews ([II.A.4-4](#)) and the all-College course assessment schedule ([II.A.4-5](#)). Data regarding remedial math ([II.A.4-6](#)), writing ([II.A.4-7](#)), and reading ([II.A.4-8](#)) are analyzed in the UHCC Systemwide Instructional Annual Report of Program Data (ARPD).

The College is a participant in the UHCC Systemwide reform of developmental education ([II.A.4-9](#)), and has embraced the Accelerated Learning Program model for math and English. Math and English faculty have served as developmental education representatives on various committees as well as on Systemwide developmental education committees to redesign the course progressions in math's STEM ([II.A.4-10](#)) and non-STEM ([II.A.4-11](#)) sequences, and in reading ([II.A.4-12](#)) and writing ([II.A.4-13](#)), including changes to curricula, instruction, and assessments. Hawai'i CC reading faculty members have been active participants in Reading Summits, a collaboration with UHCC faculty to align courses, learning outcomes, rubrics, and assessment strategies.

As part of the reform effort, Hawai'i CC has supported faculty and lecturers to attend in-house, statewide, and national professional development opportunities. Beginning in 2016-17, the College has funded reassigned time and lecturer stipends for the English faculty teaching pre-collegiate courses to support more intensive and extensive wrap-around services, gather and analyze more targeted assessment data, attend monthly professional development meetings, and share best practices ideas. Systemwide dialog and planning is encouraged by sending faculty from all disciplines and departments to the annual Systemwide student success conference sponsored by the UHCC Student Success Council ([II.A.4-14](#)). The latest conference included an extra day of inter-campus work on the developmental education redesign (Windward Community College on March 4, 2017).

In addition, the College maintains high-quality instruction through the actions of various faculty committees. College faculty have also participated in a collaborative project of the Hawai'i Department of Education, the P-20 Initiative ([II.A.4-15](#)), and the UH System to develop a transitional 12th grade math and an English course ([II.A.4-16](#)) to address the needs of pre-collegiate students.

The College supports developmental students' progress and success in college level courses through academic tutoring and other assistance at The Learning Center ([II.A.4-17](#)), Hale Kea Advancement and Testing Center ([II.A.4-18](#)), and Pāalamanui's Library and Learning Center ([II.A.4-19](#)). Students enrolled in pre-collegiate basic skills courses have access to writing, reading, math, and ESL labs that provide tutorial assistance and learning resources. The College funds peer tutors to staff the labs and offers reassigned time for writing, reading, and math lab coordinator positions. Beginning in spring 2017, peer tutors have been available for embedded in-class tutoring, and an ESL peer mentor program was implemented. The College also funds access to 24-hour online Brainfuse tutoring for all students, and faculty have participated in the nationwide EdReady initiative. Data regarding tutoring services generally and those used by developmental students specifically are provided in the UHCC Academic Support Annual Report of Program Data, showing in 2016 all of the Program Quantitative Indicators as "Healthy." ([II.A.4-20](#))

In addition, the College created a Student Success Coordinator position (described in Standard II.B.1) and a partnership program between faculty and Student Services counselors, both of which aim to bolster the direct support students receive. In the Hānai a Kumu program, a counselor is matched with a faculty member to strengthen the coordination of services (further described in Standard II.C.5).

### **Analysis and Evaluation**

The College demonstrates a commitment to supporting students in its pre-collegiate courses through a variety of academic and counseling services. Pre-collegiate courses are clearly distinguished from college level course through course numbering, clear course learning outcomes, and prerequisites. The quality of the College’s pre-collegiate instruction and course design is ensured through regular course review, program review, and course assessment.

### **LIST OF EVIDENCE**

<a href="#">II.A.4-1</a>	Executive Policy E5.209
<a href="#">II.A.4-2</a>	UHCCP #5.300 Course Numbering Convention
<a href="#">II.A.4-3</a>	HAW 5.252 Numbering Criteria for New and Modified Courses
<a href="#">II.A.4-4</a>	Program & Unit Review
<a href="#">II.A.4-5</a>	Assessment Schedule
<a href="#">II.A.4-6</a>	Instructional Annual Report of Program Data (ARPD) Math
<a href="#">II.A.4-7</a>	Instructional Annual Report of Program Data (ARPD) Writing
<a href="#">II.A.4-8</a>	Instructional Annual Report of Program Data (ARPD) English
<a href="#">II.A.4-9</a>	Course Listings pg 101
<a href="#">II.A.4-10</a>	STEM Math Progression
<a href="#">II.A.4-11</a>	NON STEM Math Sequence
<a href="#">II.A.4-12</a>	English Reading Progression
<a href="#">II.A.4-13</a>	English Writing Progression
<a href="#">II.A.4-14</a>	Student Success Council
<a href="#">II.A.4-15</a>	Hawai‘i Department of Education, the P-20 Initiative
<a href="#">II.A.4-16</a>	ELA Transition Course Workgroup Meeting
<a href="#">II.A.4-17</a>	The Learning Center
<a href="#">II.A.4-18</a>	Hale Kea Advancement and Testing Center
<a href="#">II.A.4-19</a>	Pāalamanui’s Library and Learning Center
<a href="#">II.A.4-20</a>	Program Quantitative Indicators

**II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

The College adheres to UHCCP #5.228 Credit Hour ([II.A.5-1](#)), which provides a consistent measure of the quality of a student’s academic experience by defining a credit hour and identifying the process and evidence by which the UHCC System ensures reliability and

accuracy of the assignment of credit hours to activities earning academic credit. UHCCP #5.203 Program Credentials: Degrees and Certificates establishes the minimum number of credit hours for each of the College's certificates and degrees([II.A.5-2](#)). Related University Policies and Regulations include the following:

- U.S. Department of Education, Federal Register October 29, 2010, Final Regulations on Program Integrity Issues (75FR 66832) ([II.A.5-3](#))
- Board of Regents Policy, RP 5.201 Instructional Programs ([II.A.5-4](#))
- UH Systemwide Executive Policy, EP 5.202 Review of Established Programs ([II.A.5-5](#))
- UHCC Policy UHCCP 5.202 Review of Established Programs, Attachment 1-B ([II.A.1-6](#))
- UH Systemwide Executive Policy, EP 5.228 Credit Hours ([II.A.5-7](#))

The College's curriculum review, program review, and outcomes-based assessment processes all contribute to ensuring that instruction is of appropriate length, breadth, depth, and rigor (see Standards II.A.1-3). With the oversight and guidance of the Curriculum Review Committee (CRC) ([II.A.5-8](#)), new courses undergo faculty-driven curriculum review, and existing courses are systematically reviewed every five years with 20 percent undergoing review annually ([II.A.5-9](#)). Issues related to correct sequencing, time to completion, and synthesis of learning are part of the decision-making process in the review of new and existing courses. These issues are also addressed in program reviews, which discuss attainment of course and program learning outcomes; both annual and comprehensive reviews require linking action items to PLO attainment.

All new courses undergo the same proposal and review process whether they are taught face-to-face, online, or through video-conferencing. Departments decide the mode of delivery of courses, and all distance education courses are evaluated using the same faculty-driven process as face-to-face courses. The Instructional Technology Support Office (ITSO) has a rubric that it uses internally and shares with faculty ([II.A.5-10](#)) and the Distance Education Committee has been developing a tool to ensure a quality peer review of DE courses College wide ([II.A.5-11](#)).

In addition, the UHCC System has oversight of annual program reviews to ensure that the community colleges are aligned in terms of rigor, sequencing, and time to completion. Executive summaries can be viewed online ([II.A.5-12](#)). New program proposals are submitted to the CRC for recommendation and the VCAA seeks approval from other VCAs in the System; the process culminates with approval from the UH Board of Regents.

A number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning ([II.A.5-13](#)). Culinary Arts at Pālanui and Hilo have separate accreditation through the American Culinary Federation Foundation Accrediting Commission (ACFFAC), and the associate in science degree program, leading to registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC), and approved by the Hawai'i State Board of Nursing. In addition, the 20-hour Certificate of Competence in Substance Abuse Counseling ensures synthesis of learning and sequencing by preparing students to satisfy the addiction studies educational requirements for the Hawai'i State Department of Health, Alcohol and Drug Abuse Division's

(ADAD) Certified Substance Abuse Counselor (CSAC), and/or Certified Drug Prevention Specialist (CDPS) positions ([II.A.5-14](#)).

For CTE programs, valuable oversight on the scope and quality of curricula and programs is also provided by Program Advisory Councils. These groups advise their respective programs of training needs and new developments in the field. Councils include employers, alumni, and others knowledgeable about the field ([II.A.5-15](#)).

Hawai'i CC Strategic Directions 2015-2021, Hawai'i Graduation Initiative (HGI) Action Strategy 2 focuses on implementing structural improvements that promote persistence, strengthen pathways, and address gaps in student achievement, with the goal of reducing students' time to completion while upholding rigorous standards ([II.A.5-16](#)). This is in keeping with the December 2015 adoption of UHCCP #5.213 Time to Degree: Co-Requisite that outlines the Systemwide guidelines to provide the necessary curricular structure to help students succeed in college level courses through co-requisites, thereby shortening the time to successful completion of academic credentials ([II.A.5-17](#)).

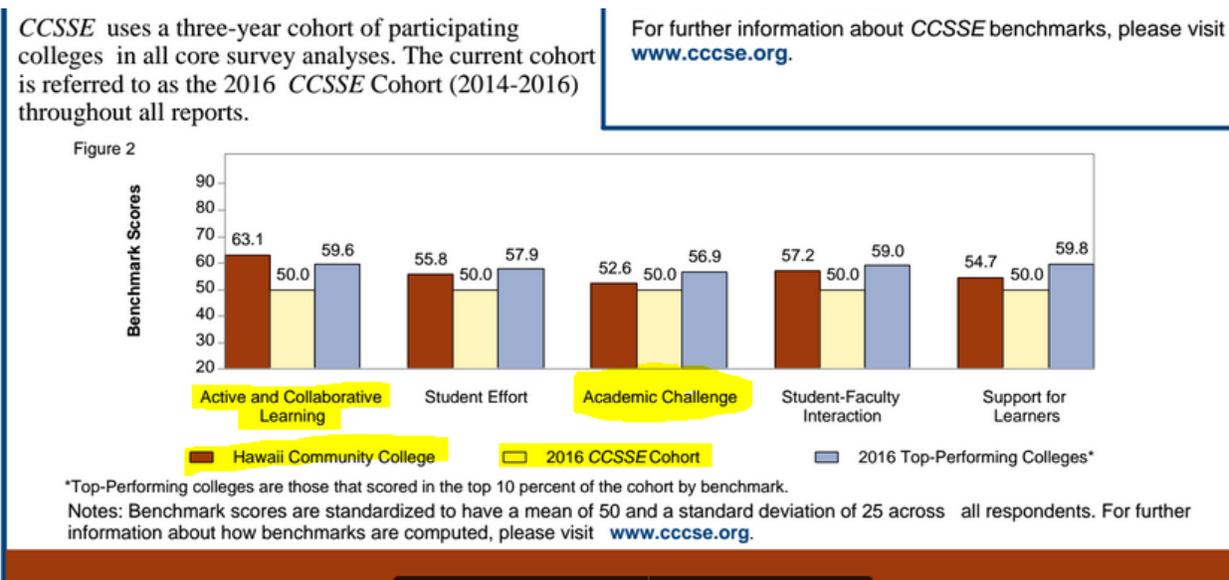
The general education philosophy of the College reflects the *Kauhale*'s effort to broaden and deepen students' learning and to adhere to common practices in American higher education ([II.A.5-18](#)). There are ten General Education Learning Outcomes (GELOs) ([II.A.5-19](#)) and within each, a set of benchmarks based on a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields. Such organizations include, but are not limited to, the Association of American Colleges and Universities, the National Council of Teachers of Mathematics, and the Association for College and Research Libraries. The General Education Committee (GEC) ensures a rigorous process for GE course designation ([II.A.5-20](#)).

In February 2017, the Academic Senate voted to move to the University of Hawai'i at Mānoa's Foundations model for general education ([II.A.5-21](#)), with the transition from the College's current general education structure to take place over the next two years. The intention is to provide better alignment across the UH System so students encounter clearer academic pathways and the College upholds the rigor and breadth of the general education requirement in concert with other System campuses. This model includes two types of course designations: 1) Foundations courses are intended to give students skills and perspectives that are fundamental to undertaking higher education; 2) Diversification courses are intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests.

Hawai'i CC establishes rigor across the disciplines through courses which earn designations as Writing Intensive ([II.A.5-22](#)), Hawai'i Asian Pacific, and Sustainability. Faculty apply to have their courses earn these designations, which are awarded through associated Select Committees of the Academic Senate, comprised of faculty across the disciplines. Faculty also collaborate to create learning communities that allow for an integrated, interdisciplinary approach. Learning communities are designed to introduce students to various academic subjects, to support students in synthesizing connections between those subjects, to encourage students to apply knowledge gained in the classroom to their daily lives, and to support students' involvement in learning ([II.A.5-23](#)).

The Prior Learning Assessment initiative supports students in seeking college credit for previous learning (II.A.5-24). Comprehensive transcript evaluations provide opportunities for students to reduce time to degree by earning credit towards their degree through prior learning assessments.

The College's strategies to ensure rigor, depth, and breadth of instruction are reflected in the favorable results of the 2016 CCSSE data (II.A.5-25) which show increases in all categories focused on rigor in courses. The College ranked above the small college average (Figure #).



## Analysis and Evaluation

Clear policies, as well as established processes for course and program approval, assessment, and review, ensure that all Hawai'i CC associate degrees contain the minimum 60 credit hours, and that courses and programs align with UH and national standards in terms of length, breadth, depth, rigor, course sequencing, and synthesis of learning.

In addition, the College is an active participant in Systemwide strategic initiatives focused on improving time to completion, retention, and persistence of students.

## LIST OF EVIDENCE

- [II.A.5-1](#) UHCCP #5.228 Credit Hour
- [II.A.5-2](#) Minimum number of credit hours for each of the College's certificates and degrees
- [II.A.5-3](#) Final Regulations on Program Integrity Issues
- [II.A.5-4](#) RP 5.201 Instructional Programs
- [II.A.5-5](#) EP 5.202 Review of Established Programs
- [II.A.5-6](#) 5.202 Attachment 1-B
- [II.A.5-7](#) EP 5.228 Credit Hours
- [II.A.5-8](#) Curriculum Review Committee (CRC)
- [II.A.5-9](#) CRC Proposals
- [II.A.5-10](#) The Instructional Technology Support Office (ITSO) has a rubric

<a href="#">II.A.5-11</a>	Peer Review for Online Course Teaching
<a href="#">II.A.5-12</a>	Annual Reports of Data
<a href="#">II.A.5-13</a>	Accreditation
<a href="#">II.A.5-14</a>	Substance Abuse Counseling
<a href="#">II.A.5-15</a>	Program Advisory Councils
<a href="#">II.A.5-16</a>	Hawai'i Graduation Initiative (HGI)
<a href="#">II.A.5-17</a>	UHCCP #5.213 Time to Degree: Co-Requisite
<a href="#">II.A.5-18</a>	General Education website
<a href="#">II.A.5-19</a>	General Education Learning Outcomes and Benchmarks
<a href="#">II.A.5-20</a>	GE Course Designation Process
<a href="#">II.A.5-21</a>	General Education Foundations
<a href="#">II.A.5-22</a>	Writing Intensive Courses
<a href="#">II.A.5-23</a>	Course Credit Listing
<a href="#">II.A.5-24</a>	Earn College Credit with Prior Learning Assessments
<a href="#">II.A.5-25</a>	Survey of Student Engagement

**II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

**Evidence of the standard:**

The College's Strategic Directions 2015-2021, Hawai'i Graduation Initiative (HGI) Action Strategy 2 ([II.A.5-16](#)), UHCCP #5.213 Time to Degree: Co-Requisite ([II.A.5-17](#)), and UHCCP #5.203 Program Credentials: Degrees and Certificates ([II.A.6-1](#)) place emphasis upon students completing program requirements in appropriate time frames. The UH System's "15 to Finish" initiative encourages students to take 15 credits each semester to complete associate degree programs in two years ([II.A.6-2](#)).

In order to improve course scheduling procedures, the UH System's STAR Guided Pathways System (GPS) registration system was fully implemented by the College in fall 2016 to give faculty and administrators new tools to predict student demand and improve course sequencing and alignment ([II.A.6-3](#)). The system is intended to help faculty, staff, and students see the logical sequence of course requirements and to recognize variables that affect students' pathways into optimal series of courses. Inputting program requirements into the STAR system creates transparency about how program requirements coordinate, and testing mock registration before live registration provides the institution an opportunity to see where program requirements are misaligned.

Reports from STAR also allow the College to predict the number of students who will need specific requirements, which informs course scheduling for subsequent semesters. Hawai'i CC uses data reports, waitlist reports, enrollment figures, and STAR dashboard reports to identify

course fill rates to improve accuracy of course scheduling. Division chairs, deans, and the VCAA collaborate to ensure that courses needed across disciplines are identified and scheduled at appropriate times for students to complete program requirements.

The College makes efforts to ensure that courses are sequenced so that students can build their skills to complete their programs in a timely manner, regardless of location or delivery. Course sequencing receives attention from the Curriculum Review Committee (CRC) as it examines course and program modifications, and course sequencing and scheduling are discussed regularly in division chair meetings. If under-enrolled courses are vital to students' paths to timely completion, the VCAA can authorize keeping sections open.

In February 2017, the College worked with Ad Astra consultants on an audit of course offerings, room scheduling, and other variables that impact maximizing enrollment. The results of the Ad Astra Strategic Check-up provided a sense of assurance that our scheduling process was effective, while identifying areas where the College could focus on improvement ([II.A.6-4](#)).

Across the System, efforts to align programs across campuses also help address the issue of timely degree completion. The College's CTE programs align to each other through their Program Coordinating Councils ([II.A.6-5](#)), and the Liberal Arts programs have begun alignment meetings as requested by the UHCC vice president.

To improve the student experience, STAR GPS enables students to view courses needed for graduation in their chosen major, as well as completed grades, transfer credits, academic holds, and other information. Students are presented with their required courses placed in recommended sequence, which minimizes confusion about which courses are applicable toward degree requirements and in which order they should be taken ([II.A.6-6](#)). Additional Liberal Arts pathways--such as the Art, Psychology, and pre-Business concentrations--have been created to keep students on track with transfer requirements to ensure that upon completion of their associate degree, students' courses are aligned with major degree requirements at the four-year UH institution. This system supports students, their faculty advisors, and Student Services counselors by more clearly identifying individual students' pathways, earned credits, and remaining unfulfilled degree requirements.

In addition to STAR GPS, students receive course selection guidance via CTE program semester schedules published in the catalog ([II.A.6-7](#)), and advising sheets with program requirements for all programs available on the College website ([II.A.6-8](#)).

### **Analysis and Evaluation**

The College's recent adoption of the STAR Guided Pathways System for registration and review of student course records has greatly facilitated efforts to promote students' timely completion of certificate and degree programs. Scheduling processes, as well as academic advising, have improved as a result of access to STAR data. By participating in Systemwide initiatives and adhering to the College's strategic plan and graduation initiative, faculty and staff are advancing students' ability to complete their certificates and degrees in appropriate time frames consistent with higher education standards.

### **LIST OF EVIDENCE**

[II.A.5-16](#) Hawai'i Graduation Initiative (HGI)

<a href="#">II.A.5-17</a>	UHCCP #5.213 Time to Degree: Co-Requisite
<a href="#">II.A.6-1</a>	UHCCP #5.203 Program Credentials: Degrees and Certificates
<a href="#">II.A.6-2</a>	15 to Finish
<a href="#">II.A.6-3</a>	STAR Guided Pathways System
<a href="#">II.A.6-4</a>	Strategic Check-up
<a href="#">II.A.6-5</a>	Program Coordinating Councils
<a href="#">II.A.6-6</a>	Quarterly Report
<a href="#">II.A.6-7</a>	Program Descriptions
<a href="#">II.A.6-8</a>	Advising Sheets

**II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### Evidence of Meeting the Standard

Hawai‘i CC demonstrates its commitment to all segments of the Hawai‘i Island community by providing instruction and learning support, including multiple delivery modes and varied teaching methodologies, that support equity and success for all students.

Hawai‘i CC instructors use a variety of teaching methodologies and assessment strategies to meet different students’ needs and learning styles. Teaching methods include, but are not limited to, class participation, lecture, demonstrations, discussion, research, and labs. All students also have access to the online learning management system called *Laulima* (“cooperation, working together” in Hawaiian), which many instructors use to post instructional materials, host discussion forums, and collaborate with students. Faculty members exercise considerable freedom when determining teaching methods and delivery modes suitable to the curriculum, to students’ needs, and to Hawai‘i CC’s mission. This is evident, for example, when Hawaiian Studies students showcase what they have learned in various classes during each fall semester’s *Hō‘ike* ([II.A.7-1](#)) (*hō‘ike* means to show or exhibit). Learners invite their families to the *hō‘ike* as a way to share what they have learned from diverse teaching methodologies.

The College offers internship and practicum classes that promote experiential learning, as well as the opportunity for students to engage in service learning projects in the community and on campus that include, but are not limited to, reforestation and trail maintenance projects with a history instructor in Kona ([II.A.7-2](#)), environmental projects in Hilo with community partners ([II.A.7-3](#)), model home construction to benefit local low-income families ([II.A.7-4](#)), and other projects within the social sciences. Other demonstrations of the range of teaching methodologies used across disciplines to promote student learning include the Culinary Classic, student showcases of the OneThemeOneCollege learning community, ([II.A.7-5](#), [II.A.7-6](#)) and learning communities of linked classes in different disciplines (e.g., Hawaiian studies and English).

The College’s assessment process and annual and comprehensive program reviews also advance discussions about instructional and assessment methods being employed across the *Kauhale*. These cyclical, ongoing improvement efforts enable departments to discuss teaching and learning, and to target the diverse and changing needs of students (see Standards II.A.1-3). Likewise, efforts such as the reform of developmental education (see Standard II.A.4) promote

student success by increasing faculty knowledge of innovative teaching methodologies and instruction.

Course delivery modes include in-person, video-conferencing, hybrid, and fully online classes. Decisions regarding the delivery mode of courses are made at the departmental level and consider program/student needs and instructor availability. The Instructional Technology Support Office (ITSO) is dedicated to supporting best practices in distance education (see Standard II.A.2). ITSO uses its annual unit reviews to demonstrate how the unit uses assessment data from students and faculty to drive improvements in *Laulima* trainings and online instruction trainings for faculty ([II.A.7-7](#)). Distance education courses and their methodologies are included in the regular course assessment and program review schedule. Achievement data specific to distance education courses are reported in the LBRTs Instructional Annual Report on Program Data (ARPD) ([II.A.7-8](#)). Success data in this area have been encouraging as the quantitative indicators have risen.

For all courses, the eCAFE course evaluation tool ([II.A.7-9](#)) is used to ask students to rate their instructors on the use of instructional methods and to provide feedback on delivery modes ([II.A.2-34](#)). From this student feedback, instructors are able to identify areas for improvement to better serve the needs of students. Lecturers share eCAFE results with their division/department chairs, and it is customary for faculty to analyze and reflect on their eCAFE results in their contract renewal and tenure and promotion dossiers.

As described in the College's Strategic Directions 2015-2021, Hawai'i Graduation Initiative (HGI) Action Strategy 2 (pg 3-4) ([II.A.5-16](#)), Hawai'i CC works to enhance the success of special populations such as Native Hawaiians, Filipinos, veterans, adult learners, and part-time students. Students enrolled in pre-collegiate courses also benefit from additional support provided by instructors as part of the developmental education redesign (see Standard II.A.4).

The Hā'awi Kōkua (Disability Services) Program promotes equal opportunities for students with disabilities with a wide range of services available from interpreters to classroom notetakers ([II.A.7-10](#)). Trainings on Universal Design are offered to instructors, and the Instructional Technology Support Office (ITSO) emphasizes adherence to accessibility guidelines to ensure success for students with disabilities ([II.A.3-5](#)).

Hawai'iPapa O KeAo, which means "Hawai'i Foundations of Enlightenment/Knowledge," is the name of the initiative designed to make the ten campuses of the University of Hawai'i model indigenous-serving institutions ([II.A.7-11](#)). The College's Hālaulani Transfer Success Center was established in 2013 to encourage and support Hawai'i CC students to graduate and/or transfer to one of the four-year UH campuses or to any other four-year institution to achieve a bachelor of arts or science degree ([II.A.7-12](#)). The center was established with support from an Alaska Native/Native Hawaiian Serving Institutions Title III Grant with the purpose of increasing success for Alaska Native and Native Hawaiian students. While the grant cycle has ended, these services are still available through Counseling, Advising and Student Support Services.

The College's ESL program supports speakers of other languages by offering classes in reading, writing, and grammar, as well as providing an ESL lab and ESL peer mentors ([II.A.7-13](#)). Other programs invite faculty, staff, and students to share a commitment to diversity such as the annual

International Education Week that promotes interactive cultural celebrations and exchanges ([II.A.7-14](#)).

For adult learners, the College participates in the statewide Prior Learning Assessment initiative, allowing students to earn college credit for what they already know by demonstrating learning outcomes through faculty approved assessments or other methods ([II.A.7-15](#)). These assessments can include exams, standardized tests, portfolios, and evaluation of industry or military training.

The College creates a supportive learning environment for its diverse student population through a variety of other initiatives. The College has two representatives on the University of Hawai‘i Systemwide Commission on LGBTQ+ Equality ([II.A.7-16](#)) and pursues the Safe Zone Program’s objective to train participants to utilize their gained knowledge and skills to foster a safe and inclusive community for LGBTQ+ students, faculty, and staff. These trainings affect instructors’ approaches to fostering equitable learning opportunities inside and outside of the classroom ([II.A.7-17](#)).

Hawai‘i CC also encourages student access and success by offering express admissions and enrollment days, orientations, campus tours, academic advising, as well as special outreach events such as informational tables to support access to benefits for veterans at the Pālanui campus and, in collaboration with the Hilo Veterans Center, a Veterans Resource, Education and Job Fair ([II.A.7-18](#)) at the Manono campus. In addition, Hawai‘i CC offers an annual Career, Job, and Internship Fair ([II.A.7-19](#)) for students and alumni and also collaborates with county, state, and private agencies to offer an annual Career Readiness Fair and a Career, Job and Resource Fair for the community.

Further descriptions of the College’s online and campus-based learning support services are given in Standard II.B.1.

### **Analysis and Evaluation**

Hawai‘i CC uses a variety of instructional modes and methods, learning support services, and strategies and initiatives to support equity and success for all students. In addition to faculty use of direct feedback from students on teaching methods and delivery modes via the eCAFE course evaluations, the regular assessment of courses and review of programs promote continuous efforts to attend to the diverse and changing needs of students.

### **LIST OF EVIDENCE**

<a href="#">II.A.7-1</a>	Ai Student <i>Hō‘ike</i>
<a href="#">II.A.7-2</a>	Reforestation and Trail Maintenance Projects
<a href="#">II.A.7-3</a>	Service Learning Projects
<a href="#">II.A.7-4</a>	Model Home Construction
<a href="#">II.A.7-5</a>	OneThemeOneCollege
<a href="#">II.A.7-6</a>	‘ĀINA Fall 2015 Student Showcase
<a href="#">II.A.7-7</a>	Unit Annual Review Report
<a href="#">II.A.7-8</a>	Annual Report on Program Data
<a href="#">II.A.7-9</a>	Ecafe
<a href="#">II.A.2-34</a>	Ecafe Questions
<a href="#">II.A.5-16</a>	Hawai‘i Graduation Initiative (HGI)

<a href="#">II.A.7-10</a>	Disability Services
<a href="#">II.A.3-5</a>	Course design guidelines and template
<a href="#">II.A.7-11</a>	Hawai‘i Papa O KeAo
<a href="#">II.A.7-12</a>	Transfer Partnership
<a href="#">II.A.7-13</a>	English as a Second Language
<a href="#">II.A.7-14</a>	Cultural Celebrations
<a href="#">II.A.7-15</a>	UHCCP #5.302 Prior Learning Assessment Program
<a href="#">II.A.7-16</a>	Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality
<a href="#">II.A.7-17</a>	Safe Zone Training Sessions
<a href="#">II.A.7-18</a>	Hilo Veterans Center, a Veterans Resource, Education and Job Fair
<a href="#">II.A.7-19</a>	Career, Job, and Internship Fair

**II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

### Evidence of Meeting the Standard

A limited number of programs and departments use department-wide examinations. Both the Registered and Practical Nursing programs administer the Assessment Technologies Institute (ATI) standardized exams in most of their courses, usually in the 14th week of the semester. ATI models the exam after the nursing boards exam (NCLEX). These standardized exams reduce bias and enhance reliability. Faculty are also able to compare their results with other nursing programs, as ATI has benchmark scores.

Neither nursing program uses non-standardized department-wide exams.

For the Prior Learning Assessment Program, the College follows UHCCP #5.302 ([II.A.8-1](#)) and relies on valid National Equivalency Exams including:

1. Advanced Placement Examination Program (AP) – Series of exams developed by the College Board for high school students to earn college credit while in high school.
2. College Level Examination Program (CLEP) – Series of standardized subject exams developed by the College Board to assess college level learning for college credit.
3. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests – Standardized subject exams developed to assess college level knowledge for college credit originally limited to members of the armed forces but now available to civilians.
4. Excelsior College Examination (UExcel) Program – Standardized exams formerly named Regents College Exams or American College Testing (ACT) Proficiency Examination Program (PEP).

One example of how standardized exams are assessed for validity and reliability is in the case of CLEP. CLEP exams are assessed and reviewed by the American Council of Education (ACE) to

ensure the CLEP procedures, controls, policies, and exam contents all meet the ACE's standards ([II.A.8-2](#)).

### Analysis and Evaluation

The limited number of programs that use department-wide exams rely on standardized tests that are carefully vetted for their validity and reliability.

### LIST OF EVIDENCE

<a href="#">II.A.8-1</a>	UHCCP #5.302
<a href="#">II.A.8-2</a>	American Council of Education

**I.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to- credit-hour conversions. (ER 10)**

### Evidence of Meeting the Standard

Hawai'i CC awards credits, degrees, and certificates based on student attainment of learning outcomes. Students receive grades, which reflect their mastery of course learning outcomes that are aligned to program learning outcomes. Passing grades earn course credit applicable towards stated program requirements. Program requirements for course credits, degrees, and certificates are aligned with federal and UHCC guidelines.

The College awards credits in alignment with the Federal Regulation 34 CFR parts 600-603:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
3. Additionally, UHCCP #5.228 Credit Hour ([II.A.5-1](#)) indicates that academic credit is awarded using the following formulas for one semester unit of credit, based on a 15-week semester: (1) one hour of lecture per week; (2) two hours of lecture/lab per week; or (3) three hours of lab per week (see College catalog pg 23 ([II.A.9-1](#))). Vocational education classes require one hour per week of lecture plus three hours per week work experience. Distance education classes are subject to the same credit hour policies as face-to-face classes.

The graduation requirements for associate degrees are stated in UHCCP #5.203, and include completion of at least 60 credits for associate degrees ([II.A.6-1](#)). Hawai'i CC requirements for associate degrees are found in the college catalog ([II.A.9-2](#)). To qualify for degree conferral, students must attain a minimum 2.0 cumulative GPA and complete all stated program requirements. Executive Policy E5.209 University of Hawai'i Student Transfer and Campus

Interarticulation and Regents Policy RP 5.214 Student and Credit Transfer within the University ([II.A.9-3](#)) ensure the smooth transfer of credits across the System through a maximum degree of coordination and cooperation among campus instructional units.

Credits earned for prior learning are determined by UHCCP #5.302 Prior Learning Assessment Program ([II.A.7-15](#)) explained in the College's catalog (2016 pg 31-32 ([II.A.9-4](#))) and require careful review of evidence of student learning outcomes demonstrated through Advanced Placement exams, College Level Placement exams (CLEP), Credit By Institutional Exams (CBIE), previous non-English study, education received in the military, and portfolio based assessments.

Faculty members engage in rigorous processes when creating, reviewing, and evaluating courses and developing learning outcomes. The College's curriculum review process ensures appropriate achievement levels for credits earned, while its assessment process identifies the effectiveness of students' attainment of learning outcomes. The College engages in a five-year review cycle for all courses to ensure currency and accuracy (see Standards II.A.1-3).

#### Analysis and Evaluation:

The awarding of course credit, degrees, and certificates is based on student attainment of learning outcomes that are in line with federal and UHCC policies. The systematic and cyclical review of all courses and their learning outcomes ensures student achievement in keeping with the norms of higher education.

#### **LIST OF EVIDENCE**

<a href="#">II.A.5-1</a>	UHCCP #5.228 Credit Hour
<a href="#">II.A.9-1</a>	College catalog pg 23
<a href="#">II.A.6-1</a>	UHCCP #5.203 Program Credentials: Degrees and Certificates
<a href="#">II.A.9-2</a>	Curricula and Programs
<a href="#">II.A.9-3</a>	RP 5.214 Student and Credit Transfer within the University
<a href="#">II.A.7-15</a>	UHCCP #5.302 Prior Learning Assessment Program
<a href="#">II.A.9-4</a>	College catalog pg 31-32

**II.A.10 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. (ER 10)**

#### **Evidence of Meeting the Standard**

The College publishes a full list of memorandum of agreement (MOA) and program articulation agreements that allow its students to receive credit at other institutions within the UH System ([II.A.10-1](#)). Specific programs articulations exist for Culinary Arts, between Hawai'i CC, Kap'iolani CC, Kaua'i CC, Leeward CC, and UH Maui College (Feb 2012) ([II.A.10-2](#)), and for Nursing (BSN), between UH Hilo, Hawai'i CC, Kapi'olani CC, Kaua'i CC, and UH Maui

College (Oct. 2010) ([II.A.10-3](#)). In support of the Academy of Creative Media at UH West O‘ahu, there is a Systemwide MOA ([II.A.10-4](#)) and a recommended Academic Pathway ([II.A.10-5](#)) for Hawai‘i CC students.

Executive Policy E5.209 University of Hawai‘i Student Transfer and Campus Interarticulation ([II.A.4-1](#)) and Regents Policy RP 5.214 Student and Credit Transfer within the University ([II.A.9-3](#)) explain procedures for transfer of students and credits across the System. (Regents Policies, Executive Policies and Administrative Procedures shall be reviewed every three years -- See Executive Policy 2.201-III.C ([II.A.10-6](#))) HAW 7.208 Transfer Credit Evaluation Policy ([II.A.10-7](#)) and HAW 7.209 Transferring Credits from External Institutions ([II.A.10-8](#)) define the processes for transfer of credits to Hawai‘i CC from other UH institutions and non-UH institutions. A May 2010 MOA ([II.A.10-9](#)) describes the transfer of general education core courses across the UH System.

When students who are pursuing a bachelor's degree earn university credits for coursework also required for an associate in arts degree, reverse transfer of credit is available ([II.A.10-10](#)). Per UHCCP #5.206 Reverse Transfer, academic credits for coursework completed at a four-year university can be transferred back to the College to satisfy associate degree completion ([II.A.10-11](#)).

As described in the College catalog page 9, the Degree Pathways Partnership with UH Hilo facilitates the completion of baccalaureate degrees at UH Hilo by students who begin their post-secondary education at Hawai‘i CC ([II.A.10-12](#)). Likewise, the College has a memorandum of understanding with UH Hilo’s College of Business and Economics and a transfer agreement allowing Hawai‘i CC graduates who transfer into UH Hilo with an associate in science degree in Natural Science (AS-NSCI) to receive automatic admission as juniors.

Other specific transfer pathways have been formalized for specific programs whose students need classes offered by other institutions. Examples include the College’s Administration of Justice MOU ([II.A.10-13](#)), Early Childhood Education’s articulation agreements with Chaminade University in Honolulu ([II.A.10-14](#)), and the bachelor of arts in Social Sciences degree with a concentration in Early Childhood Education at UH West O‘ahu ([II.A.10-15](#)).

The transparent sharing of course outlines of record with clearly indicated student learning outcomes through the Systemwide Kuali Student Curriculum Management (KSCM) database and UH System Course Transfer Database ([II.A.10-16](#)) assists College faculty and staff with the process of evaluating whether potential transfer courses align with and are comparable to its own courses. For non-UH System transferred courses, if the student has passed a course for which department has approved course content equivalency, the learning outcomes have been met.

Students are informed of policies and processes regarding transferring from within the UH System ([II.A.10-17](#)) and from outside UH System ([II.A.10-18](#)) in the College catalog (on pages 20 and 39) as well as on the College website. The Systemwide Course Transfer Database website contains a searchable database of course equivalencies/evaluations for UH campuses, as well as other colleges and universities ([II.A.10-16](#)). The evaluation of courses on this site is a guide, and transferability of any given course is not guaranteed until an official transfer credit evaluation is completed.

An additional guide is provided by STAR's "What if Journey," a tool which allows students to explore how their existing coursework would articulate into different degrees or certificates if they were to transfer to other UH campuses. If students decide to change campus and degrees officially, they then pursue a transcript evaluation.

### **Analysis and Evaluation**

Across the UH and UHCC System, numerous multi-campus agreements and program articulation policies facilitate the mobility of students from one campus to another without penalty. Hawai'i CC students are informed of transfer procedures and articulation agreements between institutions via the College catalog and website, as well as through advising.

### **LIST OF EVIDENCE**

II.A.10-1	Course Articulation Agreement
II.A.10-2	Culinary Arts Articulation Agreement
II.A.10-3	Nursing Articulation Agreement
II.A.10-4	Creative Media Articulation Agreement
II.A.10-5	Creative Media Academic Pathway
II.A.4-1	Executive Policy E5.209
II.A.9-3	RP 5.214 Student and Credit Transfer within the University
II.A.10-6	Executive Policy 2.201-III.C
II.A.10-7	HAW 7.208 Transfer Credit Evaluation Policy
II.A.10-8	HAW 7.209 Transferring Credits from External Institutions
II.A.10-9	MOA
II.A.10-10	Reverse Transfer
II.A.10-11	UHCC #5.206 Reverse Transfer
II.A.10-12	Degree Pathway Partnership Program
II.A.10-13	Administration of Justice MOU
II.A.10-14	Articulation Agreement with Chaminade
II.A.10-15	Early Childhood Education
II.A.10-16	UH System Course Transfer Database
II.A.10-17	UH Transfer Student
II.A.10-18	Transfer Student
II.A.10-16	UH System Course Transfer Database

**II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

The College's General Education Learning Outcomes (GELOs) embody the hallmarks of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

### **General Education Learning Outcomes**

- Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.
- Critical Reading - Read critically to synthesize information to gain understanding.
- Critical Thinking - Make informed decisions through analyzing and evaluating information.
- Information Competency - Retrieve, evaluate, and utilize information.
- Technological Competency - Employ computer technology to perform academic and professional tasks.
- Quantitative Reasoning - Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.
- Areas of Knowledge - Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities.
- Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environment.
- Cultural Diversity - Articulate and demonstrate an awareness and sensitivity to cultural diversity.
- Ethics - Behave in an informed and principled manner.

Course learning outcomes (CLOs) and program learning outcomes (PLOs) align with the College's GELOs to reflect these competencies, in addition to any other program-specific learning outcomes.

CLOs in specific courses have been aligned to GELOs; these courses have been designated by the General Education Committee (GEC) as meeting general education requirements ([II.A.11-1](#)). In addition, as appropriate, PLOs have been aligned to, or are in the process of being aligned to, the GELOs ([II.A.11-2](#)). These aligned outcomes are evaluated through course assessments that are summarized in annual program reviews (see Standards II.A.1-3). Through program review, the alignment between the CLOs and the PLOs is evident. In the KSCM database, which houses the most recently approved course outlines, each course outline includes a statement of CLO to PLO alignments. The College's annual assessment process (see Standards II.A.1-3) validates the attainment of CLOs which align to PLOs and ultimately to GELOs. Importantly, the process drives program improvement by fostering discussion among faculty about student learning outcomes data and ways to improve instruction and assessment to support student learning.

## Analysis and Evaluation

All of the College's programs include General Education Learning Outcomes (GELOs) that address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, among other program-specific learning outcomes. CLOs and PLOs are aligned to GELOs, and course level assessments ensure that student learning outcomes achievement fulfills general education requirements.

## LIST OF EVIDENCE

- II.A.11-1      GE Designated Courses  
 II.A.11-2      PLOs and GLOs

**II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

## Evidence of Meeting the Standard

All degree programs incorporate general education (GE) based on the UHCC System Policy UHCCP #5.200 General Education in All Degree Programs, which mirrors the competencies listed in this Standard ([II.A.12-1](#)). The College's general education philosophy is clearly outlined in its catalog ([II.A.12-2](#)) and on its website ([II.A.5-18](#)). This philosophy is the premise for the formation of the General Education Learning Outcomes (GELOs), which also provide clear guidelines for attainment of student success.

Each of the ten GELOs includes a set of benchmarks that were developed by the Academic Senate's ad hoc General Education Committee (GEC) based on a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields ([II.A.5-19](#)). The GELOs guide the process of proposing courses for GE designation ([II.A.12-3](#)) as well as GEC's process of review. The GELOs are further aligned to the College's ILOs.

## Associate in Arts (AA) degree

The GE course designation process for the associate in arts (AA) degree is clearly defined ([II.A.5-20](#)) and involves regularly scheduled course review by the GEC ([II.A.12-4](#)), comprised of representative faculty from various disciplines and departments. The committee is tasked with

determining whether courses are consistent with levels of quality and rigor appropriate to higher education. (See rubric requesting examples of “rigorous assignments/activities.”([II.A.12-5](#)))

The GE course designation form ([II.A.12-6](#)) and rubric ([II.A.12-5](#)) require evidence of how specific assignments or activities support all of the benchmarks in the designated primary GELO, how the course meets one of benchmarks for the critical thinking GELO, and how, if applicable, a course meets one of the benchmarks for an optional secondary designation. All proposed GE courses, regardless of the mode of delivery, undergo this review; distance education courses are eligible for GE designation in order to meet the demands of the College’s diverse student population in various locations across the island.

A current list of GE designated courses (including both 100- and 200-level courses) is published and maintained on the College website ([II.A.5-18](#)). The GE designated courses for the area requirements (Humanities, Natural Science, and Social Sciences) are published in the College catalog’s AA degree listing (see catalog pages 58-59 and 81). A May 2010 memorandum of agreement describes the transfer of GE core courses across the UH System and the process to verify the course’s current articulation status between Hawai‘i CC and each campus in the University of Hawai‘i System.

### **Associate in Science (AS) degree**

General education requirements for the AS degree include prescribed communications, mathematics, and thinking/reasoning courses, as well as 9 credits total of general education electives in three areas: Cultural, Natural, and Social Environments. Designated courses (listed in the catalog pages 61-62) are approved via memo by relevant department chairs based on the criteria in the present GE benchmarks. In addition, courses receiving GE designation by the GEC also qualify as Environment electives.

In January 2017, the Academic Senate voted to adopt the University of Hawai‘i at Mānoa’s General Education Foundations and Diversification requirements ([II.A.12-7](#)) for the AA degrees ([II.A.12-8](#)), with AS degrees adoption following in January 2018 ([II.A.12-9](#)). The College’s General Education Committee approved a designation process to comply with the new requirements. This change emphasizes the College’s commitment to higher education quality and rigor, as the Foundations and Diversifications requirements are based on UH System criteria originated by UH Mānoa, and ensures quality general education that aligns seamlessly with other institutions within the UH and UHCC System that have adopted Foundations and Diversification requirements.

### **Associate in Applied Science (AAS) degree**

In spring 2017, the Academic Senate approved a process for the AAS programs to align their PLOs to the GELOs ([II.A.12-10](#)). As stated in the College catalog page 60, components of general education (GE) included within the AAS degree must be consistent with levels of quality and rigor appropriate to higher education. In addition to required communications and mathematics or thinking/reasoning courses, the AAS requires 9 credits total of general education electives in three areas: Cultural, Natural, and Social Environments. Designated courses (listed in the catalog pages 60-61) are approved via memo by relevant department chairs based on the criteria in the present GE benchmarks. In addition, courses receiving GE designation by the General Education Committee also qualify as AAS Environment Electives ([II.A.12-11](#)).

The student learning outcomes of all GE courses, including all in-person and distance education courses, are reviewed as part of the College's regular course assessment process and program review. CLOs are aligned to PLOs in these assessments and reviews, which ensures that programs facilitate continuous student success in fulfilling the GELOs.

### **Analysis and Evaluation**

Through College wide dialog over the past six years, faculty have implemented a carefully considered general education philosophy, developed GE outcomes, and created and instituted a process that determines the appropriateness of each course in the GE curriculum. A GE component exists in all degree programs.

### **LIST OF EVIDENCE**

II.A.12-1	UHCCP 5.200
II.A.12-2	General Education Philosophy
II.A.5-18	General Education website
II.A.5-19	General Education Learning Outcomes and Benchmarks
II.A.12-3	GE Designation form
II.A.5-20	GE Course Designation Process
II.A.12-4	General Education Committee
II.A.12-5	GE Course Designation Proposal
II.A.12-6	GE Course Designation form Website
II.A.12-5	GE Course Designation Proposal
II.A.5-17	General Education website
II.A.12-7	UH General Education
II.A.12-8	Academic Senate Meeting Minutes Jan 27 2017
II.A.12-9	Academic Senate Meeting Minutes Jan 26 2017
II.A.12-10	Academic Senate Meeting Minutes March 18 2016
II.A.12-11	Academic Senate Recommendation

**II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

The College offers focused study in all degree programs ([II.A.13-1](#)), giving students an opportunity to work through at least one area of inquiry or an established interdisciplinary core. Per UHCCP #5.203 Program Credentials Degrees and Certificates ([II.A.13-2](#)) and as described in the College catalog ([II.A.9-2](#)), students focus their studies when pursuing a certificate of

competence, certificate of achievement, an associate in applied science degree, an associate in science degree, an academic subject certificate, or an associate in arts degree.

Through the course approval process, course assessment cycle, and program review (see Standards II.A.1-3), the College ensures that student learning outcomes, competencies, and levels of mastery of key theories and practices within each field of study are appropriate to each level of achievement.

### **Analysis and Evaluation**

In all degree programs, students encounter focused study in at least one area of inquiry or in an established interdisciplinary core. Student learning outcomes are central both to determining specialized courses and to promoting mastery of key, fundamental aspects of each field of study at each degree level.

### **LIST OF EVIDENCE**

- II.A.13-1 Program of Study
- II.A.13-2 UHCCP 5.203 Program Credentials: Degrees and Certificates
- II.A.9-2 Curricula and Programs

**II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

### **Evidence of Meeting the Standard**

Graduates from Hawai‘i CC’s Career and Technical Education (CTE) programs demonstrate competencies that meet employment standards and represent preparation for licensure or certification.

For the CTE programs, one of the most effective formal means of maintaining currency with employment standards is provided by the Program Advisory Councils (PACs) (described in Standard II.A.1), which advise their respective programs of training needs and new developments in the field ([II.A.9-2](#)). The PACs are appointed by the chancellor to advise the faculty, division chair, and vice chancellor for Academic Affairs on curricula, new trends in the industry, and employment outlooks for both the state and Hawai‘i Island.

An example of a certificate program reflecting industry standards and preparation for employment is the Architectural, Engineering, and CAD Technologies program ([II.A.14-1](#)). This program prepares students for employment with architectural firms, contractors, engineers, surveyors, or government agencies. Job responsibilities range from making accurate working drawings of buildings to assisting a surveying crew ([II.A.14-2](#)).

Likewise, the Business Technology program (BTEC) prepares students for employment in positions such as administrative assistants, receptionists, clerks, or secretaries ([II.A.14-3](#)). Students learn critical office skills, along with communication, organizational proficiencies,

accounting, and business math to enhance employment and promotion possibilities. BTEC has a long-standing cooperative education partnership with Hawai‘i County, which offers 12-15 paid cooperative education student office positions every year ([II.A.14-4](#)). The students receive credit, work experience, income, and encouragement to seek permanent positions with the county.

As another example, the College’s Office of EDvance has also offered a Process Technology and General Maintenance Certificate Program (PTGM) stemming from a partnership with local industry and commercial entities to provide the required training and hands-on experience they are seeking for entry level positions for their building maintenance and process technology departments ([II.A.14-5](#)). A local geothermal company has provided a tuition reimbursement for students who successfully complete the program.

In addition, CTE students have the opportunity to participate in valuable internships. Examples include fieldwork internships offered to students in the Tropical Forest Ecosystem and Agroforestry Management (TEAM) program ([II.A.14-6](#)) and the eight-week Akamai Internship Program, established in 2003, which provides real-world experience that can help students see the practical applications for their classroom learning ([II.A.14-7](#)). The Akamai Workforce Initiative is devoted to building Hawai‘i’s scientific and technical workforce, a goal that Hawai‘i CC shares. Akamai interns have a strong track record of persisting in STEM programs and finding jobs in STEM fields after graduating. The College’s career and job development counselor also assists students by talking to employers and posting and advertising internships.

As discussed in Standard II.A.5, a number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Culinary Arts programs at Pālanui and Hilo have separate accreditation through the American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC) (catalog pages 7 and 70). The AS degree in Nursing program, leading to a career in registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN)([II.A.14-8](#)), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC) and approved by the Hawai‘i State Board of Nursing ([II.A.14-9](#)).

In addition, the 20-hour Certificate of Competence in Substance Abuse Counseling ensures synthesis of learning and sequencing by preparing students to satisfy the addiction studies educational requirements for the Hawai‘i State Department of Health Alcohol and Drug Abuse Division’s (ADAD) Certified Substance Abuse Counselor (CSAC) and/or Certified Drug Prevention Specialist (CDPS) positions ([II.A.5-15](#)).

As described in Standards II.A.1-3, all CTE courses, certificates, and degrees undergo systematic curriculum review, annual and comprehensive program review, and course assessment. Furthermore, using faculty’s knowledge of graduate job placement, CTE programs analyze and provide context for the System-provided ARPD employment opportunities data. This ensures the quality of the College’s CTE experience for students and the alignment of student learning outcomes to technical and professional workforce development competencies.

### **Analysis and Evaluation**

The CTE faculty and administration of the College collaborate closely with industry leaders and employers in the community to ensure that graduates earning certificates and degrees demonstrate workplace competencies and preparation for licensure and certification in their

various fields. The College systematically reviews its CTE certificate and degree programs with the input of community- and industry-based advisory councils to promote standards that align with the changing needs of employers and industries seeking trained personnel in Hawai‘i.

### LIST OF EVIDENCE

II.A.9-2	Curricula and Programs
II.A.14-1	Architectural, Engineering and Cad
II.A.14-2	Architectural, Engineering and Cad -CLO
II.A.14-3	Business Technology Program
II.A.14-4	County of Hawaii Cooperative Ed
II.A.14-5	Process Technology and General Maintenance Program
II.A.14-6	Tropical Forest Ecosystem and AgroForestry Management
II.A.14-7	Electronic Technology
II.A.14-8	Nursing and Allied Health
II.A.14-9	The Nursing Program
II.A.5-14	Substance Abuse Counseling

**II.A.15 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.**

### Evidence of Meeting the Standard

- Throughout the UH System, there is a commitment to transparency about program changes and program elimination. The College adheres to Regents Policy RP 5.201 Instructional Programs ([II.A.5-4](#)), regarding Termination of Programs: “Commitments to students already officially enrolled in such programs [those deemed out-of-date and due to be eliminated] shall be met and limited for up to two years for associate degrees at community college programs and four years for baccalaureate degrees. No new program admissions shall take place.” The College’s Student Services counselors and faculty advisors work closely with students in such programs to support them in completing their courses of study in a timely manner. Any students in a program due to be temporarily stopped out or eliminated are contacted and assisted to try to enable them to complete the program within the standard program timeline.

In its statements about graduation and program requirements, the College also addresses unique circumstances in which students might encounter eliminated programs or significant changes to a program. In its annual catalog, the College makes it clear that students’ graduation requirements can be affected depending on the selected catalog year (HAW 5.702 Graduation Requirements ([II.A.15-1](#)); catalog pg 33 ([II.A.15-2](#))) and that credits earned more than ten years before graduation in courses which have materially changed in content or standards may not be applied toward the certificate or associate degree. However, such credits can be reviewed for acceptability by the vice chancellor for Academic Affairs and the appropriate division chair (HAW 5.650 Time Limits on Credits Earned ([II.A.15-3](#)); catalog pg 34 ([II.A.15-4](#))).

A new and positive development in the area of clarifying students' academic pathways is the systemwide use of STAR GPS for registration and academic advising ([II.A.15-5](#)). With the new STAR technology, there are more opportunities for students and their advisors to consider previous program requirements in alignment with revised, current requirements and to recognize and plan for any possible disruptions on the pathway to graduation. For example, STAR easily enables students to compare different catalog year requirements and program changes using the "What If Journey" tool. This tool is a powerful way for students, counselors, and faculty to see where students can make strategic choices to facilitate their fulfillment of program requirements.

### **Analysis and Evaluation**

Through its policies and advising practices, the College attempts to provide appropriate alternatives for students whose programs are eliminated or changed significantly. Use of STAR technology advances these efforts by empowering students and advisors to explore multiple graduation pathways.

### **LIST OF EVIDENCE**

II.A.5-4	RP 5.201 Instructional Programs
II.A.15-1	HAW 5.702
II.A.15-2	Graduation Requirement
II.A.15-3	Time Limit on Credits Earned
II.A.15-4	Graduation Information
II.A.15-5	STAR Guided Pathways to Graduation

**II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.**

### **Evidence of Meeting the Standard**

All Hawai'i CC courses, in all delivery modes and locations, undergo evaluation aimed at upholding the learning outcomes to support student achievement. The College abides by UHCCP #5.203 (III E)([II.A.13-2](#)), which states the standards for all degrees and certificates awarded in the UHCC system: the policy aims "to assure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials."

Collegiate and pre-collegiate credit courses undergo systematic course review, and assessments are included in annual and comprehensive program reviews (see Standard II.A.2) ([II.A.16-1](#)). These reviews examine student learning outcomes at the course level and drive instructional and program improvements.

Students completing career technical education and occupational certificates “must demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification” ([II.A.16-2](#)). The Program Advisory Councils (PACs) ([II.A.16-3](#)) assist the College faculty in maintaining the currency of its Career and Technical Education (CTE) programs (see Standard II.A.14). Likewise, the Nursing and Culinary programs maintain current, high-quality practices in keeping with their accrediting bodies and standardized exams (see Standard II.A.5).

All classes/courses delivered via distance delivery mode are included in the Course Review Policy and Procedure ([II.A.16-4](#)) and in all other institutional assessment and review processes (see Standard II.A.2). In addition, Hawai‘i CC’s Instructional Technology Support Office (ITSO) provides support to faculty teaching distance education classes, including a detailed rubric ([II.A.16-5](#)) for evaluating the design and build of online classes. The Distance Education Committee of the Academic Senate is designing a new draft tool for use in peer evaluation of online courses ([II.A.5-11](#)).

Hawai‘i CC’s non-credit pre-collegiate continuing and community education courses are delivered through its Office of EDvance. EDvance completes annual ([II.A.2-14](#)) and comprehensive unit reviews ([II.A.16-6](#)), and engages in assessment activities to evaluate unit outcomes. These reviews include EDvance’s Intensive English Program ([II.A.16-7](#)), Apprenticeship Program ([II.A.2-15](#)), and non-credit and workforce development courses program ([II.A.2-14](#)).

EDvance also improves quality and currency of its programs through its membership in the world’s largest association in continuing education and lifelong learning, Learning Resources Network (LERN) ([II.A.16-8](#)). Staff attend training (including certifications) and receive updates in the field through LERN in order to stay abreast of national and international trends. EDvance follows prescribed best practices and strives to achieve relevant benchmarks set by LERN.

### **Analysis and Evaluation**

All Hawai‘i CC instructional programs undergo scheduled, systematic review and assessment in keeping with the College’s commitment to continuous improvement. Student learning outcomes and student achievement guide evaluation and improvement of each program and course. Additional efforts to maintain currency and relevance of programs include professional development opportunities and local industry collaborations.

### **LIST OF EVIDENCE**

II.A.13-2	UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.16-1	Sample of Course Assessment Schedule
II.A.16-2	UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.16-3	HAW 3.302 Program Advisory Councils
II.A.16-4	HAW 5.250 Course Review Policy and Procedure
II.A.16-5	Rubric for Evaluation
II.A.5-11	Peer Review for Online Course Teaching
II.A.2-14	OCET Unit Annual Review Report

II.A.16-6	OCET Program Review Schedule
II.A.16-7	IEP Comprehensive Program Review
II.A.2-15	Apprenticeship Program Annual Review
II.A.2-14	OCET Unit Annual Review Report
II.A.16-8	Learning Resource Network

#### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the Program/Unit Review Process	II.A.2, II.A.16	(Related to QFE Project #1)		
College-wide guidelines and general expectations for course syllabi were created	II.A.3	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the website fall 2017	Increased consistency in course syllabi content across departments
Review of Liberal Arts course sequencing and prerequisites	II.A.5	Liberal Arts Dean and Department Chairs	Started fall 2017; ongoing	Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses  Ensure that prerequisites for 200-level courses are appropriate and consistent
Gather, analyze and provide data to the College on a regular basis. (post in Fact Book)	II.A.7	Institutional Researcher	Planned for fall 2018 (after new Institutional Researcher hired)	Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)	II.A.11	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	Completed spring 2018:  GELO to PLO alignments approved by Vice Chancellor for Academic Affairs  GELO to ILO alignments approved by Academic Senate	Clear and documented alignment of College outcomes
Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees	II.A.12		Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017)  Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)	Improve GE alignment to UH System

## II.B. LIBRARY AND LEARNING SUPPORT SERVICES

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**II.B.1** The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard

Hawai'i CC provides a variety of library and learning support services for both distance education (DE) and on-campus student needs. A descriptive summary of each library and learning support service is listed below.

#### Mookini Library

The Mookini Library, at the University of Hawai'i at Hilo, is a shared service with Hawai'i Community College ([II.B.1-1](#)). Though UH Hilo maintains the Mookini Library, Hawai'i CC students are able to access most of the materials and services provided by the library. Hawai'i CC students have a separate login page to connect them with extensive online research databases available to Hawai'i CC students.

The library provides substantial academic resources to UH Hilo and Hawai'i CC students, faculty, and students. Collections include online/electronic books, periodicals and databases, and over 228,000 book volumes ([II.B.1-2](#)). The library also offers study rooms, media production, computers, scanners, and paid access printers.

The College ensures that students, faculty, and staff users are provided clear instruction regarding the use of library materials. Instructions are found on the library website and are also part of Library Skills curriculum available to faculty teaching DE classes. Faculty and staff users are also provided library training upon request. For short questions, students, faculty, and staff may ask the Information Desk for help, and for longer, more in-depth research questions, there is the Book-a-Librarian service ([II.B.1-3](#)) to make appointments.

While DE students have access to in-person resources and can call the library or submit questions using the Ask-a-Librarian service ([II.B.1-4](#)) as needed, a DE librarian is also available specifically for DE needs (see *DE-Specific Tutoring and Learning Support* below) ([II.B.1-5](#)). The library is open 77.5 hours per week during the academic year (fall 2017).

#### English Program / Courses Support

The library provides support to a majority of the College's English courses through the library instruction program ([II.B.1-6](#)). This collaboration between the library and instructors increases student engagement by tailoring sessions to coursework and assignments. Sessions can include the following: a tour of the library, introduction to finding books and articles, introduction to Hawaiian resources, introduction to databases and source evaluation, and assistance with topic

development and search strategies for class research projects. The primary focus is on helping students to develop the information literacy skills and knowledge base needed to find and effectively utilize the sources and resources required for college research.

### *OneThemeOneCollege (OTOC)*

Another example of Mookini Library support is the OTOC program ([II.B.1-7](#)). OTOC is a campus-wide collaboration between the library and participating instructors designed to support and promote student engagement and learning. In 2014, in collaboration with instructors, the designated Hawai'i CC librarian at Mookini Library designed a research guide for students with information on sources for the topic *wai* (water). The librarian also initiated the purchase of books addressing various water topics to add to the collection, and promoted the additions in a book display, reinforcing the OTOC theme.

### **The Learning Center**

The Learning Center (TLC) is located on the UH Hilo campus, on the first floor of Mookini Library ([II.B.1-8](#)). TLC is an academic support program of Hawai'i CC, serving primarily Hawai'i CC students, along with UH Hilo students. Staffing for TLC includes a full-time site coordinator, office assistant, educational specialist, and part-time student staff. In addition, faculty from the English and math departments are assigned as area coordinators for reading (until spring 2016), writing, math, and ESL to provide a direct connection between instruction and specific area training and tutoring.

TLC provides a variety of academic support:

- Math, reading, writing, ESL, and content tutoring services, walk-in and by appointment
- In-class tutoring for specific courses per faculty request ([II.B.1-9](#))
- Tutors for the Hale Kea Advancement and Testing Center and the STEM Center on the Manono campus
- Instructional materials, including study skills and reference materials
- Multimedia classroom
- Access to a computer lab
- Make-up testing
- English and math practice for students seeking to prepare for upcoming courses and/or to improve placement test scores. TLC uses EdReady Math and NROC English online programs.
- Facilitation of the "Brainfuse" online tutoring program to support DE instruction, after hours services, and students who do not have access to the campus tutoring centers.

### **Hale Kea Advancement and Testing Center**

The Hale Kea Advancement and Testing Center (HKATC) is located on the Manono campus ([II.B.1-10](#)). The Center provides academic resources that include a computer lab for student use, tutoring, placement testing, DE testing, make-up testing, special testing services for students with disabilities, printer access, and an electronic classroom. Additionally, HKATC staff can assist computer lab users in navigating technology or understanding assignments. Staffing includes a full-time site manager, educational specialist, and part-time student staff.

### **STEM Center (Science, Technology, Engineering and Math Center)**

The STEM Center is located on the Manono campus ([II.B.1-11](#)). The Center provides a student lab with whiteboards, desks and study areas, peer tutoring in science and math, computer access, technology-equipped classrooms for science and math courses, and science and math faculty offices. Additionally, the Center is utilized by the Office of Continuing Education and Training (OCET) for weekend and evening courses and trainings.

### **Pāalamanui Library and Learning Center (LLC)**

The Pāalamanui LLC provides learning resources and services to the students, faculty, and staff at the Pāalamanui campus ([II.B.1-12](#)). Resources include computer workstations, printing, scanners, copiers, and 2,500 books and DVDs. Through partnership and collaboration with UH Hilo, students, faculty, and staff at Pāalamanui also have access to online and electronic resources and services provided through the Mookini Library.

The Pāalamanui LLC also offers placement testing, test proctoring, library instruction, and tutoring for students. Test proctoring is available for on-site and distance courses, though services are limited to UH System students due to limited staffing resources. Library instruction is offered via in-class presentations and by individual appointment as needed. Online library instruction is also available through the College's online learning management system (*Laulima*). General help is provided regarding navigating the various online systems used by the College, including MyUH, UH email, STAR, *Laulima*, etc. In-person tutoring is offered for math and English. For distance tutoring, and tutoring for other subject areas, students are referred to the online Brainfuse or Online Learning Academy (OLA) learning services.

### **DE-Specific Tutoring and Learning Support**

The College's commitment to serving DE students equitably is defined in HAW 5.200 regarding services for DE students ([II.B.1-13](#)). The College provides several online services for tutoring and individual support that are available for both DE and non-DE students ([II.B.1-14](#)).

- Brainfuse, contracted by the College, is an online tutoring system with live tutoring sessions ([II.B.1-15](#)). For the subjects of math, reading, and writing, live tutoring is accessible 24 hours per day and 7 days per week. Brainfuse offers tutoring in other subjects during specific, listed hours.
- Online Learning Academy (OLA) Tutoring is a free service provided by UH Mānoa that is available and utilized by Hawai'i CC students ([II.B.1-16](#)). OLA provides tutoring in the following subjects: basic math, pre-algebra, algebra, geometry, trigonometry, calculus, biology, chemistry, physics, environmental science, writing, and language arts.
- EdReady is an online academic support tool contracted by the University of Hawai'i Community Colleges (UHCC) System, designed to help prepare students to raise their math placement scores ([II.B.1-17](#)). It offers an individualized study plan for each student and is accessible 24 hours per day and 7 days per week.
- NROC English is an online academic support tool contracted by the UHCC System, designed to help improve students' reading and writing skills ([II.B.1-18](#)). The integrated reading and writing program is individualized through units of study, each with a pre- and post- assessment. Students advance through units with the support of an instructor or educational specialist.

Library instruction is provided for DE students through *Laulima* and via the distance learning link of the Mookini Library homepage([II.B.1-5](#)). Some of the resources accessible for DE learning include online books, journal and newspaper articles, interlibrary loan service, streaming academic videos, general and subject-specific research guides, online library skills assignments, and course reserves provided by specific instructors. The library provides library skills assignments through *Laulima*([II.B.1-19](#)). These skills assignments, while not specifically required by the College, are used in many 100-level English courses to meet the information literacy skills component of the course([II.B.1-20](#)).

Individualized help from College librarians is also available for DE students and instructors. As described previously, Mookini provides the Ask-a-Librarian service ([II.B.1-4](#)) for short questions that a student can ask via a Google Form; for longer and more in-depth research questions, students can call the reference desk or schedule an appointment via the Book-a-Librarianservice ([II.B.1-3](#)) on the library website. The website specifies that librarians will, at times, work evenings and weekends to provide quicker responses. In addition, the DE librarian sends a standard email to all new DE instructors, outlining resources available and requesting input regarding any materials needed for their courses ([II.B.1-21](#)). This outreach helps provide library instruction while also facilitating collaboration between instructors and librarians.

### **ProctorU**

In 2015, the College entered into a contractual agreement with ProctorU, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable high speed internet connection ([II.B.1-22](#)). This service was contracted for the purpose of supporting DE students by providing an alternative to visiting one of the UH testing sites to take proctored exams. Students are required to pay for the service and fees vary based on length of the exam and how soon the student must take the exam. ProctorU also offers ongoing DE training for faculty and lectures through web-conference trainings.

### **Turnitin**

Turnitin is an internationally recognized commercial service for plagiarism prevention used by 15,000 institutions and 30 million students ([II.B.1-23](#)). Hawai'i CC subscribes to this service on an annual basis to allow students and faculty to receive feedback on student use of outside sources. Turnitin allows for review of many types of assignments, including essays, research papers, lab reports, and presentation slides. Students are able to upload their work and self-check for potential plagiarism when using sourced material, thereby building their awareness of issues surrounding academic integrity and correct source integration.

Instructors are encouraged to use originality reports as a formative assessment and resource for teaching proper citation and discussing plagiarism with students in class or in individualized conferences. Turnitin also offers a useful platform for instructors to supply written comments, as well as voice messages, on students' work. For online instructors especially, this is an organized, productive, and interactive way of delivering timely feedback to students. In addition, Turnitin offers a peer review tool so students can comment on each other's work in structured manner that the instructor can evaluate.

### **Hālaulani Transfer Center**

As part of the Title III grant-funded Hālaulani Transfer Center (2011 to 2016), peer mentors provided 715 contacts, including workshops and other academic success activities ([II.B.1-24](#)).

### **Kulukuluua Project**

The Kulukuluua Title III grant project (2009 to 2016) provided academic support services including tutoring for developmental education and the Hawai'i Life Styles Program ([II.B.1-25](#)). The program supported 409 students in tutoring and counseling activities in 2016.

### **GEAR UP boot camps**

From 2014 through 2016, the College utilized GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant funds to provide math and English boot camps, offered during school breaks, to help students place into higher level math and English courses ([II.B.1-26](#)). The majority of students who attended placed into a higher level class ([II.B.1-27](#)). These boot camps were provided to support the UH System's "15 to Finish" Hawai'i Graduation Initiative ([II.B.1-28](#)), decreasing students' credit hours spent in developmental education courses. Students in the boot camp utilized EdReady and Khan Academy to participate in individualized study at their own pace and placement. GEAR UP also provided funding for math tutors. The tutors provided mini-lessons and monitored student progress as the students utilized online learning methods.

### **Student Success Coordinator**

In June of 2017, the College hired a full-time faculty Student Success Coordinator to develop and coordinate academic and non-cognitive support for at-risk and underprepared students. The coordinator collaborates with math and English faculty, as well as with other academic and student support service units, to support underprepared students. This position was identified as a need by both instructional and support services to help facilitate UHCC System initiatives.

### **Hā'awi Kōkua Lab**

The Hā'awi Kōkua Center provides assistance and support to help students with disabilities succeed academically, including special accommodations support, such as classroom notetakers, sign language interpreters, and specialized testing accommodations ([II.B.1-29](#)). The center includes a disability counselor, a manager for the Kōkua lab on the Manono campus, peer mentors for the lab, and student workers to assist as notetakers. The counselor arranges for academic accommodations appropriate to a student's diagnosed disability for both face-to-face and DE classes and also travels to Pālanui several times a month to be available to meet with students at that campus in person. Other support for students with disabilities includes adaptive technology such as digital recorders, wheelchair adaptive chairs and desks, and computer screen enlargers. Through a partnership with the Counseling, Advising and Student Support Services Center, Hā'awi Kōkua also offers academic workshops for students.

Programs use various approaches for assessment of the sufficiency, quality, currency, depth and variety of services provided by the library and the College's learning support services (further described in Standard II.B.3). Common tools include surveys, student and faculty evaluations, Annual Report of Program Data (ARPD), usage statistics, individual program evaluations, and the national Community College Survey of Student Engagement (CCSSE) Survey. DE students

are surveyed annually to assess that their academic support needs are met. Results are reported and analyzed in annual and comprehensive unit reviews.

### **Analysis and Evaluation**

Hawai‘i CC supports all students, both DE and in-person, by providing effective and varied library, tutoring, and learning support resources and services, including online alternatives for DE students and others who require off-campus access to resources.

### **LIST OF EVIDENCE**

**II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment, course reserves and materials to support student learning and enhance the achievement of the mission.**

### **Evidence of Meeting the Standard**

The Mookini Library, Pāalamanui LLC, HKATC, Hā‘awi Kōkua Center, and TLC all utilize the annual and comprehensive review processes to identify needed resources and equipment. Each unit uses feedback surveys/evaluations, APRD, and quantitative data to determine if more resources are required for optimal learning support services to students.

Librarians, both at the Pāalamanui LLC and Mookini Library, collaborate with faculty to ensure that there are sufficient materials and resources to support the curriculum. Library collections are assessed through evaluations that communicate student, faculty, and staff satisfaction or dissatisfaction regarding resources. The libraries also review quantitative data, such as circulation numbers, journals accessed, and databases utilized, to determine whether materials and services should be added or discontinued. The librarians solicit feedback and suggestions for new resources as funds become available, and request feedback about continuing and canceling subscriptions. The designated Hawai‘i CC Mookini librarian and Pāalamanui LLC librarian both attend Academic Support meetings and are notified of new programs. All librarians (Distance Education, Mookini, and Pāalamanui) contact new instructors at the beginning of the semester to open communication regarding any resources or instruction they may require for their courses. This is also an opportunity to explain what types of resources are readily available to instructors and their classes.

For DE instruction in particular, many of the above procedures apply regarding the library’s support. The library has a proxy service that allows DE students to access online library resources by logging in with their UH username and password. Several DE instructors work with the DE librarian to create online tutorials and assignments that teach students how to access resources specific to their course needs. To address learning outcomes for DE students, some DE instructors have students complete online library research assignments([II.B.1-20](#)). The DE librarian sends the results to the instructors.

### **Academic Support Unit (ASU)**

ASU addresses the needs of instructional programs, as well as the needs of other units that provide learner support, to promote student learning in curricular and co-curricular endeavors

(II.B.2-1). Offices within ASU that specifically support the maintenance of education equipment and materials include Computer Services, Technology Support, and Media Services.

*Computer and Software Maintenance*

Hawai‘i CC strives to make computers accessible and available for use by students, staff, and faculty. Below is a table listing the number of computers available on all sites and campuses.

	LAN (Wired) Devices		Wireless Devices			
	PCs	Apples	Surfaces	iPads	Laptops	Subtotal
Manono and UH Hilo	694	56	134	62	255	1201
Pālanuanui	50	3	16	10	9	80
Kona Hospital Annex	7	0	0	0	12	19
Ka‘ū Resource and Distance Learning Center (KRDLC)	6	6	0	2	2	16
<b>Total</b>						<b>1306</b>

**Total # of computer labs available to students:**

- UH Hilo and Manono campuses: 20
- Pālanuanui: 5
- Ka‘ū Resource and Distance Learning Center in Pahala: 1

**Total # of Hawai‘i CC classrooms with technology available:**

- Instructor-use computers w/ Elmo UH Hilo and Manono campuses: 56
- Instructor-use computers w/ Elmo Pālanuanui: 15
- Instructor-use computers w/ Elmo Kona Hospital Nursing portable: 1

**Total: 72 Instructor-use computers**

The Computer Services office services computers for Hawai‘iCC with the exception of those computers that are shared with another site or campus and are designated as outside of the College’s responsibility. One example is the Mookini Library, which is maintained by UH Hilo.

The College typically sets a budget for computer replacements in designated computer labs based on a four-year life cycle. Other computer replacements are requested through individual program and units via comprehensive reviews and are funded by the appropriate vice chancellor

or dean. As Computer Services receives funding, replacements are prioritized by the oldest systems in use by faculty, lecturers, and staff. Over the past two years, Computer Services replaced all of the hard drives in the classroom instructors' systems with solid state drives and additional memory to support and sustain performance and enhanced response times.

Computer Services actively works to keep all computers up to date on software, and prior to July 2016 had completed operating system upgrades to approximately half of the computers maintained by the College. In addition to replacements and software updates, Computer Services performs an annual physical cleaning of computers in designated labs. This includes removing the computer CPUs, keyboards, and mice from the classrooms for cleaning. Software maintenance is largely automated; Computer Services pushes out updates to antivirus, plugins, Microsoft updates, Adobe updates, etc., as they become available across the campus networks. As there have been a greater number of laptops in use across the campuses, Computer Services also identifies concentrations of the needed updates to be performed manually. Typically, these updates occur twice per year.

For unscheduled computer needs, Computer Services serves the College through a convenient work request method. Faculty and staff in need of assistance access the online IT HelpDesk website to submit requests for service ([II.B.2-2](#)).

#### *Media-Specific Maintenance*

The College employs three full-time media specialists, two in Hilo and one at Pāalamanui. Additional part-time temporary media personnel are available at the Pāalamanui campus. Media Services provides and maintains media and media services to faculty, staff, and students. Media services also helps maintain equipment by responding to trouble calls and resolving technical problems as rapidly as possible, to reduce down-time for instruction and school operation. Media Services replaces or repairs equipment as needed. Faculty and staff fill out Media Design and Production work request forms when they have equipment in need of attention.

#### **Analysis and Evaluation**

The College utilizes faculty and staff expertise, as well as student input and quantitative data, to select educational equipment and materials in support of student learning. Professionals at Computer Services and Media Services physically maintain the equipment and resources. The College's acquisition and maintenance of appropriate resources for all learners provides students with the tools they need to achieve their academic and career goals. Additionally, the selection of DE-focused equipment provides flexibility for learners across the island, which helps the College ensure equity of resources for all learners.

#### **LIST OF EVIDENCE**

II.B.3-1	Library Hours Survey
II.B.3-2	Mookini ARPD
II.B.3-3	Library Survey
II.B.1-20	Library Research Skills English 102
II.B.3-4	3Year Review Report Summary
II.B.3-5	The Learning Center Evaluation
II.B.3-6	Academic Support Unit Satisfaction Survey

II.B.3-7	TLC Faculty user Evaluations
II.B.3-8	CCSSE Survey Results
II.B.3-9	Annual and Comprehensive Review
II.B.3-10	HKATC Unit Review Report
II.B.3-10	HKATC 3 Year Review Report
II.B.3-12	Testing Center Evaluation
II.B.3-13	Faculty Lab Use Evaluation
II.B.3-6	Academic Support Unit Satisfaction Survey
II.B.3-10	HKATC 3 Year Review Report
II.B.3-14	PAL Library and TLC User Survey 2014
II.B.3-14	PAL Library and TLC User Survey 2014
II.B.3-15	WH Library and Learning Center Survey Results 2016
II.B.3-16	WH Library and Learning Center Survey Results 2017
II.B.3-17	2016 DE Survey Results
II.B.3-18	Brainfuse Statistics
II.B.3-19	Usage Report
II.B.3-20	Brainfuse Report
II.B.3-21	Summer Refresher 2014 Results
II.B.3-22	Haawi Kokua 2015-15

**II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

The Mookini Library collects several sources of data to evaluate its services and resources, including the Common Student Survey ([II.B.3-1](#)), Mookini ARPD ([II.B.3-2](#)), a faculty survey administered once a year to faculty whose classes have participated in library instruction ([II.B.3-3](#)), and the “library skills assignments” used by some English classes ([II.B.1-20](#)). Follow-up surveys are deployed on an as-needed basis. Data collected from library surveys and assessments are used to determine whether the resources and support provided to Hawai‘i CC and UH Hilo students and faculty are adequate.

Evaluation of collected data is used to drive improvement. As an example, in 2012, the Mookini Library conducted a student survey to further assess student suggestions for extended hours ([II.B.3-4](#)). Based on the results, the library extended its hours in the following years despite staffing cutbacks.

In general, ARPD data consistently report satisfaction with all Mookini Library and learning support services and resources (70-90 percent or higher). Assessment results are discussed in annual and comprehensive reviews as a means for creating action plans to address weaknesses

and ensure continued satisfaction in areas identified as strengths. Quantitative data are also reviewed, such as circulation counts, reference questions answered, and number of presentations given.

TLC and HKATC evaluate their services and resources through student surveys and student achievement data. Unit outcomes for tutoring include the following:

- TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors.
- Students who receive tutoring will pass their tutored courses (Systemwide SLO).

For TLC, data considered for assessment and evaluation include TLC- and tutoring-specific student evaluations ([II.B.3-5](#)), ASU Common Survey ([II.B.3-6](#)), TLC faculty user evaluations ([II.B.3-7](#)), ARPD data, and CCSSE survey results ([II.B.3-8](#)). Students who receive tutoring and other services at TLC are provided an evaluation in the 12th week of instruction in the fall semester. These data indicators are discussed in annual and comprehensive reviews ([II.B.3-9](#)).

In fall 2016, 96 percent of the 103 respondents to the tutoring evaluation reported they rated TLC either “good” or “excellent.” Additionally, student pass rates for those courses in which students received tutoring are tracked and reported to evaluate services, as well to measure student persistence and re-enrollment in comparison to students who did not utilize tutoring ([II.B.3-10](#)). Between 2012 and 2016, an average of 71.6 percent of students who utilized tutoring passed the course in which they were tutored.

Similarly, the HKATC assesses and evaluates services and resources through the annual and comprehensive review processes([II.B.3-11](#)). Data sources include the HKATC evaluation (given to students who utilized their services) ([II.B.3-12](#)), HKATC faculty lab-use evaluation ([II.B.3-13](#)), ASU Common Survey ([II.B.3-6](#)), ARPD data, and CCSSE data. Between 2012 and 2015, 98-100 percent of survey respondents reported that they were satisfied with the testing services at HKATC ([II.B.3-10](#)). Additionally, the data system MySuccess (Starfish) was used to examine demand and number of students served. Like TLC, HKATC tracks and evaluates pass rates and student persistence rates for tutored courses.

An additional method for ensuring sufficient depth and quality of learning support services, utilized by both TLC and HKATC, is ongoing collaboration between the centers and assigned area coordinators, instructional faculty who serve as liaisons between instruction and learning support. Area coordinators work nine hours per week in TLC and are assigned to train tutors in their specific content areas, provide input and solicit feedback during department meetings, and suggest improvements in TLC/HKATC services.

The Pāalamanui Library and Learning Center (LLC) uses an annual survey to assess services. This survey is given to staff, faculty, and students, most recently in 2014 ([II.B.3-14](#)), 2016 ([II.B.3-15](#)), and 2017 ([II.B.3-16](#)). Since the campus was moving to its new facilities in 2015, a survey was not completed. Survey results are reviewed to consider adjustments in personnel, facilities, and resources.

DE students are given an annual survey that includes questions on library services, tutoring, and testing services([II.B.3-17](#)), with results sent to Mookini Library’s Hawai‘i CC designated

librarian and the DE librarian to be used to for assessment and planning, and to TLC, HKATC, and the Pāalamanui LLC for consideration in unit reviews.

Distance tutoring, offered through three different services, is also evaluated on a regular basis to determine effectiveness. Brainfuse usage and user survey results ([II.B.3-18](#)) are tracked by the company for quality control purposes, to inform personnel changes, or to identify training needs. Brainfuse provides usage statistics broken down by month, day, and even hour of the day([II.B.3-19](#)). Use of this service by Hawai'i CC students from August 2015 to July 2016 was approximately 750 hours ([II.B.3-20](#)). Ninety-two percent of UHCC Brainfuse users reported they found the service helpful and 95 percent would recommend it to other students. The Brainfuse monthly reports are shared with instructional departments. Any issues or questions are reported back to the UHCC System and are used to determine if the service will be continued when the contract expires. OLA Tutoring is tracked by UH Mānoa, and information regarding contact hours for Hawai'i CC students is provided by the OLA project director. Since the OLA tutoring program is provided free of charge, students make their own determination if they want to continue using the services. EdReady, which is also purchased through the UH System, uses campus-specific codes to track usage for each campus.

The Hālaulani Transfer Center assessed the quality of services in 2015 based on student surveys and evaluated demand based on the number of students who utilized peer mentoring services.

GEAR UP boot camps were evaluated using pre- and post-test placement scores ([II.B.3-21](#)). These scores were examined to determine if students achieved higher math placement on the post-tests. The 2014 summer session surveys reported 100 percent positive feedback, with 96 percent of students reporting that they would recommend the boot camp to friends and family. The successful results were used to solicit funds from the College when grant funds were not available. In 2015-16, GEAR UP grant funds were still sufficient to cover boot camp costs.

The Hā'awi Kōkua Center evaluates services based on a general satisfaction evaluation, counselor evaluations, ARPD data, and quantitative data regarding the usage of equipment or services, such as the number of students using digital recorders. Each semester, Hā'awi Kōkua staff send out an overall satisfaction evaluation regarding student satisfaction with each of the services offered ([II.B.3-22](#)).

### **Analysis and Evaluation**

All library and learning support services are regularly evaluated, and these evaluations inform future budget requests as well as revisions to practices and services. Each service utilizes both quantitative and qualitative methods of assessment to evaluate services.

### **LIST OF EVIDENCE**

**II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### **Evidence of Meeting the Standard**

The College collaborates and/or contracts with several library and other learning support services for its instructional programs by establishing agreements (1) with other UH campuses, (2) via the UHCC System, and (3) directly with external service providers. Services are formalized in a contract when there is a monetary agreement regarding the access of services; these contracts detail the responsibility for securing and maintaining student information in accordance with FERPA regulations, as well ensuring security, maintenance, and reliability. When services are funded by the UHCC System, formal agreements between individual campuses are not necessary.

Services used by the College, whether directly purchased or accessed through a UHCC System purchase, are thoroughly evaluated. The College reviews data usage reports and survey feedback to ensure students are satisfied with services.

The College relies on a collaboration with UH Hilo for library services. The Mookini Library, administered by UH Hilo, is the most prominent shared resource for library and learning support services for the College, the result of a long-standing partnership with UH Hilo. The Mookini Library is legislatively mandated to provide library services to the College. College services include support to the Pāalamanui Library and Learning Center. In 2006, the College signed a formal MOU with UH Hilo that has since expired ([II.B.4-1](#)). Currently, the College is billed according to library resource usage by Hawai'i CC students ([II.B.4-2](#)). A new MOU is in the process of being negotiated.

The College has access to the Brainfuse live online learning service through a contract with the UHCC System ([II.B.4-3](#)). Brainfuse is made readily accessible through the College website ([II.B.4-4](#)) and is advertised via email announcements and flyers; it is also accessible through a student's MyUH Services ([II.B.4-5](#)). In terms of ensuring security, the System's contract with Brainfuse stipulates that Brainfuse is responsible for maintaining student information. One way in which Brainfuse secures student information is by having users create a username and password strictly for their Brainfuse account.

EdReady is another online learning support tool made accessible through UHCC subscription to NROC. With the provision of an access code, current and future students can utilize the program with internet access via the College ([II.B.1-17](#)) and EdReady websites ([II.B.4-6](#)). Evaluations and student success are monitored by designated Hawai'i CC program administrators. Marketing and outreach are accomplished through flyers, email, academic advising, and special programs, such as math and English boot camps. Security for this service is maintained by the provider. Terms for institutional and individual use can be found on the EdReady website ([II.B.4-7](#)).

The College's contract with ProctorU states the terms and conditions wherein ProctorU is responsible for securely maintaining student information in accordance with FERPA. ProctorU provides information to the College via institutional administrator login access.

Turnitin is contracted annually by the College, and is used by instructional faculty across the disciplines to address academic integrity, plagiarism, and proper citation and use of sources([II.B.1-23](#)). The vice chancellor of Academic Affairs (VCAA) selects a faculty member liaison who works with a designated Turnitin representative to ensure the annual contract is re-evaluated each June and that instructors have easy, reliable access to Turnitin's services. The faculty liaison gathers feedback from faculty and lecturers who use the service and reports to the VCAA before contract renewal for each academic school year. Turnitin abides by standard U.S. and EU practices regarding security and privacy policies([II.B.4-8](#)), provides timely updates on their system status([II.B.4-9](#)) via email and social media, and has helpful customer service for faculty and administration.

Shared resources and support services are clearly advertised and easily accessible through the Hawai'i CC website as well as other campus websites when applicable. This information is also included on many instructors' syllabi, posted as flyers around campus, and distributed by many offices including TLC, HKATC, and the Counseling, Advising and Support Services Center. For off-island, rural, and DE students, an online orientation[II.B.4-10](#) provides information on tutoring and support services; many instructors also embed learning services, both online and on-campus, into their assignments.

Faculty and staff are also provided training and information on different resources and services as part of New Hire Orientation and on an ongoing basis as new resources and services develop. For example, when EdReady became available to the College in 2014, three information session opportunities were provided to faculty, staff, and students. From these sessions, faculty and staff often return to their respective departments to share information. Additionally, the Faculty/Staff Development Committee is charged with providing professional development workshops and opportunities. This network of training and sharing information allows the College to raise awareness of resources and ensure that they are well advertised and utilized.

### **Analysis and Evaluation**

Hawai'i CC's established collaborations with other UH campuses and external support services include formalized contracts, MOAs, and monetary agreements that allow access of shared resources and services by students, faculty, and staff. Shared resources are advertised and accessible through the College website and at physical locations on campus.

### **LIST OF EVIDENCE**

### **CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Added The Learning Center tutoring services to MySuccess system	II.B.1	MySuccess Campus Leads, The Learning Center Coordinator	Completed in 2017-2018	Students able to make appointments at The Learning Center via the MySuccess system

## II.C. STUDENT SUPPORT SERVICES

**II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER15)**

### Evidence of Meeting the Standard

As described in Standard I.A.3, all of the College's academic program and service units are aligned with its mission. Each unit within the Office of Student Affairs details how its services align with Hawai'i CC's mission as part its comprehensive unit review. For example, the Counseling Unit "promote[s] student learning by providing information, guidance ([II.C.1-1](#)), and encouragement" and the Admission and Records Office Comprehensive Unit "embraces our unique Hawai'i Island culture" by "supporting active participation in cultural protocol and events (e.g. kīpaepae, Pāmaomao) and respecting cultural nuances when providing services" ([II.C.1-2](#)).

The demographic characteristics of Hawai'i CC's students demonstrate the necessity of the services the College provides for first generation, low-income, and indigenous students. Most of the College's students are Hawai'i residents (97 percent), and 59 percent are at least part Native Hawaiian. First generation students make up 24 percent of the population, and 64 percent of students qualify for Pell Grants. The average student age is 25, which reflects the high number of nontraditional learners that make up the student body; three percent are also veterans. Approximately half of the College's students are enrolled in career and technical education while the other half are completing general and pre-professional education. ([II.C.1-3](#), [II.C.1-4](#))

Hawai'i CC's Office of Student Affairs (also referred to as Division of Student Affairs) offers the following student support services, regardless of course delivery mode, at the College's Manono campus ([II.C.1-5](#)):

- Admissions and Records Office--accepts all students according to the Hawai'i CC open door policy; provides record management, transfer credit evaluation, and degree conferral services

- Career and Job Development Center (CAJDC)--assists students in exploring, developing, planning, and implementing their career goals and in gaining on- and off-campus employment opportunities
- Counseling, Advising and Support Services Center (CASSC)--provides students with admissions, academic, career, financial aid, personal, and job search assistance
- Financial Aid Office--assists students in funding their education
- Information Center--offers a centralized resource to guide students to appropriate resources
- Hā‘awi Kōkua--supports students with disabilities
- Student Life Program--provides extra-curricular experiences that engage students in their community and help them build leadership experience
- GEAR UP--supports low-income students in the transition to college
- Mental Wellness and Personal Development Service--supports students' mental wellness

Pāalamanui Student Services provides comprehensive student support services to students at the Pāalamanui campus. The following on-location services also support the students:

- The mental health therapist and Hā‘awi Kōkua counselor make regular, scheduled visits to the Pāalamanui campus to deliver services to students there.
- Elama Project--provides scholarships, counseling, and workshops for academic and career success at the College's Pāalamanui campus.

In addition to providing services to students at both of the College's locations, Hawai‘i CC also provided the following services during the Title III grant term:

- Hālaulani Transfer Success Center (Title III)--encourages and supports Native Hawaiian students to graduate and/or transfer to a four-year institution.
- Rural Hawai‘i Grant--supports high priority groups such as unemployed, underemployed, and veteran learners.

The grant ended in 2016, but the Paepae ‘Ōhūa Native Hawaiian Success Center continues to serve this student population. The center offers support through counseling, peer tutors and mentors, workshops, financial aid information, and academic advising ([II.C.1-6](#)).

Support services are also available to distance education (DE) students. The College's catalog lists the following services available for DE students, including students with disabilities, whose home campus is Hawai‘i CC: “admissions and records, orientation, financial aid, registration, counseling, and advisement” ([II.C.1-7](#)). The “Services For DE Students” webpage also provides links to learning support programs, technical support services, and Brainfuse online tutoring available to DE students, and has information on how to use the following Google applications: Drive, Email, Calendar, and Sites ([II.C.1-8](#)). The “Registering for a DE class” website explains the registration process, how to purchase textbooks, and how to inquire about financial aid for DE courses ([II.C.1-9](#)).

Hawai‘i CC regularly evaluates its student support services as part of its schedule of annual and comprehensive reviews of all programs and units ([II.C.1-10](#), [II.C.1-11](#)). The reviews from 2005 to 2016 are available online at the Program and Unit Review website ([II.C.1-12](#)). The College also implemented an assessment management system to track and record reports in fall 2017 as

part of its efforts to improve its oversight of assessment submission. Additionally, Hawai‘i CC publishes the Student Services Annual Report of Program Data (ARPD), which details and analyzes quantitative indicators in relation to student learning outcomes ([II.C.1-13](#)). Additional sources of evaluation data include projects such as the Admissions and Records Office’s “secret shopper” collaboration with Hawai‘i CC’s Marketing Program to improve services to students ([II.C.1-14](#)).

Unit assessment data have been used regularly by Division of Student Affairs (DSA) units to drive improvements in unit services, operations, and functions. For example, DSA Counseling and DSA Information Center annual and comprehensive reports over the past few years show they used survey data to improve outreach to students via texting and phone calls instead of just email([II.C.1-1](#)).

Hawai‘i CC’s newly formed Campus Integrated Student Support (ISS) Team, a subset of the University of Hawai‘i (UH) System’s ISS Task Force, has been charged with developing and implementing targeted student support strategies. The comprehensive, multifaceted, and inclusive ISS approach involves all members of the College community in creating a strong support structure for all students ([II.C.1-15](#)). Student needs are assessed through the use of data from multiple sources, technology, and meaningful human interactions. Services are designed to provide each student with the type and intensity of support appropriate for their unique circumstances and academic and career goals. The approach will begin with a soft launch in spring 2018 and full, institution-wide implementation by fall 2018.

### **Analysis and Evaluation**

Hawai‘i CC regularly evaluates its student services and demonstrates that they support student learning and the College’s mission.

**II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

### **Evidence of Meeting the Standard**

As stated in Standard I.C.1., Hawai‘i CC assesses all student support units annually. Each unit identifies its learning support outcomes, which are published on the College’s Assessment webpage. For example, Counseling, Advising and Support Services is assessed on the following student learning outcomes([II.C.2-1](#)):

- Student will identify career and/or academic goals and develop a plan to achieve those goals.
- Student will identify and utilize campus and community resources.
- Student will identify the requirements to maintain or return to good academic standing.

Additionally, comprehensive unit reviews occur on a three-year cycle. The assessment cycle prioritizes continual improvement of student support services, regardless of delivery mode, towards best meeting student learning outcomes. Once data have been collected, the results are

analyzed and areas of improvement are identified. The next assessment is then based on the action plan developed from the prior assessment ([II.C.2-2](#)). Some of the improvements to student services arising from assessment include the following:

- A mental health therapist position was added to Hawai'i CC's staff ([II.C.2-3](#))
- The mental health therapist developed online resources useful for distance education (DE) students and other students who prefer online resources, including ULifeLine and Half of Us, both of which provide wellness information, hotline numbers for suicide prevention, and other resources ([II.C.2-4](#))
- STAR GPS was introduced to improve online and in-person student advising and provide clear graduation pathways for each student's needs ([II.C.2-5](#))
- The Instruction Technology Support Office survey for DE students was revised in 2016-17 to include questions about student support services ([II.C.2-6](#))

### Analysis and Evaluation

Hawai'i CC assesses the outcomes of its learning support services and programs, and it regularly improves these services based upon assessment data. Annual and comprehensive reviews address assessment, action plans, resource requests, and alignment to the College's strategic goals to ensure continuous improvement of services.

**II.C.3 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. (ER 15)**

### Evidence of Meeting the Standard

Hawai'i CC assures that its services are reliably available when and where the students need them. The College includes campuses on both the western and eastern sides of the island (Manono and Pāalamanui), and its support services assist students at both campuses. The campuses are also connected via Polycom-enabled classrooms. The College's website provides a Live Chat service that directs students to appropriate services ([II.C.3-1](#)). Information about all of the above services is also listed online. For a description of its services for distance education students, see Standard II.C.1.

Hawai'i CC assures the equitability of its services by offering an appropriate, comprehensive, and reliable range of in-person and online services. The following provide services to enable equal access to Hawai'i CC's students:

- Hā'awi Kōkua--supports students with disabilities ([II.C.3-2](#))
- Title IX Coordinator--protects equal opportunity regardless of gender identity or sexual orientation ([II.C.3-3](#))
- The Elama Project--provides scholarships, counseling, and workshops for academic and career success to students otherwise unable to attend college at Hawai'i CC's Pāalamanui campus ([II.C.3-4](#))
- Instructional Technology Support Office (ITSO)--trains distance education faculty and assures that online courses are accessible to all online students([II.C.3-5](#))

- Admissions and Records Office--Accepts all students according to the Hawai‘i CC’s open door policy ([II.C.3-6](#))
- Student Orientation and Returning Student Advising--provides online orientation for new and transfer students unable to attend the in-person events ([II.C.3-7](#))
- The Early College High School Program (ECHS)--a dual-credit program that allows high school students to begin taking college courses at their high school ([II.C.3-8](#)).
- Running Start--a dual-credit program that also enables high school students to take college courses on the Hawai‘i CC campus ([II.C.3-9](#)).
- Kūlani Correctional Facility Courses--The Office of Continuing Education and Training offers Agriculture, Culture, and Personal Growth courses at the correctional facility ([II.C.3-10](#))

The Kūlani Correctional Facility program exemplifies equitable access to appropriate services by offering personal and professional training to incarcerated students. The Transitional Skills and Employment Skills courses help prepare students to successfully shift to a meaningful post-prison life. Agriculture courses such as Sustainable Crop Production and Egg Production for Small Farms provide inmates with workforce development and with ways to provide for themselves in an environmentally responsible and safe way once they leave prison. The courses can also count for credit should the inmates choose to enroll in a degree program once they are released.

Another growing program is the high school/early admit programs such as Early College and Running Start. These statewide programs, created in a partnership between the Hawai‘i State Department of Education and the UH System, provide opportunities for academically qualified public high school and home schooled students in grades 9-12 to enroll in college classes as part of their high school coursework; participating students can earn both high school and college credits. Early College programs have been offered in nine high schools across the island ([II.C.3-11](#)). Early College students are offered the same academic support services offered to all students, in addition to off-campus support with application, registration, and orientation. Enrolled students also have access to all resources available to Hawai‘i CC and University of Hawai‘i services and resources.

In order to provide appropriate and comprehensive services, the UH System abides by national and state equal opportunity laws that protect against discrimination. As stated in the University Statement of Nondiscrimination and Affirmative Action, “the University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status.” The College is committed to implementing the law under the leadership of Hawai‘i CC’s chancellor ([II.C.3-12](#)). As an example, Hā‘awi Kōkua assists students with disabilities in applying for and receiving accommodation. See Standard II.B.1 for a more detailed description of their services. As documented in the Hā‘awi Kōkua Unit Assessment Report 2014-15, 100 percent of students with disabilities that identified themselves were assessed and all who chose to accept accommodation were provided with it ([II.C.3-13](#)).

In addition to ensuring that students with disabilities not be excluded from any services, Hawai‘i CC comprehensively addresses the range of students’ needs by providing Title IX services. The College abides by the following UH System policy:

Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus Title IX Coordinator([II.C.3-14](#)).

The Title IX coordinator provides students with the following:

- a website with video tutorials on and links to Title IX resources and policies ([II.C.3-15](#)).
- A brochure that defines and provides examples of sexual harassment, sexual assault, and stalking, and lists resources for and the intervention efforts that ensue when a sexual assault is reported ([II.C.3-16](#))

Furthermore, all instructors are asked to include standard language on Title IX in their syllabi ([II.C.3-16](#)).

### **Analysis and Evaluation**

The College provides appropriate, comprehensive, and reliable services to its students to ensure that they access courses and resources, regardless of course delivery mode, on equitable terms. It oversees the implementation of nondiscrimination laws in order to serve all students equitably, and it makes information and services available to students regardless of location. By hiring a mental health counselor that serves both campuses and by constructing a new campus to better serve students on the west side of the island, Hawai‘i CC has also improved its services in the current accreditation cycle.

**II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

Hawai‘iCC provides co-curricular programs to enrich students’ educational experiences through its Student Life Program, in accordance with the UH System policy that co-curricular activities “empower students to be responsible leaders in civic duties, community service or professional matters” and “complement, extend, and reinforce academic learning by serving as nontraditional classroom venues for the application of knowledge, skills, and attitudes learned in the instructional program” ([II.C.4-1](#)).

The mission of the College’s Student Life Program is to “empower[...] students to develop leadership and life skills and demonstrate social responsibility through culturally-relevant co-curricular programs,” which aligns with the College’s mission to help students succeed academically and professionally while also serving the community([II.C.4-2](#)).

The Student Life Program manages the KauWa‘a Student Life Center and provides support to the College’s Chartered Student Organization (CSO) ([II.C.4-3](#)) and Registered Independent Student Organizations (RISOs) ([II.C.4-4](#)). CSOs serve the entire student body with funding from student fees, and include organizations such as the Associated Students of the University of Hawai‘i - Hawai‘i Community College (ASUH- Hawai‘i CC), the student government that represents the College’s students ([II.C.4-5](#)). RISOs serve students’ educational interests through clubs, such as the long-standing, internationally recognized honor society, Phi Theta Kappa ([II.C.4-3](#)). The College also provides service-learning opportunities for students and faculty ([II.C.4-6](#)).

Co-curricular activities contribute to students’ educational experience. For example, ASUH- Hawai‘i CC promotes students’ participation in student policy, leadership, and advocacy, as those in student leader positions must represent all students and uphold the student conduct code. In addition to providing leadership experience, co-curricular activities also cultivate students’ research and writing skills. The Hawai‘i CC Information Center coordinates the Ka ‘Io Newsletter, which students create and disseminate to all students electronically ([II.C.4-7](#), [II.C.4-8](#)) and in limited hard copy form once a week ([II.C.4-9](#)). Student publications fees fund annual academic planners, which are available to all students ([II.C.4-10](#)). Furthermore, co-curricular activities foster academic excellence through the Phi Theta Kappa Honor Society; by-laws establish its purpose as being “the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this college” ([II.C.4-11](#)).

The vice chancellor for Student Affairs (VCSA) exercises delegated control ([II.C.4-12](#)) over co-curricular programs, including their finances, and ensures that they are conducted with integrity. Student activity and publication fees are collected from students each semester. The VCSA approves expenditures of student fees for programs, educational experiences, and activities that benefit the student body ([II.C.4-13](#), [II.C.4-13](#)).

Student government fees are also collected from students each semester. The elected student government leaders of the ASUH-Hawai‘i CC, with the guidance of faculty/staff advisors, provide programming and activities to support the student body and manage student government fees. Student government leaders approve expenditures through standard parliamentary procedures, record approvals in the meeting minutes, and submit the minutes for processing ([II.C.4-15](#)). Hawai‘i CC also ensures that students leaders who participate in a CSO or RISO, which also have faculty/staff advisors, conduct themselves in a professional and collegial manner. Student leaders who violate standards of conduct within their organization may be disciplined as outlined in their bylaws ([II.C.4-16](#)).

### **Analysis and Evaluation**

Hawai‘i CC controls its co-curricular programs according to System policies to ensure that they are suited to and contribute to students’ social and educational experiences.

**II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

Hawai'i CC provides counseling and academic advising services for all current and prospective students at both the Hilo and Pālanui campuses ([II.C.5-1](#)). These services are available in person, by telephone, and by email. Counseling faculty also provide various student success workshops designed to bolster student success ([II.C.5-2](#), [II.C.5-3](#)). Workshops can be requested by instructional faculty for delivery during classroom time or during a specified time outside of classroom hours. Offerings include a variety of academic support topics including Time Management, Creating an Academic Plan, Learning Styles, and Memory Techniques. The Paepae 'Ōhua Native Hawaiian Success Center, supported by USDOE Title III until 2016 and institutionalized after that point, also provides counseling and advising to students based on Native Hawaiian philosophy and foundation ([II.C.5-4](#)).

Counseling and academic advising services are regularly evaluated through student evaluations, assessment, and the Community College Survey of Student Engagement (CCSSE) to ensure that they are supporting student development and success ([II.C.5-5](#)). For instance, student success workshops utilize an evaluation form ([II.C.5-6](#)) in which students are able to rate the workshops, provide input for future topics, and suggest revisions to the workshop they attended; the results of these surveys inform future topics and topic frequency for workshop offerings. The Counseling, Advising and Support Services Center (CASSC) uses the results of the evaluations and assessment to improve services, develop action plan strategies, and discuss professional development training needed for the counselors and academic advisors.

Student evaluations are administered regularly. For example, students are asked to complete an evaluation after their in-person academic advising sessions. At student success workshops, students complete an evaluation immediately after the workshop. When counselors conduct class registration information sessions in the fall and spring semesters, students also complete a survey immediately after the session. For online learners, the Instructional Technology Support Office (ITSO) sends out an electronic evaluation towards the end of the semester that includes questions about the support services the students received.

In order to ensure student success, Hawai'i CC orients students to understand program requirements ([II.C.5-7](#)). Prior to every semester, all new and transfer students attend a mandatory New Student Orientation (NSO) where they learn about campus resources and services available to them, general financial aid information, Title IX information, the STAR registration process, their major requirements, and the academic calendar. The NSO is offered both on campus and online; the online NSO is a live web session where students meet with a counselor ([II.C.3-5](#)). All international students and Early College students are required to attend a mandatory orientation each semester regardless of whether or not they have previously attended Hawai'i CC and are continuing enrollment into the next semester. All returning students (students who previously attended Hawai'i CC and stopped out for a semester or more) and students on academic

probation must attend a mandatory advising session with a counselor. For all students mandated to attend an NSO or advising session, academic advising holds are placed on students' records until they have completed the requirement ([II.C.5-8](#)).

In addition to providing students with timely and accurate information about academic, transfer, and graduation requirements when they first enroll as students, the CASSC staff regularly monitor students' academic progress. They generate a Master Student Profile document after the first week of the fall and spring semesters to identify all enrolled students. Counseling faculty use this data to identify students on academic probation, to determine how close a student is to fulfilling his/her graduation requirements, and to tally the number of students in each counselor's assigned group of majors. The CASSC staff also generate a Student Success Report for all students at least two weeks before the start of the fall and spring semesters. By using the data from this report, counseling faculty identify and contact those students who have registered for courses that are not applicable towards their graduation requirements. Ensuring that students know which classes are not applicable is especially important for students receiving financial aid, because financial aid will not fund classes that are not required for the major.

Furthermore, the counseling faculty collaborate with instructional faculty to reach out to students "flagged" in the MySuccess Early Alert program ([II.C.5-9](#)). In support of Hawai'i CC's commitment to student success and retention, faculty use the MySuccess Referral tool to identify students who would benefit from additional support through their academic journey. Instructors are provided with descriptions of patterns of behavior that typical at-risk students demonstrate, such as excessive absences. Instructors make efforts to approach students initially to address concerns, then make referrals to the counselors if necessary. Students are flagged by their instructors in the first week of instruction (No Shows), in the fifth week (Early Alert) and in the eighth week of the semester (Consider to Withdraw). Counselors follow up on referrals, making additional referrals as appropriate and providing assistance (e.g., academic plan, success strategies, financial aid). They close the loop by informing instructors of the outcomes of their referrals, as well as by submitting a report that is disseminated to the vice chancellor for Student Affairs, the vice chancellor for Academic Affairs, deans, and instructors at the close of the semester. These reports provide valuable information to analyze and respond to toward the goal of continuously improving support for student learning and achievement at Hawai'i CC.

Beginning in 2016, the CASSC implemented the Hānai A Kumū model, wherein counselors were assigned to specific accelerated English course instructors ([II.C.5-10](#)). The term "*hānai a kumu*" was chosen to relay the sense of a counselor adopting a teacher and class(es) to act as additional support for the class. Counselor activities include the following: visiting classrooms, conducting in-class workshops to support academic success, and serving as dedicated points of contact for instructors needing assistance with identified students. The Hānai A Kumū model was developed as a means of providing wrap-around services to support students during and after the University of Hawai'i Community Colleges (UHCC) Systemwide changes in the developmental education model. Class workshops are evaluated with the same assessment tool as the student success workshops.

Hawai'i CC trains instructional faculty and other personnel to ensure that they are prepared to advise students. The CASSC provides academic advisor refresher workshops for faculty advisors prior to the start of the fall and spring semesters ([II.C.5-11](#)). Furthermore, faculty advisors regularly communicate and collaborate with counseling faculty assigned to work with students in

the programs/majors they instruct. The Hilo campus has seven general counselors, one disability services counselor, one career and job development counselor, and one academic advisor. The Pālanui campus has one counselor who serves all students. In 2016-17, one counselor was reassigned to serve as the STAR coordinator in order to prepare staff and faculty to use the new STAR advising interface. The coordinator provided numerous STAR training sessions to teach advisors how to use the interface to register students and to familiarize them with the STAR Graduation Pathway ([II.C.5-12](#)).

### Analysis and Evaluation

Hawai‘i CC prepares faculty and personnel to best counsel and advise students with accurate information to enable academic success. It also ensures that students are familiar with the available resources and that they learn how to best succeed through their graduation pathways.

**II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)**

### Evidence of Meeting the Standard

As described in Standard II.C.1, Hawai‘i CC ensures adherence to its policies through the assessment and review of all units. Its admission policies are established at the UH System level.

According to these policies, Hawai‘i CC provides open admission to high school graduates aged 18 and over ([II.C.6-1](#)). The College’s only program with selective admission is Nursing ([II.C.6-2](#)). Admissions personnel process applications and related documents in an accurate and timely manner. The application form requests information about past education and residency ([II.C.6-3](#)).

Hawai‘i CC’s chancellor establishes the early admission policies ([II.C.6-4](#)). According to the catalog, high school students may register for courses with the guidance of the high school counselor and a Hawai‘i CC counselor if they follow all standard procedures and deadlines ([II.C.6-5](#)). The catalog also defines the residency requirements for in-state tuition, the procedures for veterans’ benefits, the transfer procedures, and placement criteria. Over the 2014-15 review period, the Admissions and Records Office “received and processed 5153 applications, evaluated and conferred (when eligible) 845 degrees and certificates, evaluated 591 transcripts resulting in over 13,000 transfer credits awarded, processed 1476 transcript requests, and certified over 120 students to the VA (each semester)” ([II.C.6-6](#)).

Hawai‘i CC lays out its degree and certificate pathways through the catalog, advising sheets, and the STAR advising interface. For example, students can see the program outcomes and semester-by-semester course plan for AS and AAS degrees and certificates in the catalog (e.g., Tropical Forest Ecosystem and Agroforestry Management ([II.C.6-7](#)) and Liberal Arts ([II.C.6-8](#))). They can also find the pathways defined on advising sheets available online or through a counselor (e.g., Tropical Forest Ecosystem and Agroforestry Management ([II.C.6-9](#)) and Liberal Arts ([II.C.6-10](#))). Students can find the specific requirements for the Liberal Arts concentrations in Administration of Justice, Art, History, Psychology, and Sociology in the catalog ([II.C.6-11](#)). Furthermore, they can register for the recommended courses directly through STAR, an interface

that populates each student's graduation pathway with the best sequence of courses for successful completion of their degree; STAR also includes a "What If Journey" where students can view and test out possible pathways ([II.C.2-5](#)). Hawai'i CC provided students, faculty, and staff with training in using the new interface [II.C.6-12](#). The interface supports the UH System's "15 to Finish" initiative, which encourages students to complete 15 credit hours every semester in order to increase their chances of completing their educational goals ([II.C.6-13](#)).

In addition to providing its students with a variety of materials delineating clear degree pathways, Hawai'i CC provides individual advising appointments concerning admissions, academic, career, retention, financial aid, personal, and other advising to help students complete their goals. In order to ensure that academic counselors provide a consistent level of quality advising, Hawai'i CC's CASSC provides students with the "Academic Advising Syllabus," which outlines the counselor's responsibilities ([II.C.6-14](#)). The worksheet doubles as an instructional resource for students, as it educates them about how to successfully take charge of their academic trajectory and provides them with advising tools and resources.

For students who wish to continue their education, the UH System provides a Course Transfer Database that students can search to establish course equivalencies ([II.C.6-15](#)). For students who wish to move straight into their careers with their degree from Hawai'i CC, the Career and Job Development Center (CAJDC) provides assistance with job search, resume and cover letter writing, completion of applications, and interview preparation ([II.C.6-16](#), [II.C.6-17](#), [II.C.6-18](#)). CAJDC also coordinates the IS 105 Career/Life Exploration and Planning course, which guides students through the career exploration process, assists with the selection and planning of an appropriate career/academic pathway, and develops professional and goal-setting skills ([II.C.6-19](#)).

In collaboration with the Hilo Veterans Center, Hawai'i CC also hosts a Veterans Resource, Education and Job Fair ([II.C.6-20](#)) on campus in Hilo; at Pālanui, the College has hosted informational tables to support access to benefits for veterans. In addition, Hawai'i CC offers an annual Career, Job, and Internship Fair ([II.C.6-21](#)) for students and alumni and also collaborates with county, state, and private agencies to offer an annual Career Readiness Fair and a Career, Job and Resource Fair for the community.

### **Analysis and Evaluation**

The College adheres to its open admission, early admission, and residency policies, and it clearly communicates admission policies and qualifications as it advises students on clear pathways to complete their educational goals. It provides the support that students need to achieve their academic and career goals, and it continually seeks ways to improve the quality of the services it offers. For example, Hawai'i CC's institution of the STAR advising interface in 2016 demonstrates the importance that the institution places on students understanding and following the most effective pathway for achieving success.

### II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

#### Evidence of Meeting the Standard

As described in Standard II.C.6, Hawai‘i CC follows an open admission policy, so it does not use admissions instruments. It does, however, evaluate its placement instruments at the UH System level. Based on a request made by the UHCC Achieving the Dream Initiative Team and endorsed by the UHCC vice president and the Hawai‘i CC Academic Senate, Hawai‘i CC revised its placement testing policy in spring 2014, requiring that all students entering degree and certificate programs complete testing in their skill areas before registering, with the exception of students who already possessed an AA or bachelor’s degree or who met the SAT or ACT entry requirements at UH Mānoa ([II.C.7-1](#)). Until December 2016, Hawai‘i CC used the placement instrument Compass as mandated by the UH System. In spring 2016, the UHCC Student Success Council’s Cognitive Assessment Committee recommended new measures ([II.C.7-2](#)) for placement into math and English: students who do not have SAT or ACT test scores can self-place in English and math courses based on a menu of qualifiers that include overall high school GPA or specific grades in 12th grade English or math courses, Smarter Balanced Assessment English and math levels, or GED or HiSET scores ([II.C.7-3](#)). Students without any of the listed measures will take an Accuplacer test. These new measures went into effect in fall 2016.

Accuplacer was selected to replace COMPASS as the new placement testing instrument because it is broadly used and easily programmable to fit the College’s needs, with a well-designed and completely online interface and live support. The effectiveness of Accuplacer and the other placement tools will be evaluated by the UHCC System annually. Upon evaluation, any necessary changes will be implemented.

Hale Kea Advancement and Testing Center (HKATC), which houses the placement testing at Hawai‘i CC, evaluates its placement practices annually. It has recently seen a 27 percent growth in the number of students receiving testing services([II.C.7-4](#)). To address the problems caused by the increase in demand for testing services, it has designated two electronic classrooms to address these needs, and it plans to hire one permanent position and one civil service position in the coming year.

#### Analysis and Evaluation

Hawai‘i CC, along with the UHCC System, regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Replacing the Compass placement instrument with the more accessible and user-friendly Accuplacer demonstrates a commitment to continually improving placement practices, and the College’s new policy also provides multiple qualifiers for establishing student placement.

**II.C.8 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.**

### **Evidence of Meeting the Standard**

Hawai‘i CC takes seriously its responsibility to collect and store sensitive student information only as necessary for the functioning of the College. It follows UH System policy EP 2.214 Security and Protection of Sensitive Information, which provides “the framework for specific practices and procedures associated with systems and files that contain sensitive, personal and confidential information”(II.C.8-1) The policy protects information such as student records and health information from inappropriate disclosure. In section III.D, it designates social security number and personal financial information as of special concern, and prohibits the use of social security number as an identifier and protects credit card and electronic transactions accordingly. Section III.H.1 states that only the designated senior administrators may grant individuals access to sensitive information as necessary for the effective execution of their duties. Lastly, in Section III.F of the policy, such information is only obtained “when essential to the function and operations of the institution.”

Hawai‘i CC maintains student records permanently, securely, and confidentially. Online student applications and academic and financial aid records for existing students are stored electronically on a secure server or in hard copy in locked file cabinets. Student medical records are stored electronically or as hard copies in locked file cabinets. Counseling and mental health records are also stored in locked filing cabinets. Furthermore, the College follows UH System policy for protecting sensitive information when it is being transmitted, such as using secure https web transactions and the secure UH “filedrop” service instead of email for online transmission (II.C.8-2).

Hawai‘i CC publishes and follows established policies for the release of student records. The UH System complies with the federal Family Educational Rights and Privacy Act (FERPA) and AP 7.022 Protection of Educational Rights and Privacy of Students (II.C.8-3). These administrative rules control the release of student records and delineate the procedures that students may follow in order to challenge record information that they deem inaccurate.

### **Analysis and Evaluation**

Hawai‘i CC maintains student records permanently, securely, and confidentially, and it publishes and follows policies for release of these records. It collects and stores sensitive information only as required to function, and securely transmits such information only to authorized persons.

### **CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Formalize comprehensive assessment of student needs regarding Student Services	II.C.1 II.C.3	Vice Chancellor for Student Affairs, Student Affairs managers	Begin fall 2018	Increase data to better identify needs for student services for all students (including DE)
Reorganize Student Life structure	II.C.4	Vice Chancellor for Student Affairs	Begin fall 2018	Clearly defined Student Life structure and program
Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers	II.C.7	Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager	Planned for fall 2018 (after new Institutional Researcher hired)	Structured and scheduled data analysis of placement instruments and qualifiers (every semester)

## **Standard III Resources**

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**III.A. Human Resources**

**III.B. Physical Resources**

**III.C. Technology Resources**

**III.D. Financial Resources**

## Standard III Resources

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The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### III.A. Human Resources

**III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### Evidence of Meeting the Standard

##### Hiring Criteria and Consistent Hiring Procedures

Hawai'i Community College assures the integrity and quality of its program and services with clear policies and procedures for hiring administrators, faculty, and staff. Permanent employees of the College fall into one (1) of four (4) distinct classifications:

- Executive/Managerial (E/M) ([III.A.1-1](#))
- Faculty ([III.A.1-2](#))
- Administrative, Professional, and Technical (APT) ([III.A.1-3](#))
- Civil Service([III.A.1-4](#))

The first three (3) groups are approved by the Board of Regents (BOR) and are referred to as BOR positions. Applications are submitted directly to the College for the interviewing and hiring process with the exception of the E/M positions, which also require presidential and/or BOR approval. Safeguards are in place to ensure consistent application of the BOR's hiring policies and procedures ([III.A.1-5](#), [III.A.1-6](#), [III.A.1-7](#)) The civil service group falls under the jurisdiction of the State of Hawai'i Department of Human Resources Development (DHRD) ([III.A.1-8](#)). In addition, the College employs temporary employees to meet short term needs.

The College creates screening committees to review application materials, select qualified applicants for interviews, and identify candidates for potential employment in permanent positions. Screening committees are formed to provide a balanced and objective evaluation and recommendation of candidates, and follow best practices promoted by the UH Office of Human Resources (OHR) ([III.A.1-9](#)). Generally, the primary hiring decision and compliance with Equal Employment Opportunity (EEO) and OHR procedures in the hiring process are the responsibility of the College, subject to review and consultation with UH System ([III.A.1-10](#), [III.A.1-11](#)).

### **Program needs and College mission**

The College seeks to recruit the best qualified candidates to perform the requisite duties and responsibilities of the position description (PD). The PD clearly indicates the position duties, skills, responsibilities, authority, minimum qualifications, and desirable qualifications (if any). Established PDs are reviewed by the program, unit, and administrators to ensure that they address the needs of the College. Hawai'i CC's Equal Employment Opportunity/Affirmative Action (EEO/AA) coordinator reviews the PD for compliance before the position is posted.

### **Advertising, Credential Verification and Equivalencies**

All vacant positions are posted on the publicly accessible University of Hawai'i Work At UH website ([III.A.1-12](#)) and a newspaper of statewide circulation. Campuses also have the option to advertise nationally in appropriate professional journals, electronic bulletins, industry publications, or other suitable media. Advertisements are prepared in accordance with the UH Systemwide Chapter 9 Personnel BOR policies ([III.A.1-13](#)), executive policies ([III.A.1-14](#)), and administrative procedures ([III.A.1-15](#)); the College's EEO/AA Policy ([III.A.1-16](#)); collective bargaining agreements ([III.A.1-17](#)); and state and federal non-discrimination laws. Instructions for applying are provided on the Work At UH website based on the classification of the PD.

Applications are screened by Human Resources for minimum qualifications (MQs), and degree(s) conferred are verified with official transcripts to produce a list of qualified candidates for screening committees to interview and recommend candidates for appointment. Colleges check the equivalency of degrees by referring to the National Association of Credential Services([III.A.1-18](#)).

### **Analysis and Evaluation**

The College has a well-defined recruiting, screening, and selection process. Position descriptions are reviewed by units and administrators prior to public posting to ensure that they accurately describe the position and address the needs of the institution. The UH System provides clear policies and procedures relating to personnel under Chapter 9 of the BOR policies, executive policies, and administrative procedures. These policies and procedures are continuously revised and updated by the UH System to provide assurance that personnel hired by the College are qualified to preserve the integrity of its programs and services.

**III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.**

### **Evidence of Meeting the Standard**

Instruction is the College's highest priority; therefore, teaching remains the most important duty of the instructional faculty ([III.A.2-1](#)). BOR Policy RP 9.214 sets standards for the level of assignment for the instructional component of faculty responsibilities ([III.A.2-2](#)). In addition, position descriptions for instructional faculty include any non-instructional duties and responsibilities, which typically require developing and/or updating curriculum, teaching

methods, and assessment strategies to improve student learning based on assessment results; conducting student evaluations of teaching effectiveness; participating in assessment of course learning outcomes; and participating in department and/or institutional assessments of student learning. Lecturer (adjunct) positions include assessment of student learning but do not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of faculty members. Faculty classification ([III.A.2-3](#)) including duties, academic qualifications, generic job descriptions, and criteria for tenure and promotion are established at the UHCC level for all faculty ([III.A.2-4](#)). Academic qualifications for lecturers are identical to those for other faculty. The College uses these factors in hiring, retention, and promotional decisions.

Hawai'i CC evaluates faculty qualifications via a rigorous application and screening process, ([III.A.1-6](#)). The application for faculty or executive positions requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities ([III.A.2-5](#)). Undergraduate and graduate transcripts, as well as contact information for professional references, are collected so that the College may verify qualifications and coursework based on degrees awarded from an accredited institution as it relates to the position applied for. Applicants may also be asked to submit other materials (e.g., letters of reference, teaching evaluations, papers, writing samples), as further evidence of their qualifications and potential to contribute to the mission of the College. As part of the interview process, the screening committee may ask the candidates to present a sample lesson, teaching demonstration, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

### **Analysis and Evaluation**

The College evaluates applicants' qualifications and potential to contribute to the institution via an extensive application and screening process. Faculty job descriptions include a detailed list of instructional and non-instructional duties and responsibilities.

**III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

### **Evidence of Meeting the Standard**

Duties, academic qualifications, and job descriptions are established by the UH System for all administrators ([III.A.3-1](#)) and other personnel ([III.A.3-2](#)). Position descriptions for administrators and other employees responsible for educational programs and services are reviewed prior to each recruitment by the relevant department/program/unit, hiring authority, and by Human Resources. Descriptions include duties and responsibilities associated with long-term institutional effectiveness, including accreditation, planning, grants, initiatives, assessment, and program review. The College uses these factors in hiring, retention, and promotional decisions.

Hawai'i CC evaluates applicant qualifications via a rigorous application and screening process ([III.A.1-6](#)). Administrators use the same application form as faculty, the application for faculty or executive positions, which requires applicants to list all relevant degrees and other training, professional and teaching experience, scholarly activities, service, honors, or activities, as well as submit transcripts, resumes, references, and other supporting documents ([III.A.2-5](#)).

Similarly, the application for other employees, required for administrative, professional, and technical (APT) positions, requests evidence of qualifications, including educational attainment, training, work experience, professional memberships and/or awards, certifications, and licenses ([III.A.3-3](#)).

### **Analysis and Evaluation**

The College has a well-defined recruiting, screening, and selection process to hire administrators and other employees responsible for educational programs and services with the qualifications necessary for their positions.

**III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Evidence of Meeting the Standard**

Hawai'i CC requires that degrees held by faculty, administrators, and other employees be from an accredited institution as evidenced in the "To Apply" section of the position description posted on the Work At UH website ([III.A.4-1](#)). Degrees from institutions outside of the United States are checked for equivalency by referring to the National Association of Credential Evaluation Services ([III.A.1-18](#)).

The College publishes in its printed and online catalog a directory of faculty and staff listing employees and their respective degrees from accredited institutions ([III.A.4-2](#)).

### **Analysis and Evaluation**

The College requires a degree from an accredited institution to meet employee minimum qualifications. Furthermore, the College has a procedure for checking the equivalency for degrees earned from non-U.S. institutions.

**III.A.5 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.**

### **Evidence of Meeting the Standard**

Hawai'i CC follows established policies and procedures for the performance evaluation of all personnel. The intervals, criteria, and evaluation processes are set forth by UH Systemwide Chapter 9 Personnel BOR policies ([III.A.1-13](#)), executive policies ([III.A.1-14](#)), and administrative procedures ([III.A.1-15](#)); the College's EEO/AA Policy ([III.A.1-16](#)); and appropriate collective bargaining agreements ([III.A.1-17](#)).

BOR Policy RP 9.213 provides guidelines and specific procedures to evaluate executive/managerial (E/M), faculty, and APT personnel periodically ([III.A.5-1](#)). Performance

evaluations are conducted in order to provide assurance to the College and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage. The evaluations also provide for the recognition of excellence and identify areas for improvement.

E/M personnel are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism; they are evaluated annually as specified in BOR Policy RP 9.212 ([III.A.1-7](#)). These evaluations are a critical component of continued employment, professional development, and compensation. In accordance with UHCCP #9.202, the executive employee provides a statement of professional and administrative objectives at the beginning of the evaluation period for that year ([III.A.5-2](#)). These goals include long-term objectives that serve as a basis for incremental planning. At the end of the evaluation period, the executive employee provides a self-assessment to his/her supervisor on the progress made toward goals and strategic outcomes, and accomplishments during the past year in relation to the goals and objectives. The evaluation may also include a survey using the UH System's 360 Assessment Online Evaluation tool ([III.A.5-3](#)) to receive anonymous feedback from peers, constituents, and personnel selected by the supervisor. The confidential results of the evaluation are provided to the supervisor to discuss with the executive employee.

Faculty members submit dossiers at regular and defined intervals, prescribed in the 2017-2021 UHPA-BOR Contract, Article XII, Tenure and Service ([III.A.5-4](#)). Dossiers for faculty include analyses of performance, student ([III.A.5-5](#)) (for instructional faculty) and peer feedback ([III.A.5-6](#)), job duties, and participation in the College and community. During a probationary period, tenure-track employees submit dossiers to apply for contract renewal every two years; after the probationary period, tenured faculty are required to submit a post-tenure review document every five years as specified in UHCCP #9.203 ([III.A.5-7](#)) and HAW 9.203 ([III.A.5-8](#)). These policies recognize the special role of the faculty in the academic mission of the College and provide safeguards for academic freedom as well as the opportunity for participation of faculty peers in the review process. The purpose of the evaluation of faculty is to improve the overall instruction and/or service to students as well as to evaluate the performance of their primary responsibilities and success in meeting institutional needs.

Lecturers are evaluated once each year, once every two years, or once every four years depending on position level as specified by UHCCP #9.104 ([III.A.5-9](#)) and HAW 9.104 ([III.A.5-10](#)). The purpose of the evaluation is to improve overall instruction for students as well as to evaluate the lecturer's performance of teaching duties. The evaluation must include one peer evaluation, student evaluations submitted through eCAFE ([III.A.5-11](#)), and a self-analysis reflecting on the achievement of student learning outcomes, instructional strategies, and effectiveness. The submission must also include any planned actions as a result of the peer and student evaluations and responses to prior evaluation recommendations. The evaluation documents are submitted to the department/division chair (DC) for feedback, including strengths and weaknesses. The DC makes a recommendation to rehire/not rehire to the vice chancellor for Academic Affairs who notifies the lecturer by April 30 if he/she remains in good standing and is eligible for assignment to classes.

Administrative, professional, and technical (APT) personnel are evaluated annually from November 1 to October 31 in accordance with AP 9.170([III.A.5-12](#)) using the UH performance evaluation system ([III.A.5-13](#)). The purpose of the evaluation is to give both the supervisor and

employee the opportunity to discuss performance expectations and recognize exceptional work performance. In accordance with this policy, the supervisor meets with the APT employee at the beginning of the evaluation period to review the position description and work assignments, and to discuss the supervisor's expectations for the evaluation period. If the APT employee believes the performance expectations established by the supervisor are not consistent with the work assignments and position description, the employee may request a review by the appropriate level of authority above the immediate supervisor.

Civil service personnel are evaluated at the initial probationary period of six months, again at the year mark, and annually thereafter. Evaluation procedures follow the performance appraisal system (PAS) of the State of Hawai'i Department of Human Resources Development (DHRD) ([III.A.5-14](#), [III.A.5-15](#)). The purpose of the PAS is to evaluate achievement of position requirements, recognize excellent performance, and address unacceptable performance. The supervisor meets with the civil service employee at the beginning of the evaluation period to review the performance categories and set goals for the employee. Performance issues can be noted on the PAS during the performance monitoring period, and coaching and performance feedback is given to the employee. The appraisal conference is conducted privately to discuss performance effectiveness, help the employee understand how he/she can improve performance, and to provide positive feedback on good performance. This conference also allows the supervisor and civil service employee to begin performance planning for the next rating period and discuss performance expectations/requirements and goals/projects for the coming year.

### **Analysis and Evaluation**

The College adheres to established policies and procedures related to the performance evaluation of all personnel.

**III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of The assessment of learning outcomes to improve teaching and learning.**

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

**III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

### **Evidence of Meeting the Standard**

As of fall 2016, Hawai'i CC employed a total of 104 qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services ([III.A.7-1](#)). Of these individuals, 86 are instructional faculty and 18 are other faculty positions. The College also has 97 lecturers who are hired on an as-needed basis.

UHCCP #9.237 establishes the standard teaching assignment for full-time community college instructional faculty as 27 semester credits or equivalent per academic year ([III.A.7-2](#)). As prescribed in the 2017-2021 UHPA-BOR Contract, Article IV, Faculty Professional Responsibilities and Workload ([III.A.7-3](#)), faculty workload is not limited to instruction. Instructional faculty of the College may have duties and responsibilities that encompass a number of professional activities in addition to teaching. Programs are responsible for the review of staffing needs in order to achieve the institutional mission and purposes.

Based upon curriculum and enrollment needs, the division or department chair (DC) identifies the total instructional workload requirements to be met for the academic year. Considering the planning, professional objectives, and activities of the faculty, as well as the objectives of the division or department, the DC determines faculty instructional workload in accordance with BOR Policy RP 9.214 ([III.A.7-4](#)). While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the ratio is monitored by the UHCC System and the College to assure compliance with the Standard.

Established positions are allocated by State Legislature as shown on the College's organizational chart([III.A.7-5](#)). Programs review instructional needs for all delivery modes and submit requests for additional faculty in comprehensive program ([III.A.7-6](#)) and unit reviews ([III.A.7-7](#)), which are reviewed by the College Effectiveness Review Committee (CERC). When an instructional faculty position is vacated by retirement, termination, or resignation, the deans and vice chancellor for Academic Affairs (VCAA) determine if the position should be recruited for replacement. The VCAA then submits personnel recommendations to the chancellor for resource allocation discussion at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees.

As described in Standards III.A.1 and III.A.2, applicants for faculty employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are made at the chancellor level.

### **Analysis and Evaluation**

The College maintains a sufficient number of faculty to meet enrollment demand. Lecturers are hired as needed when enrollment and other workloads increase. As a component of reorganization and budgetary planning processes, the College divisions and departments identify staffing needs to fulfill institutional missions and goals.

**III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

### **Evidence of Meeting the Standard**

The College website provides a number of online resources for all faculty. The Faculty and Staff page contains links to a variety of resources, including evaluation and professional development information. The College's Employee Handbook([III.A.8-1](#)) is available online and addresses

employee matters and issues for all College employees. The handbook includes information about the College, documents and resources, policies and procedures, campus communication, campus services, professional development, and emergency procedures.

Division/department chairs provide orientation and oversight for lecturers (adjunct faculty). As outlined in Standard III.A.5, the College has established policies and procedures related to the performance evaluation of all personnel. Lecturers are evaluated as specified by UHCCP #9.104 ([III.A.5-9](#)) and HAW 9.104 ([III.A.5-10](#)). Lecturers teaching at least half-time are members of the faculty collective bargaining unit and are covered by the collective bargaining agreement.

Professional development covering a wide range of topics is provided to all faculty, including lecturers, during convocation week ([III.A.8-2](#)) and throughout the year ([III.A.8-3](#)). All workshops are free and are offered to all faculty, lecturers, and staff. The College has also sent lecturers to select conferences, including the annual Hawai'i Strategic Institute (HSI)/Hawai'i Student Success Institute (HSSI)([III.A.8-4](#)) and the Hawai'i Great Teachers Seminar([III.A.8-5](#)).

### **Analysis and Evaluation**

Hawai'i CC online information and division/department orientations provide lecturers with necessary information about the College and their specific division/departments. Convocation week offers workshops and events to all faculty and staff to provide opportunities for integration into the College culture and campus activities. The College provides year-round support and training to all interested faculty. Division/department chairs oversee lecturer performance and regular evaluation of lecturers is directed by System and College policies.

**III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

### **Evidence of Meeting the Standard**

As of fall 2016, Hawai'i CC employed a total of 128 qualified staff to support the effective educational, technological, physical, and administrative operations of the institution ([III.A.9-1](#)). Of these individuals, 67 are administrative, professional, and technical (APT) positions and 61 are civil service positions.

APT positions include professional, non-faculty positions that require a baccalaureate degree, such as research associates, educational specialists, administrative officers, auxiliary and facilities services personnel, and human resources specialists. The classification and compensation of each pay band is established by the University of Hawai'i Office of Human Resources (OHR) ([III.A.9-2](#)). The College has Band A and B APT positions based on a salary schedule for 9-month and 11-month employees ([III.A.9-3](#)), assigned to pay bands ([III.A.9-4](#)) based on work complexity and scope of responsibility:

- Band A – Entry / Intermediate / Independent Level Worker
- Band B – Journeyworker / Senior Worker / Working Supervisor

Civil service positions include a variety of occupations relating to clerical, library support, property protection, nursing, medical support, labor, custodial, trades, and equipment operation.

The OHR is delegated authority to classify civil service positions. The State of Hawai‘i Department of Human Resources Development (DHRD) ([III.A.9-5](#)) maintains the Class Specifications and Minimum Qualification Requirements and Compensation Plan ([III.A.9-6](#)) for each position.

Established positions are allocated by State Legislature as shown on the College’s organizational chart ([III.A.7-5](#)). When a position is vacated by retirement, termination, or resignation, the manager, division/department chair, or vice chancellor determines if the position should be recruited for replacement as a part of the strategic planning process. The vice chancellor submits personnel recommendations to the chancellor for resource allocation discussions at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees. Requests for additional positions are included in the comprehensive program and unit reviews that are completed every three years. Based on evaluations of comprehensive reviews, if a new position needs to be created, supervisors work in consultation with Human Resources representatives to determine the duties, responsibilities, and the minimum qualifications of the position.

As described in Standard III.A.1, applicants for employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience, which are required upon offer of employment as described in the “To Apply” section of each position posted on the Work at UH website([III.A.4-1](#)). Final decisions on hiring are made at the chancellor level.

Names and biographical information about administrative staff are located in the catalog ([III.A.9-7](#)).

### **Analysis and Evaluation**

The College maintains a sufficient number of staff with appropriate credentials to provide operational and administrative support. Program and unit review and assessment provide a venue to assess capacity needs in support areas to fulfill institutional missions and goals.

**III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

### **Evidence of Meeting the Standard**

As specified in Executive Policy EP 9.212 ([III.A10-1](#)), individual executive/managerial (E/M) positions are established with specific duties and responsibilities that reflect managerial and leadership requirements necessary to carry out the strategic mission of the University. Only the University of Hawai‘i president has the authority to establish, amend, or abolish E/M positions, except for positions that report directly to the BOR or to the president. While no formal administrative staffing ratios are established, the staffing levels for E/M employees are reviewed and compared across the UHCC System.

Hawai‘i CC has a total of seven E/M positions ([III.A.9-7](#)):

- Chancellor
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor for Administrative Affairs
- Director, EDvance (formerly Office of Continuing Education and Training)
- Director, Hawai‘i CC – Pālanui (University of Hawai‘i Center at West Hawai‘i)
- Dean of Career and Technical Education
- Dean of Liberal Arts and Public Services

As outlined in Standards III.A.1 and III.A.3, applicants for E/M employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are approved by the president or BOR. E/M positions are provided with University Leadership Orientation as specified in Executive Policy EP 2.211 ([III.A.10-2](#)).

### **Analysis and Evaluation**

The College maintains a sufficient number of executive/managerial positions as compared to other UH community colleges. As the College takes steps to fill positions held by interim appointees, executive and managerial leadership has remained focused on the College’s mission and the goals of the Strategic Directions 2015-2021.

**III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **Evidence of Meeting the Standard**

Personnel policies are established and published at multiple levels, including BOR policies ([III.A.1-13](#)), UH executive policies ([III.A.1-14](#)), UH administrative procedures ([III.A.1-15](#)), UHCC System Section 9 policies ([III.A.1-16](#)), State of Hawai‘i Department of Human Resources Development (DHRD) policies ([III.A.11-1](#)), and College policies ([III.A.11-2](#)). Additionally, collective bargaining agreements govern personnel actions for covered employees ([III.A.1-17](#)).

The College’s personnel policies and procedures (Section 9) are available for review on the College’s website ([III.A.11-3](#)). New or revised policies and procedures are developed using a collaborative decision-making process with appropriate participation and consultation. The Human Resources office helps to ensure that personnel policies and procedures are equitably and consistently administered for the fair treatment of all personnel.

### **Analysis and Evaluation**

The Colleges establishes, publishes, and adheres to written personnel policies and procedures.

**III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### **Evidence of Meeting the Standard**

Hawai‘i CC is committed to providing appropriate programs, practices, and services that support its diverse personnel. The College maintains clear policies and procedures for employment equity and diversity consistent with its mission.

The College adheres to a policy of nondiscrimination and equal opportunity in all personnel actions in accordance with the principles of Equal Employment Opportunity and Affirmative Action (EEO/AA) under BOR Policy RP 1.205 ([III.A.12-1](#)), Executive Policy EP 1.202 ([III.A.12-12](#)), Administrative Procedure AP 9.890 ([III.A.12-3](#)), and Hawai‘i CC Policy HAW 9.900 ([III.A.1-16](#)), which includes a commitment to “stress individual qualifications and prohibit discrimination on the basis of race, color, national origin, sex (including sexual harassment), religion, ancestry, age, marital status, disability, arrest/court record, sexual orientation, breastfeeding and National Guard participation.”

Formal EEO/AA analysis is conducted by the UHCC System on a regular basis and is incorporated into the recruitment/hiring processes. The College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the director of UHCC EEO/AA develops affirmative action plans (AAP) for minorities and women in accordance with federal contractor requirements on an annual basis. In addition, the director develops an affirmative action plan for protected veterans and individuals with disabilities (Part II) prepared in accordance with federal contractor requirements ([III.A.12-4](#)). Faculty/staff with disabilities can seek assistance with the Human Resources office.

The director of UHCC EEO/AA works closely with the campus EEO/AA coordinator to monitor employment practices and recruiting and hiring decisions to ensure compliance with the laws. The campus EEO/AA coordinator oversees all aspects of the employment process, beginning with the selection of screening committee members and approval of interview questions before applications are reviewed, in addition to providing support for the College’s diverse personnel.

The College is committed to creating a culture of equality, acceptance, and respect for all members of our campus community regardless of race, ethnicity, gender identity or sexual orientation in accordance with the UH System Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality and with relevant EEO/AA policies ([III.A.12-5](#)).

The College also participates in the UH System’s Safe Zone program ([III.A.12-6](#)), with goals of promoting social justice and fostering a safe and inclusive community for LGBTQ+ students, faculty, and staff. Offices, faculty, and staff that have completed the Safe Zone training program may display the Safe Zone Ally poster. In addition, a list of faculty and staff members who have declared that they are allies and advocates is posted on the College’s website ([III.A.12-7](#)).

## Analysis and Evaluation

The College is committed to a policy of nondiscrimination and equal opportunity in employment decisions and strives to promote diversity through its programs, practices, and services to foster a culture of equality, acceptance, and respect for all members of campus.

**III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

### Evidence of Meeting the Standard

All personnel at the College are considered State of Hawai‘i employees and therefore governed by the State Ethics Code, Chapter 84, Hawai‘i Revised Statutes ([III.A.13-1](#)). All state employees must exhibit the highest standard of ethical conduct regarding gifts, confidential information, fair treatment, conflicts of interest, and disclosure. The statute also describes disciplinary action for violations.

Faculty and lecturers at the College are guided by a Statement of Professional Ethics in accordance with UHCCP #5.211([III.A.13-2](#)) based on the adoption of the American Association of University Professors Statement on Professional Ethics ([III.A.13-3](#)). This policy reinforces expectations and standards that faculty must strive to achieve in recognition of the special responsibilities placed upon them. The statement provides guidance in such matters as intellectual honesty, academic freedom, responsibilities to students, respect for colleagues, and impressions when speaking or acting as citizens.

BOR Policy RP 12.201 also sets forth ethical standards of conduct in research and scholarly activities ([III.A.13-4](#)). Executive Policy EP 12.211 sets forth policies and procedures for responding to allegations of research and scholarly misconduct ([III.A.13-5](#)). When a formal allegation is rendered, the procedures provide due process rights as specified in the appropriate collective bargaining agreements to ensure that any decisions rest on evidence fully and fairly assessed.

In addition, Administrative Procedure AP 8.025 outlines responsibilities of employees who perform or have authority for fiscal and administrative functions ([III.A.13-6](#)).

The College provides annual training for all employees regarding ethics, conflicts of interest, Title XII, Title IX ([III.A.13-7](#)), and sexual harassment.

All employees are also required to file the University of Hawai‘i Conflicts of Interest Disclosure Form Part I ([III.A.13-8](#)) in accordance with Executive Policy EP 12.214 ([III.A.13-9](#)). When a conflict of interest situation arises, the guidelines in Administrative Procedures AP 5.504 ([III.A.13-10](#)) set forth policies and procedures for determining the appropriate action for conflict resolution and possible implementation of a management plan. Further review may be conducted by other senior administrators and the University of Hawai‘i Office of Research Services (ORS) ([III.A.13-11](#)); the case may also be referred to the Conflicts of Interest Committee to prepare written recommendations for management or elimination of the conflicts of interest.

## Analysis and Evaluation

The College has established policies and procedures related to the professional ethics of all personnel. The College ensures the dissemination of information at the time of hiring and through ongoing, annual training and activities to further awareness. Clear policies and procedures are in place to address potential violations.

**III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

## Evidence of Meeting the Standard

The College's commitment to promoting lifelong learning within our *Kauhale* is also demonstrated with its support for the professional development of its faculty and staff. One of the College's 2017-18 institutional priorities (called Wildly Important Goals) is "Strengthening *Kauhale* through its human capital." Hawai'i CC promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad ([III.A.14-1](#)), and sabbatical leave ([III.A.14-2](#)).

Faculty and staff have attended national and international conferences to enhance job knowledge and stay current with trends in higher education programs and services. Recent conferences attended include the following:

- SCUP-52 ([III.A.14-3](#)), Society for College and University Planning - "We Strengthen and Transform Higher Education"
- NAFSA: Association of International Educators
- Strategic Enrollment Planning Executive Forum
- Community Colleges for International Development
- American College Counseling Association (ACCA) Conference
- International Union for Conservation Networks
- Council on Adult and Experiential Learning
- Association for Tropical Biology and Conservation (Merida, Yucatan, Mexico)
- Conference of the Americas on International Education & The Meeting of the Inter-American Space for Technical and Technological Higher Education (Montreal, Quebec, Canada)
- Transatlantic Connections (Bundoran, Donegal, Ireland)

The College and UHCC System support numerous professional development activities, including the following:

- The President's Emerging Leaders Program (PELP)([III.A.14-4](#))
- WO Learning Champions ([III.A.14-5](#))
- Community College Leadership Champions ([III.A.14-6](#))
- Hawai'i Student Success Institute ([III.A.8.4](#))
- Hawai'i Great Teachers Seminar ([III.A.8-5](#))
- Innovative Educators Webinars ([III.A.14-7](#))

- APT/Civil Service Professional Development Day ([III.A.14-8](#))

The College purchased a subscription to provide all personnel with a library of professional development webinars. The Innovative Educators webinar calendar provides a timeline of more than 150 live webinars per year ([III.A.14-9](#)). For those who prefer on-demand webinars, a library of over 100 training topics is available, including At-Risk Populations, Campus Safety, Organizational Development, Student Success, Teaching & Learning, Technology, and Title IX ([III.A.14-10](#)).

Throughout the year, the Faculty/Staff Development Committee ([III.A.14-11](#)) coordinates professional development activities to help create a campus culture that emphasizes continuous learning and growth, to create opportunities for faculty and staff develop their skills to further their careers, and to build unity and familiarity across the campus. The Professional Development Workshops calendar ([III.A.8-3](#)) serves as a resource for professional development and includes topics of interest such as campus safety ([III.A.14-12](#)), how to support those in crisis ([III.A.14-13](#)), and electricity savings ([III.A.14-14](#)). Participants complete evaluations to provide feedback to the presenters and to the committee; feedback is used as the basis for future professional development planning and improvements.

In conjunction with the Faculty/Staff Development Committee, the Instructional Technology Support Office (ITSO) ([III.A.14-15](#)), part of the Academic Support unit, researches and provides training for new technologies and strategies that enhance the achievement of student learning outcomes. In addition to regular campus workshops to refresh or refine skills related to online course development, Google applications, and other technologies ([III.A.14-16](#)), ITSO also administers the Online Course Development Program (OCDP) annually. The OCDP is an intensive training that covers online course development strategies, use of *Laulima* (UH learning management system) tools, and federal and College expectations of online courses; follow-up training and evaluation is conducted throughout the completion of the course development and teaching of the online class ([III.A.14-17](#)). ITSO uses data gathered from workshop evaluations, OCDP evaluations, and campus wide surveys to inform future trainings.

All College personnel are eligible to apply for University of Hawai'i tuition waivers ([III.A.14-18](#)). These waivers allow qualified employees to take classes at any of the UH campuses, up to six credits per semester. This practice encourages personnel to remain “lifelong learners.”

The College identifies professional development needs and sufficiency of learning opportunities through campus climate surveys. As a follow up, EDvance (formerly the Office of Continuing Education and Training–OCET) sent out a survey to college staff and conducted in-person surveys to identify topics of interest for future trainings. The culmination of this effort was the first APT/Civil Service Professional Development Day in fall 2017, which was run in-house using a conference format with multiple workshops to choose from.

Other means to identify professional development needs come through use of the Institutional Change Assessment Tool ([III.A.14-19](#)), program/unit reviews, performance evaluations with supervisors, and open-house discussions with the chancellor.

## Analysis and Evaluation

The College provides a wide range of professional development opportunities for employees, including campus based trainings; Systemwide leadership development programs and conferences; state, national, and international travel grants; online webinar access; long-term sabbatical leaves; and college tuition waivers. Evaluations of professional development activities are used for future planning and improvement efforts.

**III.A.15 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.**

## Evidence of Meeting the Standard

The College's Human Resources office maintains the security and confidentiality of personnel records in accordance with state and federal laws, regulations, and rules. Personnel files for faculty and APT employees are maintained at the College, E/M and civil service personnel records are maintained by the University of Hawai'i Office of Human Resources (OHR) ([III.A.9-2](#)) and student employee records are maintained by supervisors.

Employees may view their personnel records by appointment by contacting the Human Resources office. Procedures governing an employee's access to their records are found in AP 9.025 ([III.A.15-1](#)). This procedure complies with the provisions of the Fair Information Practice Act to provide confidentiality of personal records and access to an employee's personal records in accordance with Hawai'i Administrative Rules, Title 20, University of Hawai'i, Chapter 16, Personal Records ([III.A.15-2](#)). Under this procedure, employees seeking access to their records submit a request form to the designated custodian of the personal record.

The College makes provisions to maintain and secure E/M, faculty, and APT personnel records in accordance with AP 9.075 ([III.A.15-3](#)). This procedure also governs an employee's access to their records in accordance with the Disclosure of Personal Records ([III.A.15-4](#)) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai'i Revised Statutes (HRS) ([III.A.15-5](#)).

Civil service personnel records are maintained and secured by OHR under State of Hawai'i Department of Human Resources Development DHRD Policy 701.002 ([III.A.15-6](#)). Procedures to access these records are in accordance with the Disclosure of Personal Records ([III.A.15-7](#)) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai'i Revised Statutes (HRS) ([III.A.15-8](#)).

All personnel records are kept in a locked filing cabinet inside a secure room accessible only to authorized individuals, including Human Resources staff and the vice chancellor for Administrative Affairs. The grand master key held by security personnel will not open the doors to these secure rooms.

All computer monitors in the Human Resources office have a privacy filter to protect information from unauthorized personnel who may walk into the office without an appointment. Human Resources staff members are trained to protect the confidentiality of any open personnel records or documents by covering the file or minimizing the document on their computer screen.

Any UH employees, including student hires, that access sensitive information are required to sign UH Form 92 - General Confidentiality Notice ([III.A.15-9](#)). This form acknowledges that the employee understands that sensitive and confidential information must be protected in accordance with EP 2.210 ([III.A.15-10](#)), which provides policies and practices for the acceptable use and management of all information technology resources, and EP 2.214 ([III.A.15-11](#)), which provides the framework for specific practices and procedures associated with systems and files that contain sensitive, personal, and confidential information.

Confidential files that are transferred between campuses are marked “CONFIDENTIAL” and sent via U.S. Mail or delivered by authorized personnel. Electronic files that are confidential are sent via the UH FileDrop system which uses SSL to send an encrypted email to the specified recipient with a randomly generated URL to download the file(s) ([III.A.15-12](#)). As an additional level of protection, the “Require Authentication” checkbox is used to require the UH login and password of the intended recipient. The recipient must have both the random URL and UH username and password in order to download any files. The sender also selects a file expiration date between 1 to 7 days. The email sent to the recipient contains the date and time at which the files will be deleted.

### Analysis and Evaluation

All College personnel records are locked in a secure room with restricted access. Procedures governing the secure transfer of files are strictly observed. Employees may request to view their personnel records by following established procedures.

## III.B. Physical Resources

**III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Evidence of Meeting the Standard

The College offers courses, programs, and learning support services at the following three primary campuses ([III.B.1-1](#)):

**Manono campus.** The Manono campus, located in Hilo, consists of 20.7 acres with 27 buildings, some used by the University of Hawai‘i at Hilo (UH Hilo). Facilities include a cafeteria, a student learning and testing center, faculty offices, a business office, counseling offices, admissions and records offices, administrative offices, an academic computing support office, classrooms, labs, facilities and maintenance offices, and vocational shops.

**UH Hilo campus.** The UH Hilo campus, located a half mile from the Manono campus, is situated on approximately 115 acres and includes space for the College’s general education, business education, and technology classes, as well as faculty offices, vocational shops, and the Learning Center (TLC). The College also shares facilities with UH Hilo, including the Edwin H. Mookini Library, the Kilohana Center, the Campus Center, the theatre, and the bookstore. In addition, the campus includes athletic facilities such as tennis courts, playing fields, and a fee-based student life center with weight rooms and a swimming pool. Hawai‘i CC and UH Hilo also

share an off-campus 110-acre farm lab, Hilo Pana‘ewa Agricultural Park, which consists of a small office building, numerous greenhouse structures, crop fields, and auxiliary buildings for livestock.

**Pāalamanui campus.** The Pāalamanui campus is located in Kailua-Kona, approximately 75 miles west of the Manono campus. The five buildings on this 78-acre site house classrooms, vocational labs, a computer lab, a library/learning center, and support services. In addition to delivering Hawai‘i CC classes, the Pāalamanui campus also hosts the University of Hawai‘i Center, West Hawai‘i, which provides access to distance programs delivered by other UH campuses.

To meet the demand for higher education across the island, the College began offering courses in West Hawai‘i in the 1980s in 12,500 square feet of leased space in a retail center. After obtaining funding from the state and Pāalamanui LLC, the Pāalamanui campus was built and the College began teaching classes there in fall 2015. With 24,000 square feet of learning space dedicated to serving students, the new facility has space for courses, programs, and learning support services ([III.B.1-2](#)).

In addition to the locations that are maintained by the UH System, Hawai‘i CC also offers classes at schools across Hawai‘i island. Classes are offered at Hilo High School, Ke Kula o Ehunuikaimalino, Kea‘au High School, Kealakehe High School, Konawaena High School, Pāhoā High School, and Waiākea High School. These facilities are maintained by the administration at each of the school sites.

The UH System, the UHCC System, and the College share responsibility for providing safe and sufficient physical resources. Major capital projects are managed by the UH System. Minor projects, including all maintenance and health and safety repairs, and projects that require professional design consultants are managed by the UHCC Office of Facilities and Environmental Health (FEH). When appropriate, the FEH assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. The UHCC System also supports the College by acquiring and allocating Capital Improvements Program (CIP) funding and implementing construction projects on the campus.

The College conducts regular physical inspections and requests assistance from the FEH office to assess or evaluate health and safety issues, code compliance, etc. The Auxiliary and Facilities Services (AFS) manager oversees the planning and maintenance of the campus and serves as the primary campus liaison with the FEH. Limited Fire and Safety audits are conducted annually by the UHCC environmental safety specialist to identify fire code violations. When the need arises, FEH representatives and the Hawai‘i CC vice chancellor for Administrative Services also conduct physical inspections of the campuses to evaluate federal, state, and county requirements regarding building codes, Americans with Disabilities Act (ADA) compliance, and repair/maintenance issues. Inspections are also used to evaluate project requests made by the College and to identify facilities in need of health and/or safety upgrades (see also Standard [III.B.2](#)).

The College also evaluates the safety and sufficiency of physical facilities during annual unit and program reviews, which include an analysis of health and safety needs ([III.B.1-3](#)). The vice

chancellor for Administrative Services and the AFS manager review and prioritize requests based on the impact to instruction and services. Units and programs may also use their departmental funds for modifications or improvements.

In addition, faculty and staff may submit facility modification requests, which are evaluated based on need and alignment with program and unit reviews. Unsafe facilities can be reported by calling the Planning, Operations, and Maintenance (POM) office, emailing the AFS manager, or submitting a request through eFacilities, a computerized maintenance management system, which is discussed in Standard III.B.2.

Facility and technology needs for Hawai'i CC Distance Education (DE) and off-site classes are determined by each individual program, taking into account the needs of the students and the availability of physical space with the required technology. Program needs for distance learning can be submitted via the comprehensive review process, further detailed in Standard III.B.2.

The Hawai'i CC Security office, which operates 24 hours a day, 365 days a year, is responsible for public safety at the Manono and Pālanui campuses. The office is responsible for numerous campus safety and security programs, including emergency management, community safety and security education, and physical security, including security technology, behavioral threat assessment, and special event management ([III.B.1-4](#)). To provide safe and secure access to its campuses, Hawai'i CC Security controls vehicular access to the Manono and Pālanui campuses via gates at the driveways entering the campuses.

For the UH Hilo campus, the UH Hilo administration ensures that facilities have appropriate access, safety, and security.

All three campuses are ADA compliant, providing accessible walkways and buildings and requisite handicap parking stalls. In summer 2016, upgrades were completed on the installation of three automatic door openers for ADA access. Also, each campus has clearly identified all-gender restrooms([III.B.1-5](#), [III.B.1-6](#), [III.B.1-7](#)).

The College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), which include security and facilities access, crime reporting procedures, crime prevention programs, and the relationship between campus security and local law enforcement. As part of the reporting process mandated by the Clery Act, the security environment of the campus is assessed annually ([III.B.1-8](#)). Campus security authorities receive annual training relevant to their responsibility to report conditions that jeopardize student safety. The UHCC also provides training and oversight for compliance with Clery Act and workplace violence reporting and training. In addition, UHCC Policy #11.600 provides guidance regarding continual development and implementation of safety and security matters, including conditions for hiring and training college security officers ([III.B.1-9](#)). In summer 2016, the UHCC System provided funding to improve door hardware and locking systems to support security in the event of a campus lock-down.

In regards to safety and hazardous materials, the UHCC System provides periodic campus inspections and training services through the environmental health and safety specialist (EHSS).

The EHSS conducts training on hazardous materials awareness and hazardous waste management procedures as well as periodic facility inspections and safety consultations for faculty and staff, providing special attention to instructional programs and courses that use hazardous materials, such as auto body, auto mechanics, and chemistry ([III.B.1-10](#)). The college also maintains a Hazardous Materials/Hazardous Waste Management program ([III.B.1-11](#)).

The following practices are also in place to assure access, safety, security, and a healthful environment:

- UH Systemwide email and cell phone alert system for emergency notification
- Emergency call boxes with blue identification lights ([III.B.1-12](#))
- Automated External Defibrillators (AED) located throughout campuses and associated training provided([III.B.1-13](#), [III.B.1-14](#))
- Security cameras at the Manono and Pālanui campuses
- Campus directory and maps located throughout campuses

### **Analysis and Evaluation**

The UH System, UHCC System, and the College work collaboratively to provide safe and secure access to physical resources at all locations where it offers courses, programs, and learning support services through effective safety and maintenance processes. Facilities are inspected annually and evaluated with awareness of health, safety, and accessibility issues. All buildings on all three campuses are accessible and ADA compliant. Campus security personnel are well-trained and on patrol year-round. The UHCC System's FEH provides assistance in the management of hazardous materials and waste, and performs safety inspections. College personnel are able to report safety and resource concerns via POM, the online maintenance management system, and program and unit reviews.

**III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

Hawai'i CC engages in ongoing maintenance of its existing physical resources and develops plans to meet the changing needs of the College community.

On a regular basis, campus buildings and grounds are monitored by building occupants, janitorial/custodial/maintenance staff, and security personnel. Faculty and staff participate in the maintenance of physical resources by reporting and requesting services through eFacilitiesAiM ([III.B.2-1](#)), a computerized maintenance management system that is used for campus work requests. As work requests are submitted via eFacilitiesAiM, the AFS manager conducts a visual inspection of the campus facilities, equipment, and grounds to assess needs for acquiring, maintaining, repairing, or upgrading resources. Facilities or equipment that have received multiple requests or complaints are carefully monitored. Smaller scale repairs and maintenance are undertaken using campus financial resources and personnel.

Every three years, programs and units submit comprehensive reviews, which include requests for maintenance and upgrades of facilities and equipment for the purpose of achieving program and unit outcomes ([III.B.2-2](#)). In the comprehensive review, programs and units assess effective utilization of their resources and determine their needs for the development and growth of their programs and units, aligning needs with the mission, vision, learning outcomes, and strategic directions. Once the comprehensive review is submitted, the College Effectiveness Review Committee (CERC) evaluates the information provided in the report. The CERC evaluation is submitted to the campus administration for their review and prioritization of any requested facilities and equipment purchases, repairs, or replacements ([III.B.2-3](#)).

To modify, renovate, expand, or update a facility, programs and units submit a facilities modification request form ([III.B.2-4](#)). Upon approval by the campus administration and the UHCC System Office of Capital Improvements, the requested modification is added to the Hawai'i CC Capital Improvements Program (CIP). Approved projects require funding from either the campus or the UHCC System. A need for additional DE facilities can also be requested by the program via a facilities modification request form. This form is first reviewed by the campus administration; once approved, it is sent to the Facilities and Environmental Health Office (FEH) for approval. If approved by FEH, it returns to the College and is added to the Hawai'i CC Repair, Maintenance and Renovation Projects list for tracking and prioritization.

When the cost of purchase, repair, maintenance, or upgrade is more than \$25,000, the campus must contact the UHCC System for possible funding. At the UHCC System level, projects are prioritized by weighing the relative importance of each project against the needs of the seven UHCC campuses. Priorities are determined by considering multiple factors, including, but not limited to, work order occurrences, failure of systems, complaints from users, and long-range plans. Funding is appropriated by the Hawai'i State Legislature in three categories: Capital Renewal and Deferred Maintenance (CRDM), Minor CIP, and Major CIP Line Item Projects.

CRDM is prioritized by each campus, taking into account the predictable lifetimes of facility sub-systems and the facilities that have failing sub-systems. Funding is allocated as a "lump sum" to the UHCC System, and projects are prioritized by the UHCC System to remediate or eliminate the code and safety needs of the campuses. Minor CIP include projects that are estimated at less than \$5 million and that modernize classrooms/learning environments. Major CIP Line Item Projects typically exceed \$5 million and include new construction and renovation projects.

For DE, technology support is shared by the UH System, which provides major enterprise systems and the UH technical infrastructure, and by the colleges, which provide on-campus support for students and staff using technology resources. The UH System has a high-speed digital network connecting all campuses, learning centers, libraries, and Department of Education (DOE) schools. The College provides teaching and learning space as well as DE equipment needs such as video conference equipment, which is maintained by the Media Services unit of Academic Support.

### Analysis and Evaluation

Through ongoing evaluation and the use of a computerized maintenance management system, the College regularly identifies problems and maintains the physical resources of the campuses. Program and unit reviews, integrated planning processes, and facilities modification requests enable administrators to evaluate the effective use of facilities and equipment and prioritize the anticipated needs of the campus.

**III.B.3 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.**

### Evidence of Meeting the Standard

As described in Standards III.B.1-2, the College evaluates the effectiveness of its facilities and equipment regularly via several processes, including program and unit reviews, and collaborates with the UH and UHCC Systems to monitor and prioritize repair and replacement needs.

Hawai'i CC participates in the UHCC System annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for ongoing capital reinvestment. The FRRM uses campus building information and life-cycle methodology to estimate deferred maintenance and future capital repair needs ([III.B.3-1](#)). Visual inspections are also conducted as needed in conjunction with the FEH, and evaluations are made regarding the prioritizing of new projects ([III.B.3-2](#)).

Current efforts to avoid underutilization of classroom space include analysis of room usage for possible repurposing. Currently, certain rooms are assigned to specific departments or academic programs, while other campus facilities are assigned by POM. Each program oversees the use of the classroom space allocated to the program; rooms are scheduled according to the needs of the program, including DE course needs. To use classrooms and other facilities, instructors must follow the Hawai'i CC Facilities Use Practices, Procedures and Terms of Use ([III.B.3-3](#)).

The College works with UH Hilo to effectively use space on the shared Hilo campuses.

### Analysis and Evaluation

The UHCC System provides support for physical resources through the FRRM report and the regular maintenance schedule. The College ensures that facilities and equipment are regularly evaluated and that improvements are made to support programs, services, and student learning.

**III.B.4 Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### Evidence of Meeting the Standard

Major projects are submitted through the UH System Office of Project Delivery, formally the Office of Capital Improvements ([III.B.4-1](#)). As described in Standard III.B.2, projects are prioritized at the UHCC System level by weighing the relative importance of each project against

the needs of the seven UHCC campuses. At the UHCC level, the UHCC Associate Vice President for Administrative Affairs oversees major repair and maintenance projects ([III.B.4-2](#)).

The UHCC System has developed a 6-Year Vision & Plan, which spans 2018-2023 ([III.B.4-3](#)). Currently, UHCC's focus is to implement a building and grounds maintenance program that minimizes deferred maintenance while enhancing student learning through the creation and implementation of design standards for classrooms and laboratories that reflect modern teaching approaches. UHCC is also committed to ensuring that equipment is current and meeting industry standards, and to developing and maintaining a high-speed digital environment on all campuses, consistent with the facilities-related strategic plan.

The UHCC Strategic Directions 2015-2021 provides a vision for modern teaching and learning environments at UHCC campuses ([III.B.4-4](#)). To address DE needs, UHCC commits to ensuring that the digital networks are constructed and maintained in a manner that takes full advantage of the UH intercampus network. Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, UHCC assesses all of its internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students in general ([III.B.4-5](#)). Necessary upgrades are implemented based on this assessment. DE needs that exceed the funds available at the campus level are incorporated into the Hawai'i CC long-range capital goals and submitted to the UHCC System for review and inclusion in the UHCC 6-Year Vision & Plan ([III.B.4-4](#)).

Directly aligned with the UHCC Strategic Directions 2015-2021, Hawai'i CC's Strategic Directions 2015-2021 ([III.B.4-6](#)) are used to prioritize budget requests for projects that will be submitted to the UHCC System and to the Hawai'i State Legislature. In accordance with state law, UH submits a biennium budget request to the governor and legislature for their consideration during the regular legislative session; supplemental budget requests may also be submitted.

Hawai'i CC's long-range capital goals reflect the projected costs of facilities and equipment. The College's institutional planning incorporates planning for new facilities and equipment, with input provided by the administrative team; unit, division, and department chairs; and CERC evaluation of program and unit reviews.

The College has developed Long Range Development Plans (LRDPs), which incorporate institutional improvement goals and provide facility cost projections. For new facilities, the total cost of ownership is managed by the UH System and UHCC System, while the UHCC FEH considers the total cost of ownership when implementing projects. Considerations in the total cost of ownership include purchase cost, maintenance, and lifespan. The LRDPs include site considerations, program planning, planning criteria, site utilizations, alternative site plans, ultimate plans, architectural barrier-free programs, design guidelines, implementation and transitional plans, and cost estimates. The College currently has three LRDPs: two for a Hilo campus and one for the Pālanui campus.

For the Hilo campus, two plans have been developed. The first is the Hawai'i CC Manono Campus Long Range Development Plan 2010 Revision and Update, the most recent in a series of

plans for a consolidated campus in Hilo ([III.B.4-7](#)). This plan details an expanded campus at the Manono site and addresses needed infrastructure upgrades to aging facilities. More recently, an alternative plan was created, the Hawai‘i CC Long Range Development Plan Update 2025 ([III.B.4-8](#)), which proposes relocating the College to a new site approximately 2.6 miles away from the current Manono campus location. Both plans consolidate services to one location with adequate facilities, including new buildings, additional parking, and improved communal areas ([III.B.4-9](#)). This consolidation will assist the College in accomplishing its mission, improving support of student achievement and helping us reach our 21st Century Facilities strategic direction. Currently, the LRDP for Manono campus is being revised and updated for presentation to the BOR in 2018.

The College’s plan for the Pālanui campus is found in the University of Hawai‘i Center – West Hawai‘i Long Range Development Plan 2009 Revision and Update ([III.B.4-10](#)). Updating the original LRDP that was completed in 1998, this plan addressed changes in the West Hawai‘i community, progression of nearby development projects, and the Environmental Impact Statement completed in 2000. It maps the development of the new, permanent Pālanui campus in Kona. This LRDP established a permanent campus for West Hawai‘i and included additional instructional programs, allowing for expansion of our offerings to the students of West Hawai‘i. Located in the midst of lava lands never before developed, this plan establishes a university-centered village to be developed in four phases. Phase 1 has been completed thus far.

### Analysis and Evaluation

Long range planning has addressed changes in program needs and includes cost estimates concerning new physical plant facilities and infrastructure improvements. The College has remained focused on providing new campuses on both sides of the island, with the Pālanui campus making progress toward achieving that goal. In its efforts to update the current Hilo campus LRDP, the College recognizes the ongoing uncertainty in securing the necessary state appropriations.

### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

### III.C. TECHNOLOGY RESOURCES

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**III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

#### Evidence of Meeting the Standard

Hawai'i Community College provides technology resources at its primary campuses and several remote locations, including Kona Nursing Resource Center (KNRC) in Kealahou and the Ka'u Resource & Distance Learning Center (KRDL) in Pahala. The College provides technology support to meet current learning, teaching, communications, and operational needs at all locations. As technology improves, Hawai'i CC resources change and evolve appropriately to meet the needs of the College as well as the community it serves.

Computer Services/IT Support and Media Services provide support for academic and administrative computing and communications technology as well as maintenance of faculty/staff/administration computers, network infrastructure (wired and wireless), VOIP phone system, and servers. They also provide a range of services including technological research and recommendations, purchasing, coordination, installation of software products, and support for distance education technology, multimedia display, and other technologies.

The majority of the technology decisions for the network infrastructure (e.g., cabling, layout, equipment, etc.) are made by Computer Services ([III.C.1-1](#)). Occasionally, network infrastructure decisions may be mandated or driven by University of Hawai'i (UH) System changes made by UH Information Technology Services (ITS). Other technology decisions are made in consultation with relevant stakeholders, including administration, faculty, funding agencies, and community partners such as KRDL and WDD.

Technology needs at the campus come from a variety of sources (e.g., new employees, grant-funded projects, program reviews, network infrastructure change, or new/replacement computers for a classroom, department, or office). Once a decision has been made to purchase computers/printers/software due to a need, Computer Services is notified, purchases are made, equipment arrives, and Computer Services provides setup and support for the purchased equipment.

Classroom, lab, and most administrator and staff computers are on a four-year hardware replacement cycle. Normally, the oldest are replaced first. Remaining computers, depending on availability, are refreshed/recycled with more memory and upgraded storage.

All software is reviewed by Computer Services/IT Support prior to purchase to ensure compatibility with existing systems. The majority of the College's computers run Windows 7 and 10. All of the College's Macs run OSX. Standard software includes the Microsoft Office suite to ensure uniformity ([III.C.1-2](#), [III.C.1-3](#)). Computer Services/IT Support regularly installs standard software products, including Adobe programs such as Acrobat Reader, Flash Player, and Shockwave Player; Firefox; Chrome; Java; and McAfee Enterprise + AntiSpyware Enterprise ([III.C.1-4](#)). In addition, divisions and departments may purchase specialized software

for use on networked or individual computers ([III.C.1-5](#)). Provisions for reliability, disaster recovery, privacy, and security are described further in Standard III.C.3.

In addition to the College's telephone and voicemail system, the College uses a variety of communication technologies, including Polycom videoconferencing, which is used regularly to facilitate meetings between Hilo and Pālanui as well as to link to other UH campuses and to conduct distance learning courses. The College offers distance education (DE) through a variety of modes, including the internet, videoconferencing, and interactive television. DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Design, development, and oversight of the administration of the College website ([III.C.1-6](#)) is provided by Hawai'i CC's web developer([III.C.1-7](#)).

The UH System relies on email as the primary means of communication, issuing employees and students email accounts. The College also maintains several social media accounts, including Facebook ([III.C.1-8](#)), Twitter ([III.C.1-9](#)), Flickr ([III.C.1-10](#)), YouTube ([III.C.1-11](#)), and Instagram([III.C.1-12](#)). The College provides access to the internet, MyUH (the UH System's integrated student information system), the STAR online student information and advising tool, and *Laulima*, the web-based course management and collaborative resources tool used by the UH System. *Laulima* is used by faculty and students for both DE and face-to-face courses, and by faculty and staff for collaborative projects. *Laulima* is an open-source Sakai learning management system ([III.C.1-13](#)). It is maintained by UH System IT support, available daily by phone from 7 a.m. to 11 p.m. and by email 24 hours per day ([III.C.1-14](#)).

All Hawai'i CC classrooms are equipped with an instructor workstation that includes a computer and visual presenter. Most programs use photocopiers, scanners, overhead projectors, visual presenters, and DVD players. The majority of non-instructional and service unit staff are equipped with a VOIP phone and computer. A small minority have a VOIP phone and computers shared among a group of staff. Most units have printers and a multifunction printer/scanner/fax.

Additional computers, mobile laptop carts, and multimedia equipment are also provided in specialized labs for designated classrooms and programs. Fully equipped labs and classrooms are located at the three primary campuses and at three off-site locations. Interactive Television (ITV) classrooms are equipped with Polycom videoconferencing equipment in 18 College classrooms—three on the UH Hilo campus, seven on the Manono campus, and eight at the Pālanui campus.

Electronic classrooms and laptop carts are provided in the following locations/programs:

- Manono campus
  - Electronic classrooms--Intensive English Program (IEP); Digital Media Arts (DMA); EDvance (formerly the Office of Continuing Education and Training--OCET); Tropical Forest Ecosystem and Agroforestry Management (TEAM); Architectural, Engineering, and CAD Technologies; Hale Kea Advancement and Testing Center (HKATC); Counseling; Electronics; Nursing; Cafeteria Lab; Hā'awi Kōkua

- Laptop Carts--STEM Center, English, Counseling, Hawai‘i Life Styles, Cisco, DMA, Nursing, EDvance
- UH Hilo campus
  - Electronic classrooms--Business Education and Technology (BEaT), English, the Learning Center (TLC), Auto Body, Auto Mechanics, Diesel, Machine Welding and Industrial Mechanics
  - Laptop Carts--English
- Pālanuanui campus
  - Electronic classrooms--Library and Learning Center, Hā‘awi Kōkua, Counseling, Computer Lab
  - Laptop Carts--English, DMA, Nursing, Student Services
- Offsite locations (desktop computers)
  - Kona Nursing Resource Center (KNRC) in Kealahou
  - Ka‘ū Resource & Distance Learning Center (KRDLC) in Pahala.

In addition to classrooms and labs with computer and multimedia equipment, many programs require specialized instructional technology. Examples include Nursing’s SimMan mannequin simulator, DMA’s three-dimensional printer, BEaT’s Cybersecurity Tableau Write Protection Kit, OCET’s Flow and Level Process Control Trainer, EDvance’s (formerly the Office of Continuing Education and Training–OCET)Virage Truck Simulator, and TEAM’s drone (in the near future) for forest surveying.

Outside of the classrooms, students have access to computers with internet access at libraries, learning centers, and computer labs. In addition, wireless access is available at the three main campuses.

As discussed in Standard II.B.1, the College participates in the operation of two libraries, the shared Edwin H. Mookini Library on the UH Hilo campus and the library at the Pālanuanui campus, both of which provide a range of technologies, including computers to access library resources and the internet, as well as student-use labs with printing and scanning capabilities, wireless access, and copy machines. In addition, the Mookini Library loans audiovisual equipment to faculty and staff, and provides students and faculty with access to audiovisual equipment within the library.

The College operates three learning centers that provide computers and standard software applications, located at the Manono campus (HKATC), the UH Hilo campus (TLC) and the Pālanuanui campus (Pālanuanui LLC). HKATC and Pālanuanui LLC contain dedicated testing facilities for placement testing using internet-based Accuplacer tests as well as proctored exams for DE. HKATC and TLC also provide ADA compliant workstations for students with disabilities.

The College’s Hā‘awi Kōkua Program provides additional services, resources, and access to assistive and adaptive technology for students with disabilities in Hilo and West Hawai‘i. Hā‘awi Kōkua operates a Kōkua Technology Lab on the Manono campus and at the Pālanuanui campus, which includes four computer workstations equipped with assistive and adaptive hardware/software, as well as other stand-alone technology, such as voice/TTY and video phones, audio recorders, talking and large screen calculators, and visual text enlargers. Accommodations for faculty with disabilities are coordinated by the Human Resources office.

In addition to computers and software, the learning centers offer tutoring assistance for students requesting help using the internet, with online registration, Microsoft Office, Quickbooks, MyMathLab, EdReady, Brainfuse, and other online resources. Staff members also help faculty with computer questions including the use of the smartboard projection unit in the TLC mini classroom.

UH ITS has responsibility for planning, policy, coordination, external relations, and operational activities related to information technologies for the University of Hawai‘i System ([III.C.1-15](#)). The College provides support for many of these technologies, including the student information ([III.C.1-16](#)), curriculum ([III.C.1-17](#)), financial ([III.C.1-18](#)), and learning management systems ([III.C.1-19](#)).

### **Analysis and Evaluation**

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support Hawai‘i CC’s management and operational functions, academic programs, teaching and learning, and support services. The College serves three primary campuses as well as other remote locations and provides sufficient technology support to meet current learning, teaching, communications, and operational needs at all locations.

**III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

As technology is one of the central elements of the Hawai‘i CC learning experience ([III.C.2-1](#)), procedures are in place for acquisition, regular maintenance, and replacement of technology resources.

In accordance with UH Administrative Procedure 8.540([III.C.2-2](#)), individual departments and divisions maintain inventory records on technology purchased through their budgets. In addition, Computer Services/IT Support maintains records on all laptops, networked computers, and printers and ensures all computer software and peripherals are compatible with existing systems. Computer Services/IT Support records (available upon request from the Computer Services office) are contained in Lansweeper.

The College’s Computer Services/IT Support maintains replacement schedules for computer hardware, purchases extended warranties for computer systems, develops server data recovery and back-up plans, provides for data privacy on computer systems and networks, and creates emergency response plans. Classroom, lab, and most administrator and staff computers are purchased with service warranties and are on a four-year hardware replacement cycle. In addition, departments, divisions, and units identify ongoing technology needs and submit requests to the appropriate administrator for approval. Computer Services/IT Support coordinates purchases to verify that equipment can be supported and is compatible with existing systems.

The College’s Media Services has a prioritized replacement schedule for media equipment such as Polycom units, cameras, mics, projectors, and TVs ([III.C.2-3](#)). For multimedia equipment purchases, Media Services provides research and checks compatibility, maintains inventory

records (available upon request), and coordinates equipment acquisitions, working with administration, faculty, and other units. In addition, Media Services keeps new or working units of general multimedia equipment in inventory to replace equipment as needed.

Technology needs at the UH System level are driven by the UH ITS Strategic Plan ([III.C.1-15](#)). UH ITS also provides technology project updates on its Projects page ([III.C.2-4](#)).

At the College level, faculty and staff are given the opportunity to request technology upgrades that fulfill their program/unit needs in their comprehensive program/unit reviews. To guide longer term planning, the College developed a Technology Master Plan (TMP), the Information Technology Strategic Plan 2013-2015 ([III.C.2-5](#)). A key feature of the plan recommended the hiring of an IT manager to lead the implementation of the plan. Due to budget limitations, the establishment of the position has been delayed. Plans are now underway to reallocate an existing position to assume the role of the manager as the College pursues another IT staff position in the next legislative session ([III.C.2-6](#)).

### **Analysis and Evaluation**

Hawai'i CC plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Computer Services/IT Support and Media Services follow regular schedules for computer hardware and other equipment purchase and replacement, data recovery and back-up plans, and installation updates to software products as needed.

**III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### **Evidence of Meeting the Standard**

The responsibility for technology resources is shared between the UH System and the College. Computer Services/IT Support is responsible for managing the College's information technology infrastructure and for maintaining the privacy and security of data exchanged on the campuses by students, faculty, and staff.

The UH Information Technology Services (ITS) provides support services for teaching, learning, public services, administration, and research to the UH community ([III.C.3-1](#)) in the areas of administrative services, academic technologies, cyberinfrastructure, enterprise systems, information security, and technology infrastructure ([III.C.3-2](#)). ITS organizes an annual All Campus IT Workshop for IT Specialists to meet and receive updates on technology ([III.C.3-3](#)) and provides guidance and assistance to keep the UH resources safe and secure from cyber and physical threats. ITS also sends alerts to the UH community ([III.C.3-4](#)) and runs a help desk service, [help@Hawaii.edu](mailto:help@Hawaii.edu), which is available for phone and email support daily from 7 a.m. to 11 p.m., including holidays, except for maintenance times ([III.C.3-5](#)).

Network connectivity (wired and wireless) and VOIP phones are available 24 hours a day, 7 days a week. Wireless network access, as well as access to networked computers, requires authentication using UH usernames and passwords. Tools used for distance education are secure and reliable, and the Hawai'i CC website is secure against compromises. Server scans and data

rooms are monitored ([III.C.3-6](#)). UH System ITS Technology Infrastructure Office ensures that there is maximum availability, quick response to down time, and reliable network connectivity for all network services/delivery modes within the UH System as well as to the internet.

Computer Services/IT Support continually monitors the campus network and responds to network interruptions caused by network equipment on campus. Computers and network equipment have usernames and passwords to ensure data privacy and protection. In the event of a power interruption, uninterrupted power supplies (UPS) provide emergency power to servers, computers, and network equipment to allow users to shut down their computers and Computer Services/IT Support to properly shut down servers and network equipment.

Hardware (desktops, laptops, tablets, and peripherals) are purchased from credible and reliable manufacturers, and all College computer systems are protected by McAfee anti-virus software. ([III.C.3-7](#)) McAfee VirusScan Enterprise software is made available through a site license agreement between UH and McAfee, and is used to detect and take action on potentially unwanted spyware and cookies ([III.C.3-8](#)). McAfee and Windows updates are performed as automatic updates at scheduled times on computers.

Computer system reliability is maintained through several methods. The majority of general-use classroom/lab computers are configured with Faronics Deep Freeze software, which prevents unwanted workstation changes, whether accidental or malicious ([III.C.3-9](#)). These computers are “unfrozen” weekly while automatic updates are applied. Computer Services/IT Support also retains administrator rights on most networked computers, which helps to minimize the frequency and severity of viruses, malware, and other computer problems.

Computer Services/IT Support uses a back-up system to address disaster recovery of server information. For example, servers are physically secured and data is automatically backed up to another server and tape weekly. Tapes are secured and stored in a safe. Data from this server is then transferred to another server in a different building on a weekly basis. Users are generally responsible for their own data recovery, and many offices use UPS battery backups that provide emergency power in the event of a power interruption to allow users to properly store data and shut down their computers.

### **Analysis and Evaluation**

Technology resources at all College locations are implemented and maintained by UH ITS and Hawai‘i CC’s Computer Services to ensure reliable access, safety, and security. Computer Services/IT Support ensures system security by using a back-up system. Software updates for virus scanning software are made available through a site license agreement and are used to detect and take action on potentially unwanted spyware and cookies. All networked computers and wireless network access require log-in authentication to maintain privacy and security of data exchanged by students, faculty, and staff.

**III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

### **Evidence of Meeting the Standard**

Hawai‘i CC provides technology instruction and support for faculty, staff, students, and administrators in the form of distance education (DE) support, computer and media training, professional development workshops, and other support services.

#### **Distance Education Support**

The Instructional Technology Support Office (ITSO) ([III.C.4-1](#)), part of the Academic Support unit, provides ongoing training and support for DE instructors. ITSO delivers training programs and workshops, creates instructional and reference materials, and provides one-on-one faculty support. Evaluations are conducted for ITSO trainings, workshops, and services.

Media Services provides multimedia equipment training for faculty teaching via videoconferencing. Prior to the start of each semester, Polycom equipment training is offered to instructors using videoconferencing classrooms. Tips and strategies to adapt face-to-face curriculum to the videoconferencing delivery mode are also presented.

Support for DE students is provided by Learning Center staff, as well as via the UH ITS Help Desk([III.C.4-2](#)).

#### **Computer and Media Training**

Technology training and professional support for faculty, administrators, and staff is offered throughout the year by a number of different departments, programs, and non-instructional support units, as well as through services offered across the UH System. Group trainings and training for nonstandard computer hardware/software can be requested through the Faculty/Staff Development Committee or EDvance. In addition, the Computer Services/IT Support unit provides one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

In addition to providing Polycom training to faculty, Media Services also provides Polycom and general multimedia equipment training to all personnel upon request.

Computer support for students is provided by several academic support units, including the learning centers, STEM Center, and I Ola Hāloa Center for Hawai‘i Life Styles. In addition, students can obtain support via the UH ITS Help Desk([III.C.4-2](#)).

#### **Professional Development Workshops**

Throughout the semester, the Faculty/Staff Development Committee offers a variety of technology-related workshops and presentations, including sessions on new software and internet applications. Recent offerings have included workshops on *Laulima*, Turnitin, and other web-based instructional resources. The committee conducts evaluations after each workshop, and conducted a survey in spring 2015 to assess the training needs of faculty and staff. Individuals or departments can also request specific topics for workshops or training via the committee’s webpage ([III.C.4-3](#)).

### Other Support Services

Training and ongoing support for faculty and staff are provided by campus and/or System level personnel for web-based systems including:

- Banner student information system for course scheduling (campus)
- Banner student information system for application and student records (System/campus)
- Quali Student Curriculum Management system (campus)
- Quali Financial System (System)
- STAR student information and advising (System/campus)
- STAR GPS (guided pathways system) (campus)
- MySuccess student support and retention system (System)
- Academic Logic (UH database) (System/campus)
- Peoplesoft human resources management system (System)
- Campus Labs assessment management system (campus)

As described in Standard III.C.2, the College has been delayed in hiring an IT manager to lead the implementation of the Technology Master Plan. Nevertheless, the College continues to work towards the plan's goals and has implemented many of its strategies. Examples include the following:

- *Strategy 1.1: Expand DE support staff*  
Media Services in both Hilo and Pālanui have expanded their DE support staff (one temporary full-time media specialist in Hilo, and two 0.5 temporary media specialists at Pālanui). The Instructional Technology Support Office (ITSO) has requested additional staffing at Pālanui through the unit review process ([III.C.4-4](#)).
- *Strategy 1.2: Provide resources for ongoing training of DE staff*  
ITSO and Media Services have been provided with resources for ongoing training of DE staff. A Rural Utilities Service (RUS) grant also provided training to media specialists on new video conference equipment and software.
- *Strategy 1.3: Increase training opportunities for faculty, staff, and students*  
ITSO provides workshops to faculty and staff year-round, and Media Services provides training for faculty on a one-on-one basis as needed. Several units provide support for students.
- *Strategy 1.7: Investigate and explore distance education and online delivery options*  
ITSO has continued to explore educational technology options for faculty. The office has introduced and provided training on applications/services (e.g., Screencast-o-matic, Google Apps, EdPuzzle, Quizlet) that can be incorporated into DE classes ([III.C.4-5](#)).
- *Strategy 3.1: Implement a system of assessing faculty/staff technology training needs*  
*Strategy 3.3: Establish a process for requesting and receiving training*  
ITSO provides technology training for faculty and staff. All workshops/training include a participant evaluation, which includes inquiry about additional training needs. New online instructors are contacted and offered training and support. ITSO also sends out regular communication, which include offers for one-on-one training, to the DE community.

### **Analysis and Evaluation**

Hawai'i CC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College offers training to personnel and students through different departments (Media Services, Faculty/Staff Development Committee, ITSO, learning centers) as well as through the UH System. In addition, the Computer Services/IT Support unit provides one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

**III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

### **Evidence of Meeting the Standard**

The College adheres to multiple policies and agreements that address the effective use of technology in teaching and learning, including UH Executive Policy E2.210 Use and Management of Information Technology Resources, which details acceptable use and management of all UH information technology resources ([III.C.5-1](#)). The policy specifies responsible use (privileges and responsibilities, principles of responsible use), confidentiality and security of electronic information, ownership and disclosure of information, privacy of student information, commitment to access, special responsibilities of system and network administrators, and due process. Employees and students must agree to the established guidelines in the policy in order to gain access to the College's technology services, including email, software applications, and resources. Unauthorized access is prohibited by law in accordance with Chapter 708, Hawai'i Revised Statutes ([III.C.5-2](#)).

Hawai'i CC policies also guide the appropriate use of webpages and social media([III.C.5-3](#), [III.C.5-4](#)) as well as content used for online instruction, which is expected to comply with federal guidelines that include accessibility for students with disabilities ([III.C.5-5](#)).

Students learn about appropriate technology use during required student orientation sessions. The College also provides DE students with information about netiquette at the beginning of each semester ([III.C.5-6](#)).

Hawai'i CC personnel needing to access Banner or STAR are required to go through an authorization process. For both Banner and STAR, requesters must complete and pass the UH Information Security Awareness Training ([III.C.5-7](#)) and fill in the UH General Confidentiality Notice Form ([III.C.5-8](#)). For STAR, the requester must also fill in the STAR User Policy and Security Agreement ([III.C.5-9](#)).

### **Analysis and Evaluation**

Clear policies and procedures are in place to guide the appropriate use of technology in the teaching and learning processes. Employees and students must agree to the College guidelines and policies in order to access services

### **CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

### III.D. Financial Resources

#### Planning

**III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

#### Evidence of Meeting the Standard

Sufficient revenue streams are maintained to ensure financial solvency, cover base operations, and support initiatives that innovate and enhance programs and services. Institutional priorities are aligned with the strategic plans and result from resource needs identified from program and unit reviews. Funding sources are provided to help realize these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

#### Revenues and Funding

Funding for Hawai'i CC comes from the University of Hawai'i Community Colleges (UHCC) via state and federal funding, grants, and the collection of tuition and fees. As outlined in the mission and strategic plans, Hawai'i CC and UHCC are committed to supporting and sustaining student learning programs and services, including distance education courses, programs, and services, and to improving institutional effectiveness.

The sources of revenues for the College include:

### **General Funds and Tuition and Fees Special Fund**

The UHCC vice president and chancellors determine the General Fund allocations to individual community colleges, normally maintaining established levels of current service funding. Current service funding is equal to the prior year's General Fund appropriation, plus any previously agreed upon collective bargaining augmentations, minus base budget reductions, plus funds for new initiatives (program change requests). General Fund base budget reductions are normally driven by downturns in the state economy; however, there have been no significant budget reductions since fiscal year 2011.

The General Funds received by the campuses, combined with tuition generated from credit instruction, comprise the general operating fund or "unrestricted operating budget" of the campuses. In 1995, the legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the university to retain and expend revenues from tuition in order to "...maintain or improve the university's programs and operations" (Act 161, SLH 1995([III.D.1-1](#))). Prior to this action, tuition revenues were retained by the state and the university received General Fund appropriations for all of its general operating expenses. This change afforded the community colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation([III.D.1-2](#)).

The funding of the general operating budget through a combination of General Fund and TFSF has a significant stabilizing effect on campus operations. General Fund allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of TFSF revenue([III.D.1-3](#)). Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the General Fund base itself usually coincide with downturns in the state economy. However, these periods are often associated with increases in enrollment as students leave the workforce to further their education.

### **Other Special and Revolving Funds**

Other special and revolving funds also finance aspects of campus operations; however, unlike General Funds and TFSF that support general operations, these funding sources are used to support specific program activities. The program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses([III.D.1-4](#)).

### **Extramural Funds**

Proposals are submitted to extramural organizations consisting of federal, state, and local government agencies, nonprofit foundations and other private sponsors. Successful proposals result in the university receiving grants, cooperative agreements, or contracts that provide funds for the proposed activities. Extramurally funded project activities are designed to focus on outcomes and outputs supporting the needs of both the College and sponsoring agency. Proposals and awards are submitted and received on behalf of the applicant, the University of Hawai'i (UH), by the UH Office of Research Services (ORS). All extramural funds are administered by ORS for all campuses within the UH System([III.D.1-5](#)).

## Reserves

UHCC requires that each campus maintain adequate financial resources to ensure financial stability([III.D.1-6](#)). All community college campuses maintain sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves)([III.D.1-7](#)).

## Capital Improvements Program (CIP) Funds

UHCC supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary revenue source for CIP projects comes from state-issued general obligation bonds. Debt service payments to retire the bonds are funded by the state; individual campuses are not obligated to pay for these long-term obligations.

There are three major categories of CIP projects:

New Construction, Replacement, and Major Renovations – The construction of new facilities and major renovations of existing facilities (renovations exceeding \$5 million) are budgeted and appropriated as separate line item projects. Planning for the development of new facilities is guided by campus long-range development plans([III.D.1-8](#)), ([III.D.1-9](#)), ([III.D.1-10](#)). Funding for new facilities and major renovations is provided as line items in the authorizing legislative appropriations([III.D.1-11](#)).

1. Capital Renewal and Deferred Maintenance (CRDM)– CRDM projects are comprised of two parts: (a) Capital Renewal and (b) Reduction of Deferred Maintenance.

Capital Renewal – All buildings are comprised of different sub-systems that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies roofs, building exteriors, elevators and conveying systems, air conditioning, lighting, electrical equipment, plumbing, fire protection and detection systems, built-in specialties and equipment, and interior finishes. Capital renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. In other words, the failure to implement capital renewal projects results in a commensurate increase to the deferred maintenance backlog. Capital renewal requirements are detailed in the 2016 Facility Renewal Reinvestment Study Report prepared by Sightlines for budget planning purpose([III.D.1-12](#)).

Deferred Maintenance – Buildings with deferred maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The FRRM on the Sightlines report guides campus evaluations of deferred maintenance needs; however, onsite evaluations conducted by the facilities manager and the vice chancellor for Administrative Services (VCAS) help to prioritize projects so that requests can be submitted to the UHCC System Office on an ongoing basis to ultimately identify specific deferred maintenance projects that require funding.([III.D.1-13](#), [III.D.1-14](#))

2. Minor CIP – The Minor CIP project category is for the modernization of learning environments to enhance the delivery of priority instructional programs. Funding priorities are placed on improving classrooms and other spaces that directly support educational

improvement and innovation([III.D.1-15](#)). This funding source, typically \$10 million a year for the UHCC System, has been a major factor in campus plans to keep instructional spaces up to date([III.D.1-16](#)).

Funding for CRDM and Minor CIP is provided as state-funded lump sum appropriations, which means that the community colleges can determine the specific projects that are funded through the lump sum appropriations. UHCC conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the system level by weighing the relative importance of each project against the needs of the seven UHCC campuses([III.D.1-17](#)). This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC System.

### **Funding for Priority Initiatives**

UHCC Innovation and strategic initiative allocations provide campuses with the means to implement institutional improvements that support strategically important initiatives. For instance, the Hawai'i Graduation Initiative (HGI) ([III.D.1-18](#)) is a high priority initiative that aims to increase the number of educated citizens within the state. HGI's strategies reflect UHCC's commitment to support increased student participation and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the state.

Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance-based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. The UHCC currently earmarks approximately \$6.5 million of its base budget for this purpose. Starting in fiscal year 2016, the UH System began providing performance funding allocations that contributed an additional \$2 million. Combined, performance funding represents over 4% of the total general operating budget([III.D.1-19](#)).

Within the College, institutional priorities are set using the Hawai'i CC Strategic Directions 2015-2021 and guide resource allocation([III.D.1-20](#)). Budget principles are developed to ensure resource allocation includes addressing immediate needs such as compliance costs.([III.D.1-21](#),[III.D.1-22](#), [III.D.1-23](#), [III.D.1-24](#)) In addition to UHCC funding for system priorities, the College reallocates existing resources such as position vacancies and its unallocated tuition and special revenues funds to support prioritized campus needs([III.D.1-25](#)).

### **UHCC Innovation Funds and other Strategic Initiatives**

Innovation and strategic initiative funding allocations are used to address critical needs identified through the strategic planning process and support the goals of the HGI. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing equipment([III.D.1-26](#)).

Some of the major initiatives are as follows:

- Enrollment Growth funding is designed to provide community college campuses with the resources needed to meet student demand for instruction. Since tuition revenue alone historically has been insufficient to cover all costs associated with offering additional classes, the enrollment growth fund was established to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. This has successfully eliminated the financial “disincentive” for adding new sections and allowed UHCC campuses to become more aggressive in their decisions to add classes that students need to complete their degree requirements.
- Developmental Education Reform funding supports UHCC’s large-scale approach to accelerate students through college level math and English. National data through such organizations as Complete College America consistently show that incorporating the co-requisite model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. Given the large number of underprepared students that require support to successfully complete college level courses, the initiative is anticipated to have a significant impact on retention, persistence, and graduation.
- Guided Pathway funding supports efforts to improve timely completions by providing every student entering the community colleges with a clear individualized guided pathway to their credential with associated student support structures. The initiative expands the university’s capacity to track and advise students using an intuitive, online academic mapping and advising tool that links student advising with student registration.
- Achieving the Dream funding supports participation in the national effort to help more community college students succeed, with a special focus on students of color and low-income students.
- Financial Aid Support funding supports efforts to eliminate financial barriers to the community colleges by improving access to financial aid among low-income students, and those from underserved regions and populations.
- Equipment replacement funding supports campus efforts to maintain an inventory of properly functioning and technologically current equipment. Career and technical education programs in particular require a substantial investment in equipment to provide students with meaningful hands-on training, ensure student safety and maintain currency with industry standards and expectations.

### **Managing with Integrity**

In compliance with Board of Regents (BOR) Policy 8.204([III.D.1-27](#)), the framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the College is managing its resources with integrity and in a fiscally responsible manner.

The plan includes all appropriated funds, including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures from carryover balances. These budgets are broken down on a quarterly basis, and

variances exceeding established thresholds at the UHCC System level must be explained to the BOR at the close of each quarter ([III.D.1-28](#)). Explanations for the variances are provided at the UOH 800 level, such as one-time expenses that were programmed into the previous fiscal year, and carryover balances earmarked for these requirements are carried forward into the current fiscal year.

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections are based on anticipated allocations (UHCCP 8.000)
- TFSF revenue projections are based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment([III.D.1-29](#)).
- Regular and lecturer payroll are projected based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections([III.D.1-30](#)).
- Non-payroll budgets (other current expenses) are evaluated against historical averages of expenditures to determine appropriateness of current year allocations([III.D.1-31](#)).
- Cash balances are projected and reviewed to ensure compliance with reserve policy requirements([III.D.1-32](#)).

All other special and revolving fund programs implement cost center-based budgeting for revenues and expenses through the development of financial plans ([III.D.1-33](#)). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs([III.D.1-34](#)).

### **Budget Adjustments**

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website([III.D.1-35](#)).

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected every month and compared against budgets to determine if revised projections require budget changes([III.D.1-36](#)).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes.
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are balanced([III.D.1-37](#)).

- General operating budget status reports are reviewed at monthly VCAS meetings([III.D.1-38](#))

For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections ([III.D.1-39](#)). Best practices regarding cash management are followed to ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

### **Campus Process**

At the campus level, the College ensures that the budget planning process is transparent through communication at All College meetings([III.D.1-40](#)). The process is built upon participation with the College Council([III.D.1-41](#), [III.D.1-42](#)) a College-wide governance organization with representatives from all major campus constituencies, as well as with the College Effectiveness Review Committee (CERC), which compiles budget requests from comprehensive program and unit reviews([III.D.1-43](#))

### *Budget Planning*

The budget planning process begins each year in the spring for the upcoming fiscal year (FY) and continues into summer to ensure the operating budget is in place by the beginning of the fiscal year on July 1. Individual programs and units work with administration to allocate the projected budget based on a 3-year average of prior expenditures by account for B-Budget (operating expenditures) and Student Employment requirements ([III.D.1-44](#), [III.D.1-45](#)). Allocations are based on program/unit/department alignment with the strategic plan using guiding principles and priority criteria. Finally, one-time equipment and personnel requests may be submitted by any constituent on campus whose needs have changed since the comprehensive program and unit reviews compiled by CERC([III.D.1-46](#), [III.D.1-47](#)).

- In April, the vice chancellor for Administrative Services (VCAS) provides budgeting templates to the administrative team so that they can work with their constituents on budget requests. All requests are submitted to the VCAS for compilation. The administrative team meets to review the budget requests to determine allocations based on guiding principles and priority criteria.
- In May, the projected budget is presented to the College.
- In June and July, the administrative team finalizes the budget as it receives information from the UHCC Budget Planning and Finance Office. The chancellor approves the adopted budget for the new fiscal year.
- In August, the operating budget is presented at the All College meeting.

The budget planning process is used as the basis to request funds for equipment maintenance and replacement, supplies and materials, and personnel. This process begins at the program or unit level: Program/Unit personnel or program management identifies needs through their Annual Review of Program Data, and/or Comprehensive or Annual Review, which are all aligned with the campus strategic plan. Once identified, these needs are entered into the budget planning templates provided by the VCAS. Budget needs are collected by the department/division chair, unit head, or program coordinator, who are then asked to assess requests by priority. Priority is always given first to issues involving the health and safety of students or employees. All requests

are then summarized and compiled by the VCAS and submitted to the administrative team for further review and prioritization. Once completed, the prioritized listing is reviewed by the budget analyst, VCAS, and chancellor to ensure a balanced budget. The proposed budget plan is then approved by the chancellor.

### **Analysis and Evaluation**

Hawai‘i CC manages its resources with integrity to support programs and services and to improve institutional effectiveness in accordance with BOR policies. In conjunction with UHCC, the College maintains sufficient financial resources to support its programs and services through the use of General Funds, Tuition and Fees Special Funds, other special and revolving funds, extramural funds, reserves, and CIP funds. These funds are distributed appropriately across the various programs and services based on campus policy and institutional priorities. The College’s financial resources are maintained, allocated, and reallocated based on system policy regarding fiscal responsibilities within the university.

**III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **Evidence of Meeting the Standard**

Hawai‘i CC is one of ten campuses within the UH System. Hawai‘i CC’s mission and strategic plan([III.D.2-1](#)) are the basis for the College’s budgetary and financial operational decisions. The College’s recently updated mission statement and 2015-2021 strategic plan directly align with both the UH System and the UHCC strategic plans.

HAW 4.201 Integrated Planning([III.D.2-2](#)) for Institutional Effectiveness guides the College in an interactive process of 1) planning, where institutional priorities are aligned to the strategic plan; 2) evaluation, through the comprehensive program and unit reviews; and 3) resource allocation, where funding requests and reallocation are implemented. A participatory and transparent structure is in place to make resource allocation decisions. The College Effectiveness Review Committee (CERC) reviews comprehensive program and unit reviews([III.D.2-3](#)), catalogs funding requests, and provides resource recommendations to the chancellor. The chancellor, with members of administration, uses recommendations from the CERC to set institutional priorities for each fiscal year. In fiscal year 2018, institutional priorities were stated as Wildly Important Goals (WIGs): better meet the educational needs of Hawai‘i Island, increase student success, and strengthen the *Kauhale*([III.D.2-4](#)).

With institutional priorities set, the CERC summary of funding requests is matched with available funding or reallocation opportunities as part of the integrated planning process. If necessary, budget plans are amended. Funding priorities that cannot be accommodated at the campus level are submitted to UHCC for consideration to be included in the system’s request to the legislature.

The budget plans contain base budget information from the prior year plus any adjustment made, including funding new requests, which provides for the budget operational plan([III.D.2-4](#)). Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the VCAS to the administrative team, which then communicates to division/department chairs and program coordinators([III.D.2-5](#)). They are also shared with the Kauhale via the College Council and during the all-College meetings in fall and spring. All-College meeting information is also posted on the chancellor's webpage([III.D.2-6](#)).

Past expenditures have supported the achievement of institutional plans. For instance, beginning in 2015, system funds have been dedicated to restructuring developmental education curricula, supporting professional development of instructors, hiring tutors and peer mentors, and updating technology([III.D.2-7](#)).

Budget and financial reviews are conducted annually by the BOR per RP 8.204([III.D.2-8](#)). The College ensures sound financial practices by 1) operating within its means by adopting a balanced budget, 2) investing in the future with appropriate one-time non-General Funds (e.g., special funds and extramural funds) and 3) maintaining prudent level of reserves. College reserves are set by UHCCP 8.201([III.D.2-9](#)). Hawai'i CC maintains sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies, such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves)([III.D.2-10](#)).

Per EP 8.207([III.D.2-11](#)), the College self-insures against normal and expected losses. It participates in the UH System's Risk Management Special Fund (RMSF) to ensure appropriate reserves are in place for unexpected losses. The RMSF was created by Act 186, Session Laws of Hawai'i 2003, to finance a self-insurance program at UH. The fund pays for expenses associated with the administration of the risk management program, including insurance premiums, retention payments, and judgment payments. The program is funded by annual assessments to each campus. Each campus's assessment is based on factors such as number of employees, student enrollment, loss history, and specialized facilities([III.D.2-12](#)).

### **Analysis and Evaluation**

Hawai'i CC follows an integrated planning process that ensures that the College's mission and strategic plans ground its institutional planning, program evaluation, and resource allocation. Financial practices follow established guidelines and policies for institutional effectiveness and stability. Financial information is integrated into planning decisions at all levels and disseminated regularly throughout the College by the VCAS, administrative team, and division/department chairs.

**III.D.3 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.**

### **Evidence of Meeting the Standard**

The College follows clearly defined policies and procedures that guide its financial planning and budget development, including annual/comprehensive reviews and the budget planning process. Hawai'i CC financial planning and budget development align with the UHCC process, as outlined in the Budget Policy Paper and budget instructions. The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. Operating budget revenue and expenditure assumptions are explained, including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections; assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined ([III.D.3-1](#)).

Upon approval by the BOR, the University's budget is submitted to the Governor for review and incorporated into the executive budget request. The executive budget request for the state is then submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to the University, including any restrictions imposed on Legislative appropriations. The president determines distributions of general funds including a UHCC level distribution. The vice president for community colleges and the UHCC chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

Budget development documents are posted on the UH website. These documents include the following:

Budget Policy Paper and budget instructions([III.D.3-2](#))

Proposed budget request to the BOR([III.D.3-3](#))

Status of both operating and CIP Budgets through the various stages of the budget development cycle([III.D.3-4](#))

UHCC System budget execution documents are distributed during monthly VCAS meetings and/or posted on the UHCC website ([III.D.3-5](#)). These documents include the following:

General operating budget allocations ([III.D.3-6](#))

General operating budget financial plans ([III.D.3-7](#))

General operating budget status reports ([III.D.3-8](#))

Monthly budget reports ([III.D.3-9](#))

From the UHCC process, the College's budget development process is guided by the integrated planning process (as described in Standard III.D.2)([III.D.3-8](#)). Hawai'i CC administrators, faculty, staff members, and student government leaders have the opportunity to participate in the financial planning and budget process within the College. Administrators receive input from the various constituencies about financial needs. The College engages the participation of all constituencies through college meetings, program and unit review, and committee work such as CERC.

Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the vice chancellor of Administrative Services (VCAS) to the administrative team, who then communicates to division/department chairs and program coordinators. They are also shared with the *Kauhale* via the College Council and during the all-College meetings in fall and spring. The all-College meeting information is also posted on the chancellor's webpage.

### **Analysis and Evaluation**

Hawai'i CC defines and follows system budget guidelines and processes, and provides all constituencies with appropriate opportunities to participate in development of financial plans and budgets.

### **Fiscal Responsibility and Stability**

**III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

In coordination with UHCC, institutional planning at the College reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals.

As described in III.D.3, the Budget Policy Paper and budget instructions set forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations and timeline. Operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections are explained. Assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined in this document([III.D.4-1](#)).

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections, monitored closely by UHCC based on anticipated allocations([III.D.4-2](#))
- TFSF revenue projections, based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment([III.D.4-](#)

3). This helps inform sound tuition policy. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals promoted by strategic plans. UHCC has successfully maintained this delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs and new funding to meet strategic objectives, yet remains affordable when compared to other two-year institutions.

- Regular payroll and lecturer payroll projections, based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections(III.D.4-4). The College closely monitors its enrollment to validate expenditure plans from tuition and fees. This includes an annual review of tuition-funded positions.
- Non-payroll budgets (other current expenses), evaluated against historical averages of expenditures to determine appropriateness of current year allocations(III.D.4-5).
- Cash balances, projected and reviewed to ensure compliance with reserve policy requirements(III.D.4-6).
- All other special and revolving funds require a balanced budget plan that uses sound revenue estimates grounded in historical information and anticipated future revenues(III.D.4-1). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs (III.D.4-1).

The College also supports UHCC strategic directions to diversify the resource base beyond state appropriations and tuition. Tactics to achieve this goal include the following:

- Improving revenue streams associated with other revenue generating programs that will ultimately help cover campus overhead expenses. Hawai‘i CC special funds in support of non-credit programs have been refocused for workforce retraining and career exploration instead of personal enrichment. The latter have been effectively provided by UH Hilo for Hawai‘i Island. This change assists in ensuring the viability of EDvance (formerly the Office of Continuing Education and Training–OCET).
- Spearheading efforts to pursue external funding for projects that relate to strategic priorities. UHCC is in the process of establishing a grants office that will target state- or systemwide appeals to accelerate long-term strategic goals. Similarly, the College is using its Research and Training Revolving Funds to support its grant capacity with a grants writer position, grants fiscal compliance officer, and consultation to build Center of Excellence capacity nationally.
- Executing a successful fundraising campaign across all campuses to provide additional support for students, faculty, facilities, priorities, and programs. Hawai‘i CC has recently launched its Waihona campaign program, including the pursuit of naming opportunities at its Pālanui site. The campaign is coordinated closely with the UH Foundation. A new development officer and regional staff team are now in place to support advancement initiatives at the College. The College also maintains community partnerships with the Hawaii P-20 Early College Program, Japanese Chamber of Commerce & Industry of Hawaii, and others, which further develop resources.
- Executing a coherent strategy for international and nonresident recruitment and enrollment, including partnerships, that advances revenue goals as well as the educational

benefits of a globally diverse student body to Hawai‘i students. The College has prioritized resources to expand its international program with additional marketing and short-term global programs.

### **Analysis and Evaluation**

Hawai‘i CC’s planning process requires analysis of relevant financial data and uses institutional planning tools to realistically assess resource availability, expenditures, and potential for financial resource development. The College also works to develop its resources through the UH Foundation and grants, as well as community partnerships.

**III.D.5. Fiscal Responsibility and Stability: To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

The College adopts strong budgetary and internal control systems. The allocation of operational funds at Hawai‘i CC is divided into the following areas: the chancellor’s office, Academic Affairs, Student Affairs, Administrative Services, the Office of Continuing Education and Training, and the UH Center West Hawai‘i (Pāalamanui). Operating budgets are allocated to each area. The operating budgets are made accessible to each respective area through the use of Quali Financial Systems (KFS), eThORITY, and monthly financial reports from the UHCC Budget Office.

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website([III.D.5-1](#)).

General operating budgets (GF+TF SF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected on a regular basis and compared against budgets to determine if revised projections require budget changes. Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes([III.D.5-2](#)).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes.
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are adequate([III.D.5-3](#)).
- General operating budget status reports are reviewed at monthly VCAS meetings([III.D.5-3](#)).

The College complies with all University Administrative Procedures under Chapter 8, Business and Finance([III.D.5-4](#)), which establishes numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications.

Internal controls and financial management practices are evaluated during the course of external and internal audits such as the annual consolidated financial statement audit, financial and compliance audit (A-133 audit), state auditor review of special funds, UH internal auditor audits, and Unit review for Business Office practices.

Any audit findings or weakness in internal controls reported by the auditors are addressed and corrected.

The College, as part of the UH System, publishes a consolidated financial statement and budgetary information, which contains audit findings. These are available to members of its Kauhale through website publication, while detailed information is accessible through financial systems like Kualii or eThORITY. These reports provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carryforward cash balances, reserve balances, cash projections, and audit findings and reports. The VCAS reports financial and budget status to College personnel during All College meetings.

Internal and external audits help the College to improve management practices and internal control structures, including Internal Control and Business Issues Report([III.D.5-5](#)), A-133 Financial and Compliance Audits([III.D.5-6](#)), and the Comprehensive Annual Financial Report (CAFR)([III.D.5-7](#)).

### **Analysis and Evaluation**

The constant improvement of the financial integrity of Hawai'i CC requires the use and evaluation of internal control structures in a responsible, dependable, and timely way. This allows for timely response and assistance to internal and external entities.

**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Evidence of Meeting the Standard**

The College follows BOR policy, which covers the university's fiscal management and budget process, noting that the board has "a fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner" ([III.D.6-1](#)).

To ensure accuracy and credibility of financial and budget related documents, the College, in consultation and coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures([III.D.6-2](#)).

The College ensures financial resources are appropriately allocated to student learning programs and services through Integrated Planning for Institutional Effectiveness as detailed in

III.D.2([III.D.6-3](#)). This program and unit review process ensures that resource requests, and subsequent investment of resources, are aligned with program and unit needs and activities and with the College's strategic plan goals and objectives.

The College maintains financial documents, including the budget, which is developed so that financial resources support student learning programs and services. The fiscal information in the Kualii Financial System (KFS)--a systemwide financial accounting system which tracks expenditures through the budget--is readily available for review by representative budget authorities. All transactions posted in KFS undergo an approval routing process that may go all the way up to the UH System level, depending on the types and dollar amount of the transaction. These transactions are reviewed and monitored by staff in the Business Office. Further, UH System offices, such as the Office of Procurement and Real Property Management, occasionally conduct random reviews of transactions. Approving budget authorities are involved in the budget process and are responsible for development and management of their budgets. The Hawai'i CC VCAS works with the various administrators and their designees in formulating an overall campus budget, to ensure that the financial resources support learning programs and services. Monthly Budget vs. Actual reports are provided to the administrators to help monitor operational expenditures against their allocated budgets([III.D.6-4](#)).

### **Analysis and Evaluation**

Hawai'i CC's financial documents are reviewed for allowability, allocability, reasonableness, and accuracy. Budgets are allocated to the programs, departments, units, and support services. The expenditure approval process ensures that programs utilize their allocations properly.

**III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

The College responds in a responsible and timely manner to internal and external audit findings. Consolidated financial statements, which include audit findings, are posted on the UH Financial Reporting webpage([III.D.7-1](#)[III.D.7-2](#)).

### **Audit results:**

The BOR oversees the integrity of financial position and operations, including follow-up and corrective actions related to audit findings. Per Article II, Section D.2.e of the BOR by-laws, the Committee for Independent Audit mandates that the College report audit findings and related corrective actions. The College works closely with Office of the Vice President for Budget and Finance([III.D.7-3](#))to report and follow up on audit findings.

Responses to findings, including items stated in the management letter related to UH annual financial statements, are coordinated at the system level through the UH Budget and Finance Office. Audit findings are discussed with campus administrative staff, who notify affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Subsequent audits confirm corrective actions have been taken, which will be reported to the board.

For all internal or external audit findings, affected units and administrative or support unit staff discuss and develop corrective action plans, which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, and/or implementation of new systems (e.g., Destiny) to improve compliance with regulations, to increase or enhance financial or programmatic data available for monitoring and decision making, or to improve internal control.

Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency (if applicable), actions taken to prevent reoccurrence (if applicable), and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor. The plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as ORS (A-133 audit corrective action plans).

Hawai'i CC had one audit finding in 2017 for the Federal Direct Student Loan program, with two items needing to be addressed: 1) evidence of monthly reconciliation of borrower data, and 2) exit counseling to borrowers in a timely manner. The College took corrective action and by July 1, 2017, developed a monthly reconciliation process and standard operating procedure to ensure timely reporting of all loan records between the institution and Common Origination and Disbursement. The College also began running weekly reports to monitor all students that either Drop below half time, graduate, or disenroll, to ensure that exit notification letters are sent to students within the allotted time frame([III.D.7-4](#)).

### **Analysis and Evaluation**

Hawai'i CC provides responses to external audit findings that are comprehensive and timely. Responses to any external audit findings are properly communicated through appropriate channels at both the UHCC and campus levels.

**III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

### **Evidence of Meeting the Standard**

Evaluation of campus financial and internal control systems are governed by UH Systemwide Executive Policies EP 8.204 University Audit Plan([III.D.8-1](#)) to ensure that they are effective.

Consolidated financial statements for the University of Hawai'i, which includes Hawai'i CC, are prepared in accordance with generally accepted accounting principles and are audited annually by external auditors. For the year ending June 30, 2017, the auditors reported, "the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2017 and 2016, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America"([III.D.8-2](#)).

The auditors consider the University's internal controls relevant to the preparation and fair presentation of the consolidated financial statements in order to design appropriate audit procedures, but not for the purpose of expressing an opinion on the effectiveness of internal control. However, any weaknesses in financial or internal control observed by auditors during the course of the audit which are required to be reported by federal regulations are reported in a Financial and Compliance Audit report. Any weaknesses in financial or internal control which are not required to be reported by federal regulations in the compliance report are reported in an Internal Control and Business Issues Report.

The Financial and Compliance Audit report also provides a report on compliance with the requirements of laws, regulations, and contracts and grants applicable to its federal programs that could have a direct and material effect on each of the University's major federal programs. For the year ending June 30, 2017, the auditors stated, "In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017." With respect to internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program, the auditors stated, "We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses." The auditors found six instances of noncompliance which were required to be reported but stated, "Our opinion on each major federal program is not modified with respect to these matters"([III.D.8-3](#)).

The Internal Control and Business Issues Report discloses any weaknesses in financial or internal control which are not required to be reported by federal regulations in the Financial and Compliance Report. In addition, the report discloses whether findings from the prior audit are resolved or unresolved and if any of the findings are repeat findings in the current year. For the year ending June 30, 2017, the auditors did not report any findings for Hawai'i CC([III.D.8-4](#)).

Financial and internal control findings for central offices (General Accounting and Loan Collection Office, Financial Management Office, etc.) are addressed in the same manner as campus findings. Affected units discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or implementation of new systems.

Hawai'i Revised Statutes §23-12 ([III.D.8-5](#))require the State of Hawai'i's Office of the Auditor to conduct a review of University of Hawai'i special funds, revolving funds, and trust funds and accounts once every five years. The review includes an evaluation of the original intent and purpose of each fund, both as expressed by the Legislature and as understood by the expending agency, the degree to which each fund achieves the stated and claimed purposes, an evaluation of performance standards established by the agency, and a summary statement reflecting total fund transactions in the preceding five fiscal years, including the fund balance at the beginning of each fiscal year, total deposits and withdrawals, amount of interest earned, total expenditures made from the fund, and the ending fund balance for each fiscal year. The Office of the Auditor's Report 14-18, Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai'i, examined 65 university special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014([III.D.8-6](#)). Report

14-18 stated that the Community Colleges Special Fund, established by §304A-2162, “continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such.” Report 14-18 was presented to the 2015 Hawai‘i State Legislature; however, the Legislature, through further consultation with UHCC, determined that the special fund classification was appropriate.

The university’s Office of Internal Audit conducts UH internal audits to ensure the quality and integrity of the university’s compliance with legal, regulatory, and policy requirements; financial reporting and financial statements; and internal controls. The university’s Office of Internal Audit reports its findings directly to the BOR Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. Also, the UH internal auditor performs audits of selected programs (e.g., petty cash, culinary program) and may identify internal control deficiencies.

The UHCC campuses participate in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

Audits of a specific department, program, or fund may be conducted by a legislative auditor or an external audit firm that is hired by the university. These audits may identify internal control deficiencies.

For audits by the UH internal auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors, if any.

In addition to UH System internal audits, the Hawai‘i CC Business Office conducts a review of campus programs or units to identify any deficiencies. If any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed. Finally, internal and financial control systems are also considered when developing procedures that affect staffing assignments and implementation of improvements to financial systems or sub-systems.

Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

The University of Hawai‘i has established Administrative Procedures on Business and Finance that govern financial management. These policies and procedures are reviewed regularly and are updated to ensure compliance with applicable laws and regulations. The UH Internal Auditor also conducts audits to ensure compliance with UH policies and procedures([III.D.8-7](#)).

### **Analysis and Evaluation**

Following system policy, Hawai‘i CC’s financial and internal control systems are evaluated for validity and effectiveness. Along with legislative audits and UH System internal audits, the Hawai‘i CC Business Office reviews campus programs or units to identify any deficiencies. If

any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed.

**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

### **Evidence of Meeting the Standard**

Sufficient cash flow and reserves are retained by the College so that stability is ensured and strategies for appropriate risk management can be supported. The College follows the reserve policy established by UHCCP 8.201 Unrestricted Fund Reserve Policy – General, Special, Revolving Funds(III.D.9-1). The minimum cash reserves are to be maintained at 5% of unrestricted funds expenditures and encumbrances. The target cash reserves may be maintained at a level that is above the 5% minimum and up to 10% of the unrestricted funds expenditures and encumbrances. All UHCC campuses meet both 5% minimum and 10% targeted reserve requirements. For fiscal year 2018, the Hawai‘i CC reserve amount held centrally by the UH System totals \$1,143,937. This is in the operating budget as presented to the BOR meeting on August 10, 2017.

There are two primary sources of revenue that are used to support the operating budget of the College: state general fund appropriations and tuition revenue. State general funds are appropriated to the community college campuses by the State Legislature. The state provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full year allocation made prior to the end of the first quarter. State general fund revenues are used almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and these funds are expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollments and budget modifications are made if necessary. Revenue from tuition is used to support salaries and other operational expenses of the College. Unexpended tuition revenue is the primary source of the College’s cash reserves.

The UH System is a state agency and is covered within the provisions of the State of Hawai‘i’s self-insurance program. The UH risk management program was established through UH Executive Policy EP 8.207. Through this policy, additional insurance shall be secured only where hazardous conditions increase the potential and probability of loss.

The State of Hawai‘i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that these programs and activities are properly assessed to minimize or prevent liability concerns. Oversight for all insurance-related requirements and issues is provided to the College by the UH Office of Risk Management. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources(III.D.9-2).

## Analysis and Evaluation

The cash flow strategies at Hawai‘i CC are sufficient to maintain stability for the implementation and management of plans to meet emergencies and other occurrences. The College meets cash reserve requirements set by the UHCC System made up of a minimum reserve (5% of prior year expenditures) and a target reserve (5%-10% of prior year expenditures).

**III.D.10 Fiscal Responsibility and Stability: 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.**

## Evidence of Meeting the Standard

The UH System has offices established to provide financial oversight and support to campuses. Overall UH financial reporting responsibilities are handled by the UH Financial Management Office([III.D.10-1](#)). The Office of Research Services (ORS) is responsible for the management of extramurally funded programs([III.D.10-2](#)). ORS reviews and approves research and training grants from federal and other external agencies. In addition, extramural fund financial information is maintained in the financial system of the Research Corporation of the University of Hawai‘i (RCUH). ([III.D.10-3](#)) Funds generated through fundraising efforts are overseen by the UH Foundation([III.D.10-4](#)).

Kuali Financial System (KFS), a systemwide financial accounting system designed to meet the needs of higher education, was implemented in July 2012. Users of KFS have the ability to review financial information at an account level. UHCC generates financial reports for budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry forward cash balances, reserve balances, and cash projections for the campuses. The College’s internal oversight of funds and expenditures is exercised by the VCAS. For extramural funds, budget to actual reports, eThority reports, and loan funds, KFS online-available balance screens provide monitoring of financial status.

Financial information is communicated throughout the College periodically via memos, reports, and meetings to monitor financial status and to assess the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements. This information is used to prioritize the various financial decisions of the College, including identification of funds that can be reallocated, which ensures the appropriate use of funds.

While the UH ORS centrally manages all extramural funds, the College has a fiscal specialist in the Business Office to provide fiscal support. Fiscal transactions are processed through the RCUH system. The principal investigator (PI) of each award maintains oversight and control of funds, and is responsible for reviewing purchases and authorizing personnel hires within the scope of the contract/grant. Compliance with the regulations and requirements covering the award is audited as part of the annual systemwide Financial and Compliance Audit (A-133).

The College’s Financial Aid Office maintains documentation to demonstrate compliance with regulations and requirements, such as student eligibility based on need; financial aid awards that

do not exceed unmet need or maximum award limits; adjustment of awards when unmet need changes or a student withdraws; repayment to federal program for over-award adjustments; reporting of awards, adjustments, or withdrawals to federal agency; and exit interviews for students with loans. Compliance with federal Title IV requirements is demonstrated through the campus maintenance of documentation for student eligibility, adjustments, and reporting of awards. Financial aid grants and loan programs are also audited as part of the annual Systemwide Financial and Compliance Audit (A-133)([III.D.10-5](#)).

Operational oversight of the College's revenue generating program funds for campus units and activities that generate revenue, including the library, culinary, construction, transportation, and other programs, is stated in the UHCCP #8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs. According to the policy, programs are required to provide business plans and budgets to the Business Office. The business plans require the programs to review and project the revenue to cover direct costs. Programs are required to generate an administrative cost to cover their share of general campus operating expenses.

There are a variety of contractual agreements that Hawai'i CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai'i Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawai'i CC's mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

Auxiliary activities are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities include activities such as food service, vending machines, and facilities rental and are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually as part of the College's revenue-generating program planning and budget process([III.D.10-6](#)). This process ensures that these activities are actively engaged in the financial management responsibilities of the enterprise and to ensure the activities are financially solvent.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions.

The Treasury Office administers the cash handling and cash management of the University System. This office also administers the TouchNet eCommerce system for non-registration related payments([III.D.10-7](#)). Hawaii CC complies with policies and procedures for the receipting, depositing and cash management of funds received by the University([III.D.10-8](#)).

The Capital Asset Accounting Office works with campus and system departments in the administration of all capitalized asset accounting which includes accounting for equipment assets, CIP assets, plant assets, and other agency vested assets([III.D.9](#)). Hawai‘i CC complies with policies and procedures for the acquisition, use, upkeep, tracking, and disposition of capitalized assets.

### **Analysis and Evaluation**

In addition to system monitoring, Hawai‘i CC maintains effective oversight of finances by closely monitoring financial reports, distributing financial information regularly throughout the College in order to assess the need for budget adjustment, and by documenting compliance with external program requirements.

### **Liabilities**

**III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### **Evidence of Meeting the Standard**

As described in Standard III.D.2, Hawai‘i CC’s financial planning is integrated with its institutional mission and goals in order to guarantee long-term support of its student learning programs and services.

The College prioritizes its payments for liabilities and obligations through a variety of means, including continual assessment of revenues and expenditures, identification of projected revenues and expenditures, and the maintenance of reserves at both the system and College levels. Short-term and long-term financial planning considers the College’s long-range obligations. Long-term obligations are taken into account when developing annual campus financial plans. These nondiscretionary obligations are considered before programming budgets for discretionary items and are reflected as line items in the operating budget([III.D.11-1](#)).

In addition, the College works closely with both the UHCC and UH System offices. Long-term debt in the form of debt service on revenue bonds to finance new construction and facility improvements are considered in both short-term and long term financial planning.

The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects. The primary revenue source for university CIP projects comes from state-issued general obligation bonds for which the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The UHCC campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs, or repair and maintenance projects which are funded by the state. The items currently financed with long-term debt are limited to projects that directly create cost savings that offset

debt service costs. Revenue bond debt service for Pāalamanui has resulted in cost savings from elimination of lease rental([III.D.11-1](#)).

### **Analysis and Evaluation**

Hawai‘i CC engages in long-term financial planning and creates annual budgets that maintain sufficient financial resources over time to address current and future payments of liabilities and obligations.

**III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

### **Evidence of Meeting the Standard**

The employer’s share of OPEB obligations for General Fund positions is centrally paid for by the General Fund for all state agencies. As such, employer OPEB obligations for General Fund positions are not part of the UH System operating budget.

The University of Hawai‘i is, however, obligated to cover the OPEB requirements for the relatively small number of non-General Funded positions. The university’s contributions are calculated as part of the state’s total contribution requirements and are reimbursed to the state’s General Fund as part of the fringe benefit rate on the UH employees’ actual salaries. The UH System’s liability for OPEB is not allocated internally to individual departments, funds, and campuses([III.D.12-1](#)).

The university’s annual OPEB cost for non-General Fund employees is calculated based on the annual required contribution (ARC), an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. Employer OPEB obligations for non-General Fund positions are fully recognized and accounted for in UHCC non-General Fund financial plans. Annually, funds are allocated by the College as part of the budget planning and execution process.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

As mentioned in the Notes to the Consolidated Financial Statements for June 30, 2017 and 2016, page 67, Funding Policy and Annual OPEB Cost section: “The University is required by GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, to obtain an actuarial valuation every other year. Therefore, an actuarial valuation was performed as of July 1, 2015.”

### Analysis and Evaluation

Hawai‘i CC appropriately allocates resources for payment of benefits, liabilities, and obligations for non-General Fund positions. The level of funding is recognized and accounted for in UHCC financial plans.

**III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### Evidence of Meeting the Standard

The UHCC System, in coordination and consultation with the College, calculates the amount of the financial obligation associated with locally incurred debt instruments. Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Debt instruments were used to finance the development and construction of the new Pālanui campus. During development of the annual budget, the College identifies assessed financial obligations and allocates resources to meet debt agreements. The College’s annual financial projection allocates the amount required for repayment of debt to ensure it does not affect the financial condition of the institution([III.D.10-1](#)).

The UHCC System supports all campuses by securing and allocating capital improvement program (CIP) funding to fund major construction and renovation projects. The primary revenue source for University CIP projects comes from state-issued general obligation bonds where the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The items currently financed with long-term debt are limited to projects that directly create cost savings that offset debt service costs. Revenue bond debt service for Pālanui has resulted in cost savings from elimination of lease rental([III.D.13-2](#)).

### Analysis and Evaluation

Annually, Hawai‘i CC assesses and allocates resources for repayment of locally incurred debts that can affect the financial condition of the institution.

**III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### Evidence of Meeting the Standard

Hawai‘i CC has long-term debt instruments (revenue bonds). In fiscal year 2013, revenue bond usage was approved by the UH BOR for the construction costs related to the Pālanui campus. Annually, funds are allocated for the debt service as part of the budget planning and execution process, which is 2.1% of the operating budget. Revenue bond debt service for Pālanui has resulted in cost savings from elimination of lease rental([III.D.14-1](#)).

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the university, and the purpose of the funding source:

- UHCCP # 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs([III.D.14-2](#))
- RP 10.201 Interests in Real Property([III.D.14-3](#))
- EP 2.212 Management of University Bond System (UBS)([III.D.14-4](#))

The revenue bond processes and compliance have been reviewed and evaluated by the UH Office of the Internal Audit report for fiscal year 2013.

Auxiliary activities at Hawai‘i CC, including food service, are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits. UHCCP #8.200 ([III.D.14-5](#)) provides guidance in carrying out financial and operational oversight to ancillary and self-sustaining services. Bookstore operations are administered by the UH Mānoa Bookstore unit.

The fiscal management of extramural, externally funded programs and contractual agreements is reviewed and approved through the UH ORS. The usage of the funds must be in accordance with the rules and regulations as stipulated in the award contract([III.D.14-6](#)). An annual Financial and Compliance Audit is conducted in accordance with the Office of Management Budget (OMB) circular A-133.

Fundraising efforts are conducted by the University of Hawai‘i Foundation (UHF) within the UH System; its activities and funds are audited separately from the UH System annual audits. In addition to the UHF fundraising efforts, the campus is also active in seeking revenue to fund scholarships, staff development, and expansion goals through grants and contracts. The UHF takes in the revenue and disburses the accounts payable, including scholarships, reimbursements, and expenditures.

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([III.D.14-7](#)[III.D.14-8](#), [III.D.14-9](#), [III.D.14-10](#)). Fundraising, grants, and contracts transactions are reviewed and monitored by the UHF staff or the College’s Business Office.

### **Analysis and Evaluation**

All financial resources at Hawai‘i CC, including debt instruments, auxiliary activities, fundraising activities, and grants, are utilized for their intended purposes and in compliance with institutional regulations.

**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

**Evidence of Meeting the Standard**

The Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements. The College follows the policies of Title IV of the Higher Education Act (2017-18 catalog, pp. 52-55) and is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA). Daily newsletters are reviewed by the Financial Aid Office to keep abreast of changes in regulations, upcoming deadlines, and updates about NASFAA's efforts to advocate for aid administrators. Access to the federal Student Aid Resource web page ([ifap.ed.gov](http://ifap.ed.gov)) to review regulations has been given to all of the Financial Aid staff. In addition, the staff attends various state and regional association trainings.

The Financial Aid officer is responsible for ensuring that changes to procedures and institutional policies are made in a timely manner to maintain compliance. Annually, a federal A-133 Compliance Audit is done to ensure that Title IV aid is being administered in accordance to federal regulations. If the campus has a finding, an audit will be conducted the following year for that compliance issue to ensure that the campus has corrected its procedures and policy. The Hawai'i CC Financial Aid Office's last federal A-133 Audit was completed for the 2016-2017 award year and one audit finding with two items were noted and have been corrected by the College.

Hawai'i CC is responsible for submitting a Program Participation Agreement (PPA) Application every 3-5 years to the U.S. Department of Education to receive approval to administer Title IV aid. Hawai'i CC's current PPA is set to expire on March 31, 2021.

Hawai'i CC has a current student loan default rate of 24.2% ([III.D.15-1](#)). This is a significant decrease from the student loan default rate that hovered between 27.6 and 28.1% over the prior three years ([III.D.15-2](#)), which is below the 30% threshold that would require the creation of a student loan default prevention plan. Although not required by the Department of Education to have a default prevention plan in place, the Financial Aid Office at the College makes significant efforts in the areas of default prevention and debt management by including a default prevention plan as well as informational videos and resource links on the Financial Aid website ([III.D.15-3](#)). The College has developed policies and procedures to ensure timely dissemination of Exit Notification for loans as well as consistent monthly reporting of federal student loans to the Common Origination and Disbursements (COD) agency ([III.D.15-4](#)).

Student loan default rates, revenues, and related matters are monitored and assessed for compliance with federal regulations. The Financial Aid manager and the Financial Aid officer, whose program responsibility is student loans, review the annual draft cohort default rate that is provided in February, the official cohort default rate, and the reports that the campus receives from the federal loan servicers.

Student loan default rates, revenues, and related matters are monitored and assessed for compliance with federal regulations. The Financial Aid manager and the Financial Aid officer, whose program responsibility is student loans, review the annual draft cohort default rate that is provided in February, the official cohort default rate, and the reports that the campus receives from the federal loan servicers.

### **Analysis and Evaluation**

Hawai‘i CC monitors and manages student loan default rates and federal grants, which include Title IV, to ensure compliance with federal requirements. The most current cohort default rates for Hawai‘i CC are below the federal guidelines of 30%. Annual audits are conducted, and findings, if any, are corrected. The College has processes in place to ensure default rates remain within acceptable standards and has strengthened collaboration with the UH System Financial Aid Office to improve reporting.

**III.D.16. 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 and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

There are a variety of contractual agreements that Hawai‘i CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai‘i Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawai‘i CC’s mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

All agreements are subject to applicable UH policies and procedures included in the UH Systemwide Administrative Procedures Manual A8.200([III.D.16-1](#)), BOR Policies and Bylaws Chapter 8([III.D.16-2](#)), and UH Systemwide Executive Policies E8.000 ([III.D.16-3](#)). Finalized agreements include clearly defined roles and responsibilities, services, corrective actions, and termination to ensure oversight and integrity.

Contractual agreement awards providing extramural funding to Hawai‘i CC are reviewed and executed by the UH ORS. Annually, usage of the extramural funds is audited as part of the consolidated financial statement audit and compliance audit. Non-extramural funded procurement agreements that involve amounts greater than \$25,000 are reviewed and executed by the UH Office of Procurement and Real Property Management.

University policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives, and mission of the university and in compliance with federal and state laws and regulations, university policies

and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.

Affiliation agreements and sponsored/sheltered class agreements that are executed by the College are reviewed following an established on-campus routing procedure. This is to ensure adherence to applicable UH policies and procedures. These agreements are under College control and allow for changes or terminations by the College([III.D.16-4](#)).

The Office of the Vice President for Community Colleges (OVPCC) conducts post-audit reviews of affiliation agreements and sponsored or sheltered class agreements to ensure that agreements comply with university policies and procedures and reasonable risk tolerance. The OVPCC also reviews Affiliation Agreement Reports and Sponsored/Sheltered Class Reports to determine if the affiliation agreements and sponsored/sheltered class memorandums of agreement are consistent with the academic/instructional direction of the community colleges.

### **Analysis and Evaluation**

Agreements with external entities are consistent with the institution's mission and goals to deliver educational services to all sectors of the Hawai'i Island community. UH System policies and procedures govern all agreements, which are reviewed closely to maintain the integrity of the institution and the quality of its programs, services, and operations.

### **CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

## **Standard IV: Leadership and Governance**

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**IV.A. Decision-Making Roles and Processes**

**IV.B. Chief Executive Officer**

**IV.C. Leadership and Governance**

**IV.D. Multi-College Districts or Systems**

## Standard IV: Leadership and Governance

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The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continued improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### IV.A. DECISION-MAKING ROLES AND PROCESSES

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**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### Evidence of Meeting the Standard

In the spirit of ‘*E Imi Pono* (“seeking excellence”), institutional leaders at Hawai‘i CC encourage College wide innovation through participatory processes such as shared governance, all-College/*Kauhale*/convocation events, professional development, division/department meetings, committee work, student government, personnel/student surveys, advisory councils, reassigned time projects, assessment, and program/unit review. Benchmarks for institutional excellence, as demonstrated in the mission of the University of Hawai‘i Community Colleges ([IV.A.1-1](#)) and Hawai‘i CC’s newly revised mission and institutional learning outcomes ([IV.A.1-2](#)), speak to the College’s dedication to the island *Kauhale*, to respect for diverse perspectives, and to student success and educational excellence.

Shared responsibility for institutional performance is emphasized through traditions such as each semester’s opening “All-College Breakfast,” during which administrative team members report on new and ongoing projects to a gathering of all Hawai‘i CC faculty, staff, administrators, and student government representatives ([IV.A.1-3](#)). These meetings also include activities and foster dialog about institutional goals, planning, and student achievement ([IV.A.1-4](#)).

Professional development opportunities, such as participation in conferences, seminars, and workshops, also support innovation. Two dynamic examples include the Hawai‘i National Great Teachers Seminar ([IV.A.1-5](#)) and the Hawai‘i Student Success Institute ([IV.A.1-6](#)). Not only do these opportunities serve as a springboard for innovation through presentations of new ideas and strategies for student success, they also provide a forum for faculty and staff to network with counterparts from other colleges, which is significant given the College’s geographic location. Additionally, leadership supports the efforts of the Faculty/Staff Development Committee

([IV.A.1-7](#)) to provide professional development workshops throughout the year. The College recognizes innovative efforts of individual faculty and/or staff members with its Innovation Award ([IV.A.1-8](#)).

Innovation also stems from division/department meetings where colleagues convene to discuss current issues and possible solutions. At times, these outcomes can lead to even wider meetings to confer more broadly about campus issues. For example, the Liberal Arts and Public Services division has met to discuss, among other issues, program modifications ([IV.A.1-9](#)), assessment ([IV.A.1-10](#)), and approaches to resolving plagiarism ([IV.A.1-11](#)).

Equally significant, committee work often acts as a conduit for innovation. Due to the composition of most committees, members represent different facets of the College and committee meetings provide a forum for sharing multiple perspectives. For example, when members of the Hawai'i CC International Education Committee wanted to promote the benefits of internationalism, the winning suggestion was to invite Fulbright scholars from around the world to give presentations about their areas of expertise, as well as about their home countries. Combined, these aspects would deepen intercultural understanding and support the College's institutional learning outcomes. Notably, this suggestion came from a professor who had been supported by administration to pursue a Fulbright opportunity in India. The idea became an annual event for the College, which has now hosted individuals from Bulgaria ([IV.A.1-12](#)), Indonesia ([IV.A.1-13](#)), and India ([IV.A.1-14](#)).

Other sources of innovation include Program Advisory Councils, which represent local industry leaders and influence programmatic initiatives, and reassigned time projects that allow faculty to pursue ideas and innovations pertinent to student success. For example, Hawai'i CC's coordinator for ESL instruction used reassigned time ([IV.A.1-15](#)) to create a framework for an English language learners outreach/recruitment project to better serve English language learners in the community. Another example is the English department's professional development program, which offers faculty release time for implementing, documenting, and sharing new instructional methodologies and wrap-around strategies to support student success in its redesigned co-requisite developmental courses (see Standard II.A.2).

Additionally, the College's review and planning processes, described further in Standards I.B.1-2, serve as a forum for collecting and forwarding innovative ideas and action plans. Assessment ([IV.A.1-16](#)), the program and unit review process ([IV.A.1-17](#)) and the College Effectiveness Review Committee (CERC) ([IV.A.1-18](#)) all rely on reflective analysis to reveal strengths, weaknesses, and needs. Discoveries can lead to action items concerning teaching innovations, identification of new trends and directions for programs/units, and opportunities for collaboration among disciplines or divisions/units.

Other policies, practices, and programs that encourage collaboration on institutional improvement include:

- HAW 4.201 - Integrated Planning for Institutional Effectiveness, a policy to “identif[y] the various components that Hawai'i CC uses to plan for, implement support for, evaluate and improve student success;” ([IV.A.1-19](#))

- Innovations projects supported by the Office of the Vice President of Community Colleges ([IV.A.1-20](#)). A comprehensive website highlights new directions and campus ideas that have been funded;
- Collaboration on major System initiatives (Developmental Education Acceleration, STAR GPS registration system, Pathways ([IV.A.1-21](#))), which promote efficient processes for instruction, course selection, registration, and academic career guidance/monitoring;
- College wide invitations to contribute to institutional processes and procedures, such as revision of the College’s institutional guiding statements or strategic plan ([IV.A.1-22](#));
- Cross-departmental student success committees such as the Strategic Enrollment Management Committee, Student Success Committee, and the newly formed Student Success Pathways Committee; and
- Participation in *wala‘au* “talk story” sessions, which promote congregation, interaction, and the exchange of ideas relative to campus initiatives ([IV.A.1-23](#)).

### Analysis and Evaluation

Guided by the institutional mission, Hawai‘i CC encourages participatory processes and implements innovations through professional development, integrated planning, and other institutional practices. Hawai‘i CC’s leadership encourages initiative by offering rewards and professional development opportunities to faculty and staff in order to promote student learning and institutional improvement.

### LIST OF EVIDENCE

<a href="#">IV.A.1-1</a>	Mission of the University of Hawai‘i CC
<a href="#">IV.A.1-2</a>	Revised Mission and Institutional Learning Outcomes
<a href="#">IV.A.1-3</a>	All College Meeting Spring 2018
<a href="#">IV.A.1-4</a>	All College Meeting 2017 - <i>Kauhale</i> Day
<a href="#">IV.A.1-5</a>	Hawai‘i National Great Teachers Seminar
<a href="#">IV.A.1-6</a>	Hawai‘i Student Success Institute
<a href="#">IV.A.1-7</a>	Staff Development Calendar
<a href="#">IV.A.1-8</a>	Faculty and Staff Award
<a href="#">IV.A.1-9</a>	AA Task Force Issues Ballot Final;
<a href="#">IV.A.1-10</a>	Liberal Arts PLO Assessment
<a href="#">IV.A.1-11</a>	All - Liberal Arts Meeting
<a href="#">IV.A.1-12</a>	Bulgaria Flyer
<a href="#">IV.A.1-13</a>	Indonesia Flyer
<a href="#">IV.A.1-14</a>	India Flyer
<a href="#">IV.A.1-15</a>	Instructional Assigned Time request
<a href="#">IV.A.1-16</a>	Assessment Website
<a href="#">IV.A.1-17</a>	Program and Unit Review Process
<a href="#">IV.A.1-18</a>	College Effectiveness Review Committee
<a href="#">IV.A.1-19</a>	HawCC 4.201 - Integrated Planning for Institutional Effectiveness
<a href="#">IV.A.1-20</a>	Office of the Vice President of Community College
<a href="#">IV.A.1-21</a>	Star GPS Registration system
<a href="#">IV.A.1-22</a>	Proposed changes to Mission, Vision, ILO and IUOs
<a href="#">IV.A.1-23</a>	Wala‘au Sessions

**IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

Hawai'i CC has numerous policy, planning, and special-purpose committees, each of which has guidelines that specify purpose, membership, and roles of participation for administrators, faculty, staff, and students. Established policies and procedures are regularly reviewed for effectiveness.

HAW 3.303 defines the College's shared governance model, including the roles of its three most important governing bodies: the College Council, the Academic Senate, and the Associated Students of the University of Hawai'i (ASUH). The policy outlines the purpose of each of these assemblies and states that regular evaluation of the governance groups serves "to ensure the integrity and effectiveness of the College's governance and decision making processes." ([IV.A.2-1](#)) Several recent governance changes resulted from the evaluation process: the 2015-16 College Council "facilitated a campus wide committee to review, revise and implement changes to the Hawai'i CC College Council Charter"; the 2016-17 Academic Senate updated its charter to accurately define the duties of the secretary and to implement the idea of select committees in addition to standing committees, among other changes; and the ASUH amended its constitution and by-laws in the 2015-16 academic year.

The College Council's primary role is to apprise the chancellor of College wide issues. Membership is comprised of representatives from all of the institution's constituencies (administration, faculty, staff, and students); in addition, anyone from the College may bring forth concerns. Topics include budgeting, strategic planning, community relations, accreditation and assessment, institutional guiding statements, and coordination of committees. The Committee Handbook provides a current list of committees and guidelines ([IV.A.2-2](#)); an overview of college committee structure is outlined in HAW 3.301 ([IV.A.2-3](#)). The council also forms task forces to address special purposes. Participation roles are defined further in the College Council Charter ([IV.A.2-4](#)).

The Academic Senate is comprised of all instructional and non-instructional faculty and holds responsibilities pertaining to "development, modification, initiation, and review of academic policies and issues." Topics include the scope and nature of educational curricula; standards for teaching, scholarship, and service; standards and evaluation of admission, graduation, certification, and grading; and professional ethics. Guidelines for participation, as well as for service on representative committees within the Academic Senate, are explained in the Academic Senate Charter ([IV.A.2-5](#)).

The ASUH is the main forum for student participation in governance. Membership is extended to all current students of Hawai'i CC. The ASUH Charter authorizes the election of a student government "responsible for the general welfare and development of the student body" ([IV.A.2-6](#)). Elected officers of the student government collaborate with a faculty advisor and report to the

vice chancellor for Student Affairs. The ASUH president also represents the student body on the College Council.

Students can also contribute to the College by participating in service learning projects and other co-curricular activities (see Standard II.C.4) and by completing the following surveys, which solicit feedback to improve the Hawai‘i CC experience for students:

- The Community College Survey of Student Engagement (CCSSE) ([IV.A.2-7](#))
- Graduation Leaver Survey (GLS) ([IV.A.2-8](#))
- Student Climate Survey (SCS) ([IV.A.2-9](#))

Finally, students have representation on the CERC, the Student Conduct Committee, and on the Ho‘olulu Council, a special advisory council to the chancellor that is tasked with reporting on issues, programs, and policies that affect Native Hawaiians at Hawai‘i CC and within the UH System([IV.A.2-10](#)). The council also represents Hawai‘i CC on the Pūko‘a Council, a Native Hawaiian advisory council to the UH president, and on the Council of Community College Native Hawaiian Chairs. Membership is open to any Hawai‘i CC constituents; further guidelines appear in the Ho‘olulu Council charter ([IV.A.2-11](#)).

### **Analysis and Evaluation**

Guided by clear policies, procedures, and membership rules, the shared governance model has been successful in affording administration, faculty, staff, and students the opportunity to participate in decision-making processes. Shared governance responsibilities are clearly divided between the College Council, the Academic Senate, and the ASUH and are defined in their respective charters. To address the College’s role as an indigenous serving institution, the Ho‘olulu Council ensures representation of Native Hawaiians in College governance.

### **LIST OF EVIDENCE**

<a href="#">IV.A.2-1</a>	HAW 3.303-Campus Governance
<a href="#">IV.A.2-2</a>	Committee handbook
<a href="#">IV.A.2-3</a>	HAW 3.301 - College Committee Structure
<a href="#">IV.A.2-4</a>	College Council Charter Approved April 8, 2016
<a href="#">IV.A.2-5</a>	Updated Charter
<a href="#">IV.A.2-6</a>	Charter Associated Students of UHCC
<a href="#">IV.A.2-7</a>	Community College Survey of Student Engagement
<a href="#">IV.A.2-8</a>	Graduation Leaver Survey
<a href="#">IV.A.2-9</a>	Student Climate Survey
<a href="#">IV.A.2-10</a>	Ho'olulu Council October 3, 2014
<a href="#">IV.A.2-11</a>	Ho'olulu Council October 3, 2014

**IV.A.3 Administrators and faculty, through policy and procedures, 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.**

### **Evidence of Meeting the Standard**

As described in Standard IV.A.2, Hawai‘i CC has policies and procedures that define the roles of the College Council, Academic Senate, and ASUH in governance, institutional policies, planning and budget, as appropriate. The institution’s organizational chart ([IV.A.3-1](#)) and functional statement([IV.A.3-2](#)) further specify the roles and management responsibilities of each Hawai‘i CC administrator.

The role of faculty in institutional governance is set forth in HAW 3.303 - Campus Governance ([IV.A.2-1](#)) and Executive Policy EP 1.201 - Faculty Involvement in Academic Policy ([IV.A.3-3](#)).

Hawai‘i CC’s Integrated Planning for Institutional Effectiveness Policy HAW 4.201 outlines the systematic, institution-wide evaluation and strategic planning process that integrates program and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness ([IV.A.3-4](#)). Faculty members primarily exercise their voice in institutional planning and budgeting via the program and unit review process([IV.A.1-17](#)) (further described in Standards I.B.4-5) in which they report on data, program status, assessment results, goals and action plans, and budget requests. The program/unit review plans and budget requests are evaluated by the College Effectiveness Review Committee (CERC), which has representative membership from across the College ([IV.A.3-5](#)), with budget prioritization recommendations made to the administrative team. Based on the program/unit reviews and System strategic directions ([IV.A.3-6](#)), the administration shapes the College’s strategic plans and makes final resource allocation decisions.

### **Analysis and Evaluation**

Policy documents describing the Integrated Planning Process and other shared governance procedures define clear and substantive roles for administrators and faculty in institutional governance processes, providing opportunity for significant contributions to institutional policies, planning, and budget considerations.

### **LIST OF EVIDENCE**

<a href="#">IV.A.3-1</a>	Organizational Chart
<a href="#">IV.A.3-2</a>	Functional Statements
<a href="#">IV.A.2-1</a>	HAW 3.303-Campus Governance
<a href="#">IV.A.3-3</a>	EP 1.201 - Faculty Involvement in Academic Policy
<a href="#">IV.A.3-4</a>	HAW 4.201 Integrated Planning for Institutional Effectiveness
<a href="#">IV.A.1-17</a>	Program and Unit Review Process
<a href="#">IV.A.3-5</a>	CERC Operating Guidelines
<a href="#">IV.A.3-6</a>	Strategic Directions 2015-2021

**IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

Faculty and academic administrators at Hawai‘i CC share responsibility for making recommendations about curriculum and student learning programs and services. A combination of policies, procedures, and well-defined structures establish these responsibilities.

As indicated in Standard IV.A.2, the Academic Senate, composed of all faculty members, plays a primary role in evaluating academic policy and curriculum. The Academic Senate Charter ([IV.A.4-1](#)) assigns responsibilities relating to curriculum and student learning programs and services to three standing committees, which review and evaluate all relevant College and System policies and procedures. These committees, which report to the Senate regularly with recommendations, are assigned the following areas of focus:

- **Educational Policy Committee.** The Educational Policy Committee reviews, advises, and makes recommendations to the Senate on academic policies including, but not limited to, standards for graduation, admissions, certification, and distance education; academic regulations; curriculum process; grading; and student relations (e.g., student conduct, grievances, and appeals).
- **Curriculum Review Committee.** The Curriculum Review Committee makes recommendations regarding the review and modification of degree requirements, program proposals, course proposals, and catalog descriptions as appropriate for all credit courses, including distance education and summer session. The Curriculum Review Committee’s recommendations are reviewed by the Senate. The Senate chair forwards the Senate’s recommendations to the vice chancellor for Academic Affairs.
- **General Education Committee.** The General Education Committee reviews course proposals and makes recommendations regarding the designations of these courses as general education. The recommendations are forwarded to, reviewed, and approved by the Senate.

In addition to the standing committees, the Academic Senate created four “Select” committees to evaluate courses and policies that fall into specific curricular categories:

- **Distance Education Committee.** The Distance Education Committee develops and proposes policies regarding a College wide, coordinated approach to online teaching and learning at Hawai‘i CC to ensure these courses meet best practices and national standards of online teaching and align with the mission of the College.
- **Hawai‘i Asian Pacific Course Designation Committee.** The Hawai‘i Asian Pacific Course Designation Committee reviews and approves courses that meet the University of Hawai‘i System requirements that identify important skills and concepts necessary for living and working in diverse communities, such as Hawai‘i. A significant component of readings, assignments, and other course materials in the course will address Hawaiian, Asian and/or Pacific cultures.
- **Sustainability Course Designation Committee.** The Sustainability Course Designation Committee reviews and approve courses that meet the University of Hawai‘i System

requirements that identify important skills and concepts regarding sustainability across a variety of academic disciplines. A significant component of readings, assignments, and other course materials will address environmental topics.

- **Writing Intensive Curriculum Committee.** The Writing Intensive Curriculum Committee evaluates courses according to the University of Hawai‘i System Articulation Agreement governing Writing Intensive (WI) designation and intercampus transfer. Hallmarks of WI designated courses include a maximum class size, minimum word count and writing prerequisite, interaction between the instructor and student as part of a writing process, and emphasis on writing as a major grade determinant and a tool for learning course material.

HAW 5.202 - Assessment Policy ([IV.A.4-2](#)) defines assessment as “the process of gathering information/data on student learning and services for the purposes of evaluating and improving the learning environment” and ensures that assessment is a consistent, College wide practice. The policy delineates how the outcomes of assessment contribute to improving student learning and services, as well as the responsibilities of faculty, staff, vice chancellors, and directors. The Assessment Committee supports continuous improvement in learning by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process. The Institutional Assessment coordinator provides training and support to develop, align, and assess institutional, unit, program, and course outcomes; maintains and publishes assessment documentation, reports, and resources; and collaborates with administrators, division/department/unit leadership, and faculty/staff to facilitate assessment activities that foster continuous improvement.

In addition, HAW 5.250 - Course Review Policy ([IV.A.4-3](#)) outlines a systematic procedure for faculty review of courses to ensure continuity and relevance over time.

Faculty and academic administrators also offer recommendations for curriculum and student learning programs and services via the program and unit review process ([IV.A.4-4](#)). Additional feedback is provided by the CERC ([IV.A.1-18](#)), which is comprised of College wide representation and chaired by the vice chancellor for Academic Affairs (VCAA), and which evaluates all comprehensive program and unit reviews to provide “quality improvement” feedback to the review writers and to provide campus planning recommendations to the chancellor.

To ensure that current practices are followed and effective, HAW 4.201 - Integrated Planning for Institutional Effectiveness Policy([IV.A.3-4](#)) specifies the VCAA as responsible for the “development and regular review” of the Academic Master Plan, which is a product of collaboration between faculty and the VCAA.

The College Council includes academic administrators, faculty, and staff as defined by College Council Charter([IV.A.2-4](#)), and provides recommendations on student learning programs, including the learning centers and library. UHCCP 5.203 ([IV.A.4-5](#)) addresses the establishment and issuance of the degrees and certificates within the University of Hawai‘i Community Colleges (UHCC), and delegates to each college the responsibility for planning, design, and establishment of programs leading to degrees and certificates.

Lastly, the Distance Education Substantive Change Process is addressed in the document titled “Substantive Change Proposal: Associate of Arts Degree via Distance Learning” ([IV.A.4-6](#)) and provides responsibilities for administration and faculty that ensure the integrity of online courses.

### Analysis and Evaluation

Hawai‘i CC charters, policies, and other documents assign responsibility for reviewing and making recommendations on curriculum and student learning programs and services to specific constituencies within the faculty and academic administration. Policy is also in place to regularly evaluate practices for compliance and effectiveness.

### LIST OF EVIDENCE

<a href="#">IV.A.4-1</a>	Charter of the Academic Senate
<a href="#">IV.A.4-2</a>	<b>HAW 5.202 Assessment Policy</b>
<a href="#">IV.A.4-3</a>	HAW 5-250 Course Review Policy and Procedure
<a href="#">IV.A.4-4</a>	Program and Unit Review
<a href="#">IV.A.1-18</a>	College Effectiveness Review Committee
<a href="#">IV.A.3-4</a>	HAW 4.201 Integrated Planning for Institutional Effectiveness
<a href="#">IV.A.2-4</a>	College Council Charter Approved April 8, 2016
<a href="#">IV.A.4-5</a>	UHCCP 5.203 - Program Credentials Degrees and Certificates
<a href="#">IV.A.4-6</a>	AA Substantive Change_3_12_09

**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### Evidence of Meeting the Standard

The Constitution of the State of Hawai‘i, Article X, Section 6, gives the Board of Regents ([IV.A.5-1](#)) domain over the University of Hawai‘i System. Its responsibilities include authorizing, amending, and publishing policies “that provide the framework for the university.” The Regents’ Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development RP 1.210 ([IV.A.5-2](#)) ensures that Hawai‘i CC faculty members have a voice “on matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved.” UH Executive Policy 1.210 Faculty Involvement in Academic Policy ([IV.A.3-3](#)) serves to implement RP 1.210.

At the campus level, HAW 4.201 - Integrated Planning for Institutional Effectiveness policy ensures effective decision-making for institutional plans and gives consideration to all relevant stakeholders ([IV.A.3-4](#)). Faculty, staff, and administrators provide collective input through the program and unit review process, ([IV.A.4-4](#)) CERC, and the College Council. This document includes the UH System policies on planning, delineates institutional plans, explains the implementation process of the plans, and provides a schedule for continuous review of the plans to promote ongoing improvements. The flowchart diagram of the Integrated Planning Process illustrates the cycle of the College’s resource allocation and plans implementation ([IV.A.5-4](#)).

Finally, the Hawai‘i CC concept of *Kauhale* ([IV.A.1-2](#)) requires community involvement to harness collective knowledge and expertise. As described on the College’s *About Hawai‘iCC* webpage, “Community partnerships and collaboration are central to the mission of the College. To keep curricula and requirements current and relevant, the College has invited community leaders in business, industry, and the professions to serve as advisors to provide guidance regarding course content, selection of training equipment, employment needs, and the effectiveness of different programs. Program Advisory Councils are formed for each degree program. In addition, the chancellor seeks advice from community and business leaders on ways the College can assist in development for the community. Members of these advisory groups are listed throughout the catalog.”

### Analysis and Evaluation

The College’s system of board and institutional governance ensures that all stakeholders participate in the development and review of institutional plans, policies, curricular changes, and other significant decisions. Specifically, guidelines for these considerations are stipulated in HAW 4.201 Integrated Planning for Institutional Effectiveness policy, through which the College continuously develops and reviews plans to support institutional effectiveness and student success. Depending on the nature of the matter, decisions also include the direct involvement of the College Council, Academic Senate, student government, advisory councils, industry, and the community.

### LIST OF EVIDENCE

<a href="#">IV.A.5-1</a>	Office of the Board of Regents
<a href="#">IV.A.5-2</a>	RP 1.210 - Faculty Involvement in Decision and Policy Development
<a href="#">IV.A.3-3</a>	EP 1.201 - Faculty Involvement in Academic Policy
<a href="#">IV.A.3-4</a>	HAW 4.201 Integrated Planning for Institutional Effectiveness
<a href="#">IV.A.4-4</a>	Program and Unit Review
<a href="#">IV.A.5-4</a>	Strategic Plan Flowchart
<a href="#">IV.A.1-2</a>	Concept of <i>Kauhale</i>

**IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### Evidence of Meeting the Standard

The College uses a number of methods to disseminate information institution-wide regarding the processes for decision-making and the resulting decisions. The chancellor shares updates on College progress and institutional planning at College wide meetings, and posts this information on the Hawai‘i CC website ([IV.A.6-1](#)). Administrators also relay updates, announcements, and decisions during unit/division meetings and via campus email. In addition, significant decision-making bodies such as the College Council ([IV.A.6-2](#)), Academic Senate ([IV.A.6-3](#)), and student government ([IV.A.6-4](#)) record meeting proceedings with minutes, which are posted on the College’s website. The information described above is also discussed in division and department meetings. Other methods of communication include the faculty/staff/student listservs, the College newsletter *Kauhale* ([IV.A.6-5](#)), and the student newsletter *Ka ‘Io* ([IV.A.6-6](#)).

## Analysis and Evaluation

The College uses multiple methods, including its website, blogs, email, newsletters, and meetings, to broadcast decision-making processes and the resulting decisions.

### LIST OF EVIDENCE

<a href="#">IV.A.6-1</a>	Chancellor-Wala‘au January 11, 2018
<a href="#">IV.A.6-2</a>	College Council Webpage
<a href="#">IV.A.6-3</a>	Academic Senate
<a href="#">IV.A.6-4</a>	ASUH
<a href="#">IV.A.6-5</a>	Hawai‘i Community College <i>Kauhale</i>
<a href="#">IV.A.6-6</a>	Ka‘Io NEWS

**IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, 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.**

### Evidence of Meeting the Standard

The institution’s organizational chart([IV.A.3-1](#)) and functional statement ([IV.A.3-2](#)) specify the roles and management responsibilities of each Hawai‘i CC administrator. Roles and responsibilities of administrative positions are reviewed during reorganization or when a position is up for recruitment.

Regular evaluation to assure integrity and effectiveness of the institution’s governance groups, including policies, procedures, and processes, takes place within the various campus entities. As stated in Standard IV.A.2, to establish effectiveness and relevance, the governing bodies representing faculty and College wide constituencies conduct charter reviews. Review processes are documented in minutes and draft documents; revised charters are posted on the College website.

The College Council Charter was most recently updated in the 2017-18 academic year ([IV.A.2-4](#)). Additionally, the council has conducted surveys to evaluate its purpose and effectiveness ([IV.A.6-2](#)). Results are available on the council webpage and have been used as an impetus to discuss the role that the council plays within the College.

Likewise, the Academic Senate updated its charter in the 2016-17 academic year, which resulted in strengthening the preamble, identifying the need for additional committee designations, further detailing the roles of the chair and vice chair, redefining the role of the secretary to address duties related to the digital age, removing the archivist position, recognizing the addition of a permanent member from Pālamānui on the Executive Committee, and establishing a review period for the charters, practices, and processes of Senate committees ([IV.A.7-1](#)).

The ASUH amended its constitution ([IV.A.7-2](#)) and by-laws ([IV.A.7-3](#)) in the 2015-16 academic year as well.

The College also has a Committee on Committees([IV.A.7-4](#)), whose charge includes the “periodic review of committee structure[s].” Reporting directly to the College Council, the committee provides monthly updates at council meetings.

## Analysis and Evaluation

The College evaluates the institution's leadership roles and policies, procedures, and processes relative to governance and decision-making to ensure integrity and effectiveness; however, it needs to do so in a more consistent and predictable manner, formally documenting such evaluation. The institution uses some results for ongoing improvement.

### LIST OF EVIDENCE

<a href="#">IV.A.3-1</a>	Organizational Chart
<a href="#">IV.A.3-2</a>	Functional Statements
<a href="#">IV.A.2-4</a>	College Council Charter Approved April 8, 2016
<a href="#">IV.A.6-2</a>	College Council Webpage
<a href="#">IV.A.7-1</a>	Academic Senate - with modifications
<a href="#">IV.A.7-2</a>	Constitution for Student Government
<a href="#">IV.A.7-3</a>	By-Laws Student Government
<a href="#">IV.A.7-4</a>	Committee on Committee

### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Policy HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures

## IV.B. CHIEF EXECUTIVE OFFICER

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**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### Evidence of Meeting the Standard

In accordance with the UH System classification plan ([IV.B.1-1](#)), the chancellor has primary responsibility for providing “the visionary leadership in developing, designing, facilitating and implementing campus plans, initiatives, policies and procedures to support and promote excellence across the system and the campus.” In this capacity, the Hawai'i CC chancellor--Chancellor Yamane (July 1, 2011-December 30, 2015), Interim Chancellor Onishi (January 1- June 30, 2016) and newly appointed Chancellor Solemsaas (July 1, 2016-present)--oversees all administrative and academic matters of the campus (Academic Affairs, Student Affairs, Administrative Services, Office of Continuing Education and Training, and the Pālanuanui

branch campus([IV.B.1-2](#)), including budget planning and execution, human resources management, facilities management, long- and short-range academic and administrative planning, community outreach, fundraising, and entrepreneurial activities.

Under the direction of the chancellor, clearly articulated policies regarding campus governance, committee work, and planning processes are in place. These policies provide guidance and clarify the roles of different constituents and campus leaders regarding the planning and operations of the College. The College governance structure and planning policies support a participatory and transparent system under the leadership of the chancellor (see HAW 3.301 ([IV.B.1-3](#)), 3.303 ([IV.B.1-4](#)), 4.201 ([IV.B.1-5](#))). On campus, the chancellor regularly meets with the College administrative team and the chairs of the College Council and the Academic Senate to communicate institutional values, goals, institution-set standards, and other relevant information related to planning and mission fulfillment. The chancellor reports to the College Council at its monthly meetings ([IV.B.1-6](#)) and is occasionally invited to address the Academic Senate when the Academic Senate chair and chancellor decide an issue needs to be shared collaboratively with the faculty. The chancellor also ensures that these matters are communicated in a timely manner to the College community during campus-wide meetings at Fall and Spring convocation, email announcements, and web postings([IV.B.1-7](#)). Off campus, the chancellor meets with Rotary Clubs, and the Hawai‘i Island, Kona, Kohala, and Japanese Chambers of Commerce to share mission and vision and other relevant news with the community. The chancellor also convenes an advisory council to provide community input on pertinent planning issues ([IV.B.1-8](#)).

The chancellor approves the College budget. The administrative team, headed by the chancellor, is given information about all budget expenditures during budget planning meetings. In 2017, the chancellor requested that the College Council review planning processes and clarify further the role of the council as it relates to setting priority criteria for resource allocation. As a part of the resource allocation process, the results of the program and unit review process and the budget prioritization process are grounded in relevant data and analysis to help inform work plans and resource allocation. For example, permanent positions to support the redesign of developmental education resulted from the 2015 program reviews for reading, writing, and math, which requested “More permanent, full-time faculty... not only to teach high-demand developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning developmental reading courses.”

The chancellor oversees institutional effectiveness and ensures that the integrated planning cycle is based on a culture of evidence and focuses on student learning ([IV.B.1-5](#), [IV.B.1-9](#)). Additionally, the chancellor recommends for Board of Regents (BOR) approval the College mission and vision statements and strategic plans that ensure commitment to student learning and success ([IV.B.1-10](#)). In pursuit of College endeavors, as needed and in consultation with the UH president and the UHCC vice president, the chancellor represents the campus in legislative sessions in support of Hawai‘i CC and UH System missions.

Consistent with UH BOR policy 5.201 ([IV.B.1-11](#)), the chancellor acts on behalf of the campus to make recommendations to the BOR about programs that are “new, provisional, under review, and ... the naming of programs...” in support of the College mission. Upon recommendations of the faculty, the chancellor certifies to the BOR that graduates have met prescribed program requirements in the awarding of degrees and certificates of achievement contained in BOR-

approved degree programs. The chancellor also approves new certificates of competence and completion in support of the mission.

In selecting and evaluating personnel, the chancellor adheres to all contracts and has final approval of all personnel appointments at the College. To support personnel development, the chancellor promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad, and sabbatical leave. The chancellor also supports an annual Chancellor's Award for Outstanding Service to a faculty or staff member and recruits campus representatives to serve on selection committees for other awards given to faculty or staff ([IV.B.1-12](#)).

### **Analysis and Evaluation**

The chancellor demonstrates primary responsibility for the quality of the institution through effective leadership in the areas of planning, budget, organization, human resources, and institutional effectiveness driven by a well-communicated commitment to institutional values, goals, and standards. Clearly articulated policies are in place for campus governance. The chancellor takes an active role in the selection, development, and evaluation of personnel. An integrated planning cycle is in place through which the chancellor manages and assesses institutional effectiveness.

### **LIST OF EVIDENCE**

<a href="#">IV.B.1-1</a>	Chancellor Job Code GE102
<a href="#">IV.B.1-2</a>	Organizational Chart
<a href="#">IV.B.1-3</a>	HAW 3.301 - College Committee Structure
<a href="#">IV.B.1-4</a>	HAW 3.303 - Campus Governance
<a href="#">IV.B.1-5</a>	HAW 4.201 - Integrated Planning for Institutional Effectiveness
<a href="#">IV.B.1-6</a>	Meeting Agendas and Documents
<a href="#">IV.B.1-7</a>	Chancellor Announcement
<a href="#">IV.B.1-8</a>	Advisory Committee
<a href="#">IV.B.1-5</a>	HAW 4.201 - Integrated Planning for Institutional Effectiveness
<a href="#">IV.B.1-9</a>	Strategic Plan Flowchart
<a href="#">IV.B.1-10</a>	Strategic Plan
<a href="#">IV.B.1-11</a>	RP 5.201 Instructional Programs
<a href="#">IV.B.1-12</a>	Faculty staff award

**IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

The College's administrative structure is comparable to other similarly sized higher education institutions in the state ([IV.B.1-2](#)). Evaluation of the administrative structure occurs through the ongoing integrated planning process (program review, planning, and budget prioritization processes) ([IV.B.1-5](#)). New mandates, position vacancies, new allocation, programmatic changes, and program/unit review results inform the effectiveness of organizational units, reporting structures, and responsibilities needed from administrators. As a result of the above

processes and with a new chancellor, the administrative team began a more comprehensive review of overall administrative structure and staffing support in key areas in 2017. A proposal for an organizational restructure has been developed to strengthen Hawai‘i Island support, particularly because the new Pāalamanui campus is approximately 75 miles away from the main, Hilo location ([IV.B.2-1](#)). Thus, support for the Pāalamanui branch campus was redefined to ensure integrated academic and student affairs operations with administrative services on that site instead of at a central Hilo location. The proposal also included consolidation of departments, such as the merging of Construction Academy with Transportation and Trades to create a new unit, Applied Technology Education.

Evaluations of executive management staff are done annually, which includes setting of goals and identifying work plans for the forthcoming academic year. All administrators working directly under the chancellor have clearly defined job descriptions and are evaluated annually using the guidelines set forth in UH EP 9.212.IX ([IV.B.2-2](#)) (see Standard III.A.1). This includes responsibilities delegated by the chancellor and assigned to members of the administrative team. For example, the chancellor has delegated responsibility for “overall administration, management, development, and integrity of all academic programs and services at the College, both instructional and non-instructional programs” to the vice chancellor for Academic Affairs (VCAA). The VCAA serves as the chief academic officer of the campus with, among other duties, decision-making and direct responsibilities “for all instructional programs and courses.”

### **Analysis and Evaluation**

Through the integrated planning process, the chancellor oversees and evaluates the administrative structure of the College, focusing on its commitment to meet the needs of all segments of the Hawai‘i Island community. Staffing and delegation of authority to personnel, such as the vice chancellors for Academic Affairs, Administrative Services, and Student Services, are consistent and appropriate.

### **LIST OF EVIDENCE**

<a href="#">IV.B.1-2</a>	Organizational Chart
<a href="#">IV.B.1-5</a>	HAW 4.201 - Integrated Planning for Institutional Effectiveness
<a href="#">IV.B.2-1</a>	Reorganizational Proposal
<a href="#">IV.B.2-2</a>	UH EP 9.212.IX

**IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Evidence of Meeting the Standard**

Under the chancellor’s leadership, the College institutes processes that support ongoing improvements in the teaching and learning environment, taking a *Kauhale* approach to how the college community communicates both internally and with its surrounding community. Campus governance operates under the philosophy of collegiality ([IV.B.1-4](#)). Faculty members, through the Academic Senate, have primary responsibility for the teaching of courses and share the responsibility for overseeing the curriculum with the chancellor, who has delegated the maintenance of the curriculum to the VCAA. Additional collegial processes include committee work ([IV.B.1-3](#)) and convocation activities, during which the chancellor communicates the status of key initiatives that impact instruction and student achievement, planning, and mission fulfillment. In addition, the chancellor holds *Wala ‘au* (“to converse” in Hawaiian) focus group sessions that establish values, goals, and priorities; communicate information; and generate interdisciplinary feedback on College matters. *Wala ‘au* sessions have been held on System and College initiatives, grant activities, developmental education, budget, and the accreditation process ([IV.B.3-1](#)).

From 2013 until 2015, each college in the UH System was responsible for setting its student performance standards based on information provided by the Office of the Vice President of Community College (OVPCC). Each college was also responsible for evaluating whether targets were met. During 2015 and 2016, the vice president met with each college’s chancellor and with the chancellors as a whole to develop a Systemwide set of performance measures. The result was UHCCP 4.203, Institution-Set Standards ([IV.B.3-2](#)), implemented in February 2017. The vice president meets during the fall semester on each campus to give an annual presentation on the respective college’s attainment of the targets ([IV.B.3-3](#)).

On November 16, 2017, highlights of targets met and deficiencies as summarized by the vice president were shared by the chancellor through the chancellor’s *Wala ‘au* e-newsletter sent via the campus faculty/staff listserv ([IV.B.3-4](#)). The administrative team meets regularly with the chancellor to develop and follow up on action plans to address the deficiencies.

As CEO, the chancellor oversees the College’s integrated planning activities ([IV.B.1-5](#)), which include assessment and program and unit reviews, strategic planning, and resource allocation.

The chancellor has maintained a collegial focus on improvements to the teaching and learning environment by emphasizing faculty involvement throughout review processes to ensure that academic planning remains a priority, and through the activities of the Assessment Committee, a group that is comprised of faculty and staff. The committee monitors and refines assessment-related portions of the program/unit review processes, and assists in the development and implementation of assessment plans for student learning outcomes in all programs and units.

The College's Institutional Research Office (IRO) compiles regular and on-demand reports that analyze data at the student, program, and curricular levels ([IV.B.3-5](#)). Such reports, along with System data, are utilized by programs and units to prepare their reviews and assessments of student learning, which are then evaluated by the College Effectiveness Review Committee (CERC), which has College wide representation, to determine if institutional goals have been met. The CERC also evaluates budget requests generated during the program/unit review process, measuring their relevance to strategic plan goals and providing the chancellor with a summary evaluation and budget recommendations ([IV.B.3-6](#)). In consultation with the administrative team, the chancellor uses CERC recommendations to manage campus resources and develop the campus budget, as well as to develop supplemental and biennium budget recommendations for the OVPCC. These processes emphasize the primary role of data-driven institutional planning.

Via the College's integrated planning process, the chancellor ensures that the College evaluates whether institutional planning and implementation efforts achieve the mission of the institution, and that planning culminates in resource requests, which are prioritized based on strategic plan objectives and College priorities in support of student achievement and learning. As such, ongoing implementation and evaluation of goals set in campus plans and/or appendices are reviewed and updated appropriately. This has resulted in the College's Strategic Plan for 2015-2021, setting the stage to formally link strategic plan outcomes with comprehensive program and unit review processes, further establishing procedures to evaluate overall institutional planning and effectiveness ([IV.B.3-7](#)).

### **Analysis and Evaluation**

Established policies and procedures show that the chancellor prioritizes continuous improvement of the institution through the achievement of educational goals. Integrated planning activities rely on data collected both internally and externally, and analysis of the data leads to coordinated resource allocation recommendations. Comparison of data from program and unit reviews with available resources ensures that allocations are funneled to the areas that will have the most impact on student learning and achievement. Evaluation of institutional planning and implementation efforts supports the achievement of the College's mission.

### **LIST OF EVIDENCE**

<a href="#">IV.B.1-4</a>	HAW 3.303 - Campus Governance
<a href="#">IV.B.1-3</a>	HAW 3.301 - College Committee Structure
<a href="#">IV.B.3-1</a>	Conversation with the Chancellor
<a href="#">IV.B.3-2</a>	UHCCP 4.203 - Institutional Set Standards
<a href="#">IV.B.3-3</a>	Vice President Annual Presentation
<a href="#">IV.B.3-4</a>	Chancellor's Wala'au e-newsletter
<a href="#">IV.B.1-5</a>	HAW 4.201 - Integrated Planning for Institutional Effectiveness

<a href="#">IV.B.3-5</a>	IRO Mission
<a href="#">IV.B.3-6</a>	CERC AY 2014-2015-2016
<a href="#">IV.B.3-7</a>	Procedures to Evaluate Institutional Planning and Effectiveness

**IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

Per the College’s functional statement, the chancellor is responsible for maintaining the “accreditation standards as promulgated by the Accrediting Commission for Community and Junior Colleges, the State Legislature, and other governing bodies” ([IV.B.4-1](#)). The chancellor assigned the Accreditation Liaison Officer (ALO) position to a faculty member, who is required to provide the *Kauhale* with ongoing updates via email and during campus wide meetings, coordinate the writing of mid-term reports and substantive change proposals, and assume other responsibilities that may arise.

In 2016, preparation for the institutional self-evaluation report (ISER) and analysis resulted in the establishment of the Accreditation Team and Core Team to document how the College complies with all accreditation requirements, standards, and policies. Using Stanford’s Design Thinking model, members for each Standard Team were carefully selected, ensuring diverse cross-campus representation. Two faculty members served as ISER co-chairs and led the Core Team (accreditation steering committee). The Core and Standard Teams membership included faculty, staff, and administrative leaders. The chancellor provided appropriate resources for training and consultation to ensure faculty, staff, and administrative personnel were equipped to actively participate and engage in the accreditation process ([IV.B.4-2](#), [IV.B.4-3](#), [IV.B.4-4](#)). The chancellor has either attended or sent representatives to ACCJC accreditation trainings to ensure familiarity with the new standards and policies.

The chancellor met regularly with the ISER co-chairs and ALO and attended Core Team meetings. The membership of the Accreditation Team and Core Team demonstrates how faculty, staff, and administrative leaders are part of the process.

In addition, Chancellor Solemsaas requested training to serve as an ACCJC evaluator. Prior to joining Hawai‘i CC, she served as an accreditation evaluator for the Northwest Commission on Colleges and Universities for five years, visiting seven different institutions in Montana, Oregon, and Washington. Chancellor Solemsaas also issued a campus-wide invitation seeking volunteers across the *Kauhale* to serve as ACCJC evaluators.

### **Analysis and Evaluation**

The chancellor actively leads the *Kauhale* in its commitment to meeting eligibility requirements, standards, and commission policies at all times. Members of faculty, staff, and administration have been recruited to serve in a variety of roles: as ALO, on accreditation teams, and in work groups writing the ISER. Furthermore, the chancellor has set an example of accreditation service as a volunteer evaluator and encourages faculty, staff, and administration to do likewise

**LIST OF EVIDENCE**

<a href="#">IV.B.4-1</a>	Functional Statements
<a href="#">IV.B.4-2</a>	Accreditation Kick-off workshop
<a href="#">IV.B.4-3</a>	Accreditation Team Training - Fall 2016
<a href="#">IV.B.4-4</a>	Accreditation Team Training - spring 2017

**IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

The chancellor ensures that all statutes, regulations, and governing board policies are followed ([IV.B.5-1](#)). If there are questions about whether or not proposed actions are appropriate, the chancellor consults with UH legal counsel and UHCC Human Resources. Examples of how the chancellor ensures that statutes, regulations, and policies are followed at the College level include the following:

- Internal and external audit findings
- Follow-up on findings from student complaints and student discipline
- Clery Report findings
- CARE Team findings
- Title IX regulations with the management team
- Proof of compliance with required trainings, including sexual assault, right to privacy, and faculty-student behavior.

Written System directives on updates or new statutes, regulations, and governing board policies are distributed to the administrative team and to the campus. During summer 2017, UH System policy updates were reviewed to identify updates needed for related College policies. The chancellor also assures consistency with the UH System through campus policy actions, overseeing the need to revise, create, or delete policies through the vice chancellors, according to their respective areas of responsibility. The chancellor provides final approval to policy actions once appropriate reviews and approvals are given by applicable governing bodies, such as the Academic Senate. Subsequently, the chancellor ensures appropriate notification and implementation through the vice chancellors' offices.

Through participation in the University Council of Chancellors and the Council of Community College Chancellors ([IV.B.5-2](#)), the chancellor works directly with System leadership to negotiate budgetary concerns such as meeting the institutional performance standards, the FTE targets, and the College reserves. The chancellor takes action to implement new requirements and disseminate UH System information, policies, regulations, etc., through weekly meetings with the administrative team, who assure appropriate steps are taken within their respective areas. All information is also shared with the College at monthly College Council meetings. The chancellor makes campus-wide presentations during fall and spring convocation. When invited to Academic Senate or committee meetings, the chancellor provides updates about UH System policies and their impacts on the College.

The chancellor ensures that College practices are consistent with the mission and College policies through the integrated planning process, which includes evaluation via the program/unit review process. Results and recommendations are submitted to the chancellor for consideration and planning purposes.

The chancellor is responsible for the fiscal management of the College and approves the College budget, which is overseen by the vice chancellor of Administrative Services. The administrative team, headed by the chancellor, reviews expenditures and personnel changes, particularly vacant position status. In 2016, the administrative team adopted fiscal guiding principles that 1) ensure a balanced budget, 2) invest in the future, and 3) maintain prudent level of reserves. With no additional funding available for allocation, the administrative team focused on reallocating vacant personnel while establishing funds to be used for priorities; reserves were set aside to ensure contingency funds are in place for future priorities ([IV.B.5-3](#), [IV.B.5-4](#)).

### **Analysis and Evaluation**

The chancellor assures that statutes, regulations, and board policies are implemented and communicated effectively, and that College practices are in line with these requirements and consistently reflect the college's mission. The chancellor effectually controls the budget and expenditures working directly with System leadership and the College's administrative team.

### **LIST OF EVIDENCE**

<a href="#">IV.B.5-1</a>	Chancellors Duties
<a href="#">IV.B.5-2</a>	UHCCP 1.101 - Council of Community Colleges Chancellors
<a href="#">IV.B.5-3</a>	Budget Planning 2016
<a href="#">IV.B.5-4</a>	Budget Planning 2017

## **IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

### **Evidence of Meeting the Standard**

Hawai'i CC is committed to the spirit of *Kauhale*. In addition to providing monthly updates to the College Council, regularly attending participatory governance committees, and presenting during all-College meetings, the chancellor meets regularly with communities served by the institution. The chancellor provides monthly articles to the local chamber newsletter and presents College updates at community functions and meetings ([IV.B.6-1](#)).

Administrative team members also serve on a number of community boards, including the Hawai'i Island Chamber of Commerce, the Japanese Chamber of Commerce, the Industry of Hawai'i Workforce Investment Board, and the North Hawai'i Educational Resource Center. The chancellor's weekly administrative team meetings include reports on community board activities. In this manner, the chancellor is able to maintain a broad range of communication within the community.

The chancellor also supports Program Advisory Councils, which provide input to all Career and Technical Education programs. Each program meets with its council one or two times a year to ensure that the program continues to meet community and employer needs ([IV.B.6-2](#)). In addition, the chancellor and members of the administrative team support the state's P-20

initiatives ([IV.B.6-3](#)), strengthening ties with the College’s K-12 partners, such as Department of Education (DOE), Kamehameha Schools, and other charter schools. In 2017, the chancellor helped to launch the Hawai‘i Island Educational Leadership group, consisting of the chancellors from UH Hilo and Hawai‘i CC, three DOE Complex Area Superintendents, and a representative from the P-20 initiative. The group seeks to establish communication among the various stakeholders within the educational community to ensure that students succeed in a cohesive system ([IV.B.6-4](#)).

In addition, the chancellor ensures administrative support for a number of College projects designed to strengthen communication and engagement with the community. In 2017, the College hosted its 50<sup>th</sup> Model Home Project. The project included a fundraising event that convened alumni and community and business partners for this point of pride project ([IV.B.6-5](#)). Hawai‘i CC – Pālanui also hosted the UH president’s speaker series events ([IV.B.6-6](#)). The events hosted anywhere from 65 to 120 community attendees.

Finally, the chancellor has awarded outstanding community partners with a Mahalo Award since 1995. Partners are selected from list of nominees and are often awarded during the College’s end of the year celebration ([IV.B.6-7](#)).

### **Analysis and Evaluation**

The chancellor works closely with the community through many educational and leadership organizations and encourages the leadership team to do the same. Communications with the community are frequent and varied, ensuring that its needs remain center stage in the work that the College does.

### **LIST OF EVIDENCE**

<a href="#">IV.B.6-1</a>	Chamber of Commerce
<a href="#">IV.B.6-2</a>	HAW 3.302 - Program Advisory Councils
<a href="#">IV.B.6-3</a>	P-20 Fact Sheet
<a href="#">IV.B.6-4</a>	Hawai‘i Island Education Leadership meeting
<a href="#">IV.B.6-5</a>	50 years of model homes
<a href="#">IV.B.6-6</a>	Presidents Series Pālanui Program
<a href="#">IV.B.6-7</a>	Mahalo Award

## **IV.C. LEADERSHIP AND GOVERNANCE**

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**IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

### **Evidence of Meeting the Standard**

The Board of Regents (BOR) of the University of Hawai‘i (UH) is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the university that incorporates all of public higher education,

including the University of Hawai‘i Community College (UHCC) System. The regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the state or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the university. The student regent is appointed for a two-year term, and may be reappointed. ([IV.C.1-1](#), [IV.C.1-2](#))

Members of the board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the governor and confirmed by the state Senate. The RCAC consists of seven members, with four members appointed by the governor and one member each appointed by the president of the state Senate, the speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the regents, qualifies and screens the applicants, and presents to the governor a slate of nominees for each vacant regent position. ([IV.C.1-3](#), [IV.C.1-4](#))

The bylaws of the BOR include the specific organization and responsibility of the board and its committees for academic matters, financial oversight, and general control of the university. This authority is further delineated through Regents Policies (RP)([IV.C.1-5](#), [IV.C.1-6](#)). Several policies, including RP 4.201 Mission and Purpose of the University, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The board executes these responsibilities through regular reporting and deliberation at board and committee meetings. The board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan. ([IV.C.1-7](#), [IV.C.1-8](#))

### **Analysis and Evaluation**

The governing board is established in state statute and the board is appointed through a process of open recruitment for board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the board for the governance of the university is established in the state constitution and statute, and the board has organized its bylaws, policies, and processes to carry out the full measure of board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the board encompasses all components of the university, including the UHCC System and the individual community colleges.

### **LIST OF EVIDENCE**

<a href="#">IV.C.1-1</a>	HRS304A-104: Regents; appointment; tenure, qualifications; meetings
<a href="#">IV.C.1-2</a>	Board of Regents Home Page
<a href="#">IV.C.1-3</a>	HRS304A-104.6: Candidate advisory council for the board of regents of the University of Hawai‘i
<a href="#">IV.C.1-4</a>	RCAC Website Home Page
<a href="#">IV.C.1-5</a>	Bylaws of the Board of Regents of the University of Hawai‘i
<a href="#">IV.C.1-6</a>	Regents Policies (Chapter Tables of Contents)
<a href="#">IV.C.1-7</a>	RP 4.201: Mission and Purpose of the University
<a href="#">IV.C.1-8</a>	Board of Regents Minutes of April 20, 2017, pp. 8-9 (approving the report from the IAFP)

permitted interaction group)

**IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The primary policy governing board interaction among board members and with the broader university community is RP 1.202 Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states the following:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the board and the university administration, including the requesting and providing of information to and from the board and the administration. ([IV.C.2-1](#))

The policy is further emphasized through the BOR handbook that is made available to all incoming regents and published on the board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of regents, including the responsibility of individual regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.” ([IV.C.2-2](#))

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together.” ([IV.C.2-3](#), [IV.C.2-4](#), [IV.C.2-5](#)),

### **Analysis and Evaluation**

As noted, RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of board minutes did not disclose any instances of board members acting outside the policy guidelines.

### **LIST OF EVIDENCE**

<a href="#">IV.C.2-1</a>	RP 1.202: Relationship of the Board to Administration and University (Section III.B.2.b)
<a href="#">IV.C.2-2</a>	Board of Regents General Overview
<a href="#">IV.C.2-3</a>	Board of Regents Minutes of October 31, 2017
<a href="#">IV.C.2-4</a>	Board Self-Evaluation Results, 2017

[IV.C.2-5](#) Board of Regents Minutes of November 16, 2017

**IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system**

**Evidence of Meeting the Standard**

As the governing body of the UH System, the BOR selects and evaluates the university president. RP 2.203 Policy on Evaluation of the President, establishes the evaluation protocols for the university president, including an annual self-assessment by the president, additional data collection by the board, a preliminary meeting between the board and the president, and a final evaluation after the president responds to the preliminary assessment. ([IV.C.3-1](#))

**System CEO Selection**

There has not been a search for the vice president for Community Colleges (VPCC) since the position was re-established in 2005, and the current vice president was appointed to oversee the reorganization of the community college system. Should the position of vice president become vacant, the president would follow the recruitment and other procedures outlined in RP 9.212: Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the BOR, which has the final approving authority for that position. ([IV.C.3-2](#))

**Campus CEO Selection**

The process for selecting the chancellor (CEO) of a college is managed by the VPCC. The search process involves the creation of a 15- to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The vice president determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of chancellors, University of Hawai'i Community Colleges Policy (UHCCP) 9.210 Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies ([IV.C.3-3](#)). A detailed set of procedures, which has been used consistently for several years in this process, is appended to the policy.

The authority for appointment of the college chancellor is delegated to the VPCC, with final approval of the appointment by the president of the university. A public announcement is made, and the selected candidate is also placed on the agenda of the BOR to ensure that the regents are fully informed of the selection process and the selected candidate.

**UH CEO Evaluation**

Evaluations are conducted in executive session at a public board meeting with the summary results of the evaluation also made public and included in board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence. ([IV.C.3-4](#), [IV.C.3-5](#), [IV.C.3-6](#))

### **UHCC and CC Campus CEO Evaluation**

The board delegates the evaluation of the VPCC to the university president, and the evaluation of the individual college chancellors is further delegated to the VPCC. The annual evaluation of both the VPCC and the chancellors is governed by Executive Policies, EP 9.203 Evaluation of Board of Regents Appointees, and EP 9.212 Executive/Managerial Classification and Compensation. ([IV.C.3-7](#), [IV.C.3-8](#))

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCCP 9.202 Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college's attainment of its strategic goals as a component of the chancellor's evaluation. ([IV.C.3-9](#))

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda. ([IV.C.3-10](#)) Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations, or does not meet expectations. ([IV.C.3-11](#))

### **Analysis and Evaluation**

#### **CEO Selection**

The procedures used to recruit and select the VPCC and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The president of the university makes the final selection of the vice president, subject to approval by the BOR. The VPCC makes the final determination of the chancellor, subject to approval by the president.

#### **CEO Evaluation**

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the vice president and all college chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

### **LIST OF EVIDENCE**

<a href="#">IV.C.3-1</a>	RP 2.203: Policy on Evaluation of the President
<a href="#">IV.C.3-2</a>	RP 9.212: Executive and Managerial Personnel Policies
<a href="#">IV.C.3-3</a>	UHCC 9.210: Recruitment, Selection, and Appointment of Community College

	Chancellors
<a href="#">IV.C.3-4</a>	Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17)
<a href="#">IV.C.3-5</a>	Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9)
<a href="#">IV.C.3-6</a>	Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11)
<a href="#">IV.C.3-7</a>	EP 9.203: Evaluation of Faculty and Administrative, Professional and Technical Employees
<a href="#">IV.C.3-8</a>	EP 9.212: Executive/Managerial Classification and Compensation
<a href="#">IV.C.3-9</a>	UHCCP 9.202: Executive Employees Performance Evaluation
<a href="#">IV.C.3-10</a>	360 Questionnaire for Executive/Managerial Evaluation
<a href="#">IV.C.3-11</a>	President’s Memo of March 29, 2017 (establishing new categories for 360)

**IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.**

### **Evidence of Meeting the Standard**

The autonomy of the university and related independent authority of the BOR is embodied in Article X of the state constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the Senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern” ([IV.C.4-1](#)).

In carrying out its responsibilities, the board leadership often testifies at legislative hearings on matters relating to the university, and meets with key state legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the board and the university’s administrative legislative coordinator.

### **Analysis and Evaluation**

The autonomy of the university is established in the state constitution. Given the authority of the legislature to enact laws of statewide concern, the board remains attentive to whether such laws might impede the university and board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for university athletics led to extensive legislative hearings and bills introduced relating to management and control within the university. The BOR responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of university operations. The ATG, comprised of both regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in

several areas for improvement. The board considered the reports, and made governance and policy changes in accordance with some of those recommendations. ([IV.C.4-2](#), [IV.C.4-3](#), [IV.C.4-4](#), [IV.C.4-5](#), [IV.C.4-6](#))

By taking the initiative to address the issues raised by the legislature in a comprehensive and very public manner, the board exercised not only its responsibility for oversight and management of the university, but also its authority to act on matters relating to the university, and protecting the institution from undue influence and political pressure.

#### LIST OF EVIDENCE

<a href="#">IV.C.4-1</a>	State Constitution, Article X, Section 6
<a href="#">IV.C.4-2</a>	Advisory Task Group (ATG) on Operational and Financial Controls report of November 12, 2012
<a href="#">IV.C.4-3</a>	ATG report of May 12, 2013
<a href="#">IV.C.4-4</a>	ATG report of May 12, 2013
<a href="#">IV.C.4-5</a>	ATG report of July 15, 2013
<a href="#">IV.C.4-6</a>	ATG report of August 14, 2013

**IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

#### Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the board acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies and strategic plans are aligned and guide the university in fulfilling its overall mission. The role of community colleges within the UH System is further defined in RP 4.207 Community College System. ([IV.C.5-1](#))

The board has modified the UH mission statement twice in the past several years. In 2009, the regents adopted a change in the mission that made explicit the university's responsibility and commitment to the success of Native Hawaiian students and the desire for the university to be a model indigenous serving institution ([IV.C.1-7](#)). In 2014, the regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the university. This subsequently led to the creation of a new policy on Sustainability, RP 4.208, illustrating the alignment of mission and policy ([IV.C.5-2](#)). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in RP 4.201, Section C.b, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the UH System, emphasizing the fundamental commitment to access and quality." Policy RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

### Analysis and Evaluation

BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

#### LIST OF EVIDENCE

<a href="#">IV.C.5-1</a>	RP 4.207: Community College System
<a href="#">IV.C.1-7</a>	RP 4.201: Mission and Purpose of the University
<a href="#">IV.C.5-2</a>	RP 4.208: Sustainability Policy

**IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### Evidence of Meeting the Standard

The BOR homepage (<http://www.Hawaii.edu/offices/bor/>) includes links to the board bylaws and policies. The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the board and the scope of each committee, the meeting requirements for both committees and the board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the board. The bylaws also include the conflict of interest requirements for board members. ([IV.C.1-2](#), [IV.C.6-1](#))

### Analysis and Evaluation

The bylaws are published and made available to the public, and include all required elements of the Standard.

#### LIST OF EVIDENCE

<a href="#">IV.C.1-2</a>	Board of Regents Home Page
<a href="#">IV.C.6-1</a>	Board of Regents Bylaws

**IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

#### Evidence of Meeting the Standard

BOR policies are reviewed on a staggered three-year cycle, with current iterations posted at the board's homepage. As a result of a recommendation from the previous comprehensive accreditation review, the university and board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH executive policies and administrative procedures. ([IV.C.7-1](#))

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS homepage
- Easy public access to all policies, including from the BOR homepage
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents Policy
- Automatic notification to interested parties of any change in policy ([IV.C.7-2](#))

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13. ([IV.C.7-3](#))

The review of Chapters 1-4 was conducted beginning in summer 2017 with a review of the 28 policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the board at its November 16, 2017 meeting. ([IV.C.7-4](#), [IV.C.7-5](#)) A further update was provided to the Committee on April 5, 2018 ([IV.C.7-6](#)).

### **Analysis and Evaluation**

The board policies are publicly available through the BOR homepage and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in summer 2017 and resulted in the review of 28 policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai'i Revised Statutes, the public employee collective bargaining law.

### **LIST OF EVIDENCE**

<a href="#">IV.C.7-1</a>	UH Systemwide Policies and Procedures Information System (PPIS) home page
<a href="#">IV.C.7-2</a>	Sample notifications from PPIS
<a href="#">IV.C.7-3</a>	BOR Policy Review Schedule
<a href="#">IV.C.7-4</a>	Committee on Academic Affairs and Board Governance Minutes of

[IV.C.7-5](#) Board of Regents Minutes of November 16, 2017  
[IV.C72-6](#) Board of Regents Minutes of April 5, 2018

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

### Evidence of Meeting the Standard

The board has established strategic goals for the university and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of the university’s research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the university’s role as the single system of public higher education in the state.

These key goals, endorsed by the board in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures. ([IV.C.8-1](#), [IV.C.8-2](#), [IV.C.8-3](#), [IV.C.8-4](#))

The board regularly receives updates on the university’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the Academic and Student Affairs Committee. The board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways. ([IV.C.8-5](#))

The board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

### Analysis and Evaluation

The board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

### LIST OF EVIDENCE

- [IV.C.8-1](#) Board of Regents Minutes of January 22, 2015 (p. 15, documenting endorsement of Strategic Plan)  
[IV.C.8-2](#) Strategic Directions 2015-2021 and Strategic Directions Metrics Ppt. (included with

<a href="#">IV.C.8-3</a>	Minutes of November 19, 2015)
<a href="#">IV.C.8-4</a>	UH Metrics 2015-2016 (included with Minutes of January 26, 2017)
<a href="#">IV.C.8-5</a>	Midterm Report, January 2018
	UHCC Strategic Directions 2015-2021

**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### Evidence of Meeting the Standard

All new board members receive a full-day orientation that consists of two major components. The first is an introduction to university functions, governance, and strategic directions. The second component deals with board governance, processes, ethics, and conduct. All new board members receive a copy of the BOR General Overview as a part of the orientation, as well as a substantial *New Regent Orientation Book*. Additionally, beginning in 2017, new board members are paired with a more experienced board member, who serves as a mentor to the incoming member. ([IV.C.1-5](#), [IV.C.9-1](#), [IV.C.9-2](#))

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees. ([IV.C.9-3](#))

The board also organizes training for its members as a part of regular board retreats or board committee meetings. For example, during the 2016-2017 academic year, the university external auditor conducted a four-part training session for the Independent Audit Committee, drawn from the American Institute of Certified Public Accountants handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management ([IV.C.9-4](#)). The vice president for Budget and Finance also provides an overview of the State of Hawai'i budget as it pertains to the University system. ([IV.C.9-5](#))

### Analysis and Evaluation

New board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at board meetings.

In 2017, the board updated its committee structure to modify the Personnel Committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to board service is provided for board members.

### LIST OF EVIDENCE

<a href="#">IV.C.1-5</a>	Board of Regents By-Laws
<a href="#">IV.C.9-1</a>	Board Orientation Agenda for 2017-2018
<a href="#">IV.C.9-2</a>	Board of Regents General Overview
<a href="#">IV.C.9-3</a>	Regents attendance at AGB/ACCT conferences (list)

[IV.C.9-4](#) Board of Regents Minutes of October 6, 2016 (documenting AICPA session)  
[IV.C.9-5](#) State of Hawai'i Budget 101 (CFO Presentation)

**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standard**

Regents Policy (RP) 2.204 establishes the process for board self-evaluation. In 2017, the board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the board evaluation process. ([IV.C.10-1](#), [IV.C.10-2](#))

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014. ([IV.C.10-3](#), [IV.C.10-4](#), [IV.C.10-5](#)) Additionally, in 2012-2013, the board undertook a comprehensive audit of the university operations, including board functions and structure, and implemented significant changes in response to the audit recommendations. [Link 10.6 should be here This is in a folder with 6 documents. Link all 5.](#) The board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations. [Link 10.7 should be here.](#) [\[IV.C.10.11\]](#)

### **Analysis and Evaluation**

The board uses the results of its evaluation to improve its operations. For example, in 2015 the board evaluation included an assessment of whether the board committee structure adequately aligned with the strategic directions of the university. The concern was that the then-current structure of having an Academic Affairs Committee, a Student Affairs Committee, and a Community College Committee resulted in un-coordinated conversations about student success. After debate and consultation, the board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the board acted to create a committee on research and innovation, also in alignment with the university's strategic directions.

While the board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the board acted to expand the Personnel Committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

### **LIST OF EVIDENCE**

[IV.C.10-1](#) RP 2.204: Policy on Board Self Evaluation  
[IV.C.10-2](#) Cynthia Quinn Memo on changes to Board of Regents By-Laws (2017 amendment of committee structure)

<a href="#">IV.C.10-3</a>	Board of Regents Minutes of November 7, 2014 (Board 2014 self-Evaluation. p. 2-4)
<a href="#">IV.C.10-4</a>	Committee on Personnel Affairs and Board Governance Minutes of September 7, 2017 (Board 2017 self-evaluation)
<a href="#">IV.C.10-5</a>	Board of Regents Minutes of October 31, 2017 (Board self-evaluation and priority-setting)
<a href="#">IV.C.10-6</a>	<a href="#">Missing link in evidence</a>
<a href="#">IV.C.10-7</a>	AGB Workshop on evaluating operations
<a href="#">IV.C.10-8</a>	<a href="#">Missing link in evidence</a>
<a href="#">IV.C.10-9</a>	<a href="#">Missing link in evidence</a>

**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**

### **Evidence of Meeting the Standard**

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation. ([IV.C.1-5](#))

Regents Policy, RP 2.206 Policy on Regents as Employees, also describes the conflicts of interest that may arise when regents are also active employees of the university and the conditions under which such regents need to recuse themselves from actions impacted by their employment status. ([IV.C.11-1](#))

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The board has also included a board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings. ([IV.C.11-2](#))

### **Analysis and Evaluation**

The board is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular board professional development.

Potential ethics concerns are routinely identified during board meetings and the regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The UH general counsel is available at board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for board members having acted in a manner inconsistent with the established ethics bylaws and policies.

**LIST OF EVIDENCE**

<a href="#">IV.C.1-5</a>	Bylaws of the Board of Regents 100115
<a href="#">IV.C.11-1</a>	RP 2.206: Regents as Employees
<a href="#">IV.C.11-2</a>	Board of Regents Minutes for January 26, 2017 (with Ethics Commission Presentation Ppt.)

**IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

Regents Policy, RP 2.202 Duties of the President, clearly documents the relationship between the BOR and the UH System president, and establishes the authority of the president to implement and administer board policies. ([IV.C.12-1](#))

The general policy on duties of the president is further refined in specific actions. For example, RP 9.218 Delegation of Personnel Actions, describes those hiring actions reserved by the board, those delegated to the president, and those that may be further delegated by the president. ([IV.C.12-2](#))

The structure of the UH System establishes this line of authority with the UH System president, and through the president to the VPCC, and the individual college chancellors.

When the board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the board, and with such powers and duties as determined by the board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an Integrated Academic and Facilities Plan for the UH System. ([IV.C.12-3](#)) The task group included both regents and UH administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System. ([IV.C.12-4](#), [IV.C.12-5](#), [IV.C.12-6](#), [IV.C.12.7](#))

**Analysis and Evaluation**

While the board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the UH System, the board does not actively engage in direct or detailed management of the community colleges or individual campuses.

**LIST OF EVIDENCE**

<a href="#">IV.C.12-1</a>	RP 2.202: Duties of the President
<a href="#">IV.C.12-2</a>	RP 9.218: Delegation of Personnel Actions
<a href="#">IV.C.12-3</a>	BOR Meeting 092216
<a href="#">IV.C.12-4</a>	BOR Meeting 091715
<a href="#">IV.C.12-5</a>	Integrated Academic and Facilities Plan

- [IV.C.12-6](#) Board of Regents Minutes of April 20, 2017 (including Report from IAFP task group of April 17, 2017, and adoption of IAFP)
- [IV.C.12-7](#) [Link in evidence, no link in document](#)

**IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### **Evidence of Meeting the Standard**

The board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those Standards relating to the governing board. Following this briefing, the board acted to create a permitted interaction group to assist in the evaluation of board-related Standards. ([IV.C.13-1](#)) A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger board or one of its committees. The permitted interaction group included board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the board at its March 2017 meeting. ([IV.C.13-2](#))

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the governing board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the BOR, and the UH president in early summer 2018.

### **Analysis and Evaluation**

The board was fully informed of the accreditation requirements and the process of ISER preparation, and was directly involved in the assessment of board-related Standards.

### **LIST OF EVIDENCE**

- [IV.C.13-1](#) Board of Regents Minutes of February 23, 2017 (p. 10) on creation of permitted interaction group
- [IV.C.13-2](#) Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3, with VPCC presentation on accreditation standards)

## IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

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**IV.D.1 In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### Evidence of Meeting the Standard

The University of Hawai‘i (UH) System is the sole provider of public higher education in the state of Hawai‘i. The overall structure of the UH System is established in Board of Regents (BOR) Policy, RP 3.201 Major Organizational Units of the University of Hawai‘i. The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC System is further established in Regents Policy RP 4.207 Community College System. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated. ([IV.D.1-1](#), [IV.D.1-2](#))

As an outcome of the reorganization in 2005, overall leadership of the UHCC System is now provided by the vice president for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IV.D.1-3](#)). The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an associate vice president for Academic Affairs and an associate vice president for Administrative Affairs to ensure support for the effective operation of the colleges at the system level. ([IV.D.1-4](#), [IV.D.1-5](#))

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (See Standard IV.D.4.) ([IV.D.1-6](#)). The community college chancellors may report through the VPCC to the president of the UH System for policy-making and decisions affecting all campuses; and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the BOR’s actions in supporting both individual campus autonomy and systemwide coordinated operations. ([IV.D.1-7](#))

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC System Functional Map, most recently reviewed by the community colleges and updated in fall 2017. The Functional Map shows alignment with both the major accreditation topics ([IV.D.1-8](#)), as well as the detailed parts of Standards. ([IV.D.1-9](#))

## Analysis and Evaluation

As part of the University of Hawai'i system, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (VPCC) and individual campuses (chancellors), and identify their authorized roles in providing leadership at multiple levels.

### LIST OF EVIDENCE

<a href="#">IV.D.1-1</a>	RP 3.201: Major Organizational Units of the University of Hawai'i
<a href="#">IV.D.1-2</a>	RP 4.207: Community College System
<a href="#">IV.D.1-3</a>	Organizational Chart 1
<a href="#">IV.D.1-4</a>	Organizational Chart 3
<a href="#">IV.D.1-5</a>	Organizational Chart 4
<a href="#">IV.D.1-6</a>	Organizational Chart 2
<a href="#">IV.D.1-7</a>	UH System website / Senior Leadership page
<a href="#">IV.D.1-8</a>	University of Hawai'i Community Colleges Functional Map by Major Accreditation Topic
<a href="#">IV.D.1-9</a>	University of Hawai'i Community Colleges Functional Map (Major Accreditation Topic and Detailed Map by Parts of Standards)

**IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### Evidence of Meeting the Standard

The VPCC (the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office and several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative affairs. The associate vice president for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC Systemwide academic plans, goals, and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment, and policy analysis; career and technical education; student affairs; and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives. ([IV.D.2-1](#))

The associate vice president for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications([IV.D.2-2](#)). Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH System level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the BOR. General UHCC repair and maintenance and minor CIP are managed by the associate vice president for Administrative Affairs, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the UHCC and UH Systems to develop and justify minor and major CIP. [\[IV.D.2.3\]](#)[\[IV.D.2.4--HawCC LRDP\]](#)

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors ([IV.D.2-4](#)); Community College Council of Faculty Senate Chairs ([IV.D.2-5](#)); and Community College Council of Native Hawaiian Chairs ([IV.D.2-6](#), [IV.D.2-7](#))

Each campus also mirrors the system-level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the AVPCCAA at the system level, the colleges maintain separate executive management for student services with either vice chancellors or deans. Vice chancellors for Academic Affairs (VCAAs), vice chancellors for Administrative Services (VCASs), and vice chancellors for Student Affairs (VCSA) or deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the UHCC System has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006 ([IV.D.2-8](#)). The system-level council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online associate in arts

(Liberal Arts) degree at the UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses.

([IV.D.2-9](#), [IV.D.2-10](#), [IV.D.2-11](#))

### Analysis and Evaluation

As part of the University of Hawai'i system, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the councils that meet with the VPCC, the committees of vice chancellors, and the system-level initiatives such as the Student Success Council.

### LIST OF EVIDENCE

<a href="#">IV.D.2-1</a>	OVPCC Website – AVPCCAA page
<a href="#">IV.D.2-2</a>	OVPCC Website – AVPCCAS page
<a href="#">IV.D.2-3</a>	University of Hawai'i Office of Capital Improvements (OCI), now Office of Project Delivery
<a href="#">IV.D.2-4</a>	Individual Campus LRDP - Combine into 1 pdf
<a href="#">IV.D.2-4</a>	UHCCP 1.101: Council of Community College Chancellors
<a href="#">IV.D.2-5</a>	UHCCP 1.102: Community College Council of Faculty Senate Chairs
<a href="#">IV.D.2-6</a>	UHCCP 1.104: Community College Council of Native Hawaiian Chairs
<a href="#">IV.D.2-7</a>	Sample Minutes from VCAA, VCAS, VCSA meetings
<a href="#">IV.D.2-8</a>	OVPCC Website: Academic Affairs – Student Success Council
<a href="#">IV.D.2-9</a>	EP 4.202: System Sustainability
<a href="#">IV.D.2-10</a>	RP 4.208: Sustainability Policy
<a href="#">IV.D.2-11</a>	OVPCC Web Page: Sustainability

**IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.**

### Evidence of Meeting the Standard

The UH System's budget preparation and receipt of and further distribution of resources are governed by state law, primarily Chapter 37 of the Hawai'i Revised Statutes (HRS) ([IV.D.3-1](#)). Biennial budget requests, financial plans, and program performance reports are provided to the governor and the legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years.

Operating and Capital Improvement Projects (CIP) funds for the UH System are appropriated by major organizational units, of which the UHCC is one.

The UHCC System Office, under the guidance of the AVPCCAS, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH System, the UHCC System, and the individual college strategic plan. ([IV.D.3-2](#))

The Community Colleges Strategic Planning Council (SPC) is the primary body for ensuring systemwide participation in the UHCC strategic planning process. The membership of the SPC includes the chancellor, faculty senate chair, and student government chair from each college; and the vice president and the associate vice presidents for the community colleges. ([IV.D.3-3](#)) The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCCP #4.101 Strategic Academic Planning. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges. ([IV.D.3-4](#))

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC System level, the seven community college chancellors, with support from the associate vice presidents and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the State Legislature.

While state General Funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extramural funds (e.g., special funds, revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation, and UHCCP #8.201 Unrestricted Fund Reserve—General, Special, Revolving Funds. Each College's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors. ([IV.D.3-5](#), [IV.D.3-6](#), [IV.D.3.7](#))

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the University of Hawai'i President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives ([IV.D.3-8](#)). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to

legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need. ([IV.D.3-9](#))

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting, and other aspects of these programs. In spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations([IV.D.3-10](#)). The Internal Audit report was on the agenda of the May 12, 2015 meeting of the BOR Committee on Independent Audit. Subsequent to the December 15, 2016 meeting of that same committee, findings from the Internal Audit report were included in the UH System’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 legislature ([IV.D.3-11](#), [IV.D.3-12](#), [IV.D.3-13](#)). As one outcome of this case, the OVPC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs. ([IV.D.3-14](#))

### **Analysis and Evaluation**

As part of the University of Hawai‘i system, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

### **LIST OF EVIDENCE**

<a href="#">IV.D.3-1</a>	Hawai‘i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
<a href="#">IV.D.3-2</a>	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
<a href="#">IV.D.3-3</a>	OVPC Website – Strategic Planning Council page
<a href="#">IV.D.3-4</a>	UHCCP 4.101: Strategic Academic Planning
<a href="#">IV.D.3-5</a>	UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
<a href="#">IV.D.3-6</a>	UHCCP 8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds
<a href="#">IV.D.3-7</a>	<b>Tables of CC Revenue Summaries</b>
<a href="#">IV.D.3-8</a>	Crosswalk of Performance Funding Measures
<a href="#">IV.D.3-9</a>	UHCCP 9.495: Long-Term Vacancy Policy
<a href="#">IV.D.3-10</a>	Kapi`olani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015

**IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.**

### **Evidence of Meeting the Standard**

The University of Hawai‘i System has a president, a vice president for Community Colleges (VPCC) (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UH community colleges. Each college has a chancellor, the CEO of the institution. BOR Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IV.D.4-1](#)). In 2005, the BOR approved the reorganization of the Community College System and created the new Executive position of VPCC ([IV.D.4-2](#)). A subsequent memo to the college chancellors provided detailed organizational charts as well as a Functional Statement for the OVPCC ([IV.D.4-3](#)). Key among the Major Functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in Executive Policy 1.102 Authority to Manage and Control the Operations of the Campus, which states, “Primary authority for financial management has been delegated by the president to the chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” ([IV.D.4-4](#)) University of Hawai‘i Community Colleges Policy, UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation, also specifies the chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” ([IV.D.4-5](#)) Responsibility for a broad range of personnel actions has also been delegated to the chancellors in Executive Policy 9.112 (Attachment B) ([IV.D.4-6](#)).

In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive/managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP #9.202 Executive Employees Performance Evaluation. ([IV.D.4-7](#), [IV.D.4-8](#))

### **Analysis and Evaluation**

As part of the University of Hawai‘i system, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given

more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

#### LIST OF EVIDENCE

<a href="#">IV.D.4-1</a>	RP 4.207: Community College System
<a href="#">IV.D.4-2</a>	Board of Regents Minutes of June 21-22, 2005 (new Executive position of VPCC; p. 8-11)
<a href="#">IV.D.4-3</a>	AVPCCAS Unebasami Memo of July 8, 2005 (with functional statements, organizational charts)
<a href="#">IV.D.4-4</a>	EP 1.102: Authority to Manage and Control the Operations of the Campus
<a href="#">IV.D.4-5</a>	UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
<a href="#">IV.D.4-6</a>	EP 9.112: Delegation of Authority for Personnel Actions (Attachment B)
<a href="#">IV.D.4-7</a>	UHCCP 9.202: Executive Employees Performance Evaluation
<a href="#">IV.D.4-8</a>	Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (update of Executive/Managerial Evaluations)

**IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

#### Evidence of Meeting the Standard

The community colleges in the Hawai'i statewide system of public higher education operate within a three-tiered system: the University of Hawai'i (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College (UHCC) System; and the individual community college campuses located on the four major islands in the state. Satellite learning centers, providing additional outreach across the state, are managed by the community colleges and UH Maui College ([IV.D.5-1](#)). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH and UHCC levels (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. ([IV.D.5-2](#), [IV.D.5-3](#), [IV.D.5-4](#))

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration ([IV.D.3-2](#)). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the

UH and UHCC levels, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in Standard IV.D.3. ([IV.D.5-5](#))

Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition.” (p. 2) ([IV.D.5-6](#)) The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the UHCC System) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews.” (p. 18)

### **Analysis and Evaluation**

As part of the University of Hawai‘i system, the College meets this Standard.

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

### **LIST OF EVIDENCE**

<a href="#">IV.D.5-1</a>	System Map with CC and Learning Center locations
<a href="#">IV.D.5-2</a>	UH Strategic Directions 2015-2021
<a href="#">IV.D.5-3</a>	UHCC Strategic Directions 2015-2021
<a href="#">IV.D.5-4</a>	Individual Campus Strategic Plan
<a href="#">IV.D.3-2</a>	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
<a href="#">IV.D.5-5</a>	Crosswalk of UH System and UHCC System Performance Funding
<a href="#">IV.D.5-6</a>	University of Hawai‘i Integrated Academic and Facilities Plan

**IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

### **Evidence of Meeting the Standard**

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the OVPCC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the BOR Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., strategic plans,

Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and board meetings, the VPCC is provided with memos summarizing BOR-approved actions ([IV.D.6-1](#)). Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS) ([IV.D.6-2](#)).

The VPCC also meets regularly with three councils representing different aspects of college governance: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these councils are documented, and each council completes an annual self-assessment. ([IV.D.6-3](#), [IV.D.6-4](#), [IV.D.6-5](#))

The VPCC makes semi-annual visits to each UHCC campus, with information pertinent to both UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. [\[IV.D.6.6--VPCC HawCC campus report\(s\)\]](#)

As noted, the community colleges function within a three-tiered system: the UH System, the UHCC System, and the individual community colleges. Communication between the top two tiers (UH System and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the councils identified above, or meetings of functional counterparts such as vice chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

### **Analysis and Evaluation**

As part of the University of Hawai'i system, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the UHCC System (OVPCC), and between the OVPCC and the individual colleges, the chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

**LIST OF EVIDENCE**

<a href="#">IV.D.6-1</a>	Sample Board of Regents memos to VPCC
<a href="#">IV.D.6-2</a>	Sample PPIS Memos to VPCC
<a href="#">IV.D.6-3</a>	UHCCP 1.101: Council of Community College Chancellors
<a href="#">IV.D.6-4</a>	UHCCP 1.102: Community College Council of Faculty Senate Chairs
<a href="#">IV.D.6-5</a>	UHCCP 1.104: Community College Council of Native Hawaiian Chairs

**IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Evidence of Meeting the Standard**

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed ([IV.D.7-1](#)), new policies are created when need is recognized (e.g., new UHCC policy on selection process for chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals ([IV.D.7-2](#)).

Of specific importance in this last context is the role of the Community Colleges Strategic Planning Council (SPC), the primary body for assuring systemwide participation in the UHCC strategic planning process, as codified in UHCCP #4.101 Strategic Academic Planning. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges ([IV.D.7-3](#)).

**Analysis and Evaluation**

Established policies and procedures, as well as documentation of governance and decision-making that operationalize those policies and procedures, are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

**LIST OF EVIDENCE**

<a href="#">IV.D.7-1</a>	Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (status of Policy Review)
<a href="#">IV.D.7-2</a>	UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors
<a href="#">IV.D.7-3</a>	UHCCP 4.101 Strategic Academic Planning

## Quality Focus Essay

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## Quality Focus Essay

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### Introduction

As a result of self-reflection during the Institutional Self Evaluation Report (ISER) process, members of the Hawai‘i Community College (Hawai‘i CC) *Kauhale* identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College’s 1) integrated planning process, and 2) student first-year experience.

In this Quality Focus Essay (QFE), the College outlines how these projects were identified, as well as proposed outcomes, actions, timelines, needed resources, and proposed assessments.

Action Project	Standards Related to Action Project
1. Integrated Planning	I.A.3, I.B.9, II.A.16, III.B.2, III.C.1, III.D.2, III.D.3, IV.A.2, IV.A.3, IV.A.6, IV.B.3
2. First-Year Experience	I.B.3, II.A.7, II.B.1, II.C.1, II.C.5, III.A.14

### Action Project 1: Integrated Planning

The goal of institutional planning is to steer the College towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful. Integrated planning evolves over time and requires continual re-evaluation and commitment from all parts of the *Kauhale*. Writing the ISER, followed by the deployment of Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT) survey, provided an excellent opportunity to assess how well integrated planning is taking place at Hawai‘i CC. Through Standard and Core Team discussions, stakeholders indicated the need for further revision of integrated planning at the College.

**Recent Integrated Planning Efforts:** In an attempt to define the relationships between various planning components of the College and to institutionalize processes that steer the College forward in a unified and coherent manner, the Office of the Chancellor issued HAW Policy 4.201 in November 2011, after a broad, collaborative review. This policy outlined the way the various components work together to guide the institution towards its goals. These components include various plans (the UHCC Strategic Plan, Hawai‘i CC’s Strategic Plan, the Academic Master Plan, the Technology Master Plan, and the Resources Master Plan) as well as the program and unit review and assessment processes ([QFE-1](#)). While this policy outlined the intentions of the *Kauhale*, implementation proved challenging for a variety of reasons. A sound integrated planning system requires the capacity to maintain its various components and ensures active participation by a broad spectrum of the *Kauhale*. While integrated planning invited participation and functioned as described in the policy, the recent ISER process and ICAT survey made evident the need to streamline processes to make the College’s integrated plan more transparent, meaningful, and sustainable over time.

## Identification of the Need

**The ISER Process:** Reviewing various plans and processes, campus leaders and Standard Teams identified inefficiencies. For example, Standard Teams noted that the annual evaluations of program and unit reviews, conducted by the College Effectiveness Review Committee (CERC), are time consuming and, because multiple representatives and stakeholders participate in these evaluations, difficult to schedule. There can be a significant time lag between the writing of program and unit reviews and related resource allocation. A more streamlined process of evaluation by CERC could assure more meaningful expenditures that directly promote student learning.

In another example, while program and unit reviews facilitate important reflection within departments and non-instructional units, this reflection remains largely in silos. Cross-campus self-evaluation could be strengthened in the integrated planning process to facilitate more seamless services and support for students across the institution. In addition, a wider, more intentional sharing of results would lead to better transparency and cross-department/division/unit understanding and cooperation.

**The ICAT Survey:** Hawai'i CC adopted Achieving the Dream's Institutional Capacity Assessment Tool (ICAT) as a way to gather feedback from the College's faculty and staff about the institution's processes and to provide context for Action Project 1.

Planning for implementation of the ICAT survey started July 2017 with the administrative team, College Council, and members of the ISER Core Team. The tool measures *Kauhale* members' perceptions regarding institutional capacity in seven key areas. Not surprisingly, the results of the survey confirmed needs identified during the ISER process. With the results of the ICAT, the College

- facilitated a campus-wide discussion about improvements needed for the College, such as streamlining the integration of planning, evaluation, and resource allocation;
- focused on our capacity to support student success, particularly in closing educational achievement gaps; and
- re-evaluated efforts and commitment to achieving student success.

The survey was launched at the beginning of spring 2018. By mid-February, 118 faculty, administration and staff (34%) responded to the survey. The College kicked off a campus dialogue with a Capacity Cafe during *Kauhale* Day ([QFE-2](#)) on March 2, 2018. Over 150 members discussed the data and proposed solutions to identified concerns.

## Desired Goals/Outcomes

The goal of Action Project 1 is to strengthen the College's integrated planning processes to be more efficient, streamlined, and timely. This includes leveraging technology tools (including the recently acquired Campus Labs *OUTCOMES* assessment management system) for better data and information gathering and improved workflow. Finally, the goal is to make the integrated

planning process more *Kauhale*-based, increasing participation and commitment, as well as improving communication and transparency, all directed towards the shared outcome of enhancing student success.

### Actions/Steps to Be Implemented

- The College establishes where improvement of the integrated planning processes is needed. From information gathered through the ISER process and ICAT discussions, the College will review where and how to consolidate and streamline campus plans, the program and unit review processes, and the allocation of resources.
- The administrative team, College Council, and Accreditation Liaison Officer (ALO) will create an Integrated Planning Review (IPR) Task Force that will compile and analyze data and survey results.
- With the administrative team, College Council, and ALO, the IPR Task Force will research best practices and models for high quality integrated planning.
- The IPR Task Force will develop an updated model for implementation. This will include strengthening the links between outcomes assessment and the program and unit review process (PURP), and reviewing and clarifying the relationship between the PURP and budget allocation.
- The College will implement the revised model and draft relevant policies.
- The chancellor, administrative team, and IPR Task Force will evaluate the updated model and revise and improve as needed.

### Responsible Parties

Ultimately, the responsible parties will be the administrators of the College. However, a broad cadre of campus leaders and stakeholders, represented in the IPR Task Force, will be involved in the research, review, and revision process. In addition, the College Council's involvement will ensure broad representation across the College.

### Timeline and Process

Implementation Year	Tasks	Timeline	Responsible Parties
Year 0 (Spring 2018)	<b><u>Taking Inventory</u></b> Needs assessment (ISER, ICAT)	Spring	Administrative Team, College Council, ALO
Year 1 (2018-2019)	<b><u>Review and Research</u></b> <ul style="list-style-type: none"> <li>● Review, consolidate, streamline campus plans</li> </ul>	Fall, Spring, Summer	IPR Task Force: membership from Administration and Campus Governance

	<ul style="list-style-type: none"> <li>● Review, revise PURP</li> <li>● Explore ways for Campus Labs <i>OUTCOMES</i> assessment management system to contribute to better efficiency of assessment and program/unit review</li> <li>● Review and revise budget process</li> <li>● Compile and analyze data</li> <li>● Research best practices and models</li> </ul>		Groups
Year 2 (2019-2020)	<p style="text-align: center;"><b><u>Redesign</u></b></p> <ul style="list-style-type: none"> <li>● Develop new model and plan for implementation</li> </ul>	Fall, Spring	IPR Task Force
Year 3 (2020-2021)	<p style="text-align: center;"><b><u>Implement</u></b></p> <ul style="list-style-type: none"> <li>● Implement updated model and draft policies</li> </ul>	Fall, Spring	Chancellor, Administrative Team, IPR Task Force
Year 4 (2021-2022)	<p style="text-align: center;"><b><u>Assess and Revise</u></b></p> <ul style="list-style-type: none"> <li>● Evaluate update model</li> <li>● Revise and improve as needed</li> </ul>	Fall, Spring	IPR Task Force

### Resources

Initially, Action Project 1 will not require resources beyond the time and commitment of the *Kauhale*, most especially the administrative team, College Council, ALO, and the IPR Task Force. During and after Year 2, however, resource needs will be evaluated and the various participants will identify what funding will be needed, if any.

### Assessment

The College will collect data about 1) the timely completion and quality of program and unit reviews, 2) numbers of faculty and staff who participate in the planning process, and 3) student success indicators directly resulting from budgeting decisions and expenditures. Furthermore, the College plans to redeploy the ICAT survey to identify ways to continue making improvements.

## Action Project 2: First-Year Experience

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

### Identification of the Problem

According to 2017 IPEDS statistics, 31.4% of full-time, degree-seeking students who entered Hawai‘i CC in fall 2014 completed a certificate or degree in three years. Only 48% of first-time degree-seeking students in fall 2016 returned in fall 2017 ([QFE-3](#)). In response to these data, the College and the UHCC System have worked to improve Hawai‘i CC’s enrollment and persistence through a number of initiatives. For example, the UHCC System’s Integrated Student Support (ISS) Team emerged out of Achieving the Dream efforts to develop a “Student Success Pathway with academic and non-academic supports to achieve an educational goal that supports their career aspirations.” ([QFE-4](#)) Similarly, in spring 2017, the vice chancellor for Academic Affairs (VCAA) and the vice chancellor for Student Affairs (VCSA) convened a representative group of campus leaders for the Student Success Pathways (SSP) Team, which is working towards the development and implementation of an integrated Strategic Enrollment Management (SEM) Plan 2018-2021. The SEM Plan modifies existing outreach and onboarding activities, as well as improves support for students’ progress to degree completion and transfer.

**Action Project 2** targets the development of high engagement strategies for an effective first-year experience that will contribute to larger, wider ranging efforts of ISS, SSP, and other initiatives to increase retention and persistence. This project will focus on training instructors, peer mentors/tutors, and academic and student support advisors and counselors to develop and implement these strategies.

### Desired Goals/Outcomes

The outcome of Action Project 2 is the development of high engagement approaches for instruction and academic and student support that will contribute to a positive first-year experience for students. This Action Project will support other College efforts to create an effective first-year experience program that increases Hawai‘i CC’s attainment of institutional goals for persistence and completion, and ultimately, students’ graduation rates and achievement of their academic and career goals.

### Actions/Steps to Be Implemented

#### Launch of instruction and student support training:

- The College will form a First-Year Experience Campus Planning Team that will introduce and develop a plan to provide training of faculty and student support faculty/staff in the use of high engagement strategies.

- An initial group of instructors and student support faculty/staff will be trained to implement high engagement strategies.

**Implementation**

- A bank of resources and professional development materials for high engagement strategies will be made available to the entire campus.
- A cohort of students will be identified to enroll in classes utilizing the high engagement strategies.
- Tutors and peer mentors will be trained.
- Strategies for high-touch support for faculty advising and counseling will be adopted and counselors and advisors will be trained.
- The First-Year Experience Campus Planning Team will collect, analyze, and report out student persistence and retention data for students who take one or two classes from trained instructors.

**Scale up**

- Given the data, as appropriate, teachers, counselors, advisors, tutors, and peer mentors will be offered training in high engagement strategies.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

**Integration**

- The First-Year Experience Campus Planning Team will work with the Student Success Pathways (SSP) Team and UHCC System’s Integrated Student Support (ISS) Team to integrate other components of first-year experience: onboarding, retention, persistence measures.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

**Responsible Parties**

As in Action Project 1, the final responsibility lies with the administrative team. However, trained faculty and counselors, as well as those overseeing the peer tutoring/mentoring program, will carry out the implementation and support the assessment.

**Timeline and Process**

Implementation Year	Tasks	Timeline	Responsible Parties
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Year 0 (Spring-Summer 2018)	<p style="text-align: center;"><b><u>Launch of Instruction and Student Support Training</u></b></p> <ul style="list-style-type: none"> <li>● Form a campus planning team.</li> <li>● Offer introductory, voluntary training to all instructor and student services faculty and staff.</li> <li>● Train initial group of instructors and student support faculty/staff.</li> </ul>	Spring/ Summer	VCAA
Year 1 (2018-2019) Pilot Project	<p style="text-align: center;"><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>● Provide a bank of resources and professional development materials for high engagement strategies, campus-wide.</li> <li>● Identify a cohort of students to enroll in pilot classes.</li> <li>● Train tutors and peer mentors.</li> <li>● Couple high engagement teaching with other services: trained peer mentoring, faculty advising, and counseling.</li> <li>● Collect data on students who take one or two classes from trained instructors in the first semester.</li> <li>● Analyze and report out data.</li> </ul>	Fall	Campus Planning Team
		Fall	Campus Planning Team/VCAA
		Fall/Spring	VCAA/VCSA
		Spring	VCAA/VCSA/ Campus Planning Team
		Spring/ Summer	IR
		Summer/Fall	Campus Planning Team

Year 2 (2019-2020) Scale up	<p style="text-align: center;"><b><u>Scale up</u></b></p> <ul style="list-style-type: none"> <li>● Increase number of trained teachers, advisors, tutors, peer mentors.</li> <li>● Monitor and adjust.</li> <li>● Continue to develop resources, collect and analyze data.</li> </ul>	Fall/Spring	Campus Planning Team/VCAA
Year 3 (2020-2021) Evaluation Stage	<p style="text-align: center;"><b><u>Integration</u></b></p> <ul style="list-style-type: none"> <li>● Integrate other components of first-year experience: peer mentoring, workshops, leadership and community service activities, retention, persistence measures.</li> <li>● Monitor and adjust.</li> <li>● Continue to develop resources, collect and analyze data.</li> </ul>	Fall/Spring	VCAA/VCSA  Campus Planning Team/VCAA  Campus Planning Team/VCAA

### Resources

The College has made a three-year commitment to utilizing AVID (Advancement Via Individual Determination) for Higher Education ([QFE-5](#)) resources and training to develop high engagement strategies to increase student retention and persistence. AVID for Higher Education (AHE) has demonstrated the value of increasing the level of student engagement through interpersonal relationships (student/student and instructor/student), collaborative activities, critical thinking activities, and non-cognitive skill-building opportunities. AHE coaches are available to assist the campus planning team as it develops its own, tailored first-year experience program through a campus-wide, campus-specific approach. Hawai'i CC will leverage access to these resources to support the development of a first-year experience program.

### Assessment

To assess the success of Action Project 2, student persistence and retention data will be collected and analyzed each year by administration, the Campus Planning Team, and participants in the pilot and scale-up of this project. This group will share with the College the effectiveness of strategies that have been designed and implemented, first from the pilot, and then from the scale-up efforts. If warranted, further resources will be sought for professional development for instructors, counselors, and advisors.

## References

- QFE-1 [HAW Policy 4.201](#)  
 QFE-2 [Kauhale Day Agenda](#)  
 QFE-3 [IPEDS Data see UHCC Vice President John Morton's Fall 2017 presentation.](#)  
 QFE-4 [UHCC System's Integrated Student Support \(ISS\) Team Hawaii ISS Workshop](#)  
 QFE-5 [AVID for Higher Ed](#)

## Changes and Plans Arising out of the Self-Evaluation Process

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Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Schedule of data updates to reflect current information (transparency)	I.B.3	Institutional Research, Institutional Assessment Coordinator	2018-2019 (upon approval of campus reorganization and creation of Office of <i>Kauhale</i> Analytics and Intelligence)	Increase access to campus data needed for evaluation and planning
Determine how assessment management system and assessment design can enable disaggregation of assessment results	I.B.6	Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator, Institutional Research	Begin fall 2018	Disaggregation of learning outcomes data
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Creation of a systematic formalized process and annual schedule and timeline for website content review and updating	I.C.1	Web Developer, Vice Chancellor for Administrative Services	Started spring 2018	Website content is reviewed annually for accuracy and updated in a timely manner
Policy HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures
Language related to the objective presentation of instructional content was included in the syllabus guidelines	I.C.9	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the College website fall 2017	Increased awareness of expectations related to the presentation of instructional content
Review and revise the Program/Unit Review Process	II.A.2, II.A.16	(Related to QFE Project #1)		
College-wide guidelines and general expectations for course syllabi were created	II.A.3	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the website fall 2017	Increased consistency in course syllabi content across departments

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review of Liberal Arts course sequencing and prerequisites	II.A.5	Liberal Arts Dean and Department Chairs	Started fall 2017; ongoing	<p>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses</p> <p>Ensure that prerequisites for 200-level courses are appropriate and consistent</p>
Gather, analyze and provide data to the College on a regular basis. (post in Fact Book)	II.A.7	Institutional Researcher	Planned for fall 2018 (after new Institutional Researcher hired)	Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups
General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)	II.A.11	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	<p>Completed spring 2018:</p> <p>GELO to PLO alignments approved by Vice Chancellor for Academic Affairs</p> <p>GELO to ILO alignments approved by Academic Senate</p>	Clear and documented alignment of College outcomes

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees	II.A.12		Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017)  Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)	Improve GE alignment to UH System
Added The Learning Center tutoring services to MySuccess system	II.B.1	MySuccess Campus Leads, The Learning Center Coordinator	Completed in 2017-2018	Students able to make appointments at The Learning Center via the MySuccess system
Formalize comprehensive assessment of student needs regarding Student Services	II.C.1 II.C.3	Vice Chancellor for Student Affairs, Student Affairs managers	Begin fall 2018	Increase data to better identify needs for student services for all students (including DE)
Reorganize Student Life structure	II.C.4	Vice Chancellor for Student Affairs	Begin fall 2018	Clearly defined Student Life structure and program

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers	II.C.7	Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager	Planned for fall 2018 (after new Institutional Researcher hired)	Structured and scheduled data analysis of placement instruments and qualifiers (every semester)

# Honolulu Community College

## Institutional Self Evaluation Report

### Support of Reaffirmation of Accreditation

*Submitted by:*

Honolulu Community College

874 Dillingham Blvd.

Honolulu, HI 96817

*Submitted to:*

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

May 11, 2018

## Institutional Self-Evaluation Report –Certification

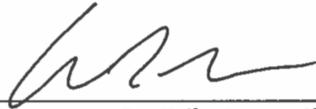
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Dr. Erika Lacro, Chancellor  
Honolulu Community College  
874 Dillingham Blvd.  
Honolulu, HI 96817

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

**Signatures:**



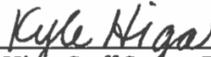
Dr. Erika Lacro, Chancellor



Jeff Stearns, Accreditation Liaison Officer



Anson Bernal, Faculty Senate Executive Committee Chair



Kyle Higa, Staff Senate Executive Committee Chair



Mark S. Alapaki Luke, Kupa Ka Wai Council Chair



Christopher Rallustian, Student Government



Jeff Stearns, Planning Council Chair



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## Acronym and Definition Guide

ARPD	Annual Report of Program Data
BOR	University of Hawai'i Board of Regents
CCIE	Campus Council on Institutional Effectiveness
COSA	Committee on Student Affairs
CPC	Committee on Programs and Curricula
CSSC	Campus Student Success Council
CTE	Career and Technical Education
DCC	Division Curriculum Committees
DDC	Deans and Division Chairs Committee
FSEC	Faculty Senate Executive Committee
KKW	Kupu Ka Wai Council
PPIR	Office of Policy, Planning, and Institutional Research
SLD	Student Life Development
SSEC	Staff Senate Executive Committee
UH	University of Hawai'i
UHCC	University of Hawai'i Community Colleges
VCAA	Vice Chancellor of Academic Affairs
VCAS	Vice Chancellor of Administrative Services
VPCC	Vice President of the Community Colleges
halau	community gathering place
Hawai'i Papa O Ke Ao	Hawai'i Foundation of Enlightenment/Knowledge
<i>Ho'āla Hou</i>	Renewing a Pathway to Student Success Through Culture-Based Learning
<i>Ka Lā</i>	College newspaper produced by students
Kaieie	Degree Pathway Partnership
Kuali CM	Web-based curriculum management system

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## Guide to Viewing the Report

### Document links

Blue designators within parentheses indicate a link to evidence supporting the point discussed, usually a document or webpage screen shot. Click on the link to view the evidence.

The following example will link to a document:

... outlined in its Strategic Directions ([I.A.7](#)) ....

For large documents, the blue designator will show the specific page to view, such as page 15 for the following example:

... essence of the college and its purpose ([I.A.1 \[p. 15\]](#)) ....

Referrals to other sections are not links but there for information. Referrals are in italics, not in blue, and begin with “See section ....”

*(See section I.B.3)*

### Evidence folders

On the same thumb drive as the report are folders that include evidence files pertaining to particular standards, such as folder STD.I.A.

Names of files for web screen shots include the web link in parentheses. Click on link to go to the webpage if there is an Internet connection. An example of such a file:

I.C.8 Accreditation Screen Shot ([www.honolulu.hawaii.edu/accreditation](http://www.honolulu.hawaii.edu/accreditation))

### REFERENCES IN DISTANCE EDUCATION SUPPLEMENT

In the Distance Education Supplement, *italicized* references in parentheses indicate that the information is in the main report. Example:

... regular communication, reports, and plans. (*II.A.5, II.A.6, II.A.7*).

**POLICY FILE NAMES**

Policy names that start with

RP – refer to Board of Regents policies (example RP 8.201)

EP – refer to University of Hawai'i executive policies (example EP 8.201)

AP – refer to University of Hawai'i administrative policies (example AP 8.201)

UHCCP – refer to University of Hawai'i Community College policies (example UHCCP 8.201)

HCCP – refer to Honolulu CC policies (example HCCP 8.201)

## Introduction

### Brief History

Honolulu Community College (Honolulu CC) was established in 1920 as the Territorial Trade School in Palama. Subsequently, it became part McKinley High School, but was later reestablished as Honolulu Vocational School. It became the Honolulu Technical School in 1955 before becoming part of the University of Hawai'i as a result of the Community College Act of 1964. In 1966, the Board of Regents approved the name Honolulu Community College and authorized the school to grant Associate in Arts and Associate in Science degrees.

As one of seven schools comprising the UH Community College System, Honolulu CC experienced rapid growth between 1966 and 1976 and has evolved into a fully comprehensive community college. The Main Campus, a short distance from the heart of Honolulu on Dillingham Boulevard, offers liberal arts instruction leading to a two-year Associate in Arts degree, allowing students to transfer credits to achieve junior class standing at four-year higher education institutions within the State. The college also has facilities near Honolulu International Airport, on Kokea Street, and at Sand Island that currently offer Associate in Science, Associate in Applied Science, and Associate in Technical Studies degrees. Certificate programs in more than twenty Career and Technical Education areas that are integrated with a strong general education "core" help Honolulu CC provide an educated citizenry for the workforce of the State of Hawai'i.

### Responding to Students

In its planning, Honolulu CC takes into account that its student population is an aggregate of multi-ethnic and cultural identities unique to the Kalihi-Kapālama neighborhood. The neighborhood, not far from the Honolulu city center, has a working-class environment with a significant number of immigrant families and Native Hawaiians. Data on student demographics are available in the *Honolulu CC Fact Book 2017* (I.A.2 [pp. 5-9]).

The community ranks third highest in the state for disabilities among those ages 21 to 64. It has the highest percentages statewide of Filipinos (46.7%), Asians (65.8%), and foreign-born recent immigrants (15.6%). It has the second-largest population of Pacific Islanders in the state. The per capita income is in the lowest 25% statewide.

Compared to the state as a whole, our community experiences higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership.

More than half of the adolescents from this area who responded to a statewide survey reported community disorganization, low family attachment, and poor parental supervision.

According to the “Farrington Area Community Profile,” our community has one of the lowest for children who are nurtured and doing well in school, families that are healthy, and communities which are economically vital. Measured by a protection index, the Farrington community ranked 41 out of 42 statewide communities ([INTRO.1 \[p. 6\]](#)).

The per capita income is in the lowest 25% Statewide. Residents in this area experience higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership than the State as a whole. The percentage of adults possessing high school diplomas is 69%, the lowest in the state, and those with Bachelor’s Degrees are only 12%. The area has a high percentage of foreign-born recent immigrants and the second-largest population of Other Pacific Islanders in the state ([INTRO.1 \[pp. 2-4\]](#)).

Students seek affordable and flexible education from an open-door and comprehensive community college to accommodate work schedules and family concerns. Honolulu CC is the primary technical training center of the Pacific Rim and is thus uniquely equipped to address the business and technical needs of the State of Hawai’ i. In addition to providing workforce opportunities that are required by legislative mandate, the College also offers a variety of degrees and serves as a primary entry point for students seeking an Associate degrees in Arts (AA), Science (AS), and Technical Studies (ATS), or to complete their first two years of a Liberal Arts degree for eventual transfer to a four-year degree-granting institution ([I.A.1](#)).

The College also offers non-credit courses in Apprenticeship and Journey Worker Training, Continuing Education, and Lifelong Learning. In addition, the College has instituted a High School Outreach Program (Early College High School) in which qualifying seniors may take courses for college transfer credit. The College’s evening program enrolls many students returning to college while raising families or after long absences. Many are full-time employees during the workday.

The College also addresses the needs of those entering or re-entering the workforce by pursuing with required certifications or job skills. Veterans are accommodated as well as individuals seeking to improve their professional and personal skills and interests. The College also offers an array of distance education courses in cable, online, and hybrid formats as noted in the college catalog ([I.A.1 \[p. 163\]](#)).

The needs of our students, community and statewide workforce, as identified in our mission statement, provide an essential rationale for the creation, support and

continuous improvement of programs, curricula, courses and services. The context of our community, the current and future needs of Hawai'i business and community members, as well as future employment opportunities for our students are determined using a variety of sources.

The reports and studies utilized include Department of Labor and Industrial Relations forecasting reports ([Intro.2](#)) that project the employment growth by industry; survey of former students ([Intro.3](#)), and Career Assessments done by the HCC Career Readiness and Job Placement Center. On the whole, the data gathered by the College and the Office of the Vice-President for Community Colleges ([Intro.4](#)) strongly indicate that the College's mission and goals are appropriately aligned with the needs of our student population.

Student needs are assessed regularly with the biannual administration of the Community College Survey of Student Engagement (CCSSE), and the Graduation Survey. The surveys provide meaningful information from current students, soon-to-be alumni, and former students. The surveys attempt to gauge general satisfaction, student engagement and any student needs that are unmet by the College. Other quantifiable data such as student retention and success rates, persistence and transfer rates, course completion and success rates are reviewed regularly as part of the Annual Report of Program Data (ARPD), Program Reviews, and the annual strategic plan updates.

The College has developed projected success measures for Native Hawaiian, Filipino, Pacific Islander, and low-income students as shown in the College's Educational & Strategic Plan ([I.A.3 \[pp. 4-6\]](#)). The measures target achievement in degrees and certificates, STEM, and transfer to four-year programs. Achieving these goals remains a challenge [Gap Analyses] ([I.A.3 \[p. 4\]](#)). Data on Native Hawaiian degree/certificate completion rates is available in the *Honolulu CC Fact Book 2017* ([I.A.2 \[pp. 77-78\]](#)).

The state's Hawai'i Graduation Initiative (HGI) is committed to increasing college participation and completion rates. Specifically, with regard to Native Hawaiian students, the College has implemented "Hawai'i Papa O Ke Ao" (Hawai'i Foundation of Enlightenment/Knowledge), an initiative led by Native Hawaiian faculty and staff, for the University of Hawai'i (UH) system to become a leading indigenous-serving educational entity. This initiative will make use of a Title III Grant, *Ho'āla Hou* (Renewing a Pathway to Student Success Through Culture-Based Learning) to facilitate an enrollment pathway for Hawaiian students and create a culture-and place-based learning program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions, and values into the campus community.

The institution's educational purpose is appropriate to an institution of higher learning. Honolulu CC's mission is reflected in a wide range of academic and support services to meet the needs of its intended student population.

The College offers many courses to meet the University of Hawai'i and other four-year institutions' general education requirements, which may be applied toward a baccalaureate degree. Data on transfer to four-year institutions are available in the *Honolulu CC Fact Book 2017* (I.A.2 [pp. 101-103]). Honolulu CC is committed to providing the first two years of a traditional baccalaureate education by offering high-quality general education courses in Liberal Arts.

The College provides two-year transfer educational programs that offer students the general education component of the baccalaureate degree. The two-year transfer educational program offers courses articulated with all three four-year campuses in the UH system, as well as to the other six community colleges.

In Fall 2017, Honolulu CC inaugurated three pathways to assist students in achieving a specialized education: Exploratory Business, Exploratory Social Sciences, and Exploratory Health. These pathways guide students to courses that meet the requirements of the specialized majors at the four-year UH colleges.

In the realm of technical education, the College offers two-year, four-year, short-term and apprenticeship occupational-technical curricula for employment, skill upgrading and career advancement, and transfer to four-year technical programs.

The College also offers non-credit and continuing education services.

Some career and technical education degrees provide students with skills and competencies for gainful employment, entirely at the associate level. The Honolulu CC CENT program (Computing, Electronics, and Networking Technology), has established an articulation with UH West Oahu that includes the option of a Bachelor of Applied Science in CENT or the option of a Bachelor of Applied Science in Information Security and Assurance (ISA). There is also articulation leading to a Bachelor of Arts in System Administration with Hawai'i Pacific University. Students who complete either the Associate of Science degree or the Advanced Professional Certificate in CENT may apply to transfer to these institutions to complete a baccalaureate degree in these programs. Students may be concurrently enrolled in the Bachelor of Applied Science programs at UH West Oahu and the CENT AS or APC program at Honolulu CC, as noted in the college catalog (I.A.1 [p. 105]).

The College provides a wide array of non-academic support services to encourage and

facilitate academic progress: Career and Retention Services which provide assistance in career counseling, career assessments, career exploration, résumé and cover letter writing, interview preparation, career fairs, and career readiness presentations; a Children's Center, which provides day care for infants, toddlers and preschoolers; Financial Aid Services, which is available to all Honolulu CC students; Mental Health Services, which provides confidential personal/crisis counseling and community referral services; Disability Services (Student ACCESS), which is in compliance with Section 84.4 of the Federal rules and regulations governing Section 504 of the Rehabilitation Act of 1973; and Student Success (TRIO-SSS), where students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support.

The College was the first among the Hawai'i community colleges to pilot the STAR Graduation Pathway for new student registration in April 2016, and is the first to engage in a facilities and scheduling analysis tied to efficiency and effectiveness of facilities use.

In 2016, the College obtained an iPASS grant (Integrated Planning and Advising for Student Success) piloted using MySuccess and predictive analytics to adopt a more proactive approach with our students, as indicated in Planning Council minutes ([Intro.5](#)).

Other academic support services are also provided: The Campus Open Computer Lab along with several computer access locations on campus; the Hawaiian Center, which offers an array of comprehensive services and is open to all students; a Library, which assists students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning; a Math Lab, which provides tutoring both inside and outside the classroom; a Testing and Tutoring Center to assist students with their course work and related activities; and a Writing Center to help students become better writers and succeed in college.

Student achievement is measured by metrics including certificate and degree attainment, licensure examination passage, post-program employment, successful course completion and Student Learning Outcomes (SLOs). The assessment of SLOs is the College's instrument to ensure that the student-learning component of the mission is implemented successfully. Recently, the College hired an Institutional Assessment Specialist and has been discussing options for a repository containing campus-wide SLO assessment. The College is committed to student learning and student achievement.

Student success data is shared with the Vice President for Community Colleges and

partnership groups, and is used in assessing compliance with institution set standards, strategic initiatives, equity expectations, grants and other College initiatives.

Compared to the other community colleges in the UH System, Honolulu CC is a unique learning environment (Liberal Arts and the non-credit Technical Training Center of the Pacific Rim), with a unique student population (Native Hawaiian, Filipino, low income, immigrant), with a unique set of challenges (high unemployment, low income), but with a common goal, achieving academic excellence and personal growth.

In a statewide survey of the community that the College serves, the majority of adolescents reported that they value education, and the majority of parents reported that they are involved with their children's schools ([Intro.1](#)). The mind-set of the College is not simply that of a linear, cause-and-effect relationship between academic excellence and personal growth, but that personal growth also leads to academic excellence.

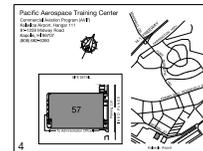
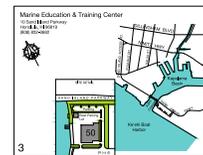
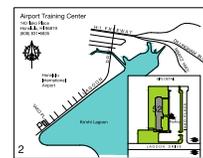
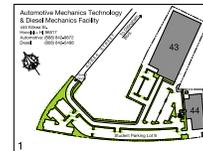
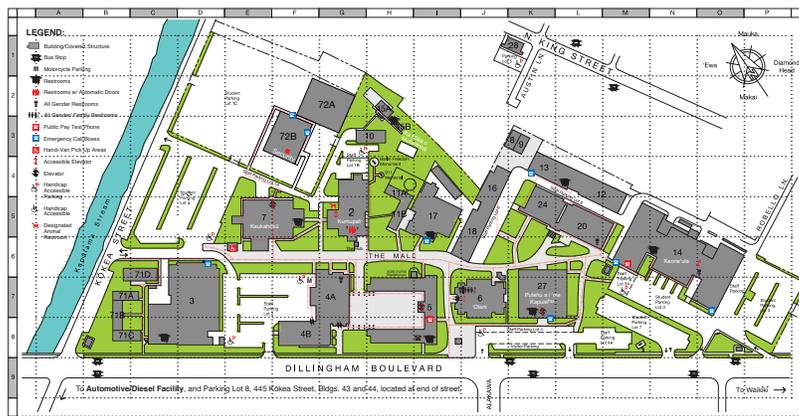
## Campus Map



UNIVERSITY OF HAWAII  
**HONOLULU**  
COMMUNITY COLLEGE

### HONOLULU COMMUNITY COLLEGE • MAIN CAMPUS MAP

874 Dillingham Blvd. Honolulu, HI 96817 | PH- (808) 845-9211 | FAX- (808) 845-9173 | WEB- honolulu.hawaii.edu



Academic Excellence Center: Essential Curriculum Center, Computer Lab & Writing Center, Counseling 11A, 11B, 11C, 11D, 11E Administration 6 [J7] Admission and Counseling 6 [J7] Aero-Maintenance [OFF Campus] ASST-FAHM Shop [H6] Apprenticeship Office 4B [F6] Apprenticeship Shop 12 [H4]	Architectural, Engineering & CAD Technologies 3 [G5] Art, Communication Arts 2 [G5] Auto Body 9 [D7] Automotive [OFF Campus] Bank/Food/Beverage [H4] Bookstore 2 [G5] Business Office/Teacher 6 [J7] Cafeteria 4A [D7] Campus Center 2 [G5]	Career & Employment Center 6 [J7] Capacity 14 [D7] Child Care 11A [H6], 11B [H6] Classroom 7SB [F5] Testing and Tutoring 7 [F5] Computer Education [OFF Campus] Computer Labs 2 [G5] Continuing Education & Networking Technology 13 [K4], 20 [L5] Continuing Education & Training 2 [G5] Cosmetology 27 [K7] 1st Floor	Design Center 16 [A8] Diesel Mechanics [OFF Campus] Early Childhood Education 11A [H6], 11B [H6], 2 [G5] Education Tech Center 7 [F5] Electrical Installation & Maintenance 24 [K5] Fashion Technology 27 [K7] Financial Aid 8 [J7] Fire & Environmental Emergency Response 9 [K3]	Office of Continuing Ed. and Life Long Learning 9 [G5] Hawaiian Center 5 [H6] Health Clinic 2 [G5] Korea Training Center 45A, 45B [H6] Liberal Arts 7 [F5], 2 [G5] 4th, 5th, & 6th Floors Lobby 7 [F5] 1st & 2nd Floors Maintenance 18 [L4] Marine Ed & Training Ctr. [OFF Campus] Norman Lou Center 2 [G5]	Occupational and Environmental Safety Management 9 [K3] PCATT 2 [G5] Recreation 4 [J7] Religion & AC 14 [H6] Science 9 [D7] Security Office RM 101 72B [F5] 608, 304, 312 Sheet Metal Shop 17 [B5] Student Access 9 [K7] Student Gov. (ASUN-HCC) 2 [G5]	Student Life & Dev. 2 [G5] Student Lounge 3 [G5] Student Services 8 [J7] Student Media Board 2 [G5] Temporary Faculty Offices 72A [G5] Transfer/Apprenticeship Complex 14 [H6] TRC SDS 3 [G5] Welding 14 [M5] 911 Memorial [H4]
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<b>OFF CAMPUS SITES:</b> 1. Automotive Technology & Diesel Mechanics Facilities & Parking Lot 8 445 Kokea Street, Bldg. 43-44 Honolulu, HI 96817	2. Airport Training Center (Aeronautics Maintenance Technology) 140 Iako Place, Bldg. 52 Honolulu, HI 96819	3. Marine Education and Training Center 10 Sand Island Parkway, Bldg. 55 Honolulu, HI 96819	4. Pacific Aerospace Training Center (Commercial Aviation) Kalaeloa Airport, Hangar 111 91-1259 Midway Place Kapolei, HI 96707
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## CAMPUS LOCATIONS

Main campus  
874 Dillingham Blvd.  
Honolulu, HI 96817  
(808) 845-9211

Automotive Technology (AMT)  
& Diesel Mechanics Facility (DISL)  
445 Kokea Street, Bldg. 43 & 44  
Honolulu, Hawai'i 96817

Airport Training Center  
Aeronautics Maintenance Technology Program (AERO)  
140 Iako Place, Bldg. 52

Honolulu, Hawai'i 96810

Marine Education & Training Center  
Small Vessel Fabrication & Repair (MARR)  
10 Sand Island Parkway, Bldg. 50  
Honolulu, Hawai'i 96819

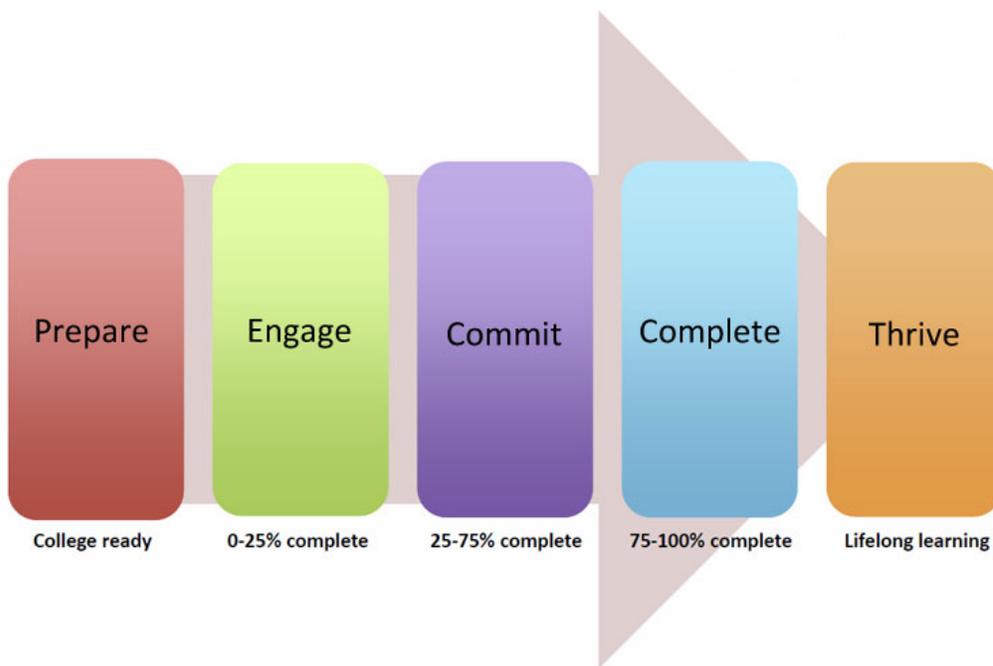
Training Facility  
PHNSY Apprenticeship Program (Applied Trades)  
Pearl Harbor Naval Shipyard  
Pearl Harbor, HI  
(Restricted Area)

## Campus Initiatives

### *Pathways*

In AY 2015-16, Honolulu CC adopted Student Success Pathways to align campus-wide strategic planning efforts for student success. The Pathways framework articulates five phases that guide students from point of entry to transfer to a four-year institution or attainment of credentials for the labor market. The campus is focusing on one phase at a time, mapping out specific activities.

Subsequently, the University of Hawai'i Community College (UHCC) Student Success Council adopted a similar framework. Though not identical, it aligns with the Honolulu CC's Pathways and allows collaboration with other seven community colleges to share ideas.



*Illustration-Intro.1 Pathways*

Pathways provide structured educational experiences for students, guiding them with the end in mind. The initiative helps students choose and enter a path, keeps them on the path, and ensures they are learning. Pathways also encompass enrollment efforts and ways the campus can support student learning and achievement ([Intro.6](#), [Intro.7](#), [II.C.18](#)).

### STAR GPS Registration

Honolulu CC worked with the University of Hawai‘i at Mānoa to pilot STAR, an online course registration interface for students. The pilot began with just ten students but scaled progressively. Currently all traditional students register via STAR.

STAR GPS Registration is an easy-to-navigate registration system that displays courses a student needs to graduate in a timely manner and personalizes a plan, so the student will know the courses that count for a degree or credential. STAR also provides a visual calendar of classes so the student can see how they fit together when making selections of courses. Students can search for any class at any UH campus and view transcripts (II.C.28).

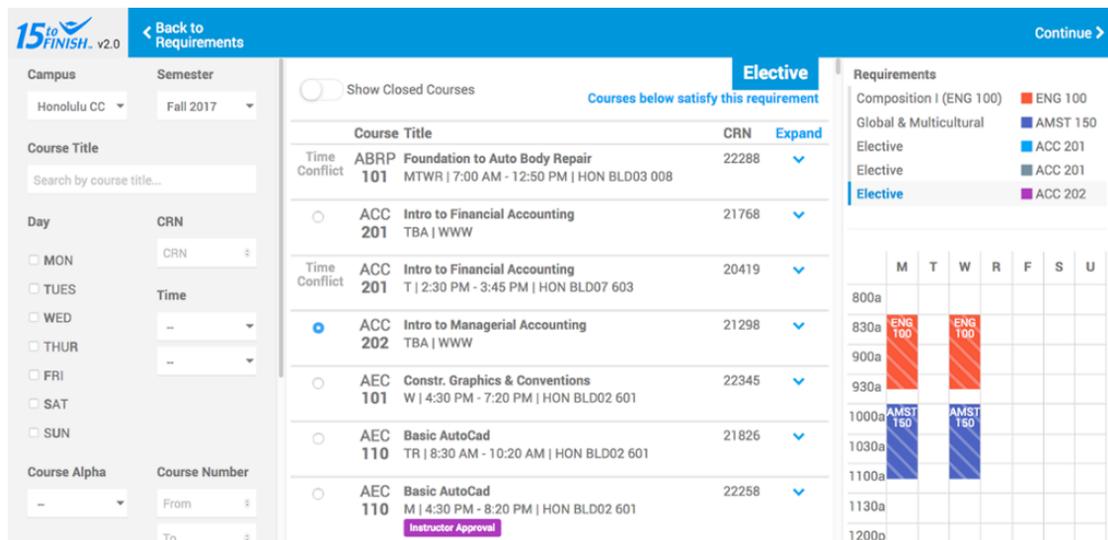


Illustration-Intro.2 STAR GPS Registration

### IPASS

iPASS (Integrated Planning and Advising for Student Success) is an initiative to use technology to strengthen and streamline the student experience of academic, career, financial advising, and planning services.

The College is transforming these services by enhancing academic counseling, accelerating the move to online registration, refining course planning, improving responses to early alerts for retention, implementing a wider range of supports, and engaging faculty to assist students in academic progress.

The University of Hawai'i System and Honolulu CC emerged as one of 24 institutions in the nation to receive \$225,000 over three years. The funding comes from Achieving the Dream and the Helmsley Charitable Trust.



*Illustration-Intro.3 iPASS*

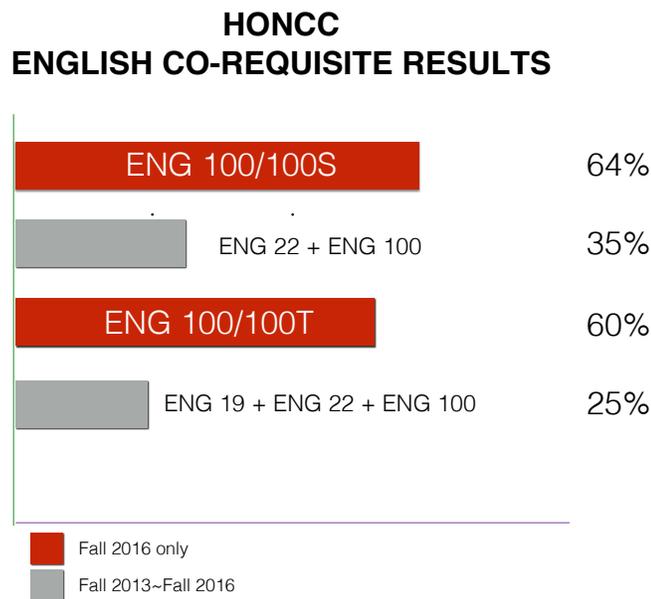
In accordance with our College’s mission (“Student Centered, Student Focused”), Honolulu CC recognizes that student success and retention is the responsibility of every faculty, staff, and administrator. Students are empowered through stronger connections with faculty, student services, and academic support programs. These connections are supported through the robust use of integrated technology solutions.

Instructional faculty can play a role in initial advising and connection to services. Over the past two and a half years, Honolulu CC has used iPASS to build a holistic and integrated advising experience for students. Through the work of iPASS, support services have augmented their capacity to use technology tools and amplify processes around the collection of data from these tools to better meet the needs of students (Intro.8).

*English and Math Redesign*

English and math eliminated developmental education classes in Fall 2016. The aim was to remove roadblocks that delay students from beginning program coursework and completing requirements for graduation. The redesign reduced coursework to complete college-level English to one semester or math to one or two semesters from as much as four semesters in the former developmental sequence.

English switched to co-requisite classes from underprepared students and showed a dramatic success. Students with English skills below college-level were placed into either a 1-below (ENG 100/100S) or 2-below (ENG 100/100T) co-requisite course. The success rates of the 1-below were 64% compared to 35% in the old sequence and success rates of 2-below were 60% compared to 25% in the old sequence.



*Illustration-Intro.4 English co-requisite results*

Math implemented accelerated courses and showed an improved success rate. Of 50 students enrolled in MATH 25/103 in fall 2016, 54% successfully completed the college-level MATH 103 component. The success is a dramatic change compared with the students who enrolled in MATH 25 between fall 2013 and spring 2016 and only 22% successfully completed MATH 103 by fall 2016 ([Intro.9](#)).

English continued its success with the co-requisite classes in Fall 2017. According to UHCC data, 67% of students in classes one-below college-level or above completed their courses in one semester. Math too had a favorable success rate of 57% of students completing classes one-level below college-level or above in one semester ([Intro.10](#)).

### *Ho‘āla Hou*

*Ho‘āla Hou* (Renewing a Pathway to Student Success Through Culture-Based Learning) is a Title III funded program aimed at increasing access, enrollment, and successful completion of academic credentials of Native Hawaiian students.



*Illustration.Intro.5 Ho‘āla Hou*

The first goal is to establish an enrollment pathway to Honolulu CC for Native Hawaiian students and create a sense of place at the college for Native Hawaiians that is culturally significant and relevant. These are to be accomplished by developing and implementing a culturally appropriate outreach and recruitment plan, creating a team of peer mentors to outreach to the community and establish community-based partnerships, erecting a *halau* (community gathering space) and creating a digital cultural and historical bilingual (Hawaiian and English) tour of the campus and native plant species.

The second goal is to create a culture and place-based training program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion ([Intro.11](#)).

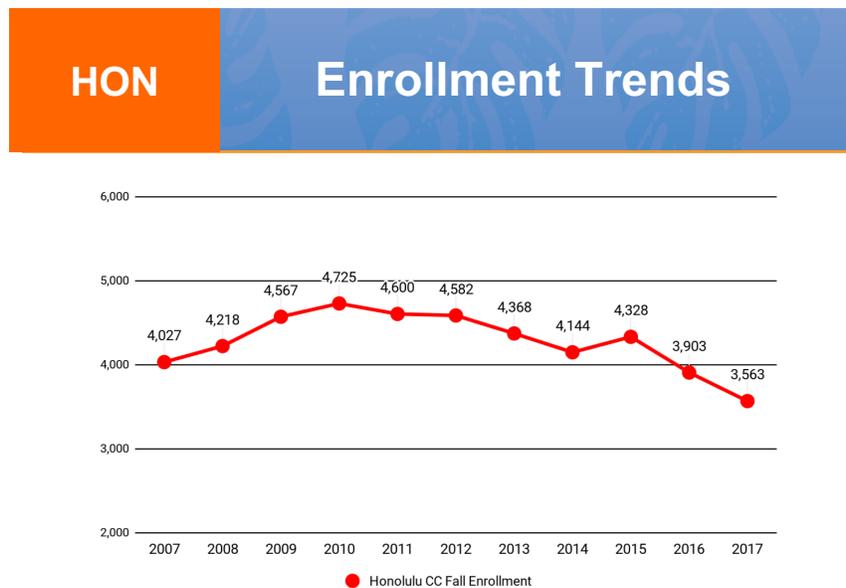
# Student Achievement Data and Institution-set Standards

## Enrollment

### *Longitudinal Trends*

Enrollment trends at Honolulu CC over the past decade mirror trends experienced at most two-year institutions showing modest declines. The factors impacting lower enrollments include increased employment rates on the islands, the decline in population, the high cost and commitment of postsecondary education, and increased competition from emerging and start up learning organizations for students.

The tables show student headcounts and year-over-year changes for each academic year (fall, spring, summer) for the last ten academic years. Enrollment numbers include unduplicated student counts at Honolulu CC at each of the census dates. Student characteristics (e.g., age, Pell status) were determined as of the time of initial during the first enrolled semester of the academic year. Distance education modes were determined over the course of the entire academic year. *(See QFE 2, Enhanced Support for Distance Education Students).*



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*Illustration.Intro.6 Enrollment trends*

Headcount by Age	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
<22	2,563	-6.63%	2,451	-4.37%	2,442	-0.37%	2,480	1.56%	2,225	-10.28%
22-24	1,026	2.40%	1,029	0.29%	994	-3.40%	983	-1.11%	907	-7.73%
25-44	2,132	0.76%	2,097	-1.64%	2,012	-4.05%	2,111	4.92%	1,960	-7.15%
>44	365	-3.18%	363	-0.55%	334	-7.99%	357	6.89%	329	-7.84%

Illustration-Intro 7 HonCC headcount

Enrollment tends to be correlated with the strength of the economy and employment. When the demand for workers rises, enrollment has a tendency to decline, as high school graduates and others opt to take a job rather than go to school. (See QFE 1, *Purposeful Engagement for Student Success*).

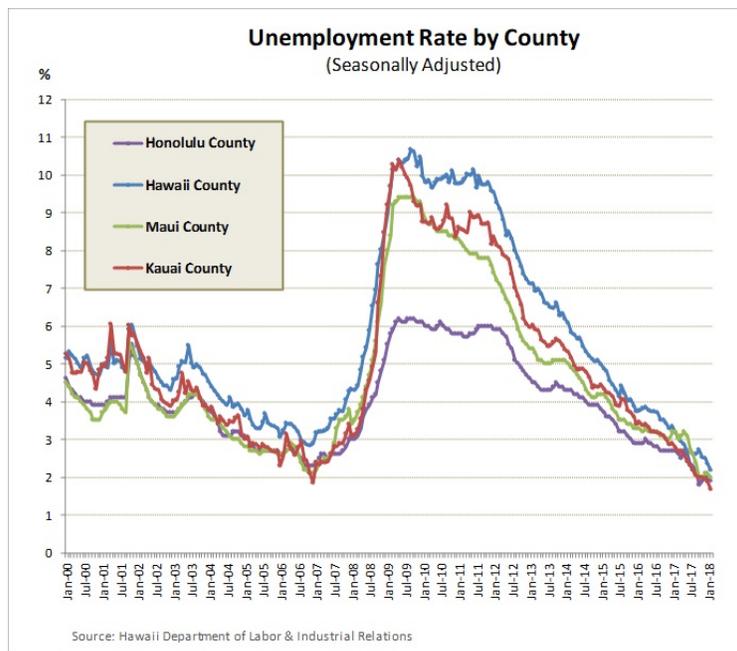


Illustration-Intro.8 Unemployment trends

In addition to the economic trends, the City and County of Honolulu population for high school graduates also has been in decline. The 18-24 age group particularly has decreased over the four years to 2016, as shown in the table. Future population

projections for the college going age groups show similar flat or declining trends for the Hawai'i.

**RESIDENT POPULATION BY  
SELECTED AGE GROUPS**

[As of July 1. Includes military personnel stationed or homeported in Hawaii and residents temporarily absent; excludes visitors present.]

Age group	City and County of Honolulu 2012	City and County of Honolulu 2016	% Change 2012-2016
Total persons	976,372	992,605	1.66
Under 5	62,725	64,516	2.86
5 to 13	103,484	104,627	1.10
14 to 17	44,114	42,953	-2.63
18 to 24	103,592	96,509	-6.84
16 years and over	788,628	801,971	1.69
18 years and over	766,049	780,509	1.89
25 to 44	270,632	278,026	2.73
45 to 64	244,398	240,857	-1.45
65 years and over	147,427	165,117	12.00
85 years and over	25,573	28,808	12.65
Under 18 years	210,323	212,096	0.84
18 to 64 years	618,622	615,392	-0.52

Source: Hawaii State Department of Business, Economic Development & Tourism: State of Hawai'i Data Book

*Illustration-Intro.9 Population by age group*

Headcount by Gender	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
Female	2,669	-1.15%	2,528	-5.28%	2,429	-3.92%	2,570	5.80%	2,327	-9.46%
Male	3,359	-3.20%	3,335	-0.71%	3,298	-1.11%	3,292	-0.18%	3,049	-7.38%
No Data	57	-18.57%	71	24.56%	47	-33.80%	67	42.55%	45	-32.84%

*Illustration-Intro.10 Headcount by gender*

*Disaggregation of Enrollment*

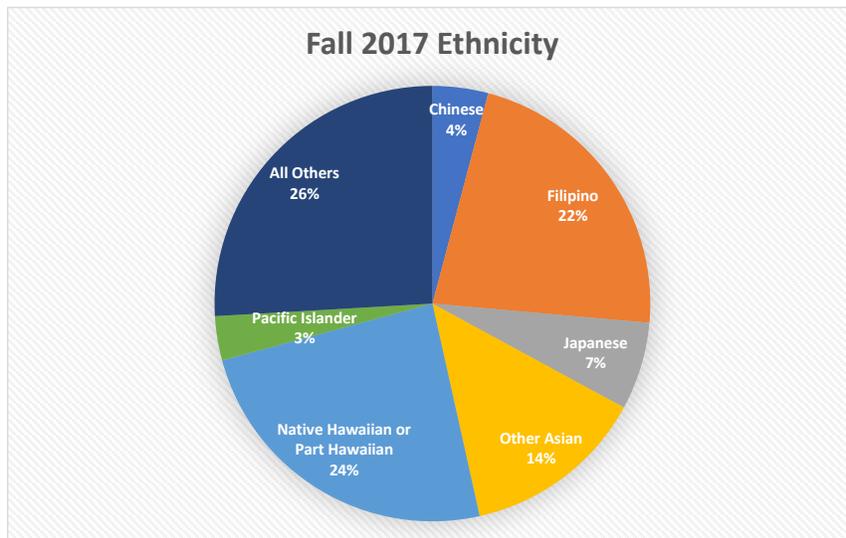
Overall student enrollment dropped 11% over the five academic years. Disaggregating enrollment trends by traditional ethnic and racial groupings shows higher than average

declines for students under 22 age group (-13%), females (-13%), Native Hawaiians (21%), Pacific Islanders (-23%), and Pell recipients (-30%).

Headcount by Ethnicity	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
Native Hawaiian	1,589	-3.58%	1,499	-5.66%	1,394	-7.00%	1,450	4.02%	1,260	-13.10%
Filipino	1,181	-2.24%	1,175	-0.51%	1,142	-2.81%	1,138	-0.35%	1,111	-2.37%
Pacific Islander	212	6.53%	207	-2.36%	172	-16.91%	180	4.65%	164	-8.89%

*Illustration-Intro.11 Headcount by ethnicity*

As the ethnicity pie chart shows, a large portion of Honolulu CC’s student population is Native Hawaiian and Filipino. Enrollment of Native Hawaiian students fell substantially in AY 2017, reflecting the general enrollment trend. (See QFE 1, Purposeful Engagement for Student Success).



*Illustration-Intro.12 Ethnicity chart*

Headcount by Pell	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
Pell	1,278	9.51%	1,294	1.25%	1,267	-2.09%	1,106	-12.71%	898	-18.81%
No Pell	4,808	-5.22%	4,646	-3.37%	4,515	-2.82%	4,825	6.87%	4,523	-6.26%

*Illustration-Intro.13 Pell recipients*

### *Enrollment in Distance Education*

Distance education showed large decreases across all modalities except completely online classes. Students who enrolled in at least one completely online class increased by 22% over the five academic years. This increase was possible because of the large drops (28% to 88%) in other distance education modalities and a 14% decrease in the number of students who enrolled in all face-to-face classes. (See QFE 1, *Purposeful Engagement for Student Success*).

Headcount by DE Mode	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
At Least One Completely Online Class	1,414	25.69%	1,650	16.69%	1,558	-5.58%	1,705	9.44%	1,728	1.35%
At Least One Off Site Class	149	-35.78%	104	-30.20%	128	23.08%	140	9.38%	107	-23.57%
At Least One DE Class (not online or off site)	282	-14.55%	165	-41.49%	96	-41.82%	76	-20.83%	33	-56.58%
At Least Two DE Classes with Different Modes	158	-3.66%	95	-39.87%	93	-2.11%	60	-35.48%	23	-61.67%
All Classes Face-to-Face	4,083	-6.97%	3,926	-3.85%	3,907	-0.48%	3,950	1.10%	3,530	-10.63%

*Illustration-Intro.14 DE headcount*

### *Enrollment by Division*

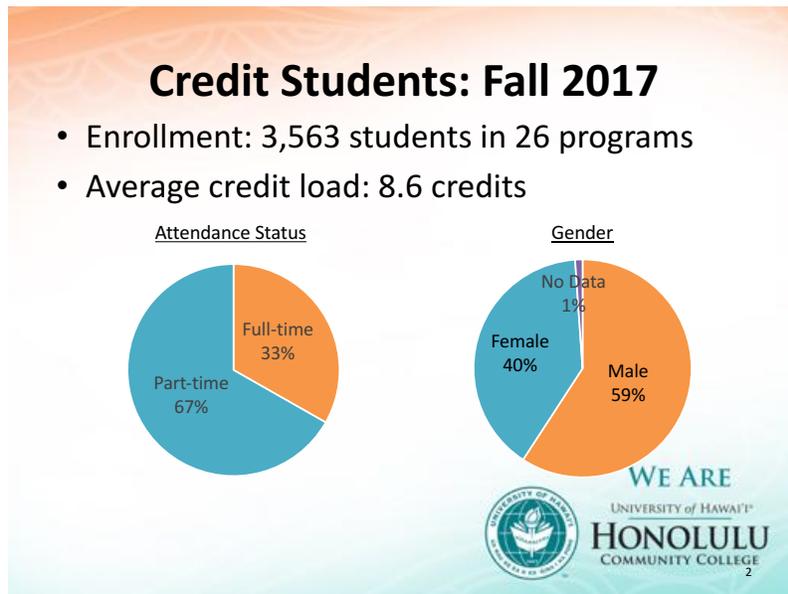
The College’s largest student enrollment is in Career and Technical Education (CTE) programs. Although the number of students in the CTE programs has declined over the past five years the declining is less relative to other students those seeking general and pre-professional education.

Headcount by Division	Academic Year									
	2013		2014		2015		2016		2017	
	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY	Headcount	Change from Previous AY
All	6,086	-2.47%	5,940	-2.40%	5,782	-2.66%	5,931	2.58%	5,421	-8.60%
Career & Tech Ed	3,057	0.00%	3,034	-0.75%	2,986	-1.58%	2,933	-1.77%	2,776	-5.35%
General & Pre-Prof Ed	1,161	-12.05%	1,139	-1.89%	1,073	-5.79%	1,071	-0.19%	976	-8.87%
Unclassified	167	-7.73%	215	28.74%	317	47.44%	377	18.93%	361	-4.24%

*Illustration-Intro.15 Headcount by division*

Honolulu CC has 26 programs. The percentage of female students is 40% of the total enrollment which does not parallel trends at other colleges where female students exceed those of male counterparts. Although programs in trades tend to be dominated by male students, the College has a number of CTE programs that tend to attract female students such as Early Childhood Education, Fashion, and Cosmetology. (See QFE 1 – Purposeful Engagement for Student Success).

A majority of students are part-time. Many work because of the socioeconomic situation of the community the College serves. Average credit loads reveal that most students who attend Honolulu CC are part-time students.



*Illustration-Intro.16 Credit students*

Honolulu CC also has a robust apprenticeship program, with nearly as many students as in the credit program. The Apprenticeship Training program provides instruction to those on Oahu who are apprenticing in various construction and mechanical trades. Training also is offered to journey workers for upgrading skills and obtaining job-related certifications ([Intro.12](#)). The College recently provided a presentation to the Board of Regents on the apprenticeship program and other non-credit education activities ([Intro.13](#)).



**Apprenticeship Model**

- Enrollment
  - Fall 2017: 3,188 students  
430 classes  
220 instructors
  - Spring 2018: 2,813+ students  
350+ classes  
215+ instructors



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*Illustration-Intro.17 Apprenticeship students*

Students in state or federally approved apprenticeship programs have an opportunity to earn a Certificate of Achievement or an Associate in Applied Science (AAS) degree. Many students achieve this degree through an apprentice training program administered through a contract between the College and Pearl Harbor Naval Shipyard ([Intro.14](#)).

**Apprenticeship Model: Pearl Harbor**

- Model: Entrance in spring semester  
Length: 2 years in an Associate in Applied Science degree (AAS)
- Enrollment:
  - Fall 2017: 352 students
  - Spring 2018: 396 students
  - 83% male
- Graduation:
  - Completion Rate > 90%



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*Illustration-Intro.18 Pearl Harbor apprenticeship*

Honolulu CC also partners with high schools to introduce students to construction industry careers and to provide opportunities to explore and develop the technical, academic, and employability skills necessary to make informed choices on possible career opportunities within the construction and other industries ([Intro.15](#)).

**High School Outreach:  
Construction Academy, 2015-16**

Enrollment

- 1,251 students
- 88% males; 12% females

College Admission

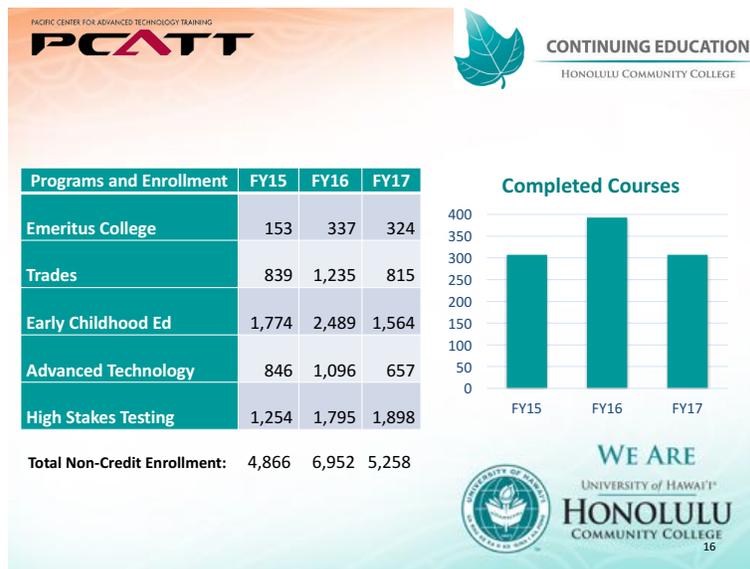
- Of 410 seniors, 58% were admitted to a UH campus; 36% admitted to Hon CC



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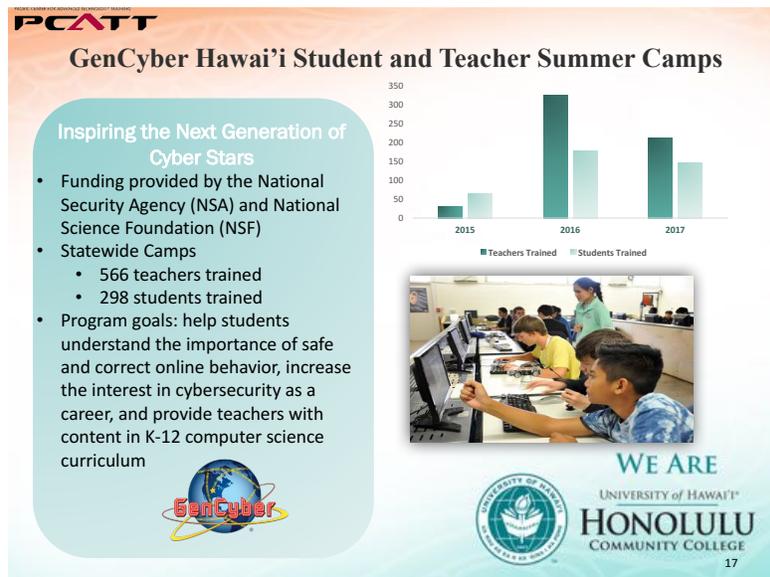
*Illustration-Intro.19 Construction Academy*

Continuing Education also is a strong program for the College. Non-credit enrollment exceeds the credit enrollment.



*Illustration-Intro.20 Continuing Education*

The campus’ s Pacific Center for Advanced Technology Training (PCATT) works with the Department of Labor, DevLeague, National Security Agency (NSA), National Science Foundation (NSF), and other to provide training to teachers and students. PCATT hosts a yearly Apple Institute and recently began working with Amazon Web Services to provide data center technician apprenticeship training ([Intro.16](#)).



*Illustration-Intro.21 PCATT summer camps*

### Incoming Student Educational Goals

As a comprehensive, open two-year institution, Honolulu CC has a multi-function mission. Students include those pursuing the first two years of a baccalaureate study with intent to transfer, others who are securing associate degrees in traditional and career and technical field, those out to improve technical job skills to meet current workforce demands on the islands, those who are taking courses to become college ready, and finally others who have goals of lifelong learning.

The following tables show immediate and highest educational goals for new, first-time students for the last four fall terms. Data are only shown for the students with recorded educational goals. This is a relatively new measure in the student database and only four falls of data are shown. Goal data were available for 92%, 96%, 95%, and 98% of the four falls respectively. In the previous fall less than 50% of the new, first-time students had recorded educational goals. All students were enrolled and home based at Honolulu CC at the census freeze date. Dually enrolled high school students (major=SPEA) were excluded. As the pathways initiative takes hold at the college and Hawaiian system, education goal tracking will become more robust. *(See QFE 1, Purposeful Engagement for Student Success).*

Educational Goals (All New, First-Time Students) (Denominators are the total number of students with recorded goals.)				
Immediate Educational Goals	Fall			
	2014	2015	2016	2017
	Percent	Percent	Percent	Percent
Earn a bachelor's degree (UH Maui College)	2.40%	2.01%	3.45%	2.03%
Earn a certificate	11.18%	11.17%	11.11%	14.23%
Earn an associate degree	68.85%	67.58%	68.20%	65.04%
Not sure (I am not sure any of the above statements apply to me)	5.75%	4.95%	5.94%	3.66%
Take courses to transfer to another college	11.02%	12.27%	9.77%	12.60%
Take course, but not toward a degree	0.80%	2.01%	1.53%	2.44%

*Illustration-Intro.22 Educational goals*

The most common immediate educational goal across all incoming students was to earn an associate degree (67%). The two highest educational goals of all incoming students were to earn a bachelor’s degree (40%) or earn an associate degree (37%).

Earning an associate degree was the most common immediate educational goal across all disaggregated groups except those with very small numbers (e.g., at least one

distance education course that was not online or off site or at least two distance education courses with different modes) and unclassified students. Unclassified students generally wanted to take courses to transfer to another college (39%) or take courses not toward a degree (27%). (See QFE 1, *Purposeful Engagement for Student Success*).

There also was a high degree of consistence across most groups in the highest educational goals. Earning a bachelor’s degree (40%) or earning an associate degree were the most common highest educational goals across all disaggregated groups except those with very small numbers (e.g., at least one distance education course that was not online or off site or at least two distance education courses with different modes) and unclassified students. In addition to earning a bachelor’s degree (31%), unclassified students also wanted to earn a graduate degree (22%). (See QFE 1, *Purposeful Engagement for Student Success*).

### Fall-to-Spring and Fall-to-Fall Reenrollment

Another data element of interest to the college is persistence as defined federally and in the Hawaiian accountability scheme. Sometimes referred to as retention, persistence measures this marker as a momentum, or tipping point, to the reaching of more terminal outcomes such as degree completion or transfer.

Over five fall terms, the percentage of students who reenrolled from fall to spring was approximately 72% and fall-to-fall was approximately 55%. The reenrollment rates for Pacific Islander students were lower.

The goal of the University of Hawai‘i Community Colleges is to achieve a 75% persistence rate for fall-to spring and a 65% for fall-to-fall. The College has implemented a plan to address the reenrollment rates. (See QFE-1 *Purposeful Engagement Initiative*)

Fall to Spring Reenrollment by Age	Fall Cohort				
	2013	2014	2015	2016	2017
	Percent Fall to Spring Reenrollment				
All	72.71%	73.89%	71.88%	73.18%	69.34%
<22	73.77%	76.20%	74.65%	74.27%	72.76%
22-24	73.06%	69.22%	70.61%	73.29%	67.95%
25-44	71.83%	73.71%	69.57%	72.26%	65.47%
>44	67.71%	70.37%	69.77%	70.11%	71.95%

*Illustration-Intro.23 Fall-to-spring retention*

Fall to Fall Reenrollment by Age	Fall Cohort				
	2012	2013	2014	2015	2016
	Percent Fall to Fall Reenrollment				
All	55.57%	53.46%	56.16%	56.26%	55.55%
<22	55.98%	52.98%	57.09%	56.39%	56.57%
22-24	50.94%	56.39%	53.13%	54.32%	55.59%
25-44	57.08%	52.58%	57.46%	57.17%	55.06%
>44	56.97%	54.07%	50.00%	55.48%	50.66%

*Illustration-Intro.24 Fall-to-fall retention*

The tables show fall-to-spring and fall-to-fall reenrollment rates for students enrolled and home based at Honolulu Community College for the last five fall cohorts. No dually enrolled (major=SPEA) students were included in the initial cohort. Reenrollment was counted if a student was enrolled and home based at Honolulu CC at either the spring census date (for fall-to-spring reenrollment) or the second fall census date (for fall-to-fall reenrollment.) Students who graduated with an associate degree or a certificate of Achievement and did not return after the initial fall semester were removed from the cohort. Students who transferred to 4-yr institutions or who were deceased also were removed from the cohort. Student characteristic (e.g., age, Pell status) were determined during the initial fall semester.

Fall to Spring Reenrollment by Gender	Fall Cohort				
	2013	2014	2015	2016	2017
	Percent Fall to Spring Reenrollment				
All	72.71%	73.89%	71.88%	73.18%	69.34%
Female	71.06%	72.41%	69.75%	70.64%	69.07%
Male	73.34%	74.74%	73.10%	74.75%	69.72%
No Data	82.98%	70.00%	70.00%	61.54%	52.00%

*Illustration-Intro.25 Fall-to-spring reenrollment by gender*

Fall to Fall Reenrollment by Gender	Fall Cohort				
	2012	2013	2014	2015	2016
	Percent Fall to Fall Reenrollment				
All	55.57%	53.46%	56.16%	56.26%	55.55%
Female	51.12%	51.63%	53.61%	49.68%	53.57%
Male	57.81%	54.26%	57.46%	59.87%	56.70%
No Data	68.29%	58.33%	58.62%	57.14%	50.00%

*Illustration-Intro.26 Fall-to-fall reenrollment by gender*

The fall-to-spring reenrollment rates for Pacific Islanders averaged approximately 64%, and fall-to-fall rates averaged approximately 43%. *(See QFE 1, Purposeful Engagement for Student Success).*

There also was a discrepancy between Pell recipients and non-recipients. Non-recipients of Pell grants showed approximately 13 percentage points lower fall-to-spring reenrollment rates than Pell recipients. There also was a discrepancy between students who enrolled in at least one completely online class and students who enrolled in all face-to-face classes. *(See QFE 1, Purposeful Engagement for Student Success).*

The online students were approximately 9 percentage points lower in fall-to-spring reenrollment and 7 percentage points lower in fall-to-fall reenrollment rates. *(See Quality Focus Essay 2, Enhance Support for Distance Education Students).* This is an area of keen interest at the college given the action project in the institution's quality focus essay. Significant enrollment differences exist between all students and students with general and pre-professional majors and unclassified students. *(See QFE 2, Enhanced Support for Distance Education Students).*

General and pre-professional students had fall-to-spring reenrollment rates approximately 8 percentage points lower than all students and unclassified students were approximately 20 percentage points lower than all students. Fall-to-fall reenrollment also showed this difference. General and pre-professional students were approximately 10 percentage points lower and unclassified students were approximately 18 percentage points lower than all students.

Fall to Spring Reenrollment by Ethnicity	Fall Cohort				
	2013	2014	2015	2016	2017
	Percent Fall to Spring Reenrollment				
All	72.71%	73.89%	71.88%	73.18%	69.34%
Native Hawaiian	72.70%	73.87%	71.95%	70.47%	70.27%
Filipino	75.60%	78.58%	76.08%	80.78%	73.37%
Pacific Islander	65.73%	71.05%	62.50%	65.66%	56.73%

*Illustration-Intro.27 Fall-to-spring reenrollment by ethnicity*

Fall to Fall Reenrollment by Ethnicity	Fall Cohort				
	2012	2013	2014	2015	2016
	Percent Fall to Fall Reenrollment				
All	55.57%	53.46%	56.16%	56.26%	55.55%
Native Hawaiian	50.18%	49.28%	55.50%	55.86%	50.84%
Filipino	64.01%	59.97%	60.53%	58.29%	63.79%
Pacific Islander	41.73%	39.26%	43.43%	41.30%	47.78%

*Illustration-Intro.28 Fall-to-fall reenrollment by ethnicity*

General and pre-professional students had fall-to-spring reenrollment rates approximately 8 percentage points lower than all students and unclassified students were approximately 20 percentage points lower than all students. Fall-to-fall reenrollment also showed this difference. General and pre-professional students were approximately 10 percentage points lower and unclassified students were approximately 18 percentage points lower than all students.

Fall to Spring Reenrollment by DE Mode	Fall Cohort				
	2013	2014	2015	2016	2017
	Percent Fall to Spring Reenrollment				
All	72.71%	73.89%	71.88%	73.18%	69.34%
At Least One Completely Online Class	65.71%	65.76%	62.23%	68.88%	68.09%
At Least One Off Site Class	14.29%	21.92%	12.00%	12.00%	5.26%
At Least One DE Class (not online or off site)	66.67%	42.86%	60.00%	50.00%	.
At Least Two DE Classes with Different Modes	60.00%	52.63%	63.16%	80.00%	.
All Classes Face-to-Face	75.01%	77.48%	75.77%	75.80%	70.22%

*Illustration-Intro.29 Fall-to-spring reenrollment by DE mode*

Fall to Fall Reenrollment by DE Mode	Fall Cohort				
	2012	2013	2014	2015	2016
	Percent Fall to Fall Reenrollment				
All	55.57%	53.46%	56.16%	56.26%	55.55%
At Least One Completely Online Class	47.06%	52.75%	52.93%	47.07%	49.46%
At Least One Off Site Class	25.00%	20.83%	10.42%	12.07%	13.04%
At Least One DE Class (not online or off site)	50.88%	41.67%	30.77%	62.50%	100.00%
At Least Two DE Classes with Different Modes	41.94%	38.89%	26.32%	44.44%	25.00%
All Classes Face-to-Face	57.54%	54.17%	58.23%	59.30%	58.20%

*Illustration-Intro.30 Fall-to-fall reenrollment by DE mode*

Persistence was higher for Career and Technical Education students than it was for those in the Liberal Arts courses.

Fall to Spring Reenrollment by Division	Fall Cohort				
	2013	2014	2015	2016	2017
	Percent Fall to Spring Reenrollment				
All	72.71%	73.89%	71.88%	73.18%	69.34%
Career & Tech Ed	75.48%	77.90%	76.58%	77.21%	70.97%
General & Pre-Prof Ed	66.40%	65.02%	60.32%	64.44%	65.48%
Unclassified	61.97%	49.23%	52.94%	42.42%	54.05%

*Illustration-Intro.31 Fall-to-spring reenrollment by division*

Fall to Fall Reenrollment by Division	Fall Cohort				
	2012	2013	2014	2015	2016
	Percent Fall to Fall Reenrollment				
All	55.57%	53.46%	56.16%	56.26%	55.55%
Career & Tech Ed	59.07%	56.17%	60.60%	62.40%	59.98%
General & Pre-Prof Ed	47.36%	47.74%	45.22%	40.68%	45.25%
Unclassified	34.09%	36.51%	41.18%	36.96%	36.00%

*Illustration-Intro.32 Fall-to-fall reenrollment by division*

## **Institution-Set Standards**

Honolulu CC has established standards of achievement success with respect to student success, particularly in relation to progress on the College's mission (ER 11, Standard I.A.2 and I.B.3).<sup>1</sup> As part of the larger accountability scheme of the University of Hawai'i Community College System, the college has set expectations for both course and program completion, degree and certificate completion, licensing examination passage rates, job placement rates, and transfer rates to baccalaureate institutions. Data on the standards are gathered through the UHCC office and the college and results are analyzed and interpreted to meet college and system wide missions. Importantly, innovations and improvements designed to increase student performance, academic quality and, and institutional effectiveness (ER 11 and Standard I.B.3) are discussed and implemented in cooperation with the UHCC. While centralization of the standards is made by the UHCC office to create systematicity and uniformity in data collection, access and use, colleges provide input and feedback as to the reasonableness of the standards and the potential hurdles to meeting the standards that are unique to each institution. (*See QFE 1, Purposeful Engagement for Student Success*).

In particular, Honolulu CC has established institution-set standards for student achievement that are appropriate to its mission and assesses how well it is achieving them for continuous improvement. These standards are outlined in a University of Hawai'i Community Colleges (UHCC) policy (I.B.24), which includes both planned targets as well as aspirational goals. (*See section I.B.33; ER 11*). The UHCC system has gone to great lengths to unify the member colleges and simplify processes by centralizing the data collection efforts to assure a sufficient level of analysis for all of the colleges. The goal also was to use the institution set standards in tandem with Hawai'i's performance-based funding model so as not to overburden the colleges with multiple measures of analysis and to reduce confusion of metrics measuring progress using alternative definitions.

In this way, many of the set standards are the basis for performance funding from UHCC to the College. For FY 2016, Honolulu CC exceeded all its performance initiatives defined by UHCC (I.B.26) and met nearly all the performance initiatives defined by the University of Hawai'i (I.B.45). Through its initiatives and through efforts by committees and departments, the efforts of the College has focused on student success and student achievement.

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<sup>1</sup> See, Checklist for Continued Compliance with Federal Regulations and Commission Policies, Student Achievement

**HON Performance Funding** **Performance Funding for FY 2018**

UHCC Funding						
Measure	Base	Target	Actual	%	Weight	Amount
Degrees & Certificates	653	720	900	100	35	\$195,565
Native Hawaiian Degrees & Certificates	164	181	225	100	10	\$55,875
STEM Degrees & Certificates (Include 4 Year Degrees)	110	122	225	100	10	\$55,875
Pell Grant Recipient Degrees & Certificates	269	297	377	100	10	\$55,875
Transfers to 4 Year (UH & Non UH)	518	543	582	100	35	\$195,564
Total Allocation						\$558,754
Unearned						0

% = (Actual - Base) / (Target - Base) x 100  
Maximum 100% and Minimum 0%

6

**HON Performance Funding** **Performance Funding for FY 2018**

UH Funding						
Measure	Base	Target	Actual	%	Weight	Amount
Degrees & Certificates	653	720	900	100	30	\$101,282
Native Hawaiian Degrees & Certificates	164	181	225	100	10	\$33,761
STEM Degrees & Certificates	65	72	132	100	10	\$33,761
Pell Grant Recipients	269	296	377	100	10	\$33,761
Transfers to UH 4 Year	288	309	301	62	10	\$20,898
IPEDS Success Rate	34.2%	41.4%	37.2%	42	30	\$42,204
Total Allocation						\$265,667
Unearned						(\$71,941)

% = (Actual - Base) / (Target - Base) x 100  
Maximum 100% and Minimum 0%

7

*Illustration-Intro.33 Performance funding*

*Course Completion<sup>2</sup>*

Course completion is a within-term measure overall satisfactory success in the class achievement and for transfer of credit. Honolulu CC exceeded its target for course completion of 70%, including its aspirational goal of 75%. Course completion is defined by the percentage of students receiving a grade of C or better in a course. The number of students in the course is the number at the end of the official add/drop period.

Over five fall terms course success rates were approximately 75% for all students. As anticipated, there were differences in successful attainment at the course level for traditionally underserved groups and those impacted by poverty and lack of educational opportunity. (See QFE 1, Purposeful Engagement for Student Success).

Course success rates were consistently lower for Pacific Islanders (58%). The College included focus on these students in its strategic plan (I.A.3). Course success rates also were consistently lower for students who enrolled in at least one completely online course (67%) as compared to all students. Recognizing this, the College implemented a plan to address academic and student service support for online students. (See QFE 2, Enhanced Support for Distance Education Students.)

Course success rates also were consistently lower for general and pre-professional education majors (67%) and unclassified students (68%) as compared to all students. The college expects that the increased expectation of educational plans and the review of progress by campus professionals will close these achievement gaps.

<sup>2</sup> See, Checklist for Compliance, Student Achievement; ACCJC White Paper on Standard I.B.3.

Course Success by Age	Fall				
	2013	2014	2015	2016	2017
	Percent Success				
All	73.29%	73.65%	75.25%	75.85%	75.51%
<22	68.57%	70.86%	69.87%	68.52%	70.63%
22-24	73.88%	72.52%	73.78%	77.32%	74.54%
25-44	80.37%	78.48%	82.20%	84.68%	81.94%
>44	75.10%	74.84%	78.89%	76.76%	80.24%

*Illustration-Intro.34 Course success by age group*

Although female students meet the baseline goal, the course success rate is below the aspirational goal. Given the lower rate of capture of female students as reported above, this area of baseline and aspirational goal difference offers to the college an opportunity to focus on female students in target efforts for improved equity in outcomes going forward.

Course Success by Gender	Fall				
	2013	2014	2015	2016	2017
	Percent Success				
All	73.29%	73.65%	75.25%	75.85%	75.51%
Female	72.91%	71.77%	73.10%	75.78%	72.94%
Male	73.42%	74.68%	76.22%	75.89%	76.86%
No Data	76.51%	72.63%	84.96%	75.51%	74.29%

*Illustration-Intro.35 Course success by gender*

The success rates are for all courses taken by students enrolled and home based at Honolulu CC for the last five fall terms. Dually enrolled high school students (major=SPEA) were excluded. Audited courses and courses with no grades available (Record Delayed or null grades) also were excluded.

Course success for online classes was nearly that of face-to-face classes but the College has implemented a plan to improve it more with more proactive student service support. *(See QFE 2, Enhanced Support for Distance Education Students)*

Course Success by DE Mode	Fall				
	2013	2014	2015	2016	2017
	Percent Success				
All	73.29%	73.65%	75.25%	75.85%	75.51%
At Least One Completely Online Class	66.18%	67.28%	64.21%	66.57%	68.31%
At Least One Off Site Class	78.75%	88.24%	83.58%	94.50%	84.00%
At Least One DE Class (not online or off site)	71.43%	62.16%	82.35%	60.00%	.
At Least Two DE Classes with Different Modes	58.02%	30.00%	57.58%	65.38%	.
All Classes Face-to-Face	74.76%	75.25%	77.44%	77.83%	77.58%

*Illustration-Intro.36 Course success by De mode*

### *Degrees and Certificates Awarded*

Honolulu CC exceeded its goal and aspirational goal for degree and certificates awarded. Success in this area has not been easy for the College, which lagged far behind in 2013, as the table indicates. This measure will be of keen interest for the college given the likelihood of continued flattening or decline in enrollment counts. Since the institutional marker are counts and not rates, the population declines will cause the college to reconsider the viability and reasonableness of the performance based targets.

Degrees and CAs by Age	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
All	551	683	725	886	900
<22	141	127	168	243	186
22-24	113	150	163	193	195
25-44	252	369	338	410	471
>44	45	37	56	40	48

*Illustration-Intro.37 Degrees and certificates by age group*

Through efforts by counselors, the College moved the number of awards to 900 in 2017 from 551 in 2013, a dramatic increase. Awards include the number of Associate Degrees and Certificates of Achievements during the fiscal year. The baseline was established as the three-year average for fiscal years 2013-2015 for the awards data. The aspiration goal was 5% growth per year from the baseline.

The under 22 age group was underrepresented in the number of awards. That age group is approximately 42% of the college population, but they only received 23% of the awards. Similarly, females were underrepresented in the number of awards. They are approximately 43% of the college population, but they only received 32% of the awards.

The number of awards for female students was less than one-third of the total granted.

Degrees and CAs by Gender	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
All	551	683	725	886	900
Female	171	243	243	267	258
Male	371	424	473	607	631
No Data	9	16	8	11	11

*Illustration-Intro.38 Degrees and certificates by gender*

Degrees from Applied Trades were nearly one-third of the total degrees and certificates awarded.

Total Number of Degrees and Certificates of Achievement Awarded by Program (All Students)					
Degrees and CAs by Program	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
Administration of Justice	26	33	14	29	21
Aeronautics Maint Tech	6	2	11	23	8
Applied Trades	97	147	141	154	273
Architectural Eng & CAD Tech	24	21	22	41	23
Auto Body Repair & Painting	21	11	5	10	0
Automotive Technology	11	28	44	40	44
Carpentry Technology	12	4	23	27	30
Commercial Aviation	0	4	2	5	0
Communication Arts	6	9	8	5	7
Comp Electronics&Network Tech	30	22	27	82	93
Construction Management	0	3	13	15	16
Cosmetology	43	28	31	40	35

Total Number of Degrees and Certificates of Achievement Awarded by Program (All Students)					
Degrees and CAs by Program	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
Diesel Mechanics	4	11	3	35	14
Early Childhood Education	20	28	29	34	26
Electrical Install&Maint Tech	21	19	20	21	24
Fashion Technology	10	14	12	10	21
Fire & Envir Emergency Resp	27	27	48	31	50
Hawaiian Studies	0	2	1	2	3

Human Services	12	11	15	15	13
Liberal Arts	95	176	149	122	96
Music & Entertain Learning Exp	9	14	15	14	16
Natural Science	0	0	0	8	4
Occupational Envir Safety Mgt	18	17	14	31	12
Refrigeration & Air Cond Tech	22	18	30	36	23
Sheet Metal & Plastics Tech	11	13	10	3	16
Small Vessel Fabrication &Repair	1	5	7	4	1
Welding Technology	25	16	31	49	31

*Illustration-Intro.39 Degrees and certificates by program*

### *Native Hawaiian Degrees and Certificates Awarded*

Honolulu CC achieved its goal, but the efforts have not been easy. A number of initiatives have been focused on this population, including the strategic plan (I.A.3), the AA Degree in Hawaiian Studies (I.A.1 [p. 81]), the *Ho’ala Hou* (Renewing a Pathway to Student Success Through Culture-Based Learning), the Po’i Nā Nalu (II.B.36) program, among others.

The awards include the number of Associate Degrees and Certificates of Achievement given during the fiscal year to students of Native Hawaiian Ancestry.

Degrees and CAs by Ethnicity	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
All	551	683	725	886	900
Native Hawaiian	136	189	167	238	225
Filipino	115	131	170	204	166
Pacific Islander	13	8	17	14	19

*Illustration-Intro.40 Degrees and certificates by ethnicity*

Pacific Islander students are only around 3% of the college population, but they receive less than 2% of the number of awards. The strategic plan also includes focus on this group of students (I.A.3). This completion difference represents the an area of opportunity for the college to apply equity techniques such as the equity index and disproportionate impact analysis to help close the achievement gaps that exist for Pacific Islander students.

Degrees and CAs by DE Mode	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
All	551	683	725	886	900
At Least One Completely Online Class	120	164	211	324	280
At Least One Off Site Class	87	134	63	10	3
At Least One DE Class (not online or off site)	25	32	19	14	18
At Least Two DE Classes with Different Modes	56	79	61	39	59
All Classes Face-to-Face	263	274	371	499	540

*Illustration-Intro.41 Degrees and certificates by DE mode*

### *Pell Recipient Degrees and Certificates Awarded*

Honolulu CC achieved this goal, but success from year to year has been uneven. Wanting to change the trend, the College has initiated a plan to help this population of students by being proactive in the support services the institution provides. (*See QFE 1 – Purposeful Engagement Initiative*)

Degrees and CAs by Pell	Fiscal Year				
	2013	2014	2015	2016	2017
	Number of Awards				
All	551	683	725	886	900
At Least One Semester of Pell	206	227	280	368	312
No Pell	345	456	445	518	588

*Illustration-Intro.42 Degrees and certificates by Pell recipients*

Non-Pell recipients and students who enroll in all face-to-face classes also are underrepresented in the number of awards they received. Non-Pell recipients are approximately 80% of the college population and face-to-face students are approximately 67% of the college population. They receive 63% and 51% of the number of awards respectively.

*Transfer to Baccalaureate Institutions*

Transfer to a four-year institution is a keep component of the college mission. The number of students transferring to baccalaureate institutions during the 2017 academic year increased dramatically to 237 from two years prior of 128. The increases were in all age groups. The under 22 age group averaged approximately 42% of the college population, but that group only produced approximately 36% of the four-year transfers.

Number of 4-Yr Transfers by Age	Academic Year of Transfer				
	2013	2014	2015	2016	2017
	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers
All	256	228	128	217	237
<22	92	87	42	87	79
22-24	63	40	14	51	46
25-44	97	88	66	71	103
>44	4	13	6	8	9

*Illustration-Intro.43 Transfers by age group*

Number of 4-Yr Transfers by Gender	Academic Year of Transfer				
	2013	2014	2015	2016	2017
	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers
All	256	228	128	217	237
Female	124	100	49	95	122
Male	132	128	79	121	114
No Data	0	0	0	1	1

*Illustration-Intro.43 Transfers by gender*

Transfer information was obtained from the National Student Clearinghouse, which uses student identifiers to locate students at four-year schools. A problem arises when students transfer and do not apply for financial aid or who indicate that they do not want to participate in data sharing. The result then is an underreporting of transfer counts. While this phenomenon is difficult to predict and assess, the college takes the data provided, extrapolates the impact of the failure to capture student data, and makes the best decisions possible given the limitations of the data techniques. Additional measures are being considered such as tracking transcript requests, and other services provided to transfer students. Transfers to four-year institutions occurred between August 1<sup>st</sup> and July 31<sup>st</sup> of the indicated academic year, and were direct from Honolulu CC without any intervening higher education attendance. All students were enrolled and home based at Honolulu CC at the census freeze date during any semester previous to the four-year transfer. Dually enrolled high school students (major=SPEA) at the College were excluded from the analysis. The indicated student characteristics (e.g., age, Pell status) were as of the last semester enrolled and home based at Honolulu CC.

UH System data for students transferring to one of the UH four-year institutions also showed an increase. The baseline for the College’s goal is the three-year average of academic years 2012-2015, with an aspirational 5% growth per year from the baseline.

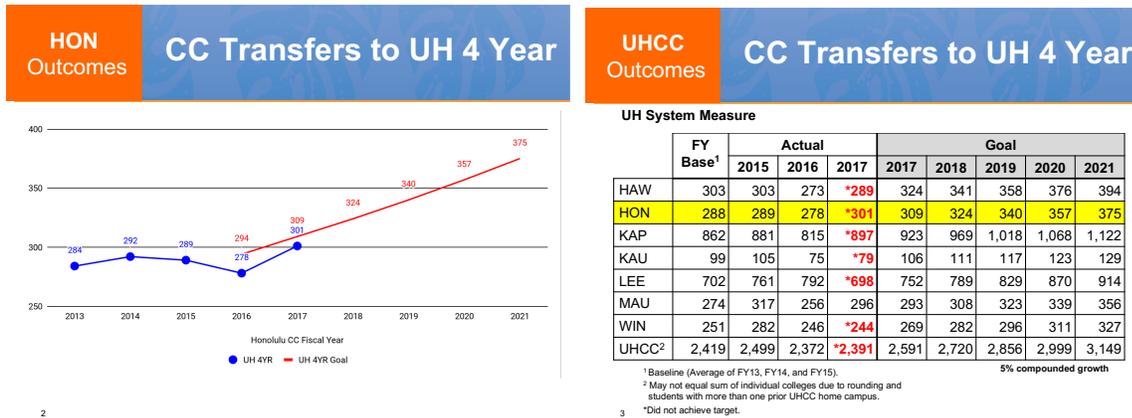


Illustration-Intro.44 Transfers to UH

Native Hawaiians and Filipinos averaged 24% and 20% of the college population, respectively, but they only produced approximately 18% and 17% of the four-year transfers, respectively. (See QFE 1, Purposeful Engagement for Student Success).

Number of 4-Yr Transfers by Ethnicity	Academic Year of Transfer				
	2013	2014	2015	2016	2017
	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers
All	256	228	128	217	237
Native Hawaiian	56	45	15	39	45
Filipino	51	39	20	40	34
Pacific Islander	8	7	5	9	10

Illustration-Intro.45 Transfers by ethnicity

Approximately 80% of the college population was non-Pell recipients, but only 74% of those students transferred.

Number of 4-Yr Transfers by Pell	Academic Year of Transfer				
	2013	2014	2015	2016	2017
	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers
All	256	228	128	217	237
Pell	60	64	22	77	64
No Pell	196	164	106	140	173

Illustration-Intro.46 Transfers by Pell

Students who enrolled in at least one completely online class and students who enrolled in all face-to-face classes averaged 28% and 67% of the college population, respectively, but they only produced approximately 22% and 60% of the four-year transfers, respectively. As the college implements the QFE distance education action project, the collection and review of this distance education data will become more relevant.

Number of 4-Yr Transfers by DE Mode	Academic Year of Transfer				
	2013	2014	2015	2016	2017
	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers	Number of 4-Yr Transfers
All	256	228	128	217	237
At Least One Completely Online Class	52	46	23	52	61
At Least One Off Site Class	19	20	30	27	37
At Least One DE Class (not online or off site)	10	2	2	3	5
At Least Two DE Classes with Different Modes	6	7	6	6	2
All Classes Face-to-Face	169	153	67	129	132

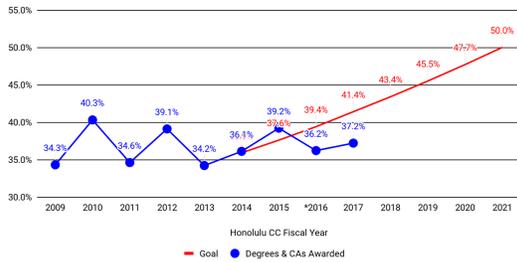
*Illustration-Intro.47 Transfers by DE mode*

Career and technical education students were approximately 51% of the college population but produced only 39% of the four-year transfers.

*Integrated Postsecondary Education Data System (IPEDS) Student Success Rate*

Nationally tracked data from the United States Department of Education (USDOE) is also reviewed by the college. However, traditional tracking by the USDOE has historically focused on first-time, full-time students, which is a relatively small percentage of the students who attend Honolulu CC. Nevertheless, the data are reviewed given the strong mission function of transfer to baccalaureate institutions. The IPEDS success rate increased but the rate was below the goal. Therefore, at Honolulu CC, ~~The~~ IPEDS data does report first-time, full-time students, degree-seeking students who are graduating or transferring to a baccalaureate institution within three years (150% of the time of entry). The rate is based on the Fall 2012 IPEDS cohort and the aspirational goal is to reach a success rate of 50% by FY 2021.

**HON Other Outcomes** **IPEDS Success Rate First-Time Full-Time Students**



**UHCC Other Outcomes** **IPEDS Success Rate First-Time Full-Time Students**

- Percent fall first-time, full-time, degree-seeking students completing a Degree or CA and/or transferring to an external institution within three years (150%)
- Goal to reach 50% by 2021

FY	Base %	Actual %			Goal %				
		2015	2016	2017	2017	2018	2019	2020	2021
HAW	31.6	31.9	27.4	*31.4	39.7	42.1	44.6	47.2	50
HON	34.2	39.2	36.2	*37.2	41.4	43.4	45.5	47.7	50
KAP	38.5	37.8	36.6	*38.0	43.9	45.3	46.8	48.4	50
KAU	32.6	34.8	33.2	*33.5	40.4	42.6	44.9	47.4	50
LEE	30.9	34.4	32.8	*36.2	39.3	41.7	44.3	47.1	50
MAU	27.0	29.8	31.8	*34.8	36.7	39.7	42.9	46.3	50
WIN	30.4	32.6	35.3	*34.7	39.0	41.5	44.2	47.0	50

Integrated Postsecondary Education Data System (IPEDS) 2017 Actual based on Fall 2014 IPEDS FT Cohort Cohort size: HAW, 518; HON 824; KAP, 1,102; KAU, 233; LEE, 1,258; MAU, 454; WIN, 375; UHCC, 4,564  
\*Did not achieve target.

Illustration-Intro.48 IPEDs success rate

*Licensure and Certification Examination Success Rate*

There is a strong federal interest in tracking employment and professional licensure rates for community college students. Current measures of assessing license pass rates are still elementary. Better systems of measuring passage rates as well as wage gain are currently underway with the support of the system office. Currently, pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the examination. Examinations are conducted outside of the institution so licensure and certification data is not available for most programs. Cosmetology reported a 92% success rate for the state exam in 2016, up 61% in 2015. The aspiration goal for the College is 95%.

*Job Placement Rate*

As with license pass rates, the collection of job placement rates with confidence is still a challenge for all two-year institutions. Many students acquire skills and ‘job out’ of college with little ability to discern the impact the role that matriculation to college played in the employment. Additionally, many students secure employment in fields other than their identified educational goals for a variety of reasons other than via college curriculum. Students without social security numbers secure jobs but remain outside of the tracking systems given the undocumented status of these students. As a result, the job placement rate is reported for each career and technical education program comes from a Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target (and institutional set standard) is based on a negotiated level of placement within the state plan for Career and

Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program are not reported.

Program	Institution set standard (%)	2016 Job Placement Rate (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)
Administration of Justice	63.87	63.04	54.55	64.58
Aeronautics Maintenance Technology	63.87	58.14	56.56	86.36
Applied Trades	63.87	98.65	20.21	99.31
Architectural Engineering & CAD Tech	63.87	70.83	75.00	77.27
Auto Body Repair and Painting	63.87	*	*	73.33
Automotive Mechanics Technology	63.87	82.93	85.00	75.36
Carpentry Technology	63.87	71.43	80.00	50.00
Communication Arts	63.87	66.67	73.08	66.67
Computing, Electronics & Networking Tech	63.87	67.31	54.72	63.46
Construction Management	63.87	81.82	68.75	*
Cosmetology	63.87	44.44	72.97	69.09
Diesel Mechanics Technology	63.87	73.68		69.23
Early Childhood Education	63.87	56.60	67.80	75.00
Electrical Installation & Maintenance Tech	63.87	86.96	95.65	80.77
Fashion Technology	63.87	58.33	66.67	58.62
Fire & Environmental Emergency Resp	63.87	73.68	78.79	87.04
Human Services	63.87	57.14	70.00	45.83
Occupational & Environmental Safety Management	63.87	66.67	75.00	78.26
Refrigeration & Air Conditioning Tech	63.87	74.07	80.95	87.10
Sheet Metal & Plastics Technology	63.87	58.33	82.35	93.75
Small Vessel Fabrication & Repair	63.87	*	*	*
Welding Technology	63.87	46.43	86.36	69.23

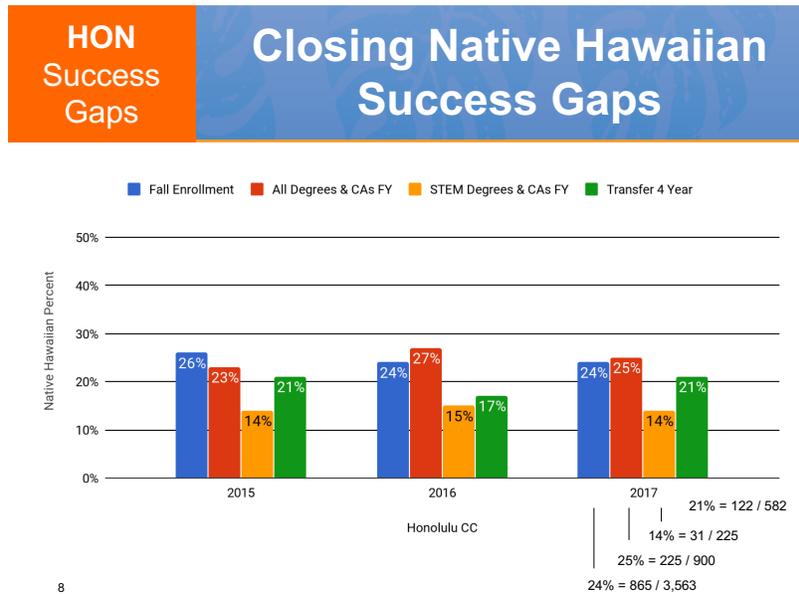
- \* <10 students in denominator

*Illustration-Intro.49 Job placement rates*

### **Strategic Plan Goal A: Student Success**

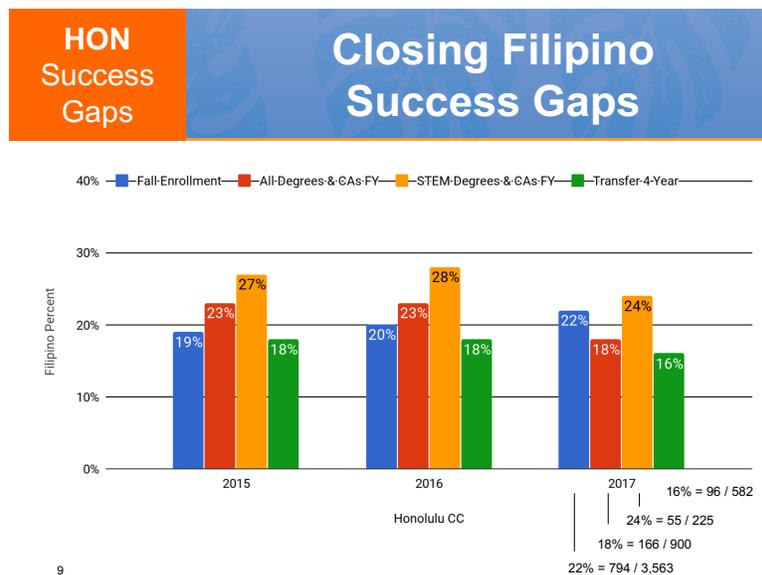
Related to the accreditation and state reporting of measures of success and achievement, the college has identified measures for progress on the strategic plan. The plain goal in the future is to identify measures that can measure progress on the institutional mission through the strategic plan that also satisfy federal and state indicators.

*Native Hawaiian Student Gap Analysis*



*Illustration-Intro.50 Native Hawaiian success gaps*

*Filipino Student Gap Analysis*



*Illustration-Intro.51 Filipino success gaps*

*Pacific Islander Student Gap Analysis*

### HON Success Gaps Closing Pacific Islander Success Gaps

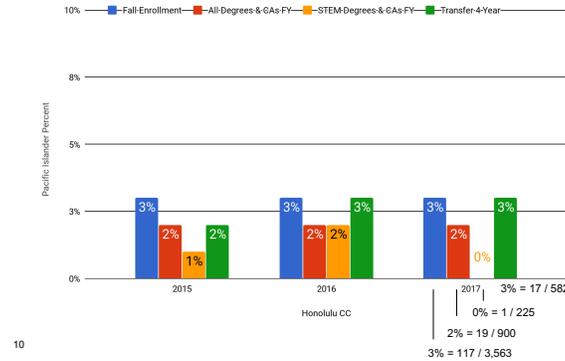


Illustration-Intro.52 Pacific Islander success gaps

### Low Income (Pell Recipient) Student Gap Analysis

### HON Success Gaps Closing Pell Recipient Success Gaps

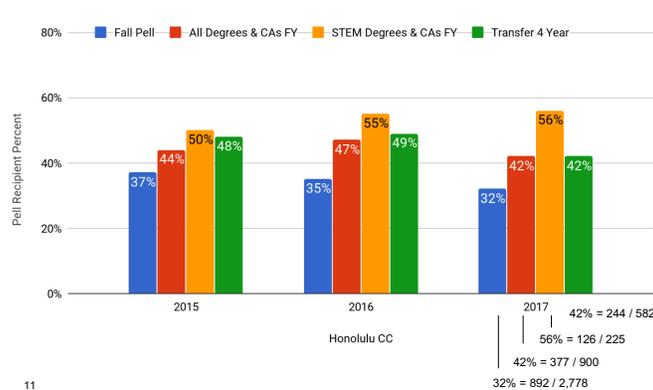


Illustration-Intro.53 Pell success gaps

### Associate Degree and Certificates of Achievement Targets<sup>3</sup>

Associate Degree and Certificates of Achievement Targets								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	683	717	738	774	830	872	915	961
Actual	653	725	886	900				

Illustration-Intro.54 Degree and certificate targets

<sup>3</sup> Targets are based on the Educational & Strategic Plan 2016-2021. The targets were updated by UHCC in spring 2018 and they will be incorporated into the College’s strategic plan when it is revised in AY 2018-19. See revised data in the Enrollment Management Plan 2017-2020 (Intro.17).

*Low Income Student (Pell Recipient) Graduation Targets*

Pell Recipients								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	227	239	250	263	276	290	304	319
Actual	269	321	417	377				

*Illustration-Intro.55 Low income student graduation targets*

*Baccalaureate Transfer Targets*

Baccalaureate Transfer								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	530	562	596	631	669	709	752	797
Actual	518	539	515	582				

*Illustration-Intro.56 Transfer targets*

*Native Hawaiian Student Graduation (Associate Degree and Certificate of Achievement) Targets*

Native Hawaiian Student Graduation								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	189	198	208	219	230	241	253	266
Actual	164	167	238	225				

*Illustration-Intro.57 Native Hawaiian student graduation targets*

*STEM Targets*

STEM Targets								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	99	104	109	115	121	129	136	145
Actual	65	63	162	132				

*Illustration-Intro.58 STEM targets*

**Strategic Plan Goal B: Enrollment**

*Fall High School Going Rate*

Fall High School Going Rate								
	2009	2010	2011	2012	2013	2014	2015	2016
HonCC	4.1	3.5	3.3	2.9	2.8	2.7	2.5	2.4

*Illustration-Intro.59 Fall high school going rate*

*High School Graduate Enrollment Targets*

High School Graduate Enrollment Targets								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	429	436	443	453	463	471	479	486
Actual	429	335	326	293				

*Illustration-Intro.60 High school enrollment targets*

*High School Non-Completers and GED Recipients*

High School Non-Completers and GED Recipients								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	260	265	271	276	281	287	293	299
Actual	260	251	235	195				

*Illustration-Intro.61 High school non-completers and GED recipients*

*Pacific Islander Students*

Pacific Islander Students								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	133	167	167	173	179	186	193	199
Actual	133	125	128	117				

*Illustration-Intro.62 Pacific Islander students*

*Working Age Adults*

Working Age Adults								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	1371	1494	1590	1685	1828	1924	2019	2115
Actual	1371	1514	1380	1190				

*Illustration-Intro.63 Working age adults*

*International Student Population*

International Student Population								
	Baseline	2015	2016	2017	2018	2019	2020	2021
Target	58	60	62	63	65	67	69	71
Actual	55	51	68	50				

*Illustration-Intro.64 International students*

## Organization of the Self-Evaluation Process

Honolulu CC’s accreditation self-evaluation process has been collaborative with the full campus involved. The evaluation was an opportunity to look closely and assess the organization, procedures, practices, methodologies, and philosophies to better understand the impact of the institution on student success and student achievement. This thoughtful reflection was widespread through the campus with discussions focusing on many questions: Why do we do this? Is this method the best way? Could we implement a more effective way? How does our actions impact student learning and student success?

### Accreditation Self-Evaluation Timeline

Fall 2016	<ul style="list-style-type: none"> <li>• UHCC-wide accreditation training session is offered in September - many Honolulu CC participants attend</li> <li>• Accreditation committee forms from the Accreditation Task Force and asks for volunteers to participate on teams</li> <li>• Committee decides on leads to oversee Standard I, Standard II, Standard III, and Standard IV</li> <li>• Chairs are decided for each of the 10 standard teams as well as lead writers</li> <li>• Standard teams meet to organize responsibilities</li> </ul>
Spring 2017	<ul style="list-style-type: none"> <li>• Steering committee begins meeting once a month</li> <li>• Standard teams begin gathering evidence</li> <li>• First draft of each standard team report is due on April 10</li> </ul>
Summer 2017	<ul style="list-style-type: none"> <li>• Teams continue to gather evidence</li> <li>• New ALO appointed in late May</li> </ul>
Fall 2017	<ul style="list-style-type: none"> <li>• Accreditation town hall meeting is held in August for the campus</li> <li>• Standard teams meet</li> <li>• Steering Committee begins meeting every other week</li> <li>• Survey is conducted for faculty and staff, results disseminated to campus on Sep 26</li> <li>• Survey is conducted for students, results disseminated to campus on Oct 2</li> <li>• Second draft of each standard team report is due on Oct 2</li> <li>• ALO provides comments on the drafts to each standard team</li> <li>• Accreditation webpage moved from the Intranet to College’s main website on Nov 9</li> <li>• Final draft of each standard team report is due on Nov 13</li> <li>• Draft of reports are posted for the campus to view on Dec 19</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>• Accreditation town hall meeting is held in early January for campus</li> <li>• Test Your Accreditation IQ quiz begins on Feb 15 and continues weekly to inform the campus</li> <li>• First full edit of drafts is posted for the campus on March 13</li> <li>• Teams continue to prepare and consolidate evidence</li> <li>• Campus polled for ideas on QFE on March 19</li> <li>• Town hall meetings held on each Friday in April for Standards I, II, III, IV and QFE</li> <li>• Steering committee decides on QFEs and drafts provide to campus on</li> </ul>

	<p>May 1</p> <ul style="list-style-type: none"> <li>Final report is provided to UHCC on May 11</li> <li>Chancellor presents overview of self-study and process to Board of Regents on May 18</li> <li>Report is approved by the Board of Regents on _____</li> </ul>
Summer 2018	<ul style="list-style-type: none"> <li>Final edits of the report, including final updates to evidence on June 1</li> <li>Report and evidence sent to design center for preparation</li> <li>Self-Study and Quality Focus Essays submitted to ACCJC in July</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>Campus prepares for accreditation visit</li> <li>Accreditation visit on week of October 15</li> </ul>

### **Organization for the Self-Evaluation 2018**

#### *Steering Committee*

Accreditation Liaison Officer	Jeff Stearns (Faculty)
Standard I	David Panisnick (Faculty)
	Jennifer Higa-King (Interim Dean UC)
	Jerry Saviano (Faculty)
	Fumiko Takasugi (Interim Dean Tech I)
	Kasey Chock (Dean Tech II)
	Patrick M Patterson (Faculty)
Standard II	Karen Lee (Vice Chancellor for Academic Affairs)
	Jolene Suda (Director TRIO)
	Erica Balbag-Gerard (Counselor)
	Lara Sugimoto (Dean Student Services)
	Wayne Sunahara (Dean Academic Support)
	Chiara Logli (Assessment Specialist)
	Bert Shimabukuro (Faculty)
	Jeff Stearns (Faculty)
Standard III	Steven Auerbach (Director PCATT)
	Derek Inafuku (Vice Chancellor for Academic Services)
	Monique Tingkang (Human Resources Manager)
	Michael Meyer (Information Technology Manager)
	Guy Shibayama (Appenticeship)
	Jeff Stearns (Faculty)
Standard IV	Erika Lacro (Chancellor)
	Cynthia Smith (Faculty)
Institutional Research	Jeffery Arbuckle (Institutional Analyst)

#### *Standard Teams*

##### Standard I.A

David Panisnick	Chair	Faculty, Religion/Philosophy
Jeannie Shaw		Pearl Harbor Naval Shipyard Coordinator
Fumiko Takasugi		Interim Dean Tech I

##### Standard I.B

Keala Chock	Chair	Dean Tech II
John DeLay		Faculty, Geography
Jennifer Higa-King		Interim Dean UC
Pat Patterson		Faculty, History
Bed Paudyal		Faculty, English

### Standard I.C

Jerry Saviano	Chair	Faculty, English
Jess Aki		Faculty, Cosmetology
Shanon Miho		Counselor
Josephine Stenberg		Registrar

### Standard II.A

Karen Lee	Chair	Vice Chancellor of Academic Affairs
Jeff Stearns		Faculty, English, Division Chair
Ann Abeshima		Faculty, Early Childhood Education
Tiani Akeo-Basques		Faculty, Hawaiian Programs
Diane Caulfield		Faculty, Cooperative Education
Clarise Ikeno		Faculty, Mathematics
Sterling Foster		Faculty, Mathematics
Shidong Kan		Faculty, Physics
Chiara Logli		Assessment Specialist
Robert Silva		Faculty, Automotive Mechanics Technology
Shioko Yonezawa		Faculty, Japanese
Evelyn Greene		Faculty, Aeronautics Maintenance Technology
Bert Shimabukuro		Faculty, Automotive Technology, Division Chair

### Standard II.B

Jolene Suda	Chair	Director TRIO
April Ching		Faculty, English
Ina Miller-Cabasug		Retention Counselor
Sarah Myhre		Librarian
Kenneth Quilantang		Faculty, English
Wayne Sunahara		Dean Academic Support

### Standard II.C

Erica Balbag-Gerard	Chair	Counselor
Hillary Brown		Career & Employment Counseling
Kalani Flores		Program Manager Academic Support
Kimbertly Gallant		Counselor Mental Health
Kalei Lum-Ho		Program Manager, Hawaiian Programs
Lara Sugimoto		Dean Student Services
Sharleen Nakamoto Levine		Faculty, American Studies

### Standard III.A

Monique Tingkang	Chair	Human Resource Manager
Derek Inafuku		Vice Chancellor Administrative Services
Irene Mesina		Head Librarian
Renette Sonomura		Secretary
Cyndi Uyehara		Faculty, Early Childhood Education
Eric Shaffer		Faculty, English

### Standard III.B

Steve Auerbach	Chair	Director PCATT
Stefanie Sasaki		Librarian
Cassandra Kam		Disability Specialist
James Niino		Apprenticeship Coordinator
Guy Shibayama		Apprenticeship
Rheta Kuwahara-Fujita		Faculty, Early Childhood Education
David Tanaka		Auxiliary and Facilities Services Manager

### Standard III.C

Mike Meyer	Chair	Information Technology Manager
Ross Egloria		Education Technology
Karadeen Kam-Kalani		Faculty, Speech
Stacy Rogers		Faculty, Fire and Environmental Emergency Response
Wayne Sunahara		Dean Academic Support
Kristi Teruya		Retention Counselor

### Standard III.D

Derek Inafuku	Chair	Vice Chancellor for Academic Services
Jeff Stearns		Faculty, English, Division Chair Language Arts
Lara Kong		Secretary
Beryl Morimoto		PCATT Training
Guy Fo		Faculty, Architectural, Engineering, CAD Technologies
Myrna Patterson		Fiscal Manager

### Standard IV.A & IV.B

Erika Lacro	Chair	Chancellor
Cynthia Smith	Chair	Faculty, History
Amy Akana		Financial Aid Specialist
Silvan Chung		Career and Employment Center
Dean Crowell		Faculty, Carpentry
Alapaki Luke		Faculty, Hawaiian Programs
Conred Maddox		Faculty, English
Janina Martin		Faculty, Early Childhood Education

Standard IV.C & IV.D

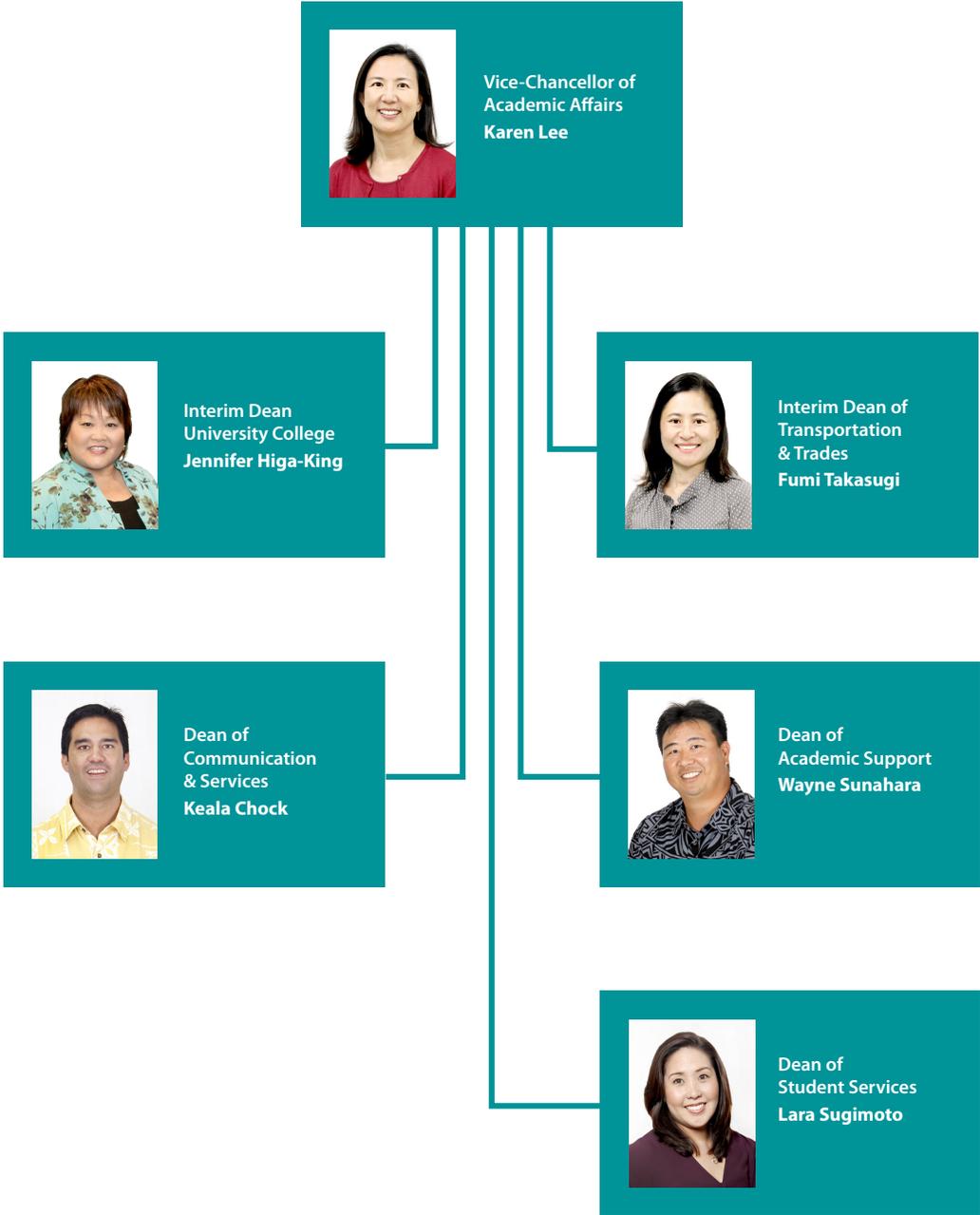
Provided by UHCC

# Organization Information

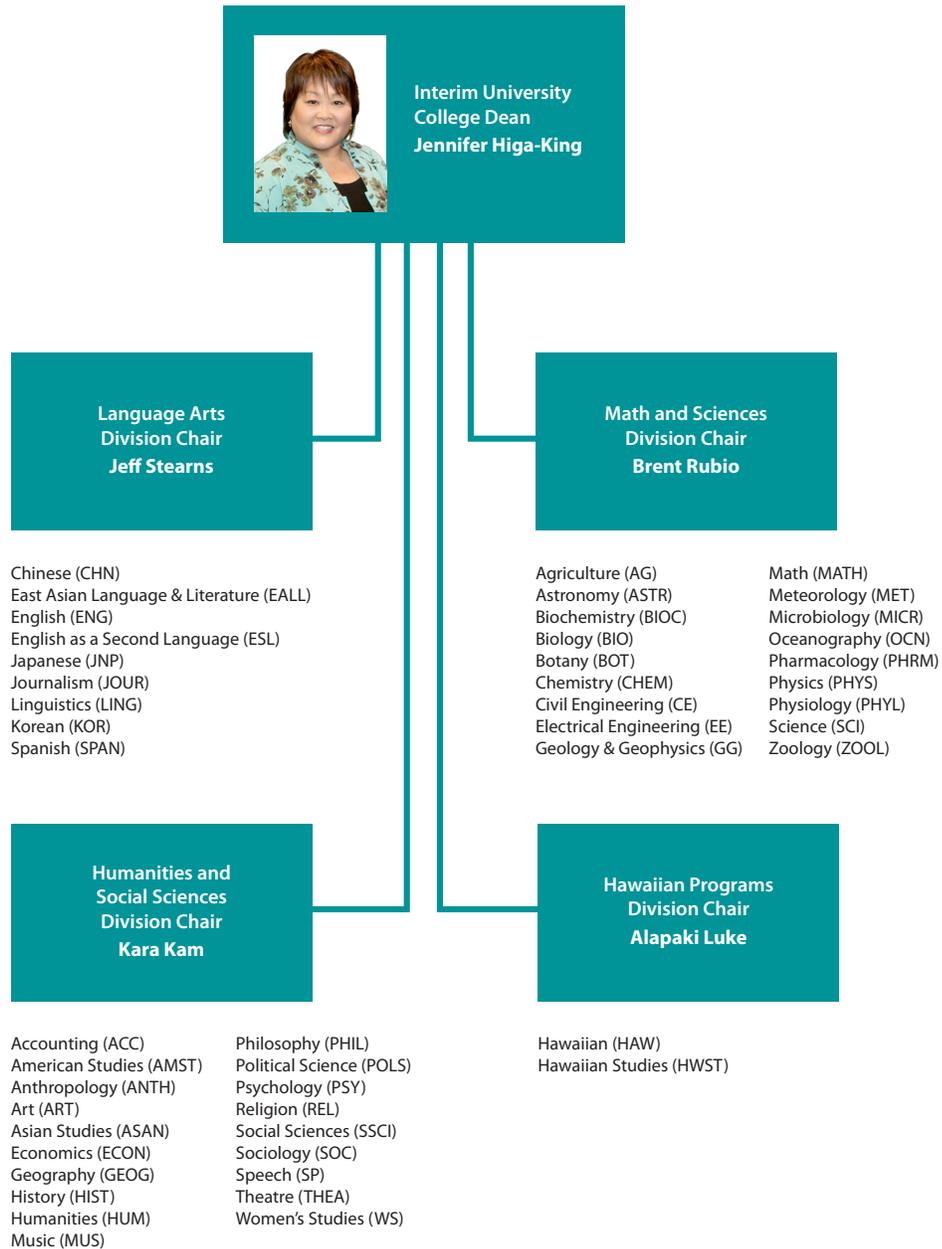
CHART 1



CHART 2



**CHART 3**

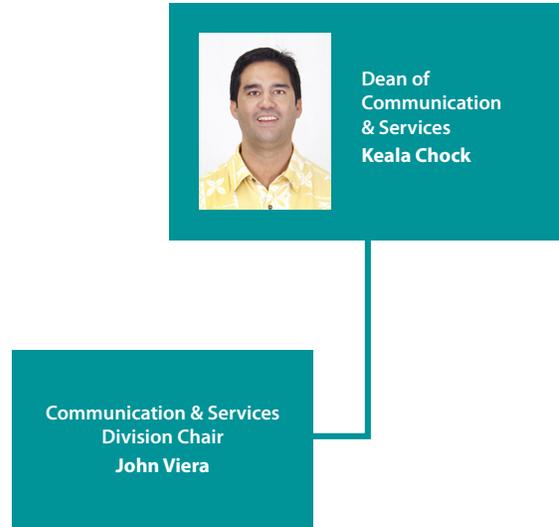


#### CHART 4



Aeronautics Maintenance Technology (AERO)  
Applied Trades (APTR)  
Architectural, Engineering and CAD Technologies (AEC)  
Auto Body Repair and Painting (ABRP)  
Automotive Technology (AMT)  
Carpentry Technology (CARP)  
Construction Academy (CNAC)  
Diesel Mechanics Technology (DISL)  
Electrical Installation and Maintenance Technology (EIMT)  
Fire and Environmental Emergency Response (FIRE)  
Occupational and Environmental Safety and Management (OESM)  
Refrigeration and Air Conditioning Technology (RAC)  
Sheet Metal and Plastics Technology (SMP)  
Small Vessel Fabrication and Repair (MARR)  
Welding Technology (WELD)

**CHART 5**



- Administration of Justice (AJ)
- Communication Arts (CA)
- Computing, Electronics, and Networking Technology (CENT)
- Cosmetology (COSM)
- Early Childhood Education (ECE)
- Fashion Technology (FT)
- Human Services (HSER)
- Information and Computer Science (ICS)
- Music & Entertainment Learning Experience (MELE)

## CHART 6



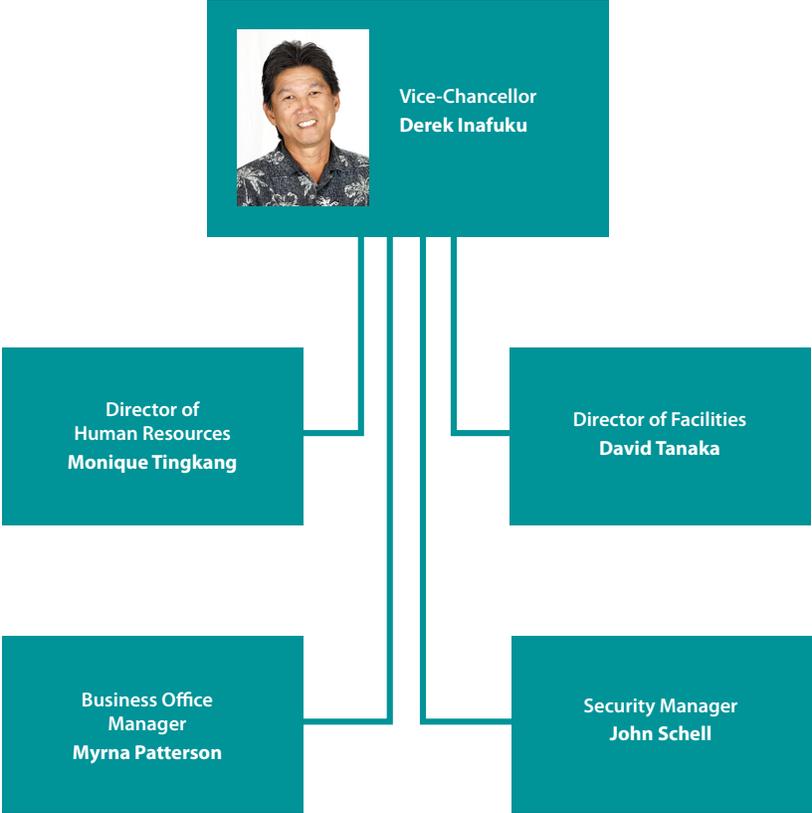
Career Services  
Design Center  
Disability Services – Student ACCESS  
Educational Technology Center  
Library  
Policy Planning Institutional Research  
Retention Services – CARE  
Student Success Center  
Testing and Tutoring  
TRIO-SSS

## CHART 7



Academic Counseling  
Admissions & Records  
Financial Aid  
Health Office  
IPASS  
Outreach  
Student Life & Development  
Wellness Center

**CHART 8**



## University of Hawai‘i Community Colleges and Honolulu CC Functional Map

Accreditation Topic	UH Community College System/UH System	College
1.A Mission	The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH system mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
1.B Academic Quality	UH Community Colleges establish system-wide institution set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC system level.	Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
1.B Institutional Effectiveness	Both the UH System and UHCC system provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC system also provides data to the colleges in support of program review and accreditation compliance.	Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.
1.C Institutional Integrity	UH System and UHCC system publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or system-wide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.
2.A Instructional Programs	Policies relating to degrees and certificates are established at the UHCC system level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC system, and the UH system. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH system and UHCC system level.	Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.
2.B Library and Learning Support Services	UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and on-line tutoring, are provided by the UH and/or UHCC system to all students.	Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.

Accreditation Topic	UH Community College System/UH System	College
2.C Student Support Services	UHCC system provides shared services for back office financial aid and coordinates other delivery of student support services.	Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.
3.A Human Resources	HR policies and classifications are determined by UH and UHCC system and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC system act as appeal levels on HR related matters. System and colleges share professional development responsibilities.	Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.
3.B Physical Resources	Development of long-range physical plans and implementation of capital improvement projects is a shared responsibility of UH System, UHCC System and the colleges.	Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.
3.C Technology Resources	Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate system wide on-line learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support. College are responsible for training faculty in the use of online delivery and management.
3.D Financial Resource Planning	UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC system is appropriated funds by the State legislature and allocates those funds to the colleges. The UHCC system does not receive funds on an FTE or other formula basis from the Legislature.	Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
3.D Financial Resource Stability	University fiscal systems are managed by UH System. Regular audits are conducted of the UH system, including separate schedules for the UHCC system. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. UH System centrally manages all extramural funds.	Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.

Accreditation Topic	UH Community College System/UH System	College
3.D Financial Resource Liabilities	Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai'i. UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
3.D Financial Resource Contractual Agreements	UH System establishes and manages all contracts in accordance with State procurement laws.	Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
4.A Decision-making Roles and Responsibilities	Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by State statute.	Colleges implement shared governance policies and processes for internal college decision-making.
4.B Chief Executive Officer	UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC system policies.
4.C Governing Board	<p>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published.</p> <p>The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation.</p>	Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.
4.D Multi-College Districts or Systems	<p>The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher education in Hawai'i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>UH System is responsible for UH executive policies, UH system planning and coordination, and for selected system wide support services such as financial services, facilities planning, UHCC system is responsible for CC wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.</p>	Colleges operate within the policy and planning framework established by the UH System and UHCC System.

<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>				
Standard	College	UHCC	UH Sys	Comments
<b>A. Mission</b>				
A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees And other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	SH	SH	SH	The college is responsible for developing and obtaining approval for the college mission. UHCC and UH System are responsible for developing and obtaining approval for the UH mission.  The college mission statements are expected to align with the UH System mission
A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S	S	Primary responsibility for assesses the effectiveness of the college in meeting the mission rests with the college. UHCC and UH System provide data, analytics, and tools in support of this assessment and monitor college success.
A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S	S	Primary responsibility for alignment with the mission rests with the college. UHCC and UH System provide data, analytics, and tools in support of this assessment and monitor college programs. Major new programs require system approval which includes reviewing alignment with mission.
A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	SH	S	College is responsible for development, publications, and periodic update of the mission. UHCC presents the mission update to the Board of Regents on behalf of the college.
<b>B. Assuring Academic Quality and Institutional Effectiveness Academic Quality</b>				
B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	SH	SH	SH	The University aligns its focus on academic quality through shared goals and targets at the UH System, UHCC, and college level. These goals and related plans address all aspects of academic quality identified in the standards.
B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S	S	The college has responsibility for defining and assessing student learning outcomes. UHCC monitors and supports cross campus conversations for common programs.

B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	SH	SH	S	The UHCC system has adopted common institution set standards to assure alignment with strategic goals and to provide a common framework for the colleges. Standards have both baseline minima and improvement goals. Colleges are responsible for assessing and addressing improvements in pursuit of the standards.
B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	SH	SH	SH	All levels of the organization use assessment data to establish goals to improve student achievement and learning. Colleges are responsible for the use of assessment data at the course and program level and for service level outcomes at the college.
Institutional Effectiveness				
B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	SH	SH	SH	UHCC and UH System are responsible for policies relating to program review and program planning and assessment. Both also provide analytic information and tools to support college level review.  Colleges are responsible for full implementation of the policies on campus and for integration of the assessment data into college processes and improvement efforts.
B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	SH	SH	SH	Analytic information at both the system and college level is disaggregated. The system strategic goals identify specific populations that are a priority for eliminating performance gaps.  Colleges address improvements based on the results within their own programs and campuses.
B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH	SH	Primary responsibility for program review rests with the colleges. UHCC and UH System establish governing policies, provide supporting data, and monitor compliance. All levels of the organization regularly evaluate and update policies, as appropriate. In some instances, UHCC wide policies and practices are adopted to address improved service and/or student achievement.
B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	SH	SH	SH	Each level of the organization is responsible for sharing with the public and with internal constituencies the performance of the colleges and the system.

<p>B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>	SH	SH	SH	<p>UH System and UHCC policies establish the requirements and framework for integrated planning. UH System undertakes long-term program and facilities planning across the ten campus higher education system. UHCC addresses planning within the seven college community college system. Colleges are responsible for the development of the planning systems within the college. The planning systems are designed to be integrated and interdependent.</p>
<p>C. Institutional Integrity</p>				
<p>C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)</p>	P	S	S	<p>The college is primarily responsible for the accuracy of information. Some public information is also maintained on UHCC and UH System websites for use by students and the general public.</p>
<p>C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20)</p>	P	S	S	<p>College catalogs are the responsibility of the colleges.</p>
<p>C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)</p>	P	S	S	<p>All public information is consistent with known assessment and evaluation information and is accurately reported to the various constituencies.</p>
<p>C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</p>	SH	SH	SH	<p>Degree and certificate types are defined by UHCC policy. Colleges are responsible for accurately reporting the content, course requirements, and expected learning outcomes for its degree and certificate programs.</p>
<p>C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</p>	SH	SH	SH	<p>All levels are responsible for the periodic review or policies, procedures, and publications under their jurisdiction and control.</p>

<p>C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>The college is responsible for posting total cost of education to prospective and current students.</p>
<p>C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</p>	<p>SH</p>	<p>S</p>	<p>SH</p>	<p>The Board of Regents and UH System has adopted policies related to academic freedom and responsibility. Policies are also addressed in faculty collective bargaining agreements. Colleges are responsible for the implementation of these policies.</p>
<p>C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Colleges are responsible for implementing policies and procedures relating to academic honesty.</p>
<p>C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Colleges are responsible for implementing policies and procedures relating to faculty presentation of information and ideas.</p>
<p>C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>	<p>Generic codes of conduct are promulgated for various constituencies, including Board members, administrators, faculty, and students. There are no codes of conduct related to specific beliefs or world views..</p>
<p>C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>No college operates in a foreign location at this time.</p>

<p>C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</p>	SH	SH	SH	All levels of the organization are expected to comply with accreditation rules and regulations.
<p>C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</p>	SH	SH	SH	All levels of the organization are expected to act with integrity. Colleges are responsible to proper notification of accreditation status and/or changes in accreditation status.
<p>C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p>	NA	NA	NA	The colleges have no relationship with investors, parent organizations, or external interests and operate solely as a component of the University of Hawai'i System.

<b>Standard II: Student Learning Programs and Support Services</b>				
Standard	College	UHCC	UH Sys	Comments
A. Instructional Programs				
<p>A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)</p>	SH	SH	SH	Colleges develop and initiate all instructional programs. New programs or termination of programs requires approval by UHCC and UH System. Programs comply with UHCC and UH System policies relating to the type of credential and must be congruent with college mission and scope.

<p>A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Responsibility for quality control and improvement of instruction and services resides primarily with the instructional faculty.</p>
<p>A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Responsibility for the creation, assessment, and communication of student learning outcomes resides with the college.</p>
<p>A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</p>	<p>SH</p>	<p>SH</p>	<p>S</p>	<p>Policies relating to course numbering and application of credits toward degrees are set at the system level. Colleges implement these policies. The UHCC system plan has a major focus on successful developmental education for students who are not yet college ready.</p>
<p>A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)</p>	<p>SH</p>	<p>SH</p>	<p>S</p>	<p>UHCC system policies define credit length and rigor for all degrees and certificates. Colleges are responsible for assuring that learning outcomes within the programs are at common higher education levels.</p>
<p>A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Colleges manage course scheduling and student advising to assure timely completion of certificates and degrees. UHCC and UH System provide tools to support guided pathways and other systems to promote student completion.</p>
<p>A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Colleges offer a variety of teaching methodologies and assess student success against those methodologies.</p>

<p>A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Where applicable, colleges are responsible for the validation of department or program wide examinations.</p>
<p>A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)</p>	<p>SH</p>	<p>SH</p>	<p>S</p>	<p>UHCC System policies establish credit and contact hour requirements for college credits and number of credits required for degrees and certificates. Colleges are responsible for adhering to these policies and for ensuring that the awarding of course credit aligns with student learning outcomes. At present no courses are offered on a clock hour basis.</p>
<p>A.10 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. (ER 10)</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>	<p>UH System and UHCC policies govern student transfer among the ten campus system. Articulation agreements with non-UH institutions may be developed either as UHCC wide agreements or as individual college agreements. Courses accepted as transfer meet all student learning outcomes and satisfy all degree requirements and course pre-requisites satisfied by the college course. Students may view all articulated courses through a publicly available web site.</p>
<p>A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>Program learning outcomes covering the topics indicated are incorporated into one or more courses within the program. The depth of competency is tied to the expectations of the employment or transfer curriculum for which the student is being prepared.</p>

<p>A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>General education outcomes covering the required topics are included in all degree programs. The depth of the general education program varies by program type. While the specific general education courses are determined by the college, the UH system has articulated general education outcomes across the system.</p>
<p>A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level of key theories and practices within the field of study.</p>	<p>P</p>	<p>S</p>	<p>S</p>	<p>The design of the core program focus is based on input from employers and/or transfer baccalaureate requirements.</p>
<p>A.14 Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</p>	<p>SH</p>	<p>SH</p>	<p>S</p>	<p>UHCC policy sets institution set standards for all programs requiring external licensure and certification.</p>
<p>A.15 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.</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>	<p>By Board of Regents policy, students must be able to complete a terminated program within a reasonable period of time. The UH System must approve all terminations, including a specific plan for program completion. Colleges are responsible for designing and implementing the completion plan.</p>

<p>A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p>	SH	SH	SH	<p>Board of Regents and UH System Executive policy establish program review requirements. The UHCC further establishes CC system review policies and provides data and other information to support program review. Colleges are responsible for program and service level reviews for programs at the college, including the improvement efforts based on the reviews.</p>
<p>B. Library and Learning Support Services</p>				
<p>B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)</p>	SH	S	SH	<p>Students have access to all libraries within the UH system. Library software is managed by UH Mānoa for all libraries.</p> <p>Colleges are responsible for local library services and all on-campus learning support.</p> <p>On-line services such as library services, tutoring services, learning management systems, and other academic support are available to all students, including distance education students, through central services.</p>
<p>B.2 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.</p>	P	S	S	<p>Colleges are responsible for instructional and learning support equipment on campuses. A central funding pool is maintained by the UHCC for capital equipment replacement for items over \$5000.</p>
<p>B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	P	S	S	<p>Colleges are responsible for program and service level review of library and other learning support services.</p>

<p>B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</p>	SH	SH	SH	<p>Other than shared services within the UH system, there are no contractual or other relationships with external colleges or entities to provide library or learning resources.</p> <p>Some services, particularly for on-line tutoring, are contracted to outside third parties.</p>
<p>C. Student Support Services</p>				
<p>C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>	P	S	S	<p>Colleges are responsible for program and service level review of student support services.</p>
<p>C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	P	S	S	<p>Colleges include assessment and achievement results in the program review process and identify areas for improvement, especially for targeted sub- populations of students.</p> <p>UHCC strategic plan identifies enrollment and achievement goals for targeted populations.</p>
<p>C.3 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. (ER 15)</p>	SH	SH	S	<p>Most student support services are delivered and assessed by the colleges. Some services, particularly back office support services, are centralized to provide more consistent and efficient service to students.</p>
<p>C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	P	S	S	<p>Co-curricular programs are the responsibility of the colleges. There are no athletics programs within the UHCC system.</p>

<p>C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</p>	P	S	S	<p>Colleges are responsible for providing the counseling and academic advising programs for students.</p>
<p>C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)</p>	SH	SH	SH	<p>General college admission standards are set by law and UH System policy and are generally open admission. Some programs have program specific admission criteria.</p> <p>UHCC and UH System provide system software tools to provide both college personnel and students with information on their pathways, degree or transfer requirements, and their progress toward degree.</p>
<p>C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	SH	SH	S	<p>UHCC system evaluates common placement instruments and practices.</p> <p>Colleges evaluate admission practices for select admissions programs.</p>
<p>C.8 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.</p>	SH	S	SH	<p>Colleges are responsible for maintaining all documents managed by the colleges. UH System manages all electronic student records, including provision for secure back-up. UH system policies govern record retention and data use.</p>

<b>Standard III: Resources</b>				
Standard	College	UHCC	UH Sys	Comments
A. Human Resources				

<p>A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</p>	SH	SH	SH	<p>Faculty, professional staff, and executive/managerial personnel are Board of Regents appointees subject to classification and qualification rules established for these employees. Support staff including clerical and grounds and maintenance staff are State of Hawai'i civil service employees subject to civil service classification and qualification rules. All employees, except executive/managerial are subject to collective bargaining agreements.</p> <p>Hiring authority varies by employee type. Generally, the primary hiring decision and compliance with EEO and HR procedures in the hiring process, are the responsibility of the college, subject to review.</p> <p>All recruitment includes publication of duties, responsibilities, and qualifications required.</p>
<p>A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)</p>	SH	SH	S	<p>Faculty classification including duties, academic qualifications, generic job descriptions, and criteria for tenure and promotion are established at the UHCC level for all faculty. Academic qualifications for lecturers (adjunct) are identical to those for regular faculty.</p> <p>Colleges use these system policies in hiring, retention, and promotion decisions.</p>
<p>A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</p>	SH	S	SH	<p>Duties, academic qualifications, and job descriptions, are established at the UH System level for all professional support personnel (APT) and executive/managerial employees.</p> <p>Colleges use these system policies in hiring, retention, and promotion decisions.</p>
<p>A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	S	S	P	<p>UH System policies and practice are consistent with the standard and colleges must comply with the policy.</p>

<p>A.5 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.</p>	SH	SH	SH	<p>Evaluation policies and processes are established by the UH System and/or UHCC system for each classification of employee – executive/managerial, faculty, lecturer(adjunct), APT (professional staff), and civil service. The evaluation processes and frequency vary for each classification.</p> <p>Colleges comply with these policies in the evaluation of college employees.</p>
<p>A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</p>	SH	SH	S	<p>Community college faculty classification and duties and evaluation processes (contract renewal, tenure and promotion, and post-tenure evaluations) include the use of the results of learning outcomes as a duty and criteria for evaluation. Lecturers (adjunct) evaluation also includes this criteria.</p> <p>UHCC policy also includes assessment of learning outcomes as a component of executive/managerial evaluation.</p>
<p>A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</p>	P	S	S	<p>While no formal policy governs the ration of full-time to part-time/adjunct faculty, the ratio is monitored by UHCC system and the colleges to assure compliance with the standard.</p>
<p>A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</p>	SH	SH	SH	<p>Lecturers (adjunct) teaching half-time are members of the faculty collective bargaining unit and covered by the collective bargaining agreement. UHCC policies govern the step advancement and evaluation of lecturers (adjunct). Colleges are responsible for the orientation, oversight, evaluation, and professional development of lecturers.</p>
<p>A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</p>	SH	SH	S	<p>UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts.</p> <p>While no formal staffing ratios are established, the staffing levels for various classifications of employees are reviewed and compared across the colleges.</p>

<p>A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)</p>	SH	SH	S	<p>UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts.</p> <p>While no formal administrative staffing ratios are established, the staffing levels for executive/managerial employees are reviewed and compared across the colleges.</p>
<p>A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</p>	SH	SH	SH	<p>Personnel policies are established and published at multiple levels, including Board of Regents, UH Executive Policies, UHCC System policies, and college policies. Additionally, collective bargaining agreements govern personnel actions for the covered employees. Policies are periodically reviewed and updated.</p>
<p>A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and service that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p>	SH	SH	S	<p>Formal EEO/Affirmative action analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes.</p>
<p>A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</p>	S	S	P	<p>Formal ethics policies and procedures are established by the UH System for various employee classifications. All employees are also subject to State of Hawai‘i ethics rules and regulations.</p>
<p>A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	SH	SH	SH	<p>Primary responsibility for professional development is with the college. UH System and UHCC also provide professional development opportunities for personnel at all colleges.</p>
<p>A.15 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.</p>	SH	SH	SH	<p>Records retention policies, including security and confidentiality, are established by the UH system in accord with law and collective bargaining agreements. Colleges maintain records under their control in accord with these policies.</p>
<p>B. Physical Resources</p>				

<p>B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>	SH	SH	SH	<p>Facilities planning and management is shared among the different levels of the organization Major capital projects are managed by UH System, minor projects, including all repair and maintenance and health and safety repairs, are managed by UHCC system, and regular maintenance of the buildings and campus are managed by the college. Campus security and safety is managed by the college with UHCC system providing training and oversight for compliance with Clery act and workplace violence reporting and training.</p>
<p>B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</p>	S	SH	SH	<p>Long range building and land use planning is managed by UH System and UHCC system with input from the colleges.</p>
<p>B.3 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.</p>	S	SH	SH	<p>All facilities are monitored on a regular maintenance schedule, including planning for deferred maintenance, by the UHCC and UH system. Priorities are established for addressing both regular and deferred maintenance.</p> <p>UHCC system maintains a regular program of review/replacement for capital equipment for the colleges.</p>
<p>B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	S	SH	SH	<p>Planning for new facilities, including total cost of ownership is managed by UHCC and UH System for major new projects.</p>
<p>C. Technology Resources</p>				
<p>C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.</p>	SH	S	SH	<p>Technology support is shared by the UH System for major enterprise systems and for the UH technical infrastructure and by the colleges for on-campus support for students and staff using college technology resources.</p>
<p>C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.</p>	SH	S	SH	<p>UH System is responsible for planning and replacement of enterprise software and hardware systems. Colleges are responsible for replacement of college computers and other technology equipment.</p>

C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	S	SH	UH System is responsible for establishing policies and programs for information security. Colleges are responsible for implementing and complying with the security policies and for managing the on-campus computing networks.
C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	S	SH	UH System provides training and support for enterprise level software. Colleges provide direct support to faculty and staff and to students on the campus.
C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	S	SH	UH System has policies governing the use of technology by faculty, staff, and students. Colleges monitor and implement these policies on the campus.
<b>D. Financial Resources Planning</b>				
D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH	SH	UH System establishes policies relating to long term financial planning, tuition rate setting, and reserve. UHCC manages the combined UHCC budget in accordance with these policies and develops the allocation methodology to the colleges. Colleges are responsible for managing funds within their allocations, including revenue generating programs, and carrying out business practices in compliance with financial rules, regulations and good practice.
D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH	SH	Community college mission and goals are integral to the financial planning carried out by the UH System. The UHCC system considers the individual college mission in planning and allocation. The allocation methodology includes outcomes funding based on common goals but with specific targets established for each college.
D.3 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.	SH	SH	SH	Colleges are responsible for the development of college budgets and internal allocation decisions, including participation by various constituencies in budget development.  Requests to the Legislature for new State funding are made within the context of Board of Regents policy and submitted through the UHCC to the UH System following system procedures.

Fiscal Responsibility and Stability				
D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	SH	Financial plans and budgets are based on historic analysis of expenditures, enrollment and tuition revenue generation projections, known salary adjustments resulting from collective bargaining, and other factors impacting revenue, expenditures, and budgeting. Operating budgets are presented to and approved by the Board of Regents.
D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH	SH	Both the external UH audit and audits conducted by the UH internal auditor address control structure mechanisms and other financial practices. UHCC system and colleges are responsible for addressing and correcting any identified weaknesses.
D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH	SH	All budget and expenditure information is derived from the University's enterprise financial system which is fully audited each year.
D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH	SH	College and UH System responses to all audit findings are reported publicly to the Board of Regents as part of the audit process.
D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	P	S	S	In addition to internal and external audit results, colleges have a responsibility to conduct service level review of business services and operations.
D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH	SH	UH System and UHCC System establish reserve levels for different funds and monitor college compliance with meeting reserve levels. UH System manages enterprise risk management for all UH colleges.
D.10 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.	SH	S	SH	UH System manages all extramurally funded projects, including all compliance activities. The external audit includes audits of the UH Foundation and the UH Research Corporation as affiliated organizations. Investments are also managed by UH System. Colleges operate extramural funded and contract activities within the structures and processes managed by the central UH services.

Liabilities				
D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH	SH	Financial planning at all levels includes six year budget and revenue projections, impact of budgets on reserve levels, and known liabilities.
D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	S	SH	Fringe benefits, including OPEB obligations, are budgeted and managed by the State of Hawai'i for all employees, including University employees. While the OPEB obligations are recorded within the UH audit, the obligation is held by the State.  UH does make payments for non-State funded workers to the pension and retiree health benefits programs, as required.
D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	S	P	All bond funds and repayments are held and managed by the UH System. Colleges may not hold bond instruments individually although revenues from colleges may be used for bond repayment, as authorized by the bond sale.
D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	S	SH	The UH bond system monitors the expenditure of bond funds to assure compliance with bond issue purposes and applicable use laws. All fund-raising activities and expenditure of privately raised funds are managed by the UH Foundation in accordance with donor intention and IRS rules. All extramurally funded programs are monitored for compliance with grant conditions by the central UH System Office of Research Services.
D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	S	SH	The external audit includes a comprehensive audit of all Title IV activities and compliance. Any audit exceptions or issues related to default rates are addressed by the college and subsequently reviewed by the Federal government and follow-up audits.
Contractual Agreements				
D.16 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 and the quality of its programs, services, and operations.	S	S	P	All contractual agreements are subject to University policies and UH system approval. Colleges may not enter into contractual relationships on their own authority.

Standard IV: Leadership and Governance				
Standard	College	UHCC	UH Sys	Comments
A. Decision-making Roles and Processes				
A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH	SH	Leaders at all levels are expected to focus on student achievement and learning and create a climate of innovation and continuous quality improvement.  Establishment of major goals, policy changes, or improvements are vetted through multiple layers of the organization.
A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special- purpose committees.	SH	SH	SH	The Board of Regents has established University wide policies affirming the commitment to shared governance. UH System, UHCC System, and college policies define the structures and methods of engagement of the various constituencies in the shared governance process.
A.3 Administrators and faculty, through policy and procedures, 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.	SH	SH	SH	The shared governance policies provide for and describe the role of faculty and administrators in the various governance structures.
A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S	S	By policy, faculty curriculum committees and faculty senates have primary responsibility for course and program decisions, subject to review by academic administrators and compliance with system academic guidelines.
A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH	SH	The shared governance system is intended to provide multiple views while allowing timely decisions. In addition to shared governance, public input is sought on major directions or decisions and strong working relationships are established with outside organizations including State and Count departments, Department of Education, and external business and community organizations.

A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH	SH	Each level of the organization is responsible for communicating the decision-making processes as well as the resulting decisions and/or actions.
A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.	SH	SH	SH	Periodic assessment of the governance structures is carried out at different levels of the organization and changes/improvements made as appropriate.
B. Chief Executive Officer				
B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S	S	The role of the college CEO is defined in the executive/managerial classification and in the job description for the CEO.
B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>•establishing a collegial process that sets values, goals, and priorities;</li> <li>•ensuring the college sets institutional performance standards for student achievement;</li> <li>•ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>•ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>•ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>•establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.

B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	SH	SH	S	The college CEO has responsibility for accreditation standards and compliance for all college related standards. The Vice-President for Community Colleges has responsibility for UHCC system related standards including acting as liaison to the UH System and Board of Regents on accreditation matters.
B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
B.6 The CEO works and communicates effectively with the communities served by the institution.	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
C. Governing Board				
C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	S	P	The Board of Regents is established by statute that provides the authority addressed in the standard.
C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	S	P	Board of Regents by-laws stipulate the requirement to act as a collective entity.
C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	SH	SH	The Board of Regents selects and evaluates the University of Hawai'i System President. The President is delegated the authority to select and evaluate the Vice-President for Community Colleges who is delegated authority to select and evaluate the college CEOs.
C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	S	P	The Board of Regents independence and role in setting policy and advocating for the University is embodied in the State Constitution and statute.

<p>C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</p>	S	S	P	<p>These responsibilities are reflected in Board policies and in statute.</p>
<p>C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</p>	S	S	P	<p>All Board policies, by-laws, agendas, and minutes are published on the BOR link from the University home page.</p>
<p>C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</p>	S	S	P	<p>The Board of Regents (and UH executive policy) system identifies the last date the policy was revised and the next scheduled review date. This information is publicly available.</p>
<p>C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</p>	S	S	P	<p>The Board of Regents approves the University strategic directions including specific improvement goals for student success. The Board also reviews specific programmatic improvements through its committee structure.</p>
<p>C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p>	S	S	P	<p>Board development, including new member orientation is encoded in Board by-laws. The membership of the Board, including staggered terms, is proscribed by statute.</p>
<p>C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices  And performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</p>	S	S	P	<p>The evaluation process for the Board of Regents is described in Board by-laws.</p>

<p>C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</p>	S	S	P	<p>The Board of Regents ethics policy and its implementation are described in the Board by-laws. Board members are expected to publicly disclose and recuse themselves from any matter in which they may have a conflict of interest.</p>
<p>C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</p>	S	S	P	<p>The primary governance relationship is between the Board of Regents and the University of Hawai'i System President. Authority delegated to the President is clearly delineated in Board policy, including whether the President may further delegate the authority to the UHCC Vice-President for Community Colleges and/or the Community College Chancellors.</p>
<p>C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</p>	S	SH	SH	<p>The UHCC system office is responsible for liaison with the Board of Regents on all matters, including accreditation. Primary communication to the Board on accreditation matters is through the Academic and Student Affairs Committee. All self evaluation reports, as well as other submittals to the ACCJC, are made available to the full Board.</p>
<p>D. Multi-College Districts or Systems</p>				
<p>D.1 In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</p>	S	SH	SH	<p>The UH Community College system operates as a system within the larger University of Hawai'i system. The VP for Community Colleges oversees the seven community college system, including establishing system policies, budget allocations, system strategic directions, and carrying out other responsibilities as defined by the Board of Regents and the University President.</p>

<p>D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>	S	SH	S	<p>Delineation of responsibilities from the VP for Community Colleges to the Colleges is established in University executive policy and Community College system policies. The VP for Community Colleges does set community college system goals and allocates resources in support of those goals and the College operations. Internal resource allocation is the responsibility of the colleges.</p>
<p>D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>	S	P	S	<p>The VP for Community Colleges has policies describing the allocation and reallocation methodologies for the CC system. All funds are managed through the University fiscal management system and monitored by the office of the Vice- President for Community Colleges. The University audit includes a separate schedule for the community colleges within the larger University audit.</p>
<p>D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</p>	S	P	S	<p>The authority of the college CEO is defined in University executive policy and in community college system policy.</p>
<p>D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	SH	SH	SH	<p>University of Hawai'i System, UH Community College system, and individual college plans are integrated through adoption of common goals and metrics and areas of emphasis.</p>
<p>D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	SH	SH	SH	<p>Multiple communication channels are employed including posting of information and regular meetings with system governance groups and the colleges, and college wide presentations of system goal achievement and strategic plan success.</p>
<p>D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	S	P	S	<p>Policies of the UH Community College system are reviewed on a regular basis. Individual governance processes are reviewed on a periodic basis and may be adapted in response to changes in the University system governance processes.</p>

## **Certification of Continued Institutional Compliance with Eligibility Requirements**

### **CERTIFICATION OF CONTINUED COLLEGE COMPLIANCE WITH ELIGIBILITY REQUIREMENTS 1-5**

Honolulu Community College has examined its policies and practices considering the expectations of the Eligibility Requirements (ERs) as required for the completion of the Institutional Self Evaluation Report. Requirement 1 through 5, inclusive, are summarized separately in this section; the analysis of the remaining ERs is included in the narrative responses to the standards, as relevant. Relevant evidence demonstrating continued compliance with the ERs is included, as relevant.

#### **1. AUTHORITY**

Honolulu Community College (Honolulu CC) was established in 1920 as the Territorial Trade School in Pālama. Subsequently, it became part McKinley High School, but was later reestablished as Honolulu Vocational School. It became the Honolulu Technical School in 1955 before becoming part of the University of Hawai'i as a result of the Community College Act of 1964. In 1966, the Board of Regents approved the name Honolulu CC and authorized the school to grant Associate in Arts and Associate in Science degrees.

The College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Honolulu CC operates under the University of Hawai'i System of Higher Education, and is a duly authorized postsecondary institution by the State of Hawai'i to award degrees and certificates appropriate for two-year institutions. The University of Hawai'i Community College (UHCC) system is responsible for the quality of the community colleges and operates through a centralized office. Honolulu CC awards degrees approved by the UHCC and the Board of Regents.

#### Conclusion

The College has full authority from the State of Hawai'i as part of the University of Hawai'i system and complies with Eligibility Requirement 1, Authority.

#### Evidence

- Certificate of Incorporation
- ACCJC Certification
- UHCC Member Institution Certificate

## **2. OPERATIONAL STATUS**

Since its inception in 1920, Honolulu Community College has been in continuous, uninterrupted operation. The college has a student headcount of 3,563 and full time equivalent student count of 1,184. Students who attend Honolulu CC are principally degree and transfer seeking students. In addition, the institution also offers certificates, in career and technical education and workforce readiness fields, pre-collegiate courses in mathematics and English to develop college readiness for further academic study, and noncredit and community education.

College operations are robust and organized to best meet the college mission. (See, Standard I.A.) The college has an annual budget of approximately \$38,369,655 with 155 full-time faculty and 154 administrative and support staff.

### Conclusion

The College complies and has continually complied with Eligibility Requirement 2, Operational Status. Honolulu CC is member institution of the University of Hawai'i system.

### Evidence

- College Catalog
- Class Schedule
- See, Detailed Discussion, Instructional Programs, Standard I.A

## **3. DEGREES**

The seeking of a post-secondary award is the principal goal of most Honolulu Community College students. In fact, for the 2016-2017 academic year, Honolulu CC awarded 652 associate degrees and 248 certificates of achievement. As discussed in Standard II.A, associate degrees consist of traditional two-year degrees with appropriate unit acquisition based on well-recognized traditions in higher education. Honolulu CC has an established catalog that acts as the principal document establishing degree and other award expectations for students and setting forth conditions for enrollment and matriculation at the institution. Potential and current studies use the catalog for educational planning. The Honolulu CC Faculty senate has established a curriculum committee that establishes reviews and updates course and program information for

currency and relevance. The college and system governing board approves all new and existing programs of study through a robust scheme of curriculum oversight and review.

### Conclusion

The College complies and has continually complied with Eligibility Requirement 3, Degrees. Honolulu CC awards associates degrees and certificates based on successful accumulation of course units. The awards are consistent with the University of Hawai'i system colleges with articulation and transfer of credit to other accredited colleges in the region. Faculty in disciplines create and approve through faculty-led processes of content review. The College examines all existing curriculum for relevance, currency based on academic, career, and technical education standards.

### Evidence

- College Catalog
- Class Schedule
- See, Detailed Discussion, Instructional Programs, Standard II.A

## **4. CHIEF EXECUTIVE OFFICER**

The college has a chief executive officer duly appointed by the board with the exclusive and full-time responsibility is to execute the board policies. The chief executive officer at Honolulu Community College is a chancellor with the title of President reserved for the head of the UHCC system. The college appointed the current chief executive officer on July 2, 2012, and the accrediting commission has been timely notified of all executive leadership changes. There are established UHCC system policies for the hiring and evaluation of the CEO. Delegation of authority to administer the board policies are likewise governed by established board policy.

### Conclusion

The College complies and has continually complied with Eligibility Requirement 4, Chief Executive Officer. The State of Hawai'i has authorized Honolulu CC to operate as a post-secondary educational institution in California and to award degrees by the University of Hawai'i system and the State of Hawai'i. A CEO who has the responsibility for the academic quality of the institution leads it. The CEO's responsibility is full time and a person whose principal responsibility is the welfare of the institution holds the position.

### Evidence

- UHCC, BOR, UH Policies: UHCCP 9.210, RP 9.212, UHCCP 9,202, EP 9.202
- Chancellor Job Description
- See, Detailed Coverage contained in Standard IV.B

## **5. FINANCIAL ACCOUNTABILITY**

The financial operations and systems at Honolulu CC as well as the UHCC undergo strict internal and external controls. Financial processes are reviewed by independent audit performed by an neutral certified public accountant. When reviewing financial operations, Honolulu CC and the UHCC apply generally accepted accounting principles for its operations and for audit. Each year, the Honolulu CC budget and the UHCC budget are presented to the public and reviewed and approved by the governing board. All financial evaluations include a thorough review of internal financial systems and compliance with Hawai'i and federal laws and regulations. Since the College is part of the UHCC System of Higher Education, all audits are examined by the UHCC and UH financial offices, as well. The last audit was completed on June 30, 2017.

The college is also authorized to award financial aid under federal Title IV. The college is following the required components of the Title IV of the federal regulations and all findings from any audits and program or other review activities by the USDE are held maintained by the college. All financial responsibility requirements, program record-keeping, etc. are appropriately stored and maintained in secure college record keeping systems. Honolulu CC has a Vice Chancellor dedicated to review of fiscal and administrative capacity and to address current and future financial obligations. Student loan default rates at Honolulu CC are well within the acceptable range defined by the USDE for our institution.

### Conclusion

The College complies and has continually complied with Eligibility Requirement 5, Financial Accountability. Honolulu CC is a financially stable state supported institution with has external audits conducted regularly and with proper systems of internal controls to monitor financial and budgetary requirements.

### Evidence

- 2017 Independent Financial Audit
- Title IV Authorization for Federal Aid
- See, Detailed coverage, Financial Resources, Standard IV.D
- See, Checklist for Compliance with Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance



## **Certification Continued Institutional Compliance with Commission Policies**

In the self-evaluation process, Honolulu CC evaluated its compliance with ACCJC policies and Federal Regulations, including those noted within the standards themselves. The College has stayed up-to-date with the ACCJC policies by the Commission's correspondence and through its training sessions held in Honolulu. The College also has referred to the *Manual for Institutional Self Evaluation, Guidelines for Preparing Institutional Reports to the Commission, Guide to Evaluating and Improving Institutions*, among other documents, in preparing the self-evaluation. Compliance to policies, including evidence of compliance, is embedded in the evidence of meeting the standards in the report.

Honolulu CC has created a matrix to assist the team in its work to review the college's performance in these areas. The College determined that we ourselves should review the checklist items and assess our own performance. To this end, we have reviewed each policy, identified the evidence, connected the standards and eligibility requirements, and analyzed and evaluated our performance. The matrix makes reference to and crosswalks findings in the institutional self-evaluation report with the conclusions in the matrix for each item.

<b>Public Notification of an Evaluation Visit and Third-Party Comment</b> Regulation citation: 602.23(b)	
	<b>Item One:</b> The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Accreditation webpage was moved to the College’s main website from the Intranet on November 9, 2017 to make activities available to the general public. Besides basic accreditation information, the webpage includes a link for third party comments (<a href="#">Comp.1</a>). The campus was advised of the ability to provide comment orally, in accreditation documents and on the webpage (<a href="#">Comp.2</a>).</li> <li>• First drafts of the report were posted for campus viewing on the College website on December 19, 2016. Feedback was solicited (<a href="#">Comp.3</a>).</li> <li>• A town hall meeting for the campus was held on January 5, 2018 to give an overview of accreditation (<a href="#">Comp.4</a>) with calls for feedback on the draft document, and a follow-up email was sent to the campus providing a copy of the presentation and a basic timeline (<a href="#">Comp.5</a>).</li> <li>• The campus was advised of a schedule of additional town hall meetings to provide feedback on a revised draft (<a href="#">Comp.6</a>). Suggestions were provided at the meetings, which were held during April 2018.</li> <li>• A final version of the self-evaluation report was published on the Accreditation webpage on May 11, 2018.</li> <li>• On May 18, 2018 the Board of Regents approved the self-evaluation report.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.C.5, I.C.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence will be provided to the site team and the Commission and the visiting team should any third-party comments be received prior to time of the site visit.</li> </ul>

	<p><b>Item Two:</b> The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College has not received any notification of any third-party comments up to the time of the publication of the self-evaluation report. Comments received after the publication date will be shared with the Commission and the visiting team.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.C.5, I.C.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence will be provided to the site team and the Commission if third party comments are received between publication of the report and the time of the site visit.</li> </ul>

	<p><b>Item Three:</b> The Institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comments.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC has provided a link to the college community and to the public so that third party comment can meet the Commission requirements.</li> <li>• The Chancellor has led communications with the public for comment within Commission expectations in ample time for meaningful feedback for the site visit.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.C.5, I.C.12, IVB.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• There have been no third party comments to date. Evidence will be provided to the site team and the Commission if any third-party comments.</li> </ul>

<b>Standards and Performance with Respect to Student Achievement</b> Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]	
	<p><b>Item One:</b> The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC has established institution-set standards at the institution level for planning and institutional improvement.</li> <li>• Successful course completion is one of the measures of analysis in the institution set-standards under University of Hawai'i policy and accountability.</li> <li>• The College met its target for course completion in FY 2018.</li> <li>• Successful completion of classes is included in the Annual Review of Program Data that all programs analyze each year.</li> <li>• Other set-standards that monitor student achievement include degrees and certificates awarded, transfers to baccalaureate institutions, licensure and certification examination success rates, and job placement rate, which are tied to the strategic plan and mission of the institution.</li> <li>• Institution set standards and the strategic plan are reviewed annually by the Planning Council.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.A.2, I.B.2, I.B.3, I.B.5</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Section on Student Achievement Data and Institution-Set Standards</li> </ul>

	<p><b>Item Two:</b> The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• All Honolulu CC 's programs analyze student achievement performance in Annual Review of Program Data. The data includes course completion, persistence, degrees awarded, transfers, technical skills achieved, job placement, among other student success data.</li> <li>• All community colleges follow the UHCC policy of indicators from the system office. Career and Technical Education programs set job placement rates based on the Federal Perkins Core Indicator Reports. Data is reviewed annually in the ARPD reviews.</li> <li>• Student achievement performance is identified in the College's strategic plan and institution set-standards, which includes licensure and certificate examination success rates and job placement.</li> <li>• Job placement rates and licensure examination pass rates along with set- targets are reported to the ACCJC in Annual Reports.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, II.A.1, II.A.13, II.A.14</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Section on Student Achievement Data and Institution-Set Standards</li> </ul>

	<p><b>Item Three:</b> The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Planning Council reviews, evaluates, and discuss the College’s performance on goals and outcomes and makes recommendations when necessary to the chancellor and other campus committees.</li> <li>• Twice a year, the Vice President of Community Colleges visits the College to review in campus town hall meetings to review the institution’s set-standards as well as that of the community colleges as a whole.</li> <li>• The College met all its UHCC funding initiatives and most of its UH funding initiatives, indicating the impact of campus reviewing its goals and outcomes for student success and student achievement.</li> <li>• Student performance metrics are the basis for the Annual Program Data Review analysis. All programs and student services are involved in the analysis of the ARPD.</li> <li>• ARPD analyses for each program are available to the campus community and housed on the UHCC website. The ARPD analyses allow programs to compare how they contribute to student success in relation to the overall results of the College.</li> <li>• The ARPD analyses allow faculty and staff to incorporate the information in program and department planning.</li> <li>• In addition to program level analysis of institution set standards, the college uses set standards to guide larger, institutional level discussions on progress on the mission through the strategic plan.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, I.B.5, I.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Section on Student Achievement Data and Institution-Set Standards</li> </ul>

	<p><b>Item Four:</b> The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Student performance metrics that are in the institution set-standards are included in the Annual Program Data Review, except IPEDS data.</li> <li>• Programs analyze the ARPD to determine student performance and the analyses are used for improvement.</li> <li>• Programs base requests for supplemental program funding to improve their programs on the ARPD analyses, the College’s strategic plan and the institution’s mission.</li> <li>• The College met all its UHCC funding initiatives and most of its UH funding initiatives, indicating the impact of campus reviewing its goals and outcomes for student success and student achievement.</li> <li>• The college now examines aspirational goals in addition to reviewing floors of expected levels of performance.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, I.B. 6, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Section on Student Achievement Data and Institution-Set Standards</li> </ul>

<p align="center"><b>Credits, Program Length, and Tuition</b>                      Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]</p>	
	<p><b>Item One:</b> Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC conforms to a commonly accepted minimum program length of at least 60 semester credit hours awarded for achievement of an associate degree, including the Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Students (ATS) degrees.</li> <li>• The minimum 60 semester credit hours awarded for degrees are specified in UHCC policy (II.A.1).</li> <li>• Credit hours are defined in UHCC policy (II.A.46) and in UH policy (II.A.9).</li> <li>• Programs and courses are approved by the Committee on Programs and Curricula (CPC), which is a subcommittee of the Faculty Senate Executive Committee. The CPC takes into consideration of the definition of credit hours for courses and the policy on credit hours awarded for degrees.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 10, 12</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• College Catalog (I.A.1 [pp. 73, 76])</li> </ul>

	<p><b>Item Two:</b> The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Committee on Programs and Curricula (CPC) reviews all programs and courses assuring appropriate credit hours for courses and program lengths for degrees. The CPC is a subcommittee of the faculty senate.</li> <li>• The CPC does not distinguish differences between distance education and face-to-face course proposals in the approval process. All courses meet the same criteria, no matter what the delivery mode.</li> <li>• The CPC assures that all programs meet the minimum 60 semester credit hours for associate degrees.</li> <li>• Distance education courses must be approved by the CPC, while proposals for conducting courses online are reviewed and overseen by the Distance Education Advisory Board.</li> <li>• The College follows the policies set by UHCC and UH for course credit hours and degree program length and CPC procedures for course and program approval. CPC procedures and guidelines are outlined in the CPC manual.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 10, 11, 12</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• CPC Reference Manual (<a href="#">II.A.10</a>)</li> </ul>

	<p><b>Item Three:</b> Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Honolulu CC is a community college with open admission. The authority to establish tuition schedules for University of Hawai'i campuses resides with the Board of Regents.</li> <li>Tuition is set at a uniform rate per unit. Resident tuition is \$126 per credit and non-resident tuition \$340 per credit during the academic year, consistent with all the Hawai'i community colleges. Summer tuition and off-campus education program tuition is higher. Tuition rates, activity fees, and other costs are published in the college catalog and on the college website.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>Standards I.B.2 I.B.3, I.C.2, I.C.6, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>Honolulu CC College Catalog (<a href="#">I.A.1 [pp.30-31]</a>), Board of Regents Reference Guide (<a href="#">I.A.6 [p. 51]</a>), Board of Regents Policy on tuition (<a href="#">III.D.4</a>)</li> </ul>

	<p><b>Item Four:</b> Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>The College does not offer clock-hour based courses.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>Standard II.A.9</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

	<p><b>Item Five:</b> The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i>.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC conforms to a commonly accepted minimum program length of at least 60 semester credit hours awarded for achievement of an associate degree.</li> <li>• The minimum 60 semester credit hours awarded for degrees are specified in UHCC policy (II.A.1).</li> <li>• Credit hours are defined in UHCC policy (II.A.46) and in UH policy (II.A.9).</li> <li>• Programs and courses are reviewed and approved by the Committee on Programs and Curricula (CPC), which is a subcommittee of the Faculty Senate Executive Committee. The CPC takes into consideration of the definition of credit hours for courses and the policy on credit hours awarded for degrees.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• College Catalog (I.A.1 [pp. 73, 76])</li> </ul>

<p style="text-align: center;"><b>Transfer Policies</b></p> <p style="text-align: center;">[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]</p>	
	<p><b>Item One:</b> Transfer policies are appropriately disclosed to students and to the public.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Policies and procedures on the transfer of credit are in the college catalog (<a href="#">I.A.1 [pp. 53-56]</a>)</li> <li>• Policies and procedures for transfer of credit are also available on the College website.</li> <li>• The College website provides students with Transcript Evaluation Request Form. Students are encouraged to meet with counselors in the application process to have transcripts evaluated.</li> <li>• The College has processes to evaluate transcripts for credit and participates in discussions about the articulation of Honolulu CC courses at other institutions.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC Catalog (<a href="#">I.A.1. [pp. 53-56]</a>)</li> </ul>

	<p><b>Item Two:</b> Policies contain information about the criteria the institution uses to accept credits for transfer.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Courses taken at other University of Hawai'i campuses are guided by the UH Articulation Agreement.</li> <li>• For non-UH transfers, College policies require courses awarded as credit for satisfying degree requirements to be from institutions accredited by U.S regional accrediting associations.</li> <li>• The College also provides details for accepting other learning credits in its policies and procedures in its catalog and on its website.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC College Catalog (<a href="#">I.A.1. [pp. 53-56]</a>)</li> </ul>

	<p><b>Item Three:</b> The institution complies with the Commission Policy on Transfer of Credit.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Faculty members in the discipline decide if a course will be accepted for transfer credit and the status of the transfer credit in meeting general education requirements, program requirements, or elective credits.</li> <li>• The courses are entered into a Transfer Database so future students transferring from the same institutions will receive the designated credit.</li> <li>• Courses taken at other University of Hawai'i campuses are guided by the UH Articulation Agreement.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC College Catalog Catalog (<a href="#">I.A.1. [pp. 53-56]</a>)</li> </ul>

<p align="center"><b>Distance Education and Correspondence Education</b>                      [Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]</p>	
	<p><b>Item One:</b> The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.</li> <li>• Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.</li> <li>• The College does not offer correspondence education.</li> <li>• The College uses a secure learning management system (Laulima) for online, hybrid, and face-to-face instruction, which requires students and faculty to input a unique user name and password. Laulima is managed by University of Hawai’i ITS for all the 10 colleges in the system.</li> <li>• Faculty teaching courses in any delivery mode must meet the same education qualifications, established by the institution.</li> <li>• Support services are available to online students as well as those in face-to-face classes. The College website provides distance education resources for students, including an introduction for online students to get started and learn about resources available.</li> <li>• Discipline faculty in academic programs complete course assessment in the same way as face-to-face classes, which includes student success metrics. Assessment is disaggregated for online and face-to-face modes of delivery.</li> <li>• The College has a Distance Education Advisory Board that has oversight of online instruction.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Distance Education Supplement</li> <li>• Quality Focus Essay 2, Enhanced DE Support Initiative</li> </ul>

	<p><b>Item Two:</b> There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed)</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.</li> <li>• Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.</li> <li>• The Distance Education Advisory Board has oversight of online instruction and approves distance education courses, based on College policy. Regular and substantive interaction initiated by the instructor is one of the criteria for approval. The policy requires online courses to have the frequency of instructor contact with students to be the same as face-to-face courses (DE.11).</li> <li>• The College does not offer correspondence education.</li> <li>• Discipline faculty in academic programs complete assessment, which includes student success and achievement metrics. Assessment is disaggregated for online as well as face-to-face modes of delivery.</li> <li>• Dialog about assessment in online courses occurs in faculty meetings and in the Distance Education Advisory Board.</li> <li>• The College provides professional development through the Faculty Development Committee.</li> <li>• Faculty have access to the College’s Distance Education Handbook that provides information on all aspects of teaching an online course.</li> <li>• Faculty also have access to the University of Hawai’i ITS website that also provides distance education resources, including faculty manuals, tutorials, and videos on course material development and use of technical resources.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Distance Education Supplement, QFE Enhanced DE Support Initiative</li> <li>• Quality Focus Essay 2, Enhanced DE Support Initiative</li> </ul>

	<p><b>Item Three:</b> The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College uses a secure learning management system (Laulima) for online, hybrid, and face-to-face instruction, which requires students and faculty to input a unique user name and password. Laulima is managed by University of Hawai'i ITS for all the 10 colleges in the system</li> <li>• The Laulima (Sakai) platform provides a wide-range of course support including communication, posting assignments, progress tracking, grading, and testing.</li> <li>• The College does not offer correspondence education.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Distance Education Supplement</li> <li>• Quality Focus Essay 2, Enhanced DE Support Initiative</li> </ul>

	<p><b>Item Four:</b> The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Technology needs are identified and supported through technology plans of both the institution’s Information Technology Services and the University of Hawai’i ITS.</li> <li>• Distance Education resource needs are discussed in the Distance Education Advisory Committee meetings, which take place monthly.</li> <li>• The College does not offer correspondence education.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.B.1, II.C.1, III.C</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Distance Education Supplement</li> <li>• Quality Focus Essay 2, Enhanced DE Support Initiative</li> </ul>

	<p><b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The Distance Education Advisory Board has oversight of online instruction and approves distance education courses, based on College policy. Regular and substantive interaction initiated by the instructor is one of the criteria for approval. The policy requires online courses to have the frequency of instructor contact with students to be the same as face-to-face courses (DE.11).</li> <li>• All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.</li> <li>• Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.</li> <li>• The College does not offer correspondence education.</li> <li>• Faculty teaching courses in any delivery mode must meet the same education qualifications, established by the institution.</li> <li>• Support services are available to online students as well as those in face-to-face classes.</li> <li>• Discipline faculty in academic programs complete course assessment in the same way as face-to-face classes, which includes student success metrics. Assessment is disaggregated for online and face-to-face modes of delivery.</li> <li>• The College provides professional development through the Faculty Development Committee.</li> <li>• Faculty have access to the College’s Distance Education Handbook that provides information on all aspects of teaching an online course.</li> <li>• Faculty also have access to the University of Hawai’i ITS website that also provides distance education resources, including faculty manuals, tutorials, and videos on course material development and use of technical resources.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards II.A.1, II.B.1, II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirements 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Distance Education Supplement</li> <li>• Quality Focus Essay 2, Enhanced DE Support Initiative</li> </ul>

<p style="text-align: center;"><b>Student Complaints</b> [Regulation citations: 602.16(a)(1)(ix); 668.43.]</p>	
	<p><b>Item One:</b> The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC has defined policies and procedures for student with complaints and grievances, which are articulated in the College catalog and online through <i>Policies</i> on the College’s website.</li> <li>• Student complaint forms for general issues, suggestions, exception requests are available online on the Dean of Student Services webpage.</li> <li>• For academic grievances, the website includes a discussion of the rights and responsibilities of students, related definitions, procedures for the resolution of academic grievances, and responsibilities and procedures of the academic grievance committee.</li> <li>• Both the catalog and website provide information on procedures and contacts for nondiscrimination affirmative action issues as well as for Title IX discrimination.</li> <li>• The College follows the University of Hawai‘i system policy on student conduct (<a href="#">Comp.9</a>) as well as its own related procedures (<a href="#">Comp.10</a>).</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC catalog (<a href="#">I.A.1 [pp. 63-67]</a>, College website (<a href="#">Comp.8</a>))</li> </ul>

	<p><b>Item Two:</b> The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Student complaint files involving discrimination, harassment, and sexual assault (including Title IX issues) are held by the Title IX Coordinator. The academic deans maintain files on student academic grievance complaints that escalate to them, while the Dean of Student Services maintains student complaint records on all other issues.</li> <li>• Student complaint files are maintained for the previous six years (since the last comprehensive site visit are available to the site team for review.</li> <li>• The files demonstrate accurate implementation of the complaint policies and procedures</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC catalog</li> </ul>

	<p><b>Item Three:</b> The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College is prepared for any inquiry that the team members may have about the complaint files, procedures or policies.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Four:</b> The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College lists all of the required information from the ACCJC on the College’s main accreditation page.</li> <li>• The College lists on its website all the programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College complies with the Policy on Representation of Accredited Status by posting public notifications of all accreditation statuses on the campus website.</li> <li>• The College also complies with the Policy on Student and Public Complaints Against Institutions.</li> <li>• Honolulu CC provides students with clear policies and procedures on student academic grievances, discrimination, and sexual harassment, which are outlined in the college catalog and on its website.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

<b>Institutional Disclosure and Advertising and Recruitment Materials</b> [Regulation citations: 602.16(a)(1))(vii); 668.6.]	
	<p><b>Item One:</b> The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The college catalog is available in both print and on the website. Integrity of the catalog is assured by including up-to-date curriculum changes and through review by those responsible for content before publication.</li> <li>• Depending upon the publication, responsible parties ensure the accuracy of the information before dissemination to the public.</li> <li>• The class schedule is provided online and updated continually to reflect current status prior to the start of classes each semester.</li> <li>• College personnel and faculty who are well versed in the College admissions procedures and programs manage student recruitment.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.C.2, I.C.4</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Two:</b> The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.</li> <li>• The catalog includes accurately depict required information:             <ul style="list-style-type: none"> <li>• official name, address(es), telephone number(s), and website address of the institution (p. 3)</li> <li>• institutional mission statement, purposes, and objectives (pp. 14-15)</li> <li>• entrance requirements and procedures (pp. 43-49)</li> <li>• basic information on programs and courses with required sequences and frequency of course offerings explicitly stated (pp. 85-239)</li> <li>• degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate (pp. 69-83)</li> <li>• faculty with degrees held and the conferring institution (pp. 254-257)</li> <li>• institutional facilities readily available for educational use (p.16)</li> <li>• rules and regulations for conduct (pp. 63-68)</li> <li>• the institution’s academic freedom statement (p.65)</li> <li>• tuition, fees, and other program costs (pp. 30-33)</li> <li>• opportunities and requirements for financial aid (pp. 34-40)</li> <li>• policies and procedures for refunding fees and charges to students who withdraw from enrollment (p. 33)</li> <li>• policies related to the transfer of credits from other institutions (pp. 53-55, 76)</li> <li>• statements of nondiscrimination (p. 65)</li> <li>• publications where other institutional policies may be found (p. 3)</li> <li>• members of the Governing Board (n/a)</li> <li>• accredited status of the institution (p. 14)</li> </ul> </li> <li>• Program accreditation required for licensure or employment are noted in the catalog for each program.</li> <li>• College personnel and faculty who are well versed in the College admissions procedures and programs manage student recruitment.</li> <li>• The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.C.1, I.C.2, I.C.5, I.C.13</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Three:</b> The institution provides required information concerning its accredited status as described above in the section on Student Complaints</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College lists all the required information from the ACCJC on the College’s main accreditation page.</li> <li>• The College lists all the programmatic accreditors and organizations that accredit, approve or license the institution, and identifies a link for any student complaints.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards I.B.2, I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC catalog</li> </ul>

<p align="center"><b>Title IV Compliance</b></p> <p>[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]</p>	
	<p><b>Item One</b> The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.</li> <li>• The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.</li> <li>• The Honolulu CC Financial Aid Office's last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standard III.D.15</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Two:</b> The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>The USDE has not identified any issues with the College’s financial responsibility, including student financial aid responsibility.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>Standard III.D.15</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>None.</li> </ul>

	<p><b>Item Three:</b> The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range</p>
Meets	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Honolulu CC is not required to have an official Default Prevention Plan since the campus' Cohort Default Rate has not been close to 30%.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>Standard III.D.15</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>

	<p><b>Item Four:</b> Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Contractual relationships for education, library, and student support services are appropriate for an institution of higher education.</li> <li>• Contract agreements support the mission, goals, and priorities of the institution.</li> <li>• The College’s contractual agreements follow the guidelines of Board of Regents and UH System policies. The policies cover purchase of goods and services, extramurally funded grants, and contracts. Contracts over \$25,000 are reviewed by the UH System Procurement Office, which ensures they conform to requirements and procedures.</li> <li>• University of Hawai’i policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.16, II.B.5</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

	<p><b>Item Five:</b> The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Honolulu CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and system processes. The College has designated personnel with signing authority for contracts, which have details identifying the work or services, the period of the agreement, and responsibilities of the contracted organization and the institution.</li> <li>• University of Hawai'i policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.</li> <li>• The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.</li> </ul> <p>The Honolulu CC Financial Aid Office's last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted.</p> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standards III.D.15, III.D.16</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

## Evidence List

Comp.1 Accreditation ([www.honolulu.hawaii.edu/accreditation](http://www.honolulu.hawaii.edu/accreditation))  
Comp.2 Accreditation web page update 11.9.2017  
Comp.3 Accreditation Draft Report 12.19.2017  
Comp.4 Accreditation Town Hall presentation - January 5, 2018  
Comp.5 Accreditation town hall meeting notes 1.9.2018  
Comp.6 Accreditation standard town hall meetings 3.20.2018  
I.A.1 Honolulu CC College Catalog-2017-2018.pdf  
II.A.6 Program Learning Outcomes Screen shot ([www.honolulu.hawaii.edu/amt](http://www.honolulu.hawaii.edu/amt))  
II.A.1 UHCCP 5 203 - Program Credentials Degrees and Certificates  
II.A.9 SLO list Screen Shot ([www.honolulu.hawaii.edu/assessment](http://www.honolulu.hawaii.edu/assessment))  
II.A.10 CPC Reference Manual Spring 2017 Revision.pdf  
II.A.46 EP 5.203 University of Hawaii Program Credentials  
III.D.4 RP 6.201, Authority to Set Tuition and Fees  
DE.11 HCCP Distance Education.pdf  
Comp.7 Transfer information ([www.honolulu.hawaii.edu/transfer](http://www.honolulu.hawaii.edu/transfer))  
Comp.8 Student Academic Grievance Procedures ([www.honolulu.hawaii.edu/node/46](http://www.honolulu.hawaii.edu/node/46))  
Comp.9 EP 7.208 Student Conduct  
Comp.10 student conduct policies-scc-procedures.pdf

## **Standard I: Mission, Academic Quality and Instructional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continually and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### **Standard I.A: Mission**

[I.A.1](#) The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

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#### Evidence of Meeting the Standard

Honolulu Community College is an open access comprehensive two-year institution operating as part of the University of Hawai'i Community Colleges (UHCC) under the auspices of the University of Hawai'i system ([I.A.24](#)). Its unique mission to provide broad educational opportunities in a vibrant learning environment for the diverse community it serves aligns with greater mission and purpose of community colleges in Hawai'i to deliver effective teaching of remedial/developmental education, general education, career and workforce and introductory liberal arts, pre-professional, and selected baccalaureate courses and programs. The mission of Honolulu CC is embodied in the mission of the University of Hawai'i Community Colleges, outlined in its Strategic Directions ([I.A.7](#)) and its policy on strategic planning ([I.A.4](#)).

The College's mission is memorialized in a statement that captures the essence of the college and its purpose ([I.A.1 \[p. 15\]](#)). Specifically:

*Honolulu Community College provides accessible educational opportunities through an engaging learning environment that values academic excellence and personal growth of all students, with a kuleana (responsibility) to Native Hawaiians and our community, through career, liberal arts, technology, transfer, and professional training programs.*

The mission of Honolulu CC was updated in the 2016-2017 academic year.

In support of Honolulu CC's mission, the College has established a set of core values, also noted in the college catalog ([I.A.1 \[p. 15\]](#)):

- *Student-Centered and Student-Focused - offering a supportive, high quality learning environment that guides students through their college pathway to become contributing members and leaders of our community.*
- *Community and Industry Partnerships - fostering educational partnerships with state-registered apprenticeship programs, local industries, and other organizations to create diverse academic and training opportunities.*
- *Indigenous Serving - supporting the Native Hawaiian community and its language, history, and culture.*
- *Sustainability - creating a culture of social responsibility around the conservation of resources and creating a foundation for environmental stewardship.*
- *Diversity and Equity - maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected.*

The College's mission statement and core values provide a foundation that forms and guides institutional decisions and actions. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. It emphasizes the importance of an engaging learning environment and academic excellence, and addresses a core value of sustainability.

The mission statement and core values address all four aspects of the standard.

1) The institution's **educational purpose**: Honolulu CC provides "educational opportunities through an engaging learning environment that values academic excellence and personal growth...." The core values of being student-centered and student-focused support this concept.

Honolulu CC provides formal general education and transfer curriculum, workforce training, and lifelong learning opportunities. The College is a center for cultural, artistic and athletics

2) The **student population**: Honolulu CC provides the opportunities to "all students, with a *kuleana* (responsibility) to Native Hawaiians and our community." The core values bolster this concept by being indigenous-serving and with diversity and equity.

Students attending Honolulu CC are remarkably diverse including recent high school graduates, students returning to postsecondary education after raising families or securing work, individuals seeking to enter or retool for the local workforce, veterans and second language learners. The institution's mission is to help each of the students

meet their unique educational objectives. (*See Introduction*)

3) ***Types of degrees and credentials:*** Honolulu CC addresses the needs of the community “through career, liberal arts, technology, transfer, and professional training programs.” Both the core values for student-centered and student-focused learning as well as building community and industry partnerships support this initiative. (*See section II.A*)

Each year, Honolulu CC awards approximately 900 degrees and certificates, with about 515 students transferring each year to private and public institutions both in Hawai'i and in other states and nations. Career and technical education is robust at Honolulu CC with 25 programs. The programs are built under an umbrella of state policies and regulations that assure rigor and breadth. The college courses are articulated to the state university curriculum patterns and local private institutions regularly accept Honolulu courses for transfer credit. (*See Introduction, section II.A.14*).

4) ***Commitment to learning and achievement:*** Honolulu CC envisions its education as providing the “personal growth of all students.” This commitment is supported by the student-centered and student-focused core value.

The College examines the learning competencies in knowledge, skills and abilities gained at all learning levels, both within and outside the classroom, through formal student learning assessment (*See section II.A.3, section II.C.2*).<sup>4</sup> Moreover, the college examines student success at key milestones along the educational pathway and at regular completion points, setting standards for institutional performance (*See section I.B.3, ER11*) and completing regular program review. (*See section I.B.9*)<sup>5</sup>

Student success is a specific goal of the strategic plan ([I.A.3 \[pp. 4-6\]](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The College's mission accurately describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The reflection on the mission has informed the college's consideration of increased, purposeful engagement, to help students reach their educational goals.

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<sup>4</sup> ACCJC Glossary, Learning.

<sup>5</sup> ACCJC Glossary, Achievement.

[I.A.2](#) The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

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#### Evidence of Meeting the Standard

The College bases its institutional priorities and the needs of students on effective use of data.

Data is collected systematically by the institution's Office of Policy, Planning, and Institutional Research (PPIR), which compiles a yearly fact book, issues periodic data briefs, and provides other data analysis to the campus.

The *Honolulu Community College Fact Book 2017* ([I.A.2](#)) includes data on student demographics, student achievement data, course success rates, retention, degree and certification completions, four-year college transfer rates, among other information.

PPIR office supports the mission of the college by providing accurate, timely, and reliable information to respond to the needs of various institutional constituencies. In addition, the PPIR office works with the college's Assessment Task Force to engage in and support processes for determining and documenting the effectiveness of programs and services and of the institution as a whole to foster continuous quality improvement.

The Integrated Planning, Resource Allocation, and Assessment policy ([I.A.4](#)) is integral to clarifying the educational momentum of the College and demonstrates the connection between the mission and the strategic plan. The policy is in line with the University of Hawai'i Community Colleges policy on Strategic Academic Planning ([I.A.5](#)). The common mission for the University of Hawai'i as stipulated by the Board of Regents ([I.A.6 \[p. 1\]](#)) includes goals of providing the people of Hawai'i equal opportunity for quality college education and embracing responsibility to the indigenous people of Hawai'i as well as the indigenous language and culture. These goals are reflected in Honolulu CC's mission and strategic plan. These values also are reflected in the University of Hawai'i Community Colleges' Strategic Directions, 2015-2021 ([I.A.7](#)).

The Planning Council charter ([I.A.8](#)) outlines the committee's scope to organize annual reviews and updates of the College's strategic plan, integrating assessment and program evaluations. The committee also reviews the mission statement, set standards, and

supplementary program funding, and monitors the processes related to institutional research and institutional effectiveness. The Planning Council reviews and updates the strategic plan, integrating assessment and program review, which are integrated into the decision-making process. The council endeavors to align the campus and other decision-making bodies in making decisions for student learning and student achievement.

The Planning Council articulates how data is used in determining how effectively the College is accomplishing its mission. For example, the Assessment Task Force has developed SLO-PLO-ILO mapping to achieve more comprehensive understanding of course assessments. The College also piloted Ad Astra (I.A.9) for the community college system to strategically offer courses at the best times for students and used the Velocity tool to bring in new frameworks for managing assessment.

The institution uses assessment results to set institutional priorities and improve practices and processes toward meeting the mission.

Institution-set standards are examined and whether the institution is meeting these set goals is evaluated. Moreover, prioritization of the groups is also reflected in future planning and projection, as shown in the Educational & Strategic Plan 2016-2021 (I.A.3), which is aligned with the UHCC and UH System plans (I.A.10, I.A.25).

The Hulili Ke Kukui Hawaiian Center infuses the educational experience at the College with place-based learning, and the college has begun working toward becoming a model indigenous-serving institution. The Title III Grant, Ho'ala Hou—Renewing a Pathway to Student Success Through Culture-Based Learning—both establishes an enrollment pathway to the college for Hawaiian students and a program of faculty, staff, and administration development involving infusing Hawaiian culture in teaching, learning, and service, in order to support student success and completion. The institution has implemented these structures and processes to assess how well it is meeting the mission.

Also new to the mission statement (core values) finalized in 2017 (I.A.11) and the Educational & Strategic Plan 2016-2021 is the goal of sustainability. The 2016-2018 Honolulu CC Sustainability Implementation Plan (SIP) includes specific energy reduction and renewable targets to meet the UH System Executive Policy mandate to increase energy efficiency and reliance on renewables (I.A.12 [p. 5]). To aid in meeting these targets, the College's strategic plan identifies measures of campus resource usage and emissions to be compiled and reported (I.A.3 [pp. 13-14]). A Greenhouse Gas Inventory was issued in 2016; an updated report will be issued for academic year 2017-2018. Additional processes for systematic collection and reporting of campus achievement of sustainability goals are under development. Reports will be issued under

supervision of the Sustainability Coordinator. In addition, continued growth in the number of Honolulu CC Sustainability Designation courses is reported bi-annually to the UH Office of Sustainability.

### Analysis and Evaluation

Honolulu CC meets this standard. The College uses data from a variety of sources to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the education needs of students. The College uses the strategic plan and the statewide reporting on performance based measures on the Hawai'i accountability scheme to assess progress on the mission. Additionally, the institution set standards identify the floors of expected performance as well as aspirational goals. The review of these data have informed both the QFE action projects. *(See QFE 1, Purposeful Engagement for Student Success).*

**I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

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### Evidence of Meeting the Standard

Honolulu CC is a student-centered and student-focused college. The programs and services aligned with its mission evolve from this primary assumption, as does institutional decision-making, planning, and resource allocation, which then inform institutional goals for student learning and achievement.

The College collects data on the student population and its needs. It uses these data to determine the kinds of programs and services that best accommodate our student population. Academic and non-academic student services support success in these programs. These programs and services are aligned with the College's mission and contribute to student learning and student achievement.

Assessment at the instructional level is aligned with program and institutional outcomes. The Program Review process is designed to ensure that programs and services are consistent with its mission. Data collected from these reviews guide the institution in making necessary improvements in student learning and achievement. Student

Learning Outcome (SLO) assessment results influence decision-making, planning, and resources allocation. Program Review assessment results and course SLO results are factored into budget requests, which must demonstrate alignment with the College's mission ([I.A.13 \[Section II\]](#), [I.A.26](#)).

The College's commitment to General Education, a commitment to ensuring that students acquire a broad and comprehensive education, whether in Liberal Arts or Career Technical Education, is reflected in its Institutional Learning Outcomes (ILO), which are published in the college catalog ([I.A.1 \[p. 15\]](#)).

In 2014, the Planning Council revised its Institutional Learning Outcomes (ILO) based on the consensus that the existing ILOs were unsuitable for assessment. The ILOs reflect the mission of providing "educational opportunities through an engaging learning environment that values academic excellence and personal growth." The ILOs too are consistent with an institution of higher learning: Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning, Career Preparation, and Community Awareness and Social Responsibility.

The mission statement defines who we are. The core values address why we do what we do. The ILOs describe how we meet our mission.

Department, instructional, and student services units assess student learning, student achievement, and efficiency measures to review performance and goals met and unmet. Necessary adjustments, including proposed initiatives, often including grant proposals are based on the analysis of data. This influences decision-making regarding existing funds, requests for new funds, and resources allocation. Personnel across the campus understand and participate to further the mission of the College [See Standard IV B.4].

### Analysis and Evaluation

Honolulu CC meets this standard. The intended student population, its demographics and educational goals, described in the mission statement, is directly related to the programs and services offered by the College. Instructional, Program, Services, and Institutional review processes demonstrate alignment with the mission statement. The mission statement influences planning, decision-making, and resource allocation. Committees like the Planning Council monitor and facilitate compliance with the mission and the strategic plan. The college will focus on student engagement as a key area of study for its quality focus essay, action project 1. (*See QFE 1, Purposeful Engagement for Student Success*).

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

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#### Evidence of Meeting the Standard

The Planning Council, as stipulated by its charter, reviews the mission statement annually and makes revisions when appropriate (I.A.8). The Planning Council revised the mission statement in Fall 2016 (I.A. 14) and after extensive campus-wide discussion and vetting by governance committees and other constituencies (I.A.15, I.A.16), adopted the current mission statement in Fall 2016 (I.A.17). Attempts to translate the mission statement into Hawaiian proved to be a challenge. Some of the words in the statement do not easily translate into Hawaiian. However, the translation was completed and sent to the Board of Regents for approval (I.A.11).

The University of Hawai'i Board of Regents approved the mission statement and its Hawaiian translation in May 2017 (I.A.18). The mission is published in the college catalog (I.A.1 [p. 15]). The mission statement can also be found on the Honolulu CC website (I.A.19) and on bulletin boards around the campus.

In the 2017 Self Study Survey for Faculty, Staff, and Administration, 94.1% of respondents indicated that they strongly agreed or somewhat agreed that they knew and understood the College's mission. About 60% of respondents also agreed the mission is communicated outside the institution (I.A.20 [pp. 8, 10]). Among students, 64.81% strongly agreed or somewhat agreed that the mission is clear (I.A.21 [p. 12]). And yet, when asked about the various components of the mission, the positive responses were significantly higher (I.A.20 [pp. 8-11]).

The College is exploring strategies for communicating the mission outside the campus, especially in the community most served by the College. Efforts to address this issue through the use of social media have been discussed and implemented (I.A.22). The College has also recognized the importance of building partnerships with alumni to raise awareness, reputation, and good will in the community (I.A.23).

#### Analysis and Evaluation

Honolulu CC meets this standard. The mission statement is published in print and on

the College website. The Board of Regents approved the mission statement. The Planning Council has primary responsibility for reviewing the mission statement on an annual basis and revising it when deemed necessary. Once revised, governance committees vet the mission statement before being submitted for approval by the Governing Board.

## Evidence List – Standard I.A

- I.A.1 Honolulu CC College Catalog-2017-2018.pdf
- I.A.2 Honolulu CC Fact Book 2017
- I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
- I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
- I.A.5 HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment.pdf
- I.A.6 Board of Regents Reference Guide 2011.pdf
- I.A.7 Strategic Directions 2015-2021 rev 2-2017.pdf
- I.A.8 PC CHARTER V5.1-1.27.2018.pdf
- I.A.9 Town Hall Minutes December 1, 2015.pdf
- I.A.10 Crosswalk of UH System, UHCC, Campus Strategic Plans.pdf
- I.A.11 Planning Council Minutes 4 28 2017.pdf
- I.A.12 HonCC Sustainability Implementation Plan 2016-18.pdf
- I.A.13 Budget Request and Proposal Form.pdf
- I.A.14 Planning Council minutes 4 23 2016.pdf
- I.A.15 FSEC Minutes 1 13 2016.pdf
- I.A.16 Kupu Ka Wai Minutes 1 23 2017.pdf
- I.A.17 Planning Council Minutes 1 27 2017.pdf
- I.A.18 BOR Minutes May 18, 2017 .pdf
- I.A.19 Mission Statement - website Screen Shot
- I.A.20 2017 Self Study Survey for Faculty, Staff and Administration.pdf
- I.A.21 2017 Self Study Survey for HCC Continuing Students.pdf
- I.A.22 Honolulu Community College Communication and Outreach Plan AY 2016 - 2017.pdf
- I.A.23 Alumni Engagement Strategic Plan.pdf

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

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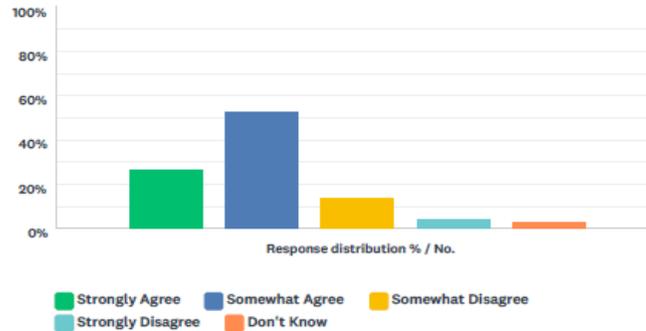
### Evidence of Meeting the Standard

Honolulu CC recognizes the importance that dialog and conversation about data plays to make meaningful use of evidence in decision-making and resource allocation to improve student learning and success. The college fosters dialog in a variety of settings, both face-to-face and virtual, providing multiple opportunities for all members of the college to participate in dialog through town hall meetings and through moderated and un-moderated email lists. The college provides an Intranet system for archiving and disseminating information that can be accessed by all members of the institutional community, and can be edited by committee chairs and recorders.

Committee minutes are posted online ([I.B.1](#)), and key campus-wide committees including the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), and the Planning Council also post meeting minutes for the campus to view. In addition, members of committees whose job is to report to, or collect information from constituents and stakeholders communicate using both email and the college Intranet, and solicit information via email. A majority of faculty and staff who participated in the survey agree that the Campus engages in substantive and collegial dialog regarding continuous improvement of student learning ([I.A.20](#)).

**Q14 The campus has demonstrated a sustained substantive and collegial dialogue about continuous improvement of student learning and achievement.**

Answered: 172 Skipped: 14



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	26.7% 46	52.3% 90	14.0% 24	4.1% 7	2.9% 5	172	3.05

*Illustration-Standard-I.1 Survey results – campus dialog*

The College's structure for dialog is based on its organizational chart for administration and governance. Communication flows vertically (e.g., from the Chancellor's office to Academic Affairs, from Academic Affairs to Student Services) and horizontally (e.g., between UC college and the Transportation and Trades divisions, among disciplines within a division). The College uses a variety of modes for communicating information and providing opportunities for dialog. These include email, town hall gatherings, committee meetings, chancellor "talk story" hours, assessment showcases, and general college meetings that occur during a semester. Products of the dialog are posted on the College intranet ([I.B.2](#)).

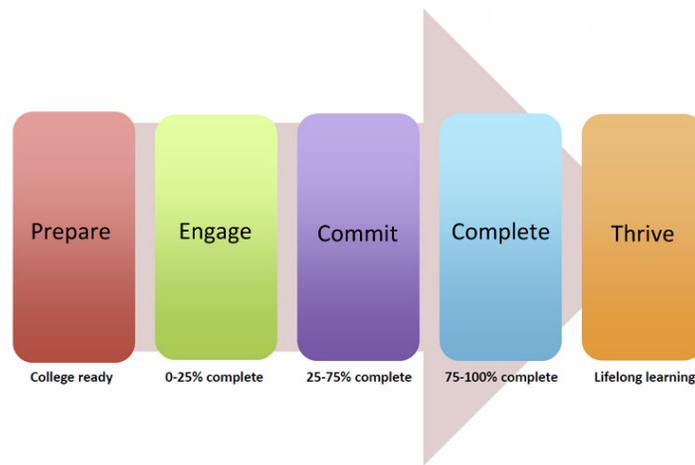
Dialog also occurs through face-to-face meetings (e.g., among members of a discipline), group meetings (e.g., town hall gatherings, showcases, Deans and Division Chair meetings, Planning Council meetings), and online discussions and methods (e.g., Community on Programs and Curricula, General Education Board). The frequency of dialog varies. For example, a campus-wide general college meeting occurs at the beginning of each semester ([I.B.2](#)). The Campus Committee on Institutional Effectiveness (CCIE) and Committee on Student Affairs (COSA) meet once a month. The Deans and Division Chairs Committee (DDC) meets every two weeks.

*Student Outcomes, Academic Quality*

The impact of the dialog on student learning is captured in student learning outcome inventories and assessment ([I.B.3](#)). Learning findings are reviewed at the course, program, and institutional levels by faculty for methodological pedagogical

improvements and curriculum design or improvement. These measure student learning. Completion and passing rates gauge student achievement are analyzed in the Annual Reviews of Program Data (ARPD), Program Review, and the College fact book ([I.B.4](#), [I.A.2](#)).

To evaluate student learning and student achievement, the Campus Student Success Council (established in 2015) became a mechanism to focus discussion and initiatives on student outcomes, student equity, and academic quality. The council uses data and feedback from faculty to make recommendations to the administration about student success and completion as well as helping to implement and do work around different campus or system initiatives related to student success ([I.B.5](#)).



*Illustration-Standard-I.2 Pathways*

Student Success Pathways have been a key focus of the CSSC, discussing ways of improving student outcomes throughout the college experience. For example, in the Prepare stage, entering students are assessed for college readiness to be prepared for success on the first day of classes. Students are to successfully complete pre-college work in math and English within their first semester or year.

### *Student Equity*

Broad and extensive dialog about student equity are ingrained in all campus committees, in line with the mission and strategic plan of the College, which note a responsibility to Native Hawaiians and our community. Specific committees also were establish for discussions of student equity including the Kupu Ka Wai Council (KKW), which has a mission to nurture and to sustain the institution as a Hawaiian place of learning, and the Committee on Social Equity (COSE), which addresses existing and

potential bias issues on age, culture, gender, among issues affecting students, faculty, or staff.

### *Institutional Effectiveness*

The dialog leads to a collective understanding of the importance of using data and research in evaluating student learning. This can be seen in assessment showcases ([I.B.6](#)), annual program reviews ([I.B.4](#)), minutes and reports from the Campus Council on Institutional Effectiveness (CCIE) ([I.B.7](#)), Assessment Task Force (AsTF) ([I.B.8](#)), and the Accreditation Task Force (AcTF) ([I.B.9](#)), which is now represented by the Accreditation Steering Committee ([I.B.10](#)). The College's Educational and Strategic Plan 2016-2021 also provides goals for the institution to achieve in its planning ([I.A.3](#)).

Data from academic and support department is collected and compiled by the institution's Office of Policy, Planning and Institutional Research (PPIR), which disseminates graphics and data sheets to the campus for analysis ([I.B.11](#)). The PPIR also issues an annual fact book ([I.A.2](#)), among other documents. The College is committed to using assessment to improve institutional effectiveness. For multi-campus data, the University of Hawai'i Community Colleges (UHCC) gathers and makes analytical information available ([I.B.12](#), [I.B.13](#)) as well as the University of Hawai'i Institutional Research ([I.B.14](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution has a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Ample opportunities exist for the college community to participate in dialog and assessments that affect student learning and achievement. Importantly, the conversations lead to improvement and change in systems and processes that improve student learning and achievement. Finally, the faculty and administrative leadership at the College fosters conversations and discussions about evidence. Dialog about student learning and achievement in the pathway has informed the engagement and distance education action projects in the QFE. (*See QFE 1, Purposeful Engagement for Student Success*).

[I.B.2](#). The institution defines and assesses Student Learning Outcomes for all instructional programs and student and learning support services. (ER 11)

## Evidence of Meeting the Standard

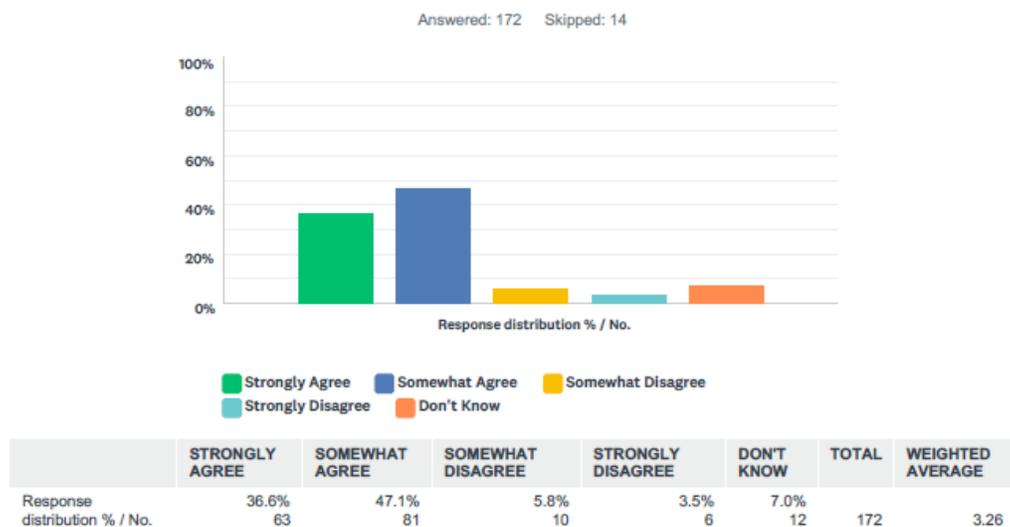
### *Learning Outcomes*

The College created an official institutional assessment structure in 2001 by introducing Student Learning Outcomes (SLO) in instructional units. By 2005, after the development of the Planning Council, the College required all courses to have SLOs and began the development of Service Area Outcomes (SAO) for non-instructional units. The Planning Council also developed Program Learning Outcomes (PLO) for all instructional units of the College, and mandated a schedule and structure for Program Review.

By 2012 the College successfully integrated SLOs into all instructional programs, and instituted Program Review across all College units. SAOs were developed. Next, the College revised its Institutional Learning Outcomes (ILO) and finally its mission statement. Outcomes highlight skill and knowledge competencies at the various stages of learning: course, program, and institutional. .<sup>6</sup>

The survey results below indicate that the overwhelming majority of faculty and staff agree that the institution defines and assesses SLOs for instructional programs and student services.

**Q15 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.**



<sup>6</sup> See, ACCJC Glossary, Learning

*Illustration-Standard-I.3 Survey results – campus assessment*

The College worked to assess SLOs, SAOs, and PLOs across all units. The College also endeavored to clarify the relationships between SLOs to PLOs and PLOs to ILOs, thus creating an atmosphere of data-driven continuous improvement from the course and service to the institutional level. Constituents review assessment of all outcomes to "close the loop," making changes to improve areas where outcomes are not met and striving for successful achievement of goals.

*Curriculum Development and Learning Outcomes*

Faculty serve on curriculum committees to develop and evaluate courses, programs, and certificates. Academic support groups, student services, and other campus units also gather and monitor evaluations of their services. The Annual Reviews of Program Data (APRD) are completed each fall.

Faculty complete course SLO assessment each semester. The procedures require faculty to close the loop in their reports by showing what adjustments have been made to improve the outcomes of student achievement. This process guides improvement of courses and programs. The Institutional Assessment Specialist gathers and compiles all the data for comprehensive review.

As a part of curriculum development, learning outcomes are organized into a hierarchy, course SLOs nested under PLOs, which are nested under ILOs. Course SLOs are mapped to PLOs in the campus' curriculum management software Quali CM, and as part of assessment activities, all PLOs have been mapped to ILOs ([I.B.15](#)). The curriculum maps for each program highlight the student outcomes on the pathways to graduation.

The college mandates SLOs for all courses, PLOs for all programs, certificates, and degrees on both the credit and non-credit sides of the institution. The College also mandates that all non-instructional and administrative units have SAOs related to their mission that are aligned with ILOs. All PLOs must also align with one or more of the ILOs for the College as a whole.

The Committee on Programs and Curricula (CPC), which is the highest curriculum body on campus, requires all instructional programs to maintain and publish PLOs and SLOs ([I.B.16](#), [I.B.17](#)). Curriculum development is incorporated into the mission and purpose of the University of Hawai'i System ([I.B.18](#)). The CPC is a committee that operates under

the Faculty Senate Executive Committee (FSEC) as noted in its reference manual and charter ([I.B.19](#), [I.B.41](#)).

SLOs for courses are approved by the CPC. The CPC is in the process of moving paper archives to its new electronic KSCM curriculum management program, which is used for approval of new and modifications of courses and programs.

SLOs also are the basis for evaluating whether courses fit within core requirement areas, including Writing Intensive, Foundations, and Diversifications designations. SLOs are mapped to PLOs and ILOs ([I.B.19](#)). A full-time Assessment Specialist was hired on August 1, 2017. In Fall 2017 the coordinator began holding departmental workshops and one-on-one consultations within 6 instructional and 6 non-instructional divisions on SLO/SAO assessments (e.g., methods, data collection/analysis, implemented actions, and planned resolutions for the future) and is facilitating the design of content and timeline for cycles of SLO/SAO assessment as well as distinct PLO and ILO assessment.

In addition, the coordinator is supporting the creation of processes to streamline SLO/SAOs, PLOs, ILOs across all campus platforms (e.g., syllabi, KSCM, website, other databases).

The campus is evaluating assessment-specific reporting systems to launch a comprehensive assessment effort. The specialist is a resource for trainings on assessment-related topics (e.g., transforming course objectives into SLOs; creating rubrics; conducting analysis; mapping SLO-PLO-ILO; entering data) ([I.B.20](#)).

All non-instructional units of the College are required to maintain SAOs, the non-instructional equivalent of SLOs, for all activities ([I.B.21](#)). All SAOs are inventoried annually and used as the basis for closing the loop in regard to the Annual Report of Program Data that is used for the College's Program Review process. These SAOs are therefore the basis of the measurement of success for all non-instructional activities on campus, and their evaluation provides service units with ways to continuously improve their services to students and to the campus. They are also the basis for budget requests for all units. In this way, assessment is built into the core of the non-instructional organization of the College. Learning outcome assessments are the basis for regular evaluation of all courses and programs, including non-credit instruction, student services, and learning support services.

### *Distance Education*

In addition to classroom-based courses on the College campus, The Distance Education Advisory Committee (DEAC), and Distance Education Coordinator oversee the

development of courses offered in Distance mode ([I.B.22](#)). Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawai'i System Core Curriculum) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses. However, Distance courses are also subject to an application and evaluation process specific to the mode of delivery ([I.B.23](#)). This process is designed to ensure that faculty teaching Distance mode courses fulfill both the SLO and assessment requirements of the relevant discipline, but also offer courses via Distance Education that are substantially the same as classroom-based courses in terms of content, interaction, teaching methods, and outcomes. To do this, the DEAC monitors all newly approved courses for an entire semester to be certain that they are operating according to DEAC set standards for delivery and interaction. Courses that do not meet the standard are removed from the Distance mode offerings at the College ([I.B.23](#))

The DEAC has established standards for quality in distance courses. In the interest of maintaining a standard of excellence in education, correspondence courses are not offered at the College. The College has also nearly finished eliminating cable television-based courses, and has concentrated delivery of all new distance courses on the Internet. This allows the College to maintain more rigor in delivery, more opportunities for interaction between distance faculty and their students, and more control over the standard parts of the courses, including the Laulima Gradebook, the Syllabus tool, and the Announcements tool. Such standardization has allowed the College to provide consistently high-quality distance courses in which students can always reach the instructor, know where they are in the course, and be assured that they are receiving the same rigor as the course includes in the physical classroom. Quality and continuous improvement of distance courses is facilitated by the fact that a majority of faculty who serve on the DEAC also teach distance education courses. The assessment process requires instructors to evaluate courses in any mode of delivery. All Honolulu CC distance courses are subject to an application and regular evaluation process at three-year intervals that is specific to distance education.

The College works toward continuous improvement through this system in two key ways: by working to continuously close in on achievement of outcomes already set through constant evaluation and adjustment, and through the evaluation of the outcomes themselves to determine whether outcomes have been met and need to be replaced by new outcomes, to learn whether changes in fields, student and institutional needs, and economic and social context require reevaluation of the mission of a unit and hence changes in outcomes and methodology. The college thus expects this system to carry it forward into the future through a continuous adjustment to higher education needs and contexts. One key to the consistent usefulness of this system will be to

maintain and expand the College's commitment to communication between all constituencies.

### Analysis and Evaluation

Honolulu CC meets this standard. The College requires that all units, whether instructional or non-instructional maintain a clear set of outcomes and assess those outcomes with the goal of continuously improving performance. The SLOs, SAOs, PLOs and ILOs are clearly defined, publicized, aligned, and drive the performance initiatives carried out at all levels and units. Further, evaluation of achievement toward all outcomes is done through data gathering and analysis, which drives conversations within disciplines and service units and across campus. Decisions on what and how to change result from those conversations, and are then evaluated in turn to close the loop by addressing issues of concern and then evaluating the solutions.

[I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.](#)

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### Evidence of Meeting the Standard

The College has established institution-set standards for student achievement and student success to assess how the college is maintaining those measures with the effort to continually improve. The results of the set standards are published by the Office of Policy, Planning, and Institutional Research (PPIR) in a fact book on the College website.

#### *Institution Set Standards*

The components of the set standards are determined by UHCC policy ([I.B.24](#)) so the data can be compiled for all the Hawai'i community colleges. The goals cover targets set from 2016 to 2021, with data compiled by the University of Hawai'i Institutional Research and Analysis Office (IRAO). Set standards establish criteria for student achievement ([I.B.24](#)) for the College to set its priorities and actions. The College is committed to improving student achievement and student success in line with its

mission. The standards identified by the state follow the Commission model for system driven measures for performance review.<sup>7</sup>

The standards include

- Course completion
- Degrees and Certificates Awarded
- Native Hawaiian Degrees and Certificates Awarded
- Pell Recipient Degrees and Certificates Awarded
- Transfer to Baccalaureate Institutions
- Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
- Licensure and Certification Examination Success Rate
- Job Placement Rate<sup>8</sup>

The achievement goals are set as specific yearly percentage increases on the baseline values, which are determined differently for different standards. A complete discussion of the college's performance indicates is found in the Introduction Section of this report.

The College discusses course completion, program completion, and other student success initiatives at General College Meetings, at presentations by the Vice President of the Community Colleges, in Campus Student Success Council meetings, Planning Council meetings, among other venues. The Planning Council reviews the set standards each year ([I.A.8](#)). As the targets are set by UHCC, The Vice President of the Community Colleges also visits the campus each year to review the campus performance ([I.B.25](#)). (ER11)

### *Performance Based Initiatives*

These discussions have been instrumental in helping the College meet all of its performance initiatives ([I.B.26](#)) for fiscal 2018, which overlap with the set standards. In most cases the College exceeded the targets. These targets include

- Degrees and certificates
- Native Hawaiian degrees and certificates
- STEM degrees and certificates

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<sup>7</sup> See, ACCJC White Paper, I.B.3 and I.B.6

<sup>8</sup> (See, Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Student Achievement)

- Pell Recipients degrees and certificates
- Transfers to 4-year colleges

The UH System has additional measures for the campus to achieve (I.B.27) and the College met nearly all of them. The UH System also provides the campus with a scorecard (I.B.28).

The institution’s fact book (I.A.2 [p. 36-103]) details set-standard metrics aligned with the College’s strategic plan. The Fact Book includes student achievement data disaggregated for major, gender, and ethnicity.

Illustrations from the Fall 2017 survey (I.A.20) indicate that a majority of faculty and staff surveyed agree that the institution sets standards for student achievement, sets standards appropriate to the mission and assesses their achievement, pursues continuous improvement, and publishes assessment results and how the results are used for continuous improvement.

Q16 HonCC sets standards for student achievement.

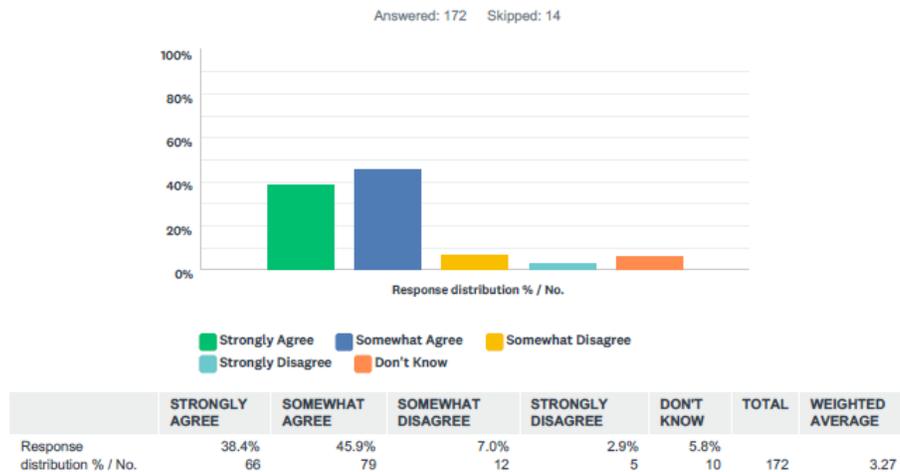
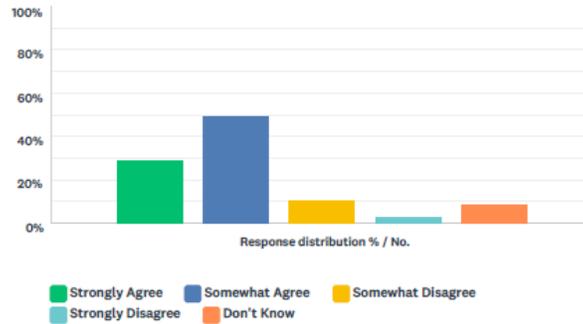


Illustration-Standard-I.4 Survey results – standards of student achievement

**Q17 HonCC sets standards that are appropriate to its mission, and assesses how well it is achieving those standards.**

Answered: 172 Skipped: 14

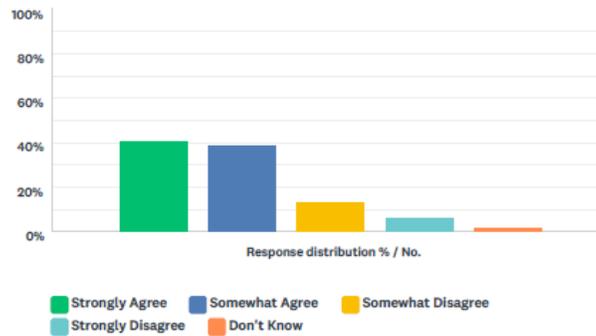


	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	29.1% 50	49.4% 85	10.5% 18	2.3% 4	8.7% 15	172	3.15

*Illustration-Standard-I.5 Survey results –mission and achievement of standards*

**Q18 HonCC pursues continuous improvement.**

Answered: 172 Skipped: 14

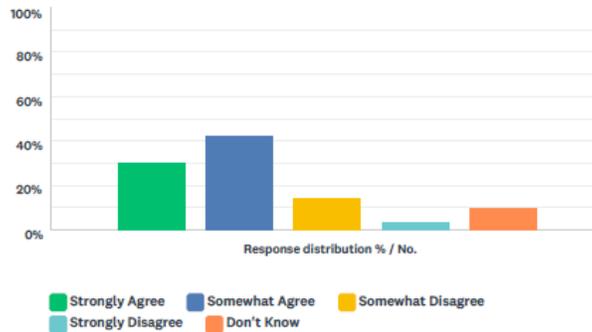


	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	40.7% 70	38.4% 66	13.4% 23	5.8% 10	1.7% 3	172	3.16

*Illustration-Standard-I.6 Survey results – continuous improvement*

Q19 HonCC publishes information regarding assessment and continuous improvement.

Answered: 172 Skipped: 14



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	30.2% 52	42.4% 73	14.0% 24	3.5% 6	9.9% 17	172	3.10

*Illustration-Standard-I.7 Survey results – publishing assessment information*

The survey shows how much faculty and staff are aware of the importance of the set standards and how they are used to improve student achievement in line with the mission of the institution ([I.A.20](#)).

*Locally Identified Measures*

In addition to the federal and state identified areas of performance measurement, Honolulu CC has identified measures that are important to the community that we serve and are unique to the college mission. ...

Analysis and Evaluation

Honolulu CC meets this standard. As part of the Hawai'i Community College system the college participates in a broad scheme of using performance measures for evaluating performance as well as for goal setting. The institution considers federal, state and local measures to guide its progress on the mission. Moreover, adjusting the institution-set standards to accommodate needs for change in programs, college goals, and economic and social realities will become a part of the overall assessment process of the college. Making certain that the standards meet the mission, and that the mission meets community and UHCC needs and goals is the key to closing the loop on the College's performance vis-à-vis the State of Hawai'i and the students who attend. (See QFE 1, Purposeful Engagement for Student Success, QFE 2, Enhanced Support for Distance Education Students).

#### [I.B.4 The Institution uses assessment data and organizes its institutional processes to support student learning and student achievement.](#)

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##### Evidence of Meeting the Standard

Assessment data drives the College's planning to improve student learning and student achievement. Student achievement is discussed at the General College meeting at the beginning of the fall and spring semesters and the Vice President of Community Colleges visits the campus each semester to discuss achievement results for institutional set-standards, performance initiatives, strategic plans, and other objectives. As part of UHCC, the College also participates in multi-year national scale efforts such as Achieving the Dream, which tracks other has measurable goals for improvement ([I.B.29](#)).

In addition to the Honolulu CC's Office of Policy, Planning, and Institutional Research (PPIR), the UHCC provides assessment data for all the seven community colleges. Data is provided for student achievement and student success as discussed in I.B.3 and for ARPD (Annual Review of Program Data). PPIR publishes a fact book of data about student demographics, student achievement, and instructional programs ([I.A.2](#)).

Program reviews are conducted each year, based on data provided for each program (ARPD). The reviews analyze the data to determine the strength of the program and address strategies for improvement. These program analyses are made available to the campus and used for requests in supplementary program funding that is overseen by the Planning Council. Decision on the funding encompasses the other major governing committees, including the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council, and Student Government, which review the ARPDs as part of the process.

The Institutional Assessment Specialist, hired in fall 2017, is tasked with collecting and organizing assessment data information that is used by campus units and committees as part of a process to support student learning and achievement. Instructional divisions discuss discipline and course level assessment data as well as the ARPD.

Non-instructional units discuss the assessments of services they provide and include the results and plans in their ARPD analyses.

The campus has held showcases and workshops periodically over the past years to inform the campus about assessment strategies and techniques, but from fall 2017, the Institutional Assessment Specialist began systematically organizing workshops for the campus and departments, and working with department representatives on the Assessment Task Force.

In recent semesters the restructuring of math and English courses has been instituted across those programs based on assessment of student achievement, and the results are being monitored to evaluate the success of the instituted changes.

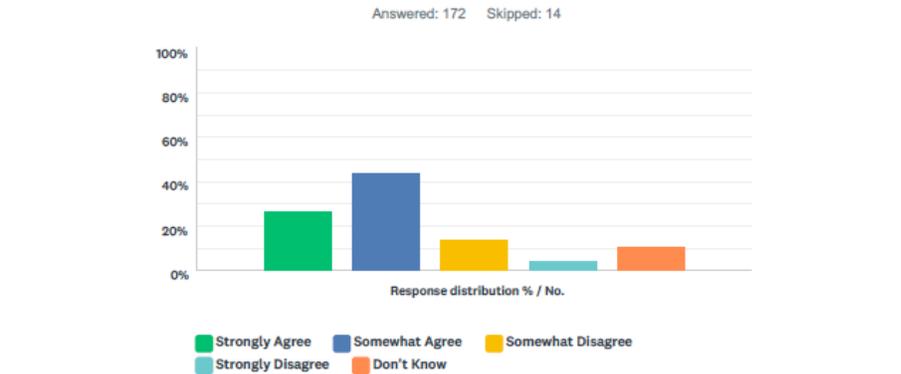
Based on student achievement data, the English and math programs redesigned developmental courses to improve student achievement by the shortening the time to completion of college-level courses. Low success rates spurred the change.

The English program, for example, eliminated developmental education classes in Fall 2016, moving to a co-requisite model putting all students in college-level ENG 100 courses. Of the 434 students who enrolled in the lowest developmental level class between fall 2013 and spring 2016, only 24.88% successfully completed ENG 100 by fall 2016. Of the students who enrolled in co-requisite ENG 100/100T in fall 2016, 61.24% successfully completed the course ([I.B.42](#)).

In an effort to improve student achievement, the College, along with the other community colleges, moved from placement testing to high school grades, grade point averages, SAT, ACT, or other scores to determine appropriate first-semester English and math courses. The UHCC gathers the data for English and math to assess which of the multiple measures are most effective for placement. As part of the process, a UHCC Cognitive Assessment Committee meets each year to review the measures and adjust them if needed. The committee met in December 2017 and proposed several adjustments to the placement measures ([I.B.30](#)).

Data assessment and analysis drives college planning to improve student learning and student achievement. A majority of faculty and staff participating in the campus survey agreed that the institution uses assessment data and processes to support learning and achievement.

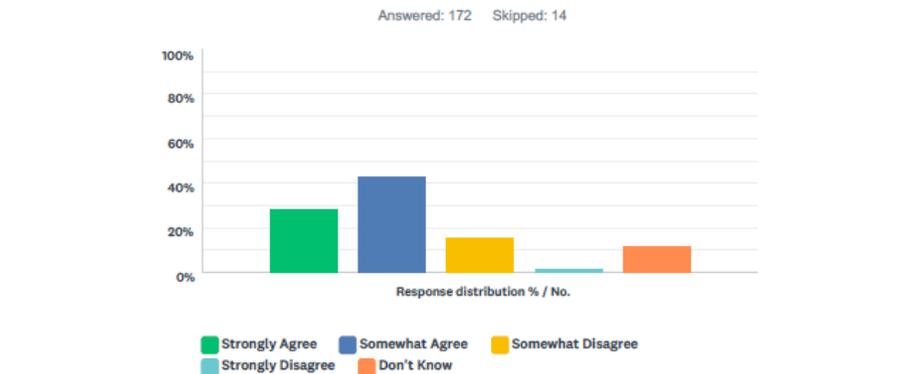
Q20 HonCC uses assessment data to support learning and achievement.



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	26.7% 46	44.2% 76	14.0% 24	4.7% 8	10.5% 18	172	3.04

*Illustration-Standard-I.8 Survey results – using assessment data*

Q21 HonCC uses its institutional processes to support learning and achievement.



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	27.9% 48	43.0% 74	15.7% 27	1.7% 3	11.6% 20	172	3.10

*Illustration-Standard-I.9 Survey results – using institutional processes*

The Office of Planning, Policy and Institutional Research (PIIR) assists in the assessment of student achievement, including enrollment and transfer rates for which data briefs are periodically reported through the campus public web page ([I.B.31](#)). These data sheets stimulate discussions in the Campus Student Success Council (CSSC), among other committees ([I.B.32](#)). PIIR also provides specific or customized data to administration, divisions, departments, and other units for analyzing programs, courses, student success, or other operations of the institution. The CSSC includes a data group tasked to specifically analyze ways to improve student achievement. The

PPIR's comprehensive fact book further provides assessment data to help guide initiatives ([I.A.2](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The College gathers assessment data and uses the assessment information to organize its processes to support student learning and student achievement. The college research office provides critical information to all constituent groups in a variety of settings and levels of analysis to guide decision-making. The planning and governance systems support the use of evidence providing venues and voices to the analysis of data. As a result, the college keeps central the use of evidence for making decisions and fosters a culture of inquiry for the institution.

[I.B.5 Institutional Effectiveness: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, Student Learning Outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by the program type and mode of delivery.](#)

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### Evidence of Meeting the Standard

The College has both an annual and a five-year program review schedule. Each academic year, each program assesses data generated by institutional research, and then writes a description of the program and its goals (program learning outcomes) in an Annual Review of Program Data (ARPD) analysis ([I.B.4](#), [I.B.36](#), [I.B.37](#), [I.B.38](#), [I.B.39](#), [I.B.40](#)). This report reviews assessments of program effectiveness in reaching those goals. This report is reviewed by the deans and becomes the basis for supplementary funding requests. (*See Standard I.A.2; I.A.3*)

Every five years a program goes through (on a revolving basis) a more comprehensive review built upon the ARPD. This review summarizes the program success in meeting program learning outcomes (PLO) and charts a long-term plan for program improvement and change if necessary. University of Hawai'i Community Colleges (UHCC) system uses common data sets for annual assessments and program reviews.

A Program Review process has been in existence at Honolulu CC since 2005. The Program Review information and data collected is available to the public, and drives the processes of program funding and program improvements by "closing the loop." The Program Review process is the end result of assessment done at every level in instructional, non-instructional, and administrative units of the College organizational structure. Faculty use Student Learning Outcomes linked to Program Learning Outcomes to design curriculum and evaluate its effectiveness. Non-instructional units use Service Area Outcomes to determine their service objectives and measure those objectives.

The Process of Program Review is used to evaluate the success of those objectives from the point of view of student success during college, student retention, transferability, and employability. These are all rolled into the Program Review process, through which each unit of the College has the opportunity to analyze its direction and rate of success and propose changes, as well as request resources to meet the needs of those changes. The Program Review process is an integral to the way the College works on a daily, semester-by-semester, and academic year basis.

Q22 HonCC uses program review to assess its accomplishment of its mission.

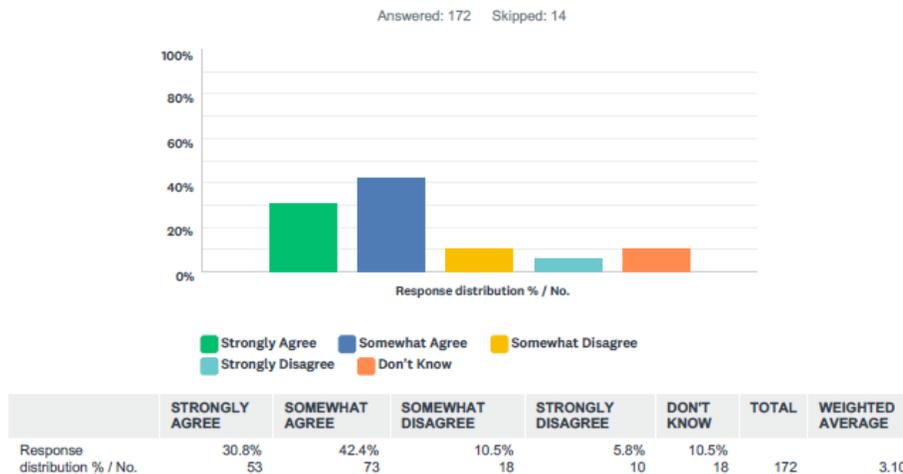


Illustration-Standard-I.10 Survey results – using program review

A majority of faculty and staff participating in the campus survey agree that the campus uses program review and SLOs to assess the accomplishment of the institution’s mission.

Q23 HonCC uses student-learning outcomes to assess its accomplishment of its mission.

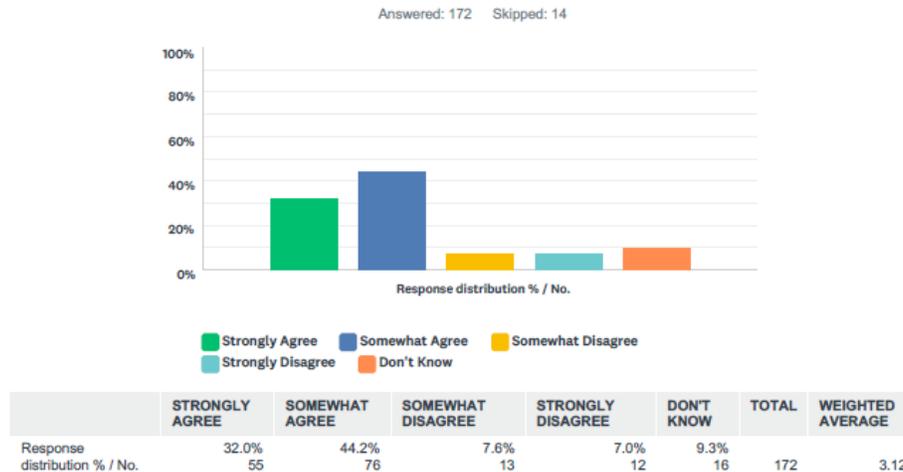


Illustration-Standard-I.11 Survey results – using student learning outcomes

The college has a two-tiered approach to planning, approval, evaluation, and review of courses offered in DE mode. The college does not offer correspondence education. The first review process is the standard curriculum review system designed and led by the faculty at Honolulu CC. Each division plans its courses, and all course additions, changes, and deletions are processed first through Division Curriculum Committees (DCC). Those courses are then sent to the Committee on Programs and Curricula (CPC), which is a campus-wide committee where final decisions on course changes and inclusion in the catalog are made along with decisions on campus-wide curriculum policy.

Once the course has passed through the CPC and therefore officially exists as a course at the college, it can be proposed as a DE course. Such courses must be reviewed and accepted by the Distance Education Advisory Committee (DEAC). This committee meets several times at the beginning of each semester to review and evaluate courses. Courses are subject to members of the DEAC auditing through the first semester so that the committee can see the course in action, and can be recommended for review again at any time. Courses must be re-evaluated every five years to continue to be a part of the DE catalog.

Faculty teaching DE courses evaluate SLOs just as any face-to-face class. The assessment of the SLOs are gathered and can be compared with results of face-to-face classes.

The college has established and uses program review processes for ongoing evaluation of program services using student learning and student achievement data. The processes are used for continual improvement.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution assesses accomplishment of its mission through program review and evaluation of objectives and goals, SLOs, and student achievement. Quantitative data are disaggregated for analysis by the program type and mode of delivery. Qualitative data helps discover new areas and phenomenon facing students as they progress towards their educational goals. The mission of the college drives all of the program and support services and progress on the mission is assessed and changes are made to meet the institution's purpose.

**I.B.6 Institutional Effectiveness: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

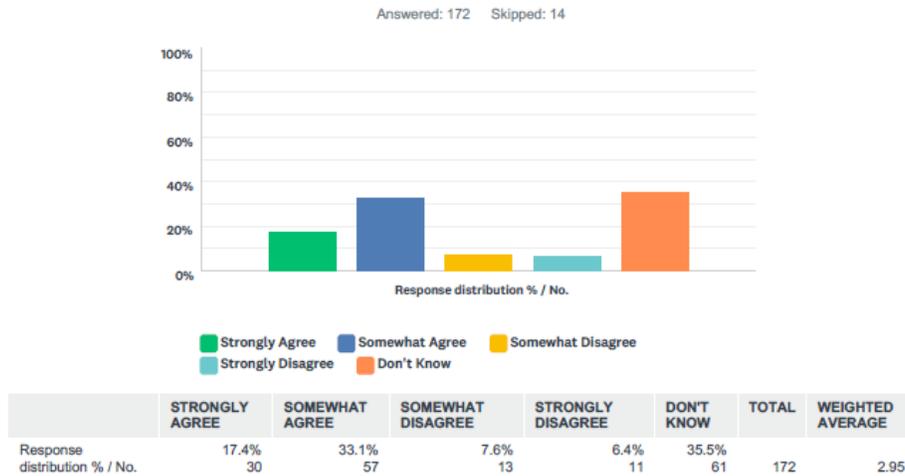
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### Evidence of Meeting the Standard

The college identifies significant trends among subpopulations of students disaggregated by gender, age range, and ethnicity, among other criteria. Native Hawaiians, PELL recipients, STEM majors, and transfers to 4-year institutions are subpopulations for which key performance indicators have been established ([I.B.24](#)). PPIR updates the data on subpopulations and provides advice on interpreting the data for use in program review and institutional planning purposes ([I.B.31](#), [I.A.2](#)).

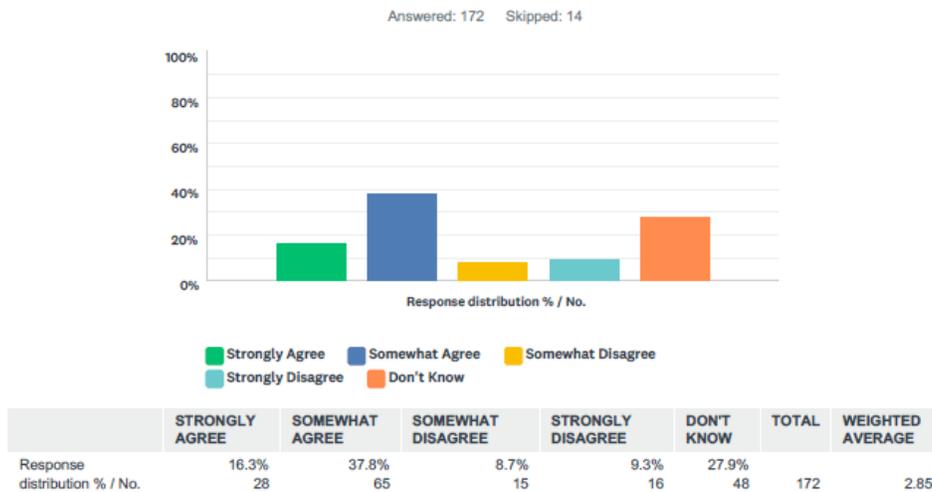
When asked in a survey, a majority of respondents agreed that the campus uses disaggregated data to address performance gaps.

**Q24 HonCC disaggregates data in its analysis of learning outcomes and achievement to analyze its performance.**



*Illustration-Standard-I.12 Survey results – disaggregating data*

**Q25 HonCC addresses performance gaps it finds in these analyses.**



*Illustration-Standard-I.13 Survey results – addressing performance gaps*

After identifying the needs of various sub-populations of students, the College uses the data and college resources to address achievement gaps. Initiatives to improve the achievement of Native Hawaiian students have produced results exceeding targets, as discussed in previous sections. The enrollment and achievement of Pacific Island students was identified as another gap from disaggregated data and addressed by offering a summer English program for students graduating from high school.

The College also analyzes data to identify the needs of other underserved groups such as veterans and students with disabilities. Data-driven assessment helps improve the

success for all students. The institution disaggregates and analyzes learning outcomes and achievement for Native Hawaiian, Filipino, Pacific Island, and low-income students, breaking down the gap analysis further for degrees and certificates in general as well as for STEM fields.

### Analysis and Evaluation

Honolulu CC meets this standard. When the institution identifies performance gaps, as it has in the case of the graduation success rate and academic performance of Native Hawaiian students, the College further closes the loop by assessing the methods used to addressing the gaps. *(Note: This section is no longer needed.)*

**I.B.7 Institutional Effectiveness:** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource managements, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

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### Evidence of Meeting the Standard

The College regularly evaluates its policies and practices, assuring effectiveness in maintaining academic quality and accomplishment of the mission. The Chancellor reviews all policies within a five-year cycle as noted in a separate policy for this purpose ([I.B.33](#)). The policies are available to the campus on the Intranet.

The College also is governed by University of Hawai'i, which include system-wide Executive Policies that encompass all 10 campuses in the UH System, system-wide administrative procedures, and system-wide administrative rules. Some of the policies and procedures affect only UH Mānoa, UH West Oahu, or UH Hilo campuses. Also governing the 10 campuses are the Board of Regents policies.

More pertinent to just the seven community colleges are the UHCC policies, which focus on transfer degrees, review of established programs, employee performance evaluations, contract renewal and promotion procedures, financial operation oversight, among other areas. All the UH, Board of Regents, UHCC policies and procedures are available to the

campuses at the UHCC website. These policies also are reviewed regularly, the review dates noted on the policies.

In addition to the policies and procedures, Honolulu CC regularly reviews its programs. All programs provide yearly analysis of their program data (ARPD) and more comprehensive analysis in their five-year reviews.

For campus governance, the Planning Council reviews each academic year the mission statement, institution set standards, institutional learning outcomes, strategic plan, and provides dates to the campus for program review since it is tied to supplementary funding.

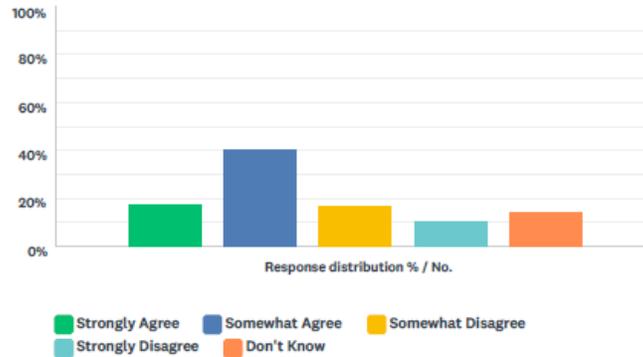
The supplementary program funding process, overseen by the Planning Council, takes place each academic year. All programs or departments, such as learning support services, are eligible to apply for funds that support academic quality. Proposals are tied to the mission, strategic plan, and program reviews to focus on student success and achievement to improve academic quality. The proposals are ranked by the other four governing bodies – Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government, ensuring representation by the whole campus. Funds are then allocated in order of the rankings.

The Institutional Assessment Specialist gathers and reviews course learning outcome assessment to promote course and program improvement, which the Committee on Programs and Curricula (CPC) continually discusses and implements new and modified courses and programs to improve academic quality.

The Assessment Task Force meets monthly to review the assessment process, including learning outcome data, data evaluation and similar issues. Assessment workshops provide the College with an understanding of assessment activities in other units, and stimulate discussion in the Deans and Division Chair committee (DDC), FSEC, Planning Council, CPC, and other committees.

**Q26 HonCC regularly re-evaluates its policies and practices across all areas and makes changes where necessary.**

Answered: 172 Skipped: 14



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response distribution % / No.	17.4% 30	40.7% 70	16.9% 29	10.5% 18	14.5% 25	172	2.76

*Illustration-Standard-I.14 Survey results – evaluates policies and practices*

Analysis and Evaluation

Honolulu CC meets this standard. The College regularly reviews its policies and practices and uses its institutionalized assessment processes at all levels to evaluate its policies and practices. Assessment practices are followed across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes.

**I.B.8 Institutional Effectiveness: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

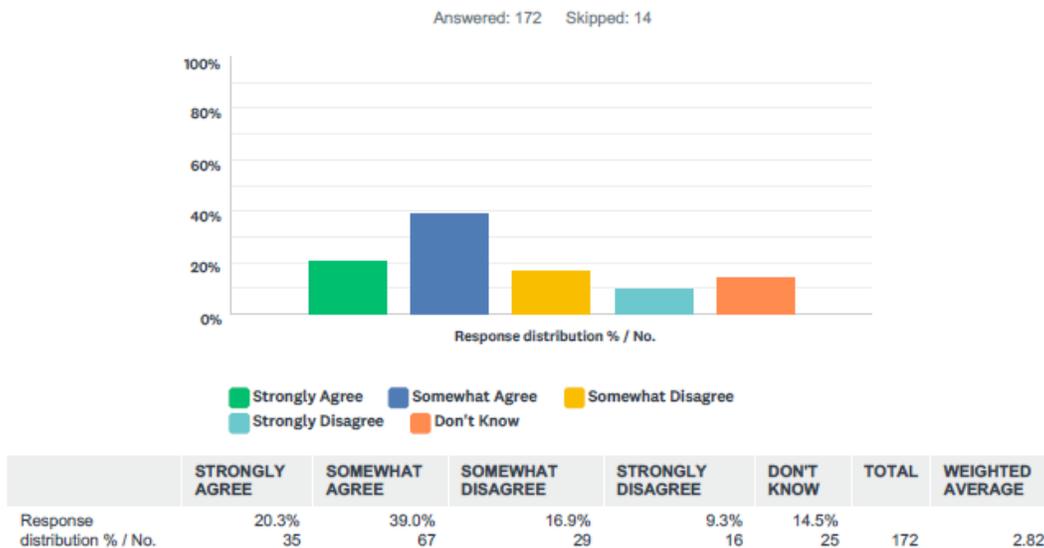
Evidence of Meeting the Standard

Institutional effectiveness metrics are communicated to the campus at the General College meetings at the beginning of the fall and spring semesters. These presentations are all posted on the Intranet for the campus to view ([I.B.2](#)). Each semester the Vice President of Community Colleges visits the campus to discuss the metrics and results, comparing them to the other community colleges, and providing deeper understanding of how they play into the objectives of the UHCC, detailing strengths and weaknesses.

The discussions help the campus focus on improving shortcomings and pushing on with strengths. The visit also allows the campus to ask questions and provide feedback to the UHCC (I.B.34, I.B.25).

Program Reviews occur annually and are made available on the UHCC website. Even past reviews are archived (I.B.4). The Annual Review of Program Data (ARPD) provide 'health calls' that show the degree to which each program is achieving stated objectives. The programs evaluate the health calls and the data, and they provide a narrative explaining what the numbers indicate about the success or weaknesses of helping students achieve academic success.

**Q27 HonCC communicates the results of all of its assessment activities and changes it makes in response.**



*Illustration-Standard-I.15 Survey results – communicating results and changes*

College’s Council on Institutional Effectiveness (CCIE) appointed a subcommittee, the Assessment Task Force, with the task of analyzing the institution’s strengths and weaknesses as reflected in the Program Reviews. The results are disseminated to the campus through the committee’s web link and to governance bodies and committees for further action (I.B.7, I.B.8). These reviews also are discussed for program and division planning and used for supplementary program funding requests. Each year the Planning Council holds a town hall meeting for funding requests where the campus can ask questions about methods or practices that can affect the achievement of the programs to determine whether to support funding.

In Fall 2017 the College conducted a comprehensive survey that included questions about the College's communication and use of assessment results. The data provided by that survey was used to gauge planning of further communication efforts to improve awareness of assessment activities and results across all parts of the campus, including strengths and weaknesses.

The survey indicated that faculty, staff, and administrators generally agree that dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness. There is also a display of information and data on the main college website (I.B.31).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. The survey concurs that faculty, staff, and administrators are aware of the assessment and evaluation communication to improve the institution.

I.B.9 Institutional Effectiveness: The institution engages in continuous, broad-based, systematic evaluation and planning. The institution also integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

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### Evidence of Meeting the Standard

Honolulu CC has a systematic evaluation and planning of programs and services in a process to accomplish its mission, improve institutional effectiveness, and attain academic quality. Three basic processes achieve these goals through program review, strategic plan, and supplementary program funding.

#### *Program Review*

For program review, both instructional and service units go through evaluations each year. The Annual Review of Program Data (ARPD) for analysis by program is provided to the program and department leaders from the UHCC (or UH System) institutional research office. Instructional programs analyze demand indicators, efficiency indicators, effectiveness indicators, and performance measures, among other data. These evaluations note the strength and deficiencies of the programs and propose action plans to address them. The action plans typically include discussion of resources needed to achieve the goals and the supplementary funding that would be required. These reviews, including the data, are available on the UHCC website ([I.B.4](#)).

As part of the program review process, programs consider both the mission of their department and the mission of the institution with an eye towards continuous improvement. In their process of reflection, review, and planning, program leaders consider both systems and processes changes as well as resource needs to help the program improve.

Importantly, program review also encompasses student services as well as academic support. Data (ARPD) are provided in a similar format for student services review and includes academic advising, career counseling, job placement assistance, financial aid advising, student organization, transfer credit assistance, and student services for people with disabilities. Academic support reviews the APRD for library, technology resources, testing services, and tutoring services.

These reviews are carried out annually and work to improve institutional effectiveness and academic quality. Programs also provide five-year reviews to evaluate longer-term needs. In their reviews, the units also address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

### *Educational and Strategic Planning*

The Educational and Strategic Plan 2016-2021 is the basis for planning for the campus and focuses on student success, enrollment, training and workforce development, campus community, and infrastructure, sustainability and technology. The strategic plan looks over a five-year span when it was last developed and reviewed every year by the Planning Council. The plan addresses both short-term and long-term goals for the institution.

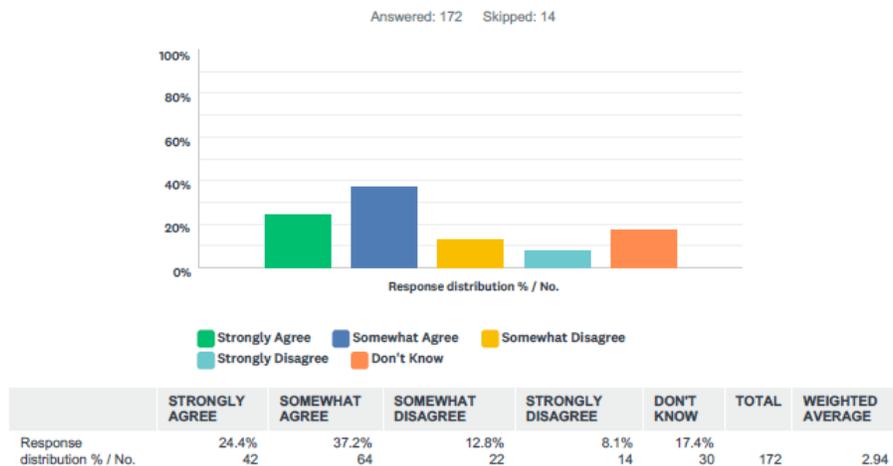
### *Supplementary Funding*

The strategic plan, mission, and program reviews are used to justify the requests for supplementary program funding. The proposals must explain how the request is in line with the mission, detail how the request supports the strategic plan, and show justification from the program’s ARPD ([I.B.35](#)). Governing committees then rank the requests. The process integrates program review, planning, and resource allocation through a comprehensive procedure that guides the College to accomplish its mission and improve its effectiveness and academic quality. Plans are prioritized for funding based on the improvement to existing processes and the ways the plan helps the college meet the college mission.

The Integrated Planning, Resource Allocation and Assessment Policy ([I.A.4](#)) guides the above process. The policy calls for planning and resource allocation to be consistent with the mission, that it follow the strategic plan, consider the community, and be based on the assessment of programs and services.

Programs and services have been using the results from their assessments to make action-oriented modifications towards program improvement. This is evidenced through various changes in degree programs and student support services. Two examples are the College's Fire Science program and the establishment of the Campus Student Success Council to assist in the implementation of the Student Success Pathway. As a result of the evaluation we have significantly redesigned our developmental math and English courses, reducing the amount of time students spend in remedial work and moving them into college level programs. Introduction of the new STAR guided pathway system aids students in registration and minimizes course repetition. The pathway requires instructional, student and academic support programs to work more collaboratively toward increasing student success and completion.

Q28 HonCC makes a priority of systematic evaluation and planning in order to continuously improve.



*Illustration-Standard-I.16 Survey results – prioritizing systematic evaluation*

The campus survey results indicate that a majority of faculty and staff agree that the institution makes a priority of systematic evaluation and planning for continuous improvement.

The APRD for instructional programs also collect and provide faculty with data for distance education courses. Not all programs, particularly those working with CTE, offer on-line classes, but those that do include analyses in their reports. The analyses look at the fill rate of classes, successful completion, and persistence. The Liberal Arts program, which offered over 80 DE courses in academic year 2015-16, noted a fill rate higher than face-to-face courses but saw a lower completion rate. This would be addressed by providing additional support services for students.

Besides programs, the Distance Education Advisory Committee (DEAC) also endeavors to promote high quality instruction, aiming for it to equal or surpass traditional classroom delivery. The committee also provides support for distance learning offerings including instruction, assessment, student services, technology support, and faculty development training.

The DEAC, which works under the Committee on Programs and Curricula (CPC), aims to ensure clear policies, procedures, and guidelines so all courses have appropriate content and rigor. It also ensures that course assessment is consistent and aligned with face-to-face instructional standards.

Analysis and Evaluation

Honolulu CC meets this standard. The College has a systematic evaluation and planning framework. The program reviews, strategic planning, and resource allocation is geared to accomplishing the mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. Program review is the key driver for change keeping decision making closest to where decisions are being made.

## Evidence List – Standard I.B

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- I.A.2 Honolulu CC Fact Book 2017
- I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
- I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
- I.A.8 PC CHARTER V5.1-1.27.2018.pdf
- I.A.20 2017 Self Study Survey for Faculty, Staff and Administration.pdf
- I.B.1 Committees Intranet screenshot.pdf
- I.B.2 Campus Communication Website.JPG
- I.B.3 Assessment webpage Screen Shot
- I.B.4 Honolulu CC Program Review and ARPD.JPG
- I.B.5 HonCC Pathway Presentation Final 2.0 (1).pdf
- I.B.6 August 2015 Assessment Showcase.pdf
- I.B.7 Campus Council on Institutional Effectiveness.JPG
- I.B.8 Assessment Task Force website.JPG
- I.B.9 Assessment Task Force Page.PNG
- I.B.10 Accreditation Reports.PNG
- I.B.11 PPIR Data Briefs.PNG
- I.B.12 UHCC Career data screen shot
- I.B.13 UHCC Graduation Initiative data screen shot
- I.B.14 UH Institutional Research Screen Shot
- I.B.15 PLO-ILO\_Map 20121211.pdf
- I.B.16 CPC-minutes-2017-01-20 (example).pdf
- I.B.17 CPC Minutes screen shot.JPG
- I.B.18 EP 4.202 Mission and Purpose of University
- I.B.19 CPC Reference Manual and Charter Spring 2017 (draft).pdf
- I.B.20 Assessment webpage screen shot
- I.B.21 Assessment webpage SAO screen shot
- I.B.22 DEAC Charter (2017).pdf
- I.B.23 DEAC-approval\_procedures 2010
- I.B.24 UHCCP\_4.203\_Institution-Set\_Standards.pdf
- I.B.25 OVPCC Campus Visit Fall 2017 HonCC.pdf
- I.B.26 fy2018 uhcc performance initiatives.pdf
- I.B.27 UH Strategic Directions Measures Screen Shot
- I.B.28 HGI\_Scorecard\_2017\_Honolulu.pdf.pdf
- I.B.29 Achieving the Dream.PNG
- I.B.30 UHCC SSC Cognitive Assessment Committee screen shot
- I.B.31 PPIR Data Briefs Webpage Screen Shot
- I.B.32 Campus Student Success Council Webpage Screen Shot
- I.B.33 HCCP 0.00 Policy on policy review (revised)
- I.B.34 VPCC visits webpage Screen Shot
- I.B.35 Supplemental program funding form explanation.pdf
- I.B.36 Annual Reports of Program Data AMT (Example)
- I.B.37 Annual Reports of Program Data Analysis AMT (Example)
- I.B.38 Annual Reports of Program Data Cosmetology (Example)

I.B.39 Annual Reports of Program Data Analysis Cosmetology (Example)

I.B.40 Annual Report on Program Data webpage Screen shot

I.B.41 Faculty Senate Executive Committee Charter-May2014

## **Standard I.C: Institutional Integrity**

**I.C.1** The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

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### Evidence of Meeting the Standard

Through regular review, Honolulu CC ensures that information provided to students, stakeholders, and public is clear and accurate in regards to mission, learning outcomes, educational programs, student support services, and accreditation status. The College uses a variety of media platforms to inform its constituents about its mission, educational programs, learning outcomes and services. Publications are updated annually to provide timely and accurate information to current and potential students, including the College Catalog ([I.A.1](#)), which features the mission statement, institutional and program learning outcomes, accreditation status, descriptions of educational programs as well as student support services. The catalog is updated on the College website to reflect recent changes.

### *THE COLLEGE MISSION*

The Honolulu CC mission is the very purpose for the college, and information on the mission is kept current, displayed prominently, and reviewed regularly by the college's Planning Council on an annual basis. The mission statement is included in the College Catalog ([I.A.1 \[p. 15\]](#)), on the College website ([I.A.19](#)) and on posters hung throughout the campus in high traffic areas and classrooms ([I.C.1](#)).

The Chancellor works with the College's Planning Council to ensure the integrity of information related to the mission. Whenever the mission is revised, the Planning Council engages in a comprehensive effort to seek campuswide input on any proposed revisions. The Chancellor takes any approved revisions to the mission statement to the University of Hawai'i Board of Regents. In Academic Year 2017, Honolulu CC revised its mission statement, and the revised mission was translated into the Hawaiian language and is available alongside English versions. The Board of Regents approved the mission statement in May 2017 ([I.A.18](#)), and noted in the Planning Council minutes ([I.A.11](#), [I.C.2](#), [I.A.17](#)).

### *LEARNING OUTCOMES AND SERVICE AREA OUTCOMES*

Student learning and student success are the foundations of the college. To realize these goals, the college assesses outcomes at all instructional levels (institution, program, and course) as well as in student services and service areas in general. The college mandates Student Learning Outcomes (SLO) for all courses as well as Program Learning Outcomes (PLO for all programs, certificates, and degrees on both credit and non-credit programs. The Committee on Programs and Curricula (CPC) requires all instructional programs to maintain and publish SLOs for every course. SLOs for all courses are inventoried as a regular part of the curriculum process. All new course proposals must include SLOs as well as be mapped to PLOs in order to be approved by the CPC.

All course syllabi at Honolulu CC include SLOs. Syllabi for all courses offered at the College can be accessed through the College's Assessment Learning Outcomes webpage ([I.C.3](#)). The official source of SLOs are stored in Quali CM, the electronic curriculum management system, which all faculty are able to access. The SLO for courses also are available on the Assessment Learning Outcomes webpage ([I.C.4](#)).

The College also mandates that all non-instructional and administrative units have Service Area Outcomes. All College SAOs can be found on the same webpage ([I.C.4](#)).

### *EDUCATIONAL PROGRAMS*

The College catalog is the most comprehensive source of knowledge about the College's educational programs and student support services. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. Educational program information is listed in the catalog by program and includes required course work and sequences, program learning outcomes, career/transfer information, and certificate information ([I.A.1 \[pp. 72-157\]](#)).

Although the catalog is an in-depth source, additional information on programs is available through the College website's Programs of Study. These include the Liberal Arts degree programs, Career and Technical Education programs, and Special Programs and Courses. The website also has outlines for Continuing Education and Lifelong Learning programs, which include courses for Advanced Technology, Early Childhood Educations, and Introduction to College English. Overviews of educational programs also are publicly shared through brochures and other literature. Distance Education information is available through Services for Students ([I.C.5](#)) and includes a link to DE classes offered ([I.C.6](#)).

### *STUDENT SUPPORT SERVICES*

The Honolulu CC catalog contains general information about the College's student support services, including current information about financial aid, tutoring, academic counseling, health services, support information for Native Hawaiian students as well as services for students with disabilities.

The website provides comprehensive Student Support Service information through a link on the main page [\(I.C.7\)](#).

### *ACCREDITATION STATUS*

Honolulu CC communicates its accreditation status to students and the public through a link on the College's website [\(I.C.8\)](#). The College's accreditation webpage links to the ACCJC website and includes relevant accreditation reports, news, committees, contacts, and certified programs.

Related to the activities, and Institutional Learning Outcomes, Program Learning Outcomes, Service Area Outcomes, and links to individual Course Descriptions and Student Learning Outcomes.

The College fulfills Eligibility Requirement 20. Clear and accurate literature and information about the institution are provided to the campus community, going through comprehensive and systematic review procedures for printed and electronic catalog publications. General information about the college as well as details about courses, programs, degrees, financial, aid, admissions, fees, regulations, acceptance and transfer of credits, grievance and complaint procedures, sexual harassment, and other information, requirements, and policies affecting students are included in the college catalog. The electronic version of the catalog is available through the institution's main webpage.

The Communications and External Affairs office and the office of the Vice Chancellor for Academic Affairs are responsible for creating and maintaining procedures for communication.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status. All information about the College's accreditation status is noted on the website as well as the catalog.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

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### Evidence of Meeting the Standard

The college catalog is the most comprehensive source of knowledge about the institution including detailed descriptions of educational programs and student support services. The catalog is updated every year to insure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of content, the catalog is available through a link at the bottom of the College website.

The college catalog contains general information about the institution, including the addresses and maps of the main campus and offsite locations, telephone numbers, and the website. Also included are the mission, accreditation status, names and degrees of administrators and faculty, and names of governing board members.

The publication additionally provides information about course, program, and degree offerings, the academic calendar, program lengths, academic freedom, financial aid, learning resources, and learning outcomes for programs and degrees. It also spells out the requirements for admission, student fees, other financial obligations, degrees, certificates, graduation, and transfer (I.C.9).

The catalog also notes the major policies affecting students, such as academic regulations, academic honesty, nondiscrimination, acceptance and transfer of credits, transcripts, grievance and complaint procedures, sexual harassment, and refunding of fees. The publication is available in printed form as well as on the College website. It provides integrity in communication with the public and meets ER 20 (I.C.9).

The Office of the Vice Chancellor for Academic Affairs ultimately ensures the accuracy and currency of all information published in the catalog through a system of regular review and approval each semester.

The college catalog undergoes a rigorous review process. The Registrar is responsible for assembling the catalog, soliciting changes for non-curriculum edits, and setting deadlines for Division Chairs, Program Coordinators, Administrators, and all who

contribute to creating the catalog annually. All changes to the catalog involving programs or curriculum are made through the Committee on Programs and Curricula (CPC). Since the faculty have primary responsibility for curriculum content, subject matter, and methods of instruction, the CPC represents the faculty's interest in maintaining the quality of curriculum at Honolulu CC. Information on the CPC itself as well as a record of CPC actions can be found on the College's intranet ([I.C.10](#)).

All curriculum changes to the catalog are kept for future review if necessary. The record of these changes can be accessed by using a curriculum management system, Quali CM. These protocols ensure that the catalog presents accurate, current, and detailed information about programs and policies. Other course specific information, such as delivery mode, expected interaction between faculty and staff to students, and accessibility is detailed in course syllabi.

The annual catalog for Honolulu CC provides precise, accurate, and current information. The electronic catalog is a mirror of the printed version. Both versions make it accessible to all interested parties.

### Analysis and Evaluation

Honolulu CC meets this standard. The catalog includes all of the information required in ER 20 and serves as an accurate, clear, and complete source of information about the college and its programs. The catalog is regularly reviewed and updated to reflect changes in academic, regulatory, and administrative policy and procedures.

[I.C.3](#) The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

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### Evidence of Meeting the Standard

The College's Office of Institutional Policy, Planning, and Institutional Research (PPIR) is responsible for collecting, analyzing, and publishing student achievement data, available to the campus and the public, including current and prospective students. PPIR's fact book ([I.A.2](#)) is available on the campus website as well as data briefs that focus on enrollment, transfers, majors of incoming students, or other analyses ([I.B.31](#)).

Among the data PPIR analyzes are course success rates, persistence, full-time/part-time status by major, degree and certificate completion, degree and certificate completion by program, changes in enrollment, and transfer to four-year institutions. The data are viewed by gender, ethnicity, age, distance education, and so on, depending upon the data.

The fact book also includes data for each program showing demand, efficiency, effectiveness of the programs as well as the success of distance education courses (if offered), Perkins core indicators, and performance measures. These Annual Reviews of Program Data (ARPD) are generated by institutional research of UHCC (or UH System) and provided to all the community colleges ([I.B.40](#)).

Each program assesses the ARPD and writes a description of how the program is meeting the goals. This report assessing the program's effectiveness is reviewed by the deans and the Assessment Task Force and is the basis for budget requests for each program. In addition, every five years every program must go through a Program Review that assesses program success in meeting Program Learning Outcomes (PLO) and that charts a long-term plan for improvement if necessary. The reviews are posted on the UHCC website, with links from the College website ([I.B.4](#)).

Honolulu CC also uses student learning and achievement data as key sources to communicate the quality of its programs and services to the public. The College produces an Annual Report ([I.C.12](#)), which contains information on performance measurement, specifically data on student achievement in order to communicate to the public progress on the College mission. It also communicates to the public the College's budget and planning activities and relevant state and federal initiatives ([I.C.13 \[pp. 36-43\]](#), [I.C.14 \[pp. 28-35\]](#)).

The Institutional Assessment Specialist compiles and publishes a report on SLO monitoring and makes it available to the campus each semester. This report includes "Closing the Loop" information showing specific methods of course improvement ([I.C.15 \[SLO Spreadsheet\]](#)).

The College fulfills Eligibility Requirement 19. Student achievement and success reports for outside agencies, the state and federal government, the public, and students are complete and accurate. Data is available through links on the College's website and Intranet. The College annually reviews institution-set standards and assesses the College's performance on those standards and the College's strategic plan. The College regularly reviews and makes available to the public information on learning and achievement outcomes.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Information about student learning is housed in a database system which provides access to faculty and others for discussion and dialog and inclusion in program review. Student learning outcomes for courses are shared with students at the beginning in class and program outcomes are shared in public documents for students to access.

1.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

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### Evidence of Meeting the Standard

The college catalog is the most comprehensive source about certificates and degrees offered at Honolulu CC ([I.A.1 \[pp. 69-84\]](#)). The catalog details the purpose, content, course requirements, and the program learning outcomes (PLO) for each degree and certificate ([I.A.1 \[pp. 85-160\]](#)).

The catalog also includes descriptions for all courses in the programs ([I.A.1 \[pp. 170-241\]](#)) and the Institutional Learning Outcomes (ILOs) ([I.A.1 \[p. 15\]](#)). The Office of the Vice Chancellor for Academic Affairs (VCAA) and the Registrar ultimately ensure the accuracy and currency of all information published in the catalog through a system of regular review and curriculum approval each semester.

The primary goal of most students at Honolulu CC is the pursuit of a degree, certificate, or transfer; the expectations and requirements of each pathway in attainment of this objective, including program and student learning, and course descriptions are described in the Catalog and instructional and support literature.

The complete college catalog is on the College's website and viewable by distance education students.

Student Learning Outcomes (SLOs) for specific courses are included on syllabi, which

are distributed at the beginning of each class. Division chairs keep copies of syllabi for courses offered in their units. SLOs for currently offered courses also are available on the College website ([I.C.15](#)).

In Fall 2017 the Institutional Assessment Specialist reviewed syllabi of all offered courses to insure SLOs were included and were current. Some discrepancies were discovered, largely due to the transition between paper files and the online curriculum management system Quali CM. The Institutional Assessment Specialist, VCAA, division chairs, Committee on Programs and Curricula (CPC), and faculty have worked to update the course SLOs in Quali CM, which is to become the main source.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through its college catalog, available in print and online. The programs and awards are created by faculty and meet the University of Hawai'i system requirements. The contents and expectatons are included in the web version of the catalogue and in program literature.

1.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

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### Evidence of Meeting the Standard

In keeping with best practices, Honolulu CC reviews all its policies at least every five years. The Chancellor initiates the five-year policy and procedure review. Policies or procedures are updated if necessary or eliminated if they no longer apply to the College's mission.

The College's has a policy to regularly review of policies and procedures ([I.C.16](#)). The purpose of this policy is to measure the language and intent against the outcomes and actual functioning of the policy, using data where relevant, based on assessment measures where applicable.

The College also follows policies and procedures issued by the UHCC and the UH System, which are reviewed by those entities.

Honolulu CC uses a variety of media platforms to inform its constituents about its mission, educational programs, learning outcomes and services. In order to provide timely and accurate information to current and potential students. The college catalog is the most comprehensive source of knowledge about the College including detailed descriptions of educational and student support services. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of the catalog content, the catalog also available on the campus website ([I.C.17](#)).

The college catalog undergoes a rigorous review process. The College Registrar is responsible for assembling the catalog, soliciting changes for non-curriculum edits, and setting deadlines for division chairs, program coordinators, committees, administrators, and others who contribute to creating the catalog annually. All changes to the catalog involving programs or curriculum are made through the Committee on Programs and Curricula (CPC). Since the faculty has primary responsibility for curriculum content, subject matter, and methods of instruction, the CPC represents the faculty's interest in maintaining the quality of curriculum at Honolulu CC. Information on the CPC itself as well as a record of CPC actions can be found on the College's intranet ([I.C.10](#)).

Past catalogs are archived on the institution's website ([I.C.17](#)).

The College updates publications on an annual basis. Such material includes marketing and outreach information such as brochures, fact sheets, and program rack cards. The website also reflects these changes on an on-going basis. The publications include an Annual Report for Honolulu CC. The Annual Report contains information on the College's Educational and Strategic Plans, performance measurement outcomes, financial information, and efforts at community relations and outreach ([I.C.12](#)).

The institution regularly reviews and evaluates its policies and procedures according to review policy ([I.C.16](#)). Key publications such as the College catalog and annual reports are reviewed and updated on a regular basis.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The UHCC system also has a regular calendar and process for review of the system policies and updates and amendments are shared with

the colleges in communications and in dialog at system meetings.

1.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

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### Evidence of Meeting the Standard

Honolulu CC informs current and prospective students of the total cost of education, including tuition, fees, textbooks, and other required instructional materials. Information is provided through a variety of online and printed resources.

The college catalog provides details about tuition, other costs, tax credits, and financial aid ([I.A.1 \[pp. 30-40\]](#)). The College's webpage on Services for Students ([I.C.7](#)) includes a section on Tuition and Fees ([I.C.7 \[Paying for College\]](#)).

Required textbooks and other costs that may be associated with courses are available to students when registering for classes through the online registration system. The College's Services for Students webpage also has a link to the College bookstore ([I.C.7 \[Other Resources\]](#)), where students can check textbook prices. In addition, students have the ability to rent books in person at the bookstore and online through the bookstore's website.

Honolulu CC has twenty-two Career and Technical Education (CTE) programs. Sixteen of these programs have additional expenses beyond textbooks. All of these programs have information about additional costs on program webpages, such as for the Diesel Mechanics program ([I.C.18](#)).

Not all courses require textbooks or materials. Many faculty are working with Open Educational Resource (OER) initiative to help reduce costs to students.

Additional information on financial support to students is available on the Financial Aid webpage ([I.C.19](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Fees and tuition are set by the system and documented in the catalogs and schedules. Additional fees for laboratory classes or other incidental learning costs are typical for the subject matter taught and included in student disclosures.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

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#### Evidence of Meeting the Standard

The University of Hawai'i Board of Regents (BOR) policy on the Right to Investigate and Disseminate ([I.C.20](#)) requires all campuses of the University of Hawai'i system to recognize "the right of the scholar to inquire and disseminate the results of inquiry according to the established forms of academic freedom."

The College, under this policy, "guarantees the freedom to inquire of each member of the academic community." The college catalog notes the BOR policy under General Rights and Responsibilities ([I.A.1 \[p. 63\]](#)).

Additionally, University of Hawai'i policy on Faculty and Staff Renewal and Vitality Directive stipulates that all UH chancellors and vice presidents create educational cultures of intellectual vitality that include an "unwavering commitment within the faculty and staff, the administration, and the governing board to academic freedom" ([I.C.21](#)).

The college catalog also clarifies the institution's commitment to intellectual freedom for students and faculty:

Honolulu CC embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. Students, whether

from the U.S. or from foreign countries, as members of the academic community are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth ([I.A.1 \[p. 65\]](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

1.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

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### Evidence of Meeting the Standard

The College has established policies on academic honesty, student conduct, and faculty professional conduct.

All constituencies of Honolulu CC are subject to the University of Hawai'i Administrative Rules on Rights and Responsibilities of the University of Hawai'i Community ([I.C.22](#)). "The purpose of the university is to pursue the truth through teaching, learning, and research, all in an atmosphere of freedom of body and mind."

Honolulu CC follows University of Hawai'i Community Colleges policy on Professional Ethics (Faculty) ([I.C.23](#)), based on professional ethics from the American Association of University Professors (AAUP). This policy requires that UHCC faculty strive to "accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty."

The college catalog specifically addresses honesty and conduct in the section on Student Regulations: Academic Integrity, which outlines the responsibilities of students to demonstrate academic integrity by adhering to the University of Hawai'i Student

### Conduct Code:

The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism, which violate the Student Conduct Code and may result in suspension or expulsion ([I.A.1 \[63\]](#)).

The Student Conduct Code is clearly communicated in both the college catalog and available on the website under College Policies ([I.C.24](#)). Listed along side the conduct code are Student Conduct Code Procedures, which explain the process when the code is violated. The UH policy ([I.C.25](#)) also covers student conduct for all the colleges in the system. The policy addresses honesty, safety, plagiarism, discrimination, among other behaviors.

Honolulu CC faculty are also subject to University of Hawai'i policy for Responding to Allegations of Research and Scholarly Misconduct ([I.C.26](#)). This policy specifically addresses integrity and ethics for research and scholarly work.

All policies above include specifics relative to honesty, responsibility and academic integrity for all constituencies as well as specifics relative to ethical behavior, academic honesty and consequences for dishonesty.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. Student codes of conduct and faculty codes are shared and displayed in college documents.

[1.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.](#)

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### Evidence of Meeting the Standard

All Honolulu CC faculty are subject to the ethical guidelines established in UHCC policy on Professional Ethics (Faculty) ([I.C.23](#)). This policy obligates faculty members to

“encourage the free pursuit of learning in their students.” Faculty must “demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct.” All new UHCC faculty members are given a copy of this policy as part of their orientation.

According to the 2017-2021 labor contract between the University of Hawai‘i Professional Assembly (UHPA) and Board of Regents (BOR), “Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions.”

The contract also states that “Faculty Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject. In the conduct of research, Faculty Members shall adhere to legal and ethical standards and procedures” ([I.C.27](#)).

As employees of the State of Hawaii, faculty are subject to the State Ethics Code established by the Hawaii State Ethics Commission. Among the guidelines, faculty are prohibited from using their positions “to secure or grant unwarranted privileges, exemptions, advantages, contracts or treatment for yourself or others” ([I.C.28](#)).

In addition to the policies, Honolulu CC has an Institutional Learning Outcome (ILO) for Information Literacy requiring that information be evaluated and applied in such a way as to demonstrate awareness of ethical issues ([I.A.1 \[p. 15\]](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. Faculty follow guidelines and policies to distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. Opportunities to practice these concepts are included in courses aligned with the general education and institutional level learning outcomes.

[1.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give](#)

clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

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#### Evidence of Meeting the Standard

Honolulu CC strives to provide students with an engaging learning environment that values academic excellence and personal growth with a responsibility to Native Hawaiians and our community, as stated in the mission ([I.A.1 \[p. 15\]](#)), but it does not advocate specific beliefs or worldviews to students. The College does not require codes of conduct for faculty, staff, students and administration.

#### Analysis and Evaluation

Honolulu CC meets this standard. The college does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views. The college is an open enrollment, public institution.

1.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

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#### Evidence of Meeting the Standard

Honolulu CC operates within the state of Hawai'i and does not conduct instructional sites outside of the state or outside of the United States. The college has not made a request to the Commission to operate in a foreign country.

#### Analysis and Evaluation

Honolulu CC meets this standard. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

1.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

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### Evidence of Meeting the Standard

Honolulu CC is accredited by the ACCJC ([I.C.29](#)) and complies with commission policies, Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, insitutional reporting, team visits, and prior approval of substative changes.

Reports and commission actions are disclosed on the website. A webpage is dedicated to accreditation and includes reports, news, ACCJC documents, and other information available to the campus and the public ([I.C.8](#)). The College also complies with all actions directed by the ACCJC to meet its requirements.

Honolulu CC has an Accreditation Liaison Officer (ALO) who regularly reviews policies and announcements for public disclosure of information. All required language of the Commission is included on the website ([I.C.8](#)).

The college catalog also notes: “Honolulu CC is a member of the American Association of Community Colleges and the Western Association of Schools and Colleges, and has been continuously and fully accredited since 1970 by Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges” ([I.A.1 \[p. 14\]](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting

responsibilities.

1.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

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#### Evidence of Meeting the Standard

Honolulu CC maintains honest and effective relationships with several external agencies and complies with all regulations and statutes. The College is consistent in how it represents itself to all external agencies, including the Commission. The College Accreditation webpage ([I.C.8](#)) has copies publicly available of interactions between the Commission and the College such as the Commission's yearly Action Letters and copies of the 2015 Midterm Report, and additional Follow Up Reports.

The College produces an Annual Report that contains information on performance measurement, budgeting as well as the College's process for educational and strategic planning. The Annual Report also includes information on the College's interactions with important community constituencies ([I.C.12](#)).

Furthermore, several of the College's Career and Technical Education (CTE) programs work closely with outside licensing and certification organizations, and all of the College's CTE programs are in good standing with these outside organizations:

- Aeronautics Maintenance Technology (AERO) provides FAA and Federal certification for an Aviation Maintenance Technician. (Mechanic: Airframe, Power Plant, or A&P as appropriate) Instructors must maintain certification ([I.A.1 \[p. 89\]](#)).
- Automotive Technology (AMT) Program is certified by NATEF National Automotive Technicians Education Foundation. NATEF certifies the program and instructors. The upon completion, students are eligible for admission to the Automotive Service Excellence (ASE) licensing exam ([I.A.1 \[p. 99\]](#)).

- Cosmetology (COSM) is regulated by the State of Hawai'i; Department of Commerce and Consumer Affairs, Professional Vocation Licensing Division. Cosmetology offers preliminary qualification for admission to three different licensure examinations. All program instructors must have maintained two licenses, one in the profession and the other to train ([I.A.1 \[pp. 110-112\]](#)).
- Early Childhood Education (ECED) offers specific preparation to meet the formal training requirement of the National Child Development Associate (CDA) Credential ([I.A.1 \[p. 115\]](#)).

Program descriptions can be found in the catalog ([I.A.1 \[p. 85\]](#)).

Honolulu CC employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program-specific self-studies, and planning documents. Information regarding this compliance is communicated consistently to all external agencies.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. The college maintains a constant and open dialog with the commission about its institutional quality and issues regarding accreditation and federal compliance.

[1.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.](#)

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### Evidence of Meeting the Standard

Honolulu CC has adopted a mission that prioritizes student learning and student achievement. The College's policies, practices, and ethical guidelines demonstrate that delivering high quality education to a diverse community of learners is our paramount

objective. As a publicly funded, open-access institution, Honolulu CC does not have external investors or parent organizations, nor does the college support any external interests aside from serving our local community and the State of Hawai'i.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. The College is a publicly funded and regulated post-secondary institution.

## Evidence List – Standard I.C

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I.A.1 Honolulu CC College Catalog-2017-2018.pdf  
I.A.2 Honolulu CC Fact Book 2017  
I.A.17 Planning Council Minutes 1 27 2017.pdf  
I.A.18 BOR Minutes May 18, 2017 .pdf  
I.A.19 Mission Statement - website Screen Shot  
I.B.4 Program Review and ARPD.JPG  
I.B.40 Annual Report on Program Data webpage Screen shot  
I.C.1 mission-statement.pdf  
I.C.2 Planning Council Meeting Minutes.2017.05.26.APPROVED.pdf  
I.C.3 Assessment Learning Outcomes Screen Shot  
(www.honolulu.hawaii.edu/assessment)  
I.C.4 Assessment Learning Outcomes SLOs Screen Shot  
(www.honolulu.hawaii.edu/assessment)  
I.C.5 Distance Education Screen Shot (www.honolulu.hawaii.edu/distance)  
I.C.6 DE course offerings Screen Shot  
(www.hawaii.edu/dl/courses/index.php?action=courselist&sem\_id=34&vw\_campus\_id=6&submit=show+me)  
I.C.7 Services for Students Screen Shot (www.honolulu.hawaii.edu/services)  
I.C.8 Accreditation Screen Shot (www.honolulu.hawaii.edu/accreditation)  
I.C.9 HonCC Catalog Description.pdf  
I.C.10 CPC Screen Shot (programs.honolulu.hawaii.edu/intranet/node/330)  
I.C.11 ARPD Analysis AMT  
I.C.12 HonCC Annual Reports Screen Shot (www.honolulu.hawaii.edu/annualreport)  
I.C.13 Honolulu CC annual-report-2016.pdf  
I.C.14 Honolulu CC annual-report 2015.pdf  
I.C.15 SLO Assessment Screen Shot (www.honolulu.hawaii.edu/assessment)  
I.C.16 HCCP 0.000 policy on policy review.pdf  
I.C.17 Catalog Screen Shot (www.honolulu.hawaii.edu/catalog)  
I.C.18 Diesel mechanics Screen Shot (www.honolulu.hawaii.edu/disl)  
I.C.19 Financial Aid Screen Shot (www.honolulu.hawaii.edu/finaid)  
I.C.20 RP 12.203 Right to Investigate and Disseminate.pdf  
I.C.21 EP 9.201 Faculty and Staff Renewal and Vitality Directive  
I.C.22 Title 20, Chap 2 Statement on Rights and Responsibilities.pdf  
I.C.23 UHCCP 5.211 Statement on Professional Ethics.pdf  
I.C.24 Student Conduct Screen Shot (www.honolulu.hawaii.edu/node/163)  
I.C.25 EP 7.208 Systemwide Student Conduct Code  
I.C.26 EP 12.211 Policy for Responding to Allegations of Research and Scholarly Misconduct  
I.C.27 2017-2021-UHPA Agreement.pdf  
I.C.28 Hawaii State Ethics Guide.pdf  
I.C.29 ACCJC accreditation-letter-2016-02-05.pdf

## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **Standard II.A: Instructional Programs**

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

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#### Evidence of Meeting the Standard

All instructional programs at Honolulu CC are offered in fields of study consistent with the institution's mission (I.C.1), providing educational opportunities for all students through liberal arts, technology, career, transfer, and professional training, as outlined in the College's catalog 2017-18 (I.A.1). Honolulu CC, as part of the University of Hawai'i system, is a key entry point for students pursuing post-secondary education through the two-year pathway. The degrees, certificates and other awards offered by the institution are in line with the overarching mission of the University of Hawaii. (See *Standards I.A.1-3*).

#### *The Awards Offered*

The college offers the following degree programs:

- **Associate in Arts (AA) Degree** - A two-year liberal arts degree transfer pathway designed to provide students with (1) skills and perspectives fundamental to undertaking higher education; and (2) a broad exposure to different domains of academic knowledge. A Hawaiian Studies degree is also available.
- **Associate in Science (AS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment, entirely at the baccalaureate level.
- **Associate in Applied Science (AAS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree is not intended nor designed for transfer directly into a baccalaureate program. AAS programs include some baccalaureate level course offerings.
- **Associate in Technical Studies (ATS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree must be customized by using courses from two or more existing approved programs and is intended to target emerging career areas which cross traditional boundaries. The ATS degree must have educational objectives that are clearly defined and recognized by business, industry, and employers who have needs for specialized training for a limited number of employees. This degree must have advanced approval, and cannot be requested based upon previously completed coursework.

Six certificates and competencies may be granted to students ranging from course or activity participation to advanced professional achievement.

The College also offers these non-degree programs:

- Apprenticeship program training for those already in the workforce.
- Pacific Center for Advanced Technology Training and Continuing Education (PCATT) training in advanced technology, continuing education, and lifelong learning.
- Professional and Career Education for Early Childhood (PACE) workshops for training and enrichment needs of early childhood practitioners.
- Introduction to College English (ICE) for second-language learners who are not ready for college-level courses.

Courses are primarily taught at its main campus close to downtown Honolulu, including the nearby Kokea Street facilities for its automotive technology and diesel mechanics technology programs. The College has two other campus locations, one at facilities by Honolulu International Airport for its aeronautics maintenance program, and one at Sand Island for its small vessel fabrication and repair program.

The College also offers courses at the Navy facilities at Pearl Harbor for the Applied Trades program and at neighboring high schools for the Early College programs. The AVIT (Commercial Aviation) program at Kalaeleoa Airfield (Kapolei) was discontinued and the offering of accelerated courses (primarily in liberal arts) at the Air Force facilities at Hickam has been temporarily suspended.

The College also offers online courses. Correspondence courses are not offered.

#### *Institution within the University of Hawaii System*

All instructional programs are appropriate for higher education. Degrees and certificates follow the guidelines of the University of Hawai'i Community Colleges system (UHCC) policy on Program Credentials Degrees and Certificates ([II.A.1](#)) for the establishment and issuance of degrees and certificates. (See *Standard I.A.2*).

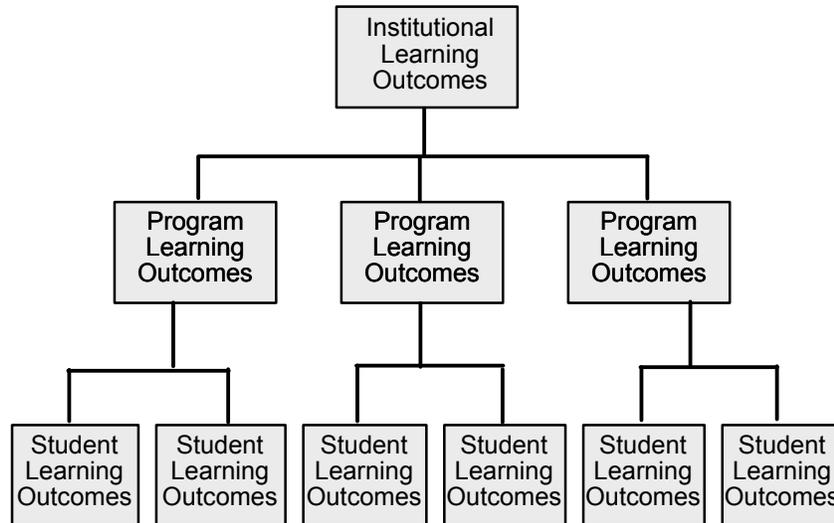
Honolulu CC is one of 10 colleges in the University of Hawai'i system. As stipulated by the UHCC policy ([II.A.2](#)), the colleges have regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major education and administrative support funds. UHCC provides quantitative indicators yearly to each Honolulu CC program for review. The indicators show the demand, efficiency, and effectiveness of the program ([II.A.3](#), [II.A.4](#)).

All programs of study have identified learning outcomes (PLO), which are specified in the college catalog ([I.A.1](#)) and listed under Programs of Study on the college website ([II.A.5](#), [II.A.6](#)). The PLOs relate to institutional learning outcomes (ILOs) ([II.A.7](#)), which are tied to the mission of the college.

All courses are designed with identified student learning outcomes (SLOs). The SLOs are included in course syllabi ([II.A.8](#)) and listed by course on the College website ([II.A.9](#)).

Regardless of location or delivery, courses follow approved SLOs, which are linked to program learning outcomes (PLOs).

Hierarchy of ILOs, PLOs, SLOs



*Illustration-Standard-II.1 Hierarchy of ILOs, PLOs, SLOs*

The Committee on Programs and Curricula (CPC) reviews PLOs and SLOs to be pertinent, adequate, and assessable before programs or courses are approved or modified, as detailed in the CPC Reference Manual ([II.A.10](#)).

Courses taught online go through the same approval process as face-to-face courses. In addition to approval by the CPC, courses must be vetted by the Distance Education Advisory Committee (DEAC) to ensure the online version equals or surpasses traditional classroom delivery. These courses go through the DEAC approval process ([II.A.11](#)).

By successfully completing courses, degrees, and certificates, students are prepared to transfer to baccalaureate programs or be successful for employment. Many transfer students attend one of the UH four-year colleges ([II.A.12](#), [II.A.13](#), [II.A.14](#)). Honolulu CC has 22 programs that offer AAS degrees, AS degrees, or certificates that provide job skills ([II.A.15](#)).

For each course, instructors provide students with syllabi that designate SLOs, course description, course objectives, course requirements, and course assessment. Faculty provide students with syllabi in either print or electronic form at the beginning of the classes ([II.A.16](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The College ensures that courses are consistent with the institution's mission and appropriate to higher education regardless of location or means of delivery, such as online. Through curriculum approval review, the College requires SLOs to be developed and included in all courses as well as linked to PLOs for degrees and certificates. PLOs are also linked to ILOs, to ensure that the overall mission of the College fills every thread of the academic fabric. By fulfilling SLOs, students achieve degrees and certificates and are prepared for employment or transfer. The College, to allow easy transfer of student credits, coordinates curriculum guidelines with the other institutions of the University of Hawai'i system.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

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#### Evidence of Meeting the Standard

Faculty, including full-time and part-time faculty, ensure that the content and methods of instruction meet generally accepted academic and profession standards and expectations through well-established systems of academic and professional rigor and review. Discipline faculty, hired based on their education, experience and training, are responsible for course content and methods of instruction as well as the continuous improvement of courses. (*See, Standard II.A.11*).

#### *The Curriculum Review Process*

The Committee on Programs and Curricula (CPC), which is a faculty committee operating under the Faculty Senate Executive Committee (FSEC), oversees the curriculum process of programs and courses, including new proposals, modifications, deactivations, activations, and deletions ([II.A.10](#)).

The curriculum process, though, extends beyond just one committee. New or modified program or course curriculum is generated by faculty, reviewed by division chairs, the

General Education Board (if applicable), the Distance Education Advisory Committee (if applicable), and the division curriculum committees, before reaching the CPC (II.A.17).

Curriculum Proposal Flow Charts

EPC format Jan 2018

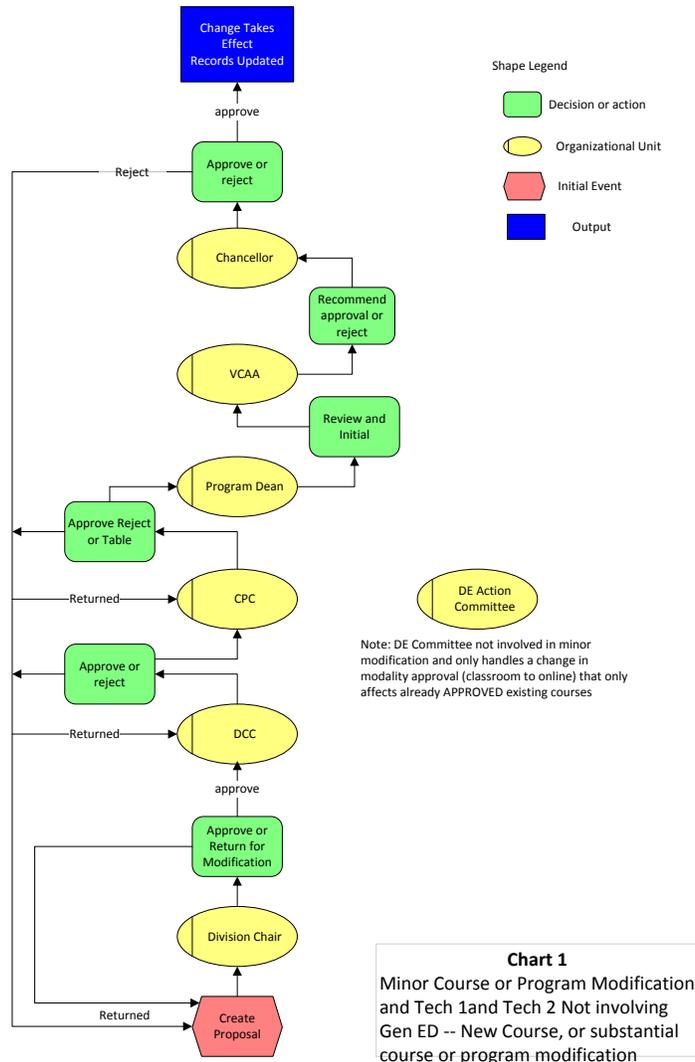


Illustration-Standard-II.2 Curriculum proposal flow chart

Through this process, programs and courses are checked for appropriate descriptions, learning outcomes, content, credit hours, pre-requisites, co-requisites, course syllabi,

and articulation with the other UH colleges. The CPC Reference Manual ([II.A.10](#)) sets guidelines for the process. The manual is periodically reviewed for currency and relevance.

After CPC approval, new and modified course and program proposals route to the Vice Chancellor of Academic Affairs for review, and subsequently to the Chancellor, who may forward them to the Vice President for Community Colleges and the Board of Regents when appropriate. Courses and programs are evaluated through program review and assessment to ensure that the curriculum is designed properly and implemented effectively.

### *The Role of Faculty*

Within the curriculum process, the General Education Board reviews courses intended to meet the general education course requirements for Foundations (global/multicultural, symbolic reasoning, communication), Diversification (arts/humanities/literature, natural science, social science), and Focus areas (writing intensive, oral communication, contemporary ethical issues, Hawaiian/Asian/Pacific, and sustainability). The General Education Board includes sub-boards and committees focusing on each of the requirements, as detailed in its charter ([II.A.18](#)).

In Fall 2016, the College adopted the Quali CM electronic review process, which manages all course and program proposals in an expedited, online platform. The software allows those in the approval process to review, provide comment, and approve or reject proposals online. Quali CM also retrieves and archives course information, including course data of all UH community colleges. Despite training and testing, the implementation of the new platform came with glitches, which have been addressed and are being tested. Faculty have voiced positive comments about the system, noting that it speeds up the curriculum process and eliminates hard copy/paper forms, as detailed in the CPC minutes ([II.A.19](#), [II.A.20](#)).

It also helps to streamline course changes in the Banner registration system and for the course catalog. Production deployment was in July 2016.

Career and technical education (CTE) programs may also follow additional guidelines for their programs for certification, such as the Automotive Maintenance Technology (AMT) program by the National Automotive Technology Education Foundation (NATEF) that prepares students for employment as automotive technicians. The AMT program is certified in all eight Automotive Service Excellence (ASE) areas: engine repair, automotive transmission and transaxle, manual drive train and axles, suspension

and steering, brakes, electrical/electronics systems, heating and air conditioning, and engine performance.

The Distance Education Advisory Committee (DEAC) oversees the process for courses taught remotely. Faculty must be approved by the committee to teach courses via distance, and specific courses must be approved to be taught via distance as well. The board holds mandatory meetings prior to each semester for faculty using this mode of instruction, as noted in the DEAC's approval procedures and charter ([II.A.11](#), [II.A.21](#)).

As discussed in I.B.2, the College maintains a database of SLOs and SLO assessment for all courses and programs available to faculty, staff, students, and the community.

### Analysis and Evaluation

Honolulu CC meets this standard. Academic and professional matters rest solely with the faculty with curriculum design and implementation led by qualified discipline instructors, whether full-time or adjunct. The College, through its systems of faculty hiring and evaluation, ensure that subject matter experts lead the analysis of courses and programs for relevance, currency and innovation. The College provides an environment for faculty to engage and participate in the review and improvement of course and program curricula. Quali CM furnishes an efficient electronic means for curriculum review and approval, while there exists a process to collect SLOs and SLO assessment for all courses and programs that is available to faculty, staff, students, and the community.

[II.A.3](#) The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

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### Evidence of Meeting the Standard

The College has a process for identifying and assessing learning outcomes for courses and programs.

### *Course and Program Assessment*

First, for all new course proposals, the curriculum process requires student learning outcomes (SLOs) to be specific, measurable, and appropriate for the course. Course SLOs are included in syllabi and stored in a curriculum management system Quali CM. SLOs also are made available to students in syllabi that are distributed in paper or electronic form at the beginning of classes. In Fall 2017, syllabi of all courses taught that semester were gathered by the Institutional Assessment Specialist, who confirmed that SLOs were included ([II.A.9](#)).

Second, all instructional units have Program Learning Outcomes (PLO) that are included in the college catalog, for example ([I.A.1 \[p. 76\]](#)). The SLOs for courses are developed to align with the program learning outcomes so that upon award completion students achieve skills and knowledge congruent with their degrees.

Third, PLOs are linked to Institutional Learning Outcomes (ILO) to guarantee that each academic program serves the overall objectives of the college ([I.B.15](#)). The ILOs also guide the general education requirements for degrees. The ILOs are mapped to general education for each degree ([I.B.43](#)).

As discussed in [II.A.1](#), the Committee on Programs and Curricula (CPC) monitors learning outcomes for both courses and programs. Program faculty also evaluate the demand, efficiency, and effectiveness of their courses and programs in reports each year, using quantitative indicators provided by the University of Hawai'i Community Colleges (UHCC) system ([I.B.40](#), [I.B.36](#), [I.B.37](#), [I.B.38](#), [I.B.39](#) ).

### *The Assessment Process*

The College has demonstrated its commitment for assessment by providing assessment showcases for the campus at least once a year ([II.A.22](#), [II.A.23](#), [II.A.24](#)). The showcases comprise presentations, demonstrations, and workshops on assessment strategies for faculty. They provided a space for faculty to discuss assessment methods?/preferences and best practices across disciplines. Pedagogical and methodological improvements are made to courses and programs based on review of assessment findings and dialog among peers.

The College has also developed a methodic system to streamline SLO assessment. Over the years, instructors have addressed key questions around the SLOs in their courses, including:

- When was the SLO assessed?

- How was the SLO delivered (i.e., in face-to-face, online, or hybrid formats)?
- How was the SLO measured?
- How many students met the SLO?
- What actions has the instructor taken to improve the SLO?
- What recommendation could be implemented to improve the SLO?

A 2014-2017 assessment report details instructor evaluations of SLOs and planned course improvements (when necessary) over the recent seven semesters ([II.A.9](#)). The report shows the commitment of faculty to improve student learning through SLO assessment.

### *College Commitment to Assessment*

In fall 2017, the College hired a full-time Institutional Assessment Specialist, who supports faculty and staff on any matters that related to SLOs, PLOs, and ILOs. Support has included campus presentations, departmental workshops, and one-on-one consultations. The specialist also is chair of the Assessment Task Force committee.

SLO assessment has stimulated improvement across the campus. For instance, both English and math have implemented recent changes in curriculum—moving from developmental education course sequences to co-requisite course models to accelerate student success. In 2016, Construction Management merged with Architectural, Engineering and CAD Technologies because of many crossover courses that emerged through SLO assessment. The College identifies assessment to be key to decision-making ([II.A.59](#)). (*See Changes and Plans Arising from Self-Evaluation*).

### Analysis and Evaluation

Honolulu CC meets this standard. The examination of learning takes place at all levels of learning; course, program and institutional. Pedagogical and methodological improvements are implemented based on a review of the findings and reflection in faculty discussions, including program review. When potential resources are identified to improve student learning, faculty include allocation requests for technological, physical, financial or personnel supports. The requests are prioritized as part of the resource allocation process, and funded and reviewed under the integrated planning systems at the college. Moreover, students are made aware of learning expectations in course syllabi and in the college catalog. The College has incorporated SLOs, PLOs, and ILOs through its curriculum process and assessment procedures. The SLO assessment is used for continuous improvement of courses and programs.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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### Evidence of Meeting the Standard

Many of the students who attend Honolulu CC are not college ready and the college recognizes that a viable pre-collegiate curriculum is essential for these students to transition to college level work. (*See Introduction, Student Achievement Data*). Honolulu CC offers pathway courses that bridge learning.

#### *The College Readiness Pathway*

The college distinguishes “non-transfer to baccalaureate degree colleges” (pre-collegiate level) curriculum from “eligible for transfer to baccalaureate degree institutions” (college-level) curriculum through course numbering. Courses numbered 1-99 are generally those non-transferrable to baccalaureate degree institutions, while those 100-399 credits are eligible for transfer, subject to the receiving institution’s program requirements ([I.A.1 \[p. 170\]](#), [II.A.25](#)).

However, courses numbered 1-99 are transferable within the UH Community College System and may fulfill requirements for Certificates of Achievement, Competence, and Completion.

The English department eliminated all its 1-99 developmental education courses in Fall 2016 when it moved to a co-requisite model that allows all students to enroll in a college-level English 100 course. The Math department implemented some co-requisite courses, but continues to discuss ways of improving student acceleration. It still offers pre-college level courses and non-transferable courses designed with numbers below 100.

#### *Accelerating Pathway Completion*

Preliminary Institutional Research data has shown a remarkable improvement of student success with co-requisite courses for English and math. For English, 60-64% percent of students completed college-level English 100 in one semester with the

co-requisite model, whereas in the prior years, only 25-35% were successful after two or three semesters in a developmental education sequence.

The co-requisite course success is helped by extended time in the classroom and embedded student tutors assisting instructors. Student support services also have an impact, such as the writing tutoring and retention assistance.

In further efforts to accelerate students out of developmental education, the College has moved away from relying on test scores such as Compass for placement. Along with the other six community colleges in the UH System, Honolulu CC has adopted assessment measures tied to high school performance for placement, such as overall grade point averages or grades in key English or math classes. The assessment measures did away with placement testing, which was an added barrier for students coming to the college and did not accurately place students.

The College offers both credit and non-credit English for non-native speakers. The credit English as a Second Language (ESL) instruction carries course numbers below 100 and leads through a sequence to college-level English Composition. Non-native speakers with skills below the credit courses enroll in the non-credit Introductory to College English (ICE) classes ([I.A.1 \[p. 201\]](#)).

Within the UH System, credit for courses numbered 100 - 499 will transfer as baccalaureate-level credit. Credit may not always be applicable to specific degree or program requirements.

To accommodate the demand for pre-collegiate courses, instructional leadership, through enrollment management, trend analysis and other techniques, identify appropriate times, days and section counts to provide a balanced schedule considering classroom efficiency and student needs. (*See Standard II.A.6*).

Student support services provide the out-of-classroom assistance to students on the college pathway, such as tutoring, writing support and counseling. (*See Standard II.C*). The college uses grant funded projects and statewide initiatives, such as TRIO, Po'i Nā Nalu to aid underserved student groups, especially Native Hawaiian students. (*See Standards II.B, II.C*).

### Analysis and Evaluation

Honolulu CC meets this standard. As an open access two-year institution, the college recognizes the need to offer a viable pre-collegiate curriculum to assist students on the degree or certificate pathway. Through assessment procedures that use multiple

methods to triangulate student present levels of learning, the college makes every effort to properly place students along the English and math pathways. Efforts are made to tailor learning methods to accelerate students to transfer level or degree applicable courses. Faculty dialog in program review and learning assessment keep course offerings current and relevant to contemporary student needs. The examination of data drives decision making in the pre-collegiate course sequencing.

The College endeavors to reduce non-transferrable courses that may be bottlenecks for students in achieving success and graduation. The initial results of replacing non-transferable developmental English and math classes with co-requisite courses are evidence of assisting students.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

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### Evidence of Meeting the Standard

The College degrees and programs follow practices common to higher education. Policies establish the appropriate length, breadth, depth, and curriculum for degrees and certificates.

The College follows UHCC policy (II.A.1 [III F]) to “Assure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials.”

### *Degree Requirements and Expectations*

All degrees at the associate level require a minimum of 60 credits (I.A.1 [pp. 73, 76]). The College does not offer degrees at the baccalaureate level. UHCC policy (II.A.1 (IV B2]) requires that the Associate in Arts (AA) degree be “A general and pre-professional education degree, consisting of at least 60 baccalaureate-level semester credits, which provides students with skills and competencies essential for successful completion of a

baccalaureate degree. The issuance of an AA degree requires that the student's work has been evaluated and stated outcomes have been met.”

For general education, the College requires a minimum of 15 credits for Career and Technical Education degrees and 31 credits for the Liberal Arts transfer degree (I.A.1 [pp. 74, 76]).

The College’s degrees and programs follow this System policy, utilizing the Committee on Programs and Curricula (CPC) to ensure each new or revised course meets the rigor, course sequencing, time to completion, and synthesis of learning, as noted in the CPC Charter (II.A.26).

The CPC has multiple sub-committees to help with course review, including the Division Curriculum Committees (DCC), one per division, which include faculty members within the division who initiate the proposals. The department faculty must provide the DCC with a proposal that meets the conditions for curriculum as stated in the above policy.

### *The Role of General Education*

Another sub-committee of the CPC is the General Education Board, which oversees the course requirements for foundations (global/multicultural, symbolic reasoning, communication), diversification (arts/humanities/literature, natural science, social science), and focus areas (writing intensive, speech, ethics, Hawaiian/Asian/Pacific issues, and sustainability) (I.A.1 [pp.77-80], II.A.18).

The General Education Board also double-checks the campus certification of courses and instructors, certification procedures, and system-wide articulation requirements and status. Additionally, it acts as the central hub for the distribution of application materials for articulation and certification (II.A.18). (See Standard II.A.12).

Another sub-committee of the CPC is the Distance Education Advisory Committee (DEAC). The DEAC is responsible for certifying and recertifying distance education curriculum to maintain high quality instruction and curriculum that is equivalent to the traditional classroom course. Additionally, the DEAC coordinates instruction, assessment, student services, technology support, and faculty development for instructors of distance education courses (II.A.21). Online courses follow University of Hawai'i system policy (II.A.27).

### *Curriculum Review*

Part of the college's curriculum review provides an overall sequence and synthesis of learning by tying curriculum and Student Learning Outcomes (SLOs) to the Program Learning Outcomes (PLOs) to the Institutional Learning Outcomes (ILOs). There are six core competencies embedded in the degree and certificate programs of the college. These include Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning Career Preparation, and Community Awareness and Social Responsibility (I.A.1 [p.15]). (See Standard II.A.11).

The College, through the CPC and its sub-committees, ensures the institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (See Standard II.A.13).

### Analysis and Evaluation

Honolulu CC meets this standard. All degrees and programs following standard practices for higher education, including the attainment of at least 60 credits for associate degrees. Each degree offered at the college has a general education core that provides broad learning expected as part of higher education. In addition, degrees contain subject matter concentrations that either further expand the breadth of knowledge and skills learned or provide key career, technical or professional curriculum. The colleges lower division courses are articulated with the sister colleges of the systems and with the University of Hawai'i and private institutions in Hawaii and on the mainland. The curriculum review process and use of advisory boards make sure that the degree offerings are current and relevant to present and emerging economic needs of the state. The College does not offer baccalaureate degrees.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

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### Evidence of Meeting the Standard

The College schedules courses based on student needs, course sequencing, and scheduling data. The underlying goal of scheduling courses is to provide students with pathways that do not delay attainment of transfer and graduation.

The College has implemented several ways to achieve this.

First, many career and technical education (CTE) programs specify courses students must take each semester to complete degrees. Carpentry Technology, for example, designates three specific carpentry courses and math for the first semester, a carpentry course and English for the second semester, and so on, as in the college catalog (I.A.1 [p.101]). This schedule keeps the student on track for four semesters to achieve the AAS degree and graduation.

The second method is the newly implemented STAR Registration, a web-based software customized for each student to see his or her pathway to graduation. The web pages visually provide a list of courses completed and those needed to keep on the pathway. The software alerts a student if a course selected would not apply toward the graduation requirement for the major and delay transfer and degree completion, thus preventing a student from taking unnecessary courses.

Honolulu CC has been a pioneer in STAR Registration.

The College also worked with Ad Astra Information Systems, an enterprise that uses a class-scheduling platform that integrates with campus student information systems. The data predicted the fill rate of courses to help figure out how many sections of a course may be needed, so enough courses can be offered or how many sections can be reduced so faculty can put focus on other courses. With this information, the College makes sure enough courses are offered to fill the needs of the students, as well as prevent a surplus of too many sections without concentrating on essential classes.

The College, along with other UH community colleges, implemented Exploratory Majors that define pathways for transfers to four-year institutions. These exploratory majors guide students to specific courses that will be of transfer benefit for health, business, social science, or other degrees, so they will not gather credits that they may be unable to use toward baccalaureate degrees once they transfer (II.A.28). Honolulu CC had a number of students register for the Business, Health Sciences, and Social Sciences Exploratory Majors in spring 2018, the first semester they were offered.

### Analysis and Evaluation

Honolulu CC meets this standard. Courses are scheduled to allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Most of the students who attend the institution are part time students with different trajectories for completion of the educational goals. However, schedules are built to assure that full-time students who take requisite loads as called for in the program plan, complete their programs in the normal time stated.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

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#### Evidence of Meeting the Standard

The College is very involved in support of equity in success for all students. The College's 2015-21 strategic plan calls for efforts to improve the success and graduation for Native Hawaiians and Pacific Islanders (I.A.3). The graduation rate for Native Hawaiians has improved remarkably over the past years.

20) tracking enrollment of Native Hawaiians students at each campus in an attempt to eliminate success gaps for Native Hawaiians. Native Hawaiian enrollment on campus exceeds the percentage of Native Hawaiians in the community by a third. Over a three-year period (2014-2017), Honolulu CC has increased enrollment to 359% of the goal that was set for the campus. This increase was the highest across the entire system, with the next highest campus at 157% of their goal, as shown in the College's performance initiatives (I.B.25).

With the strategic goal to support equity in success for all students, the campus has developed a wide range of initiatives. The campus offers disability accommodations for face-to-face courses, online courses for distance learners, and hands-on teaching as part of many technical and elective courses, among other modes. The campus provides continual professional development opportunities for faculty to improve teaching methodologies, particularly in the use of technology, which is becoming more important for incoming Generation Z students.

One initiative for supporting diversity is the Hulili Ke Kukui Hawaiian Center. The Center is committed to actively preserving and perpetuating Hawaiian culture and values. Through an array of comprehensive services, it aims to strengthen the college's educational programs and enable students of Hawaiian ancestry to succeed in their academic, career and individual endeavors.

Despite the emphasis on the underserved Hawaiian population, the center provides educational support for all students on campus by providing study spaces, peer mentoring, a computer lab, cultural enrichment workshops, Malama 'Aina Days (service-learning activities with hands-on opportunities to learn about Hawaiian culture and traditional sustainability practices), guest speakers, counselors, and scholarship application assistance.

As another campus initiative, the grant-funded Po'i Na Nalu prepares Native Hawaiian students with options for careers in the global economy through the completion of a vigorous and culturally appropriate career and technical education degree program. Resulting degrees and certificates serve as preparation for employment in high demand, high skill or high wage careers in Hawai'i's sectors of the global economy.

Among the services this program provides are career development, cultural enhancement, financial literacy workshops, tutoring and peer mentoring, academic advising, free summer bridge courses, and paid internships.

### *Initiative and Grant Supports*

Ho'āla Hou, the college's Title III program, is another initiative that proposes to increase access, enrollment and successful completion of academic credentials of Native Hawaiian students. The first goal of the program is to establish an enrollment pathway and create a sense of place at the college for Native Hawaiians that is culturally significant and relevant. This will be done through a series of four activities which include: (1) developing and implementing a culturally appropriate outreach and recruitment plan focused on increasing access and enrollment to the college by Native Hawaiians, (2) creating a team of peer mentors to outreach to the community and establish community based partnerships, (3) erecting a *halau* (community gathering space) through traditional community building practices, and (4) creating a digital cultural and historical bilingual (Hawaiian and English) tour of the campus and native plant species.

The second goal is to create a culture and place-based training program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion. This

will be done through a series of three activities which include: (1) creating a culture and place-based training program based on the Hawaiian resource management system of *ahupua'a* and *Ike 'Aina*, (2) establishing a cohort of mentors to sustain what is learned through the training program, and (3) using technology to deliver the training materials for future use (II.A.29), as on the website (II.A.30).

As a standard practice, hiring committees include questions about working and supporting needs and equity of the diverse students at our campus. Commonly, candidates are asked what they know about the College's student population and ways to help them be successful.

The College's Student ACCESS program provides equal access to facilities, programs, activities, and services for students with disabilities. Its goals are to provide reasonable accommodations to qualified students, promote an informed and hospitable learning community, and advocate for campus-wide ADA/Section 504 compliance. Information is on the website (II.A.31).

TRIO-SSS provides a range of support services including academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need and/or disability, and demonstrate strong academic potential. Students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support. TRIO-SSS is designed to increase the retention and graduation rates of eligible students, increase the transfer rates of eligible students from two-year to four-year institutions, and foster an institutional climate supportive of the success of students (II.A.32).

### *College Training*

In academic year 2016-17, all faculty and staff were required to complete a comprehensive online course on Title IX. The training aims for the campus to fully understand ways to prevent anyone from being excluding anyone from participation in campus activities, being denied benefits of campus services, or being subjected to discrimination on the basis of sex.

The campus Committee on Social Equity (COSE) works with students, staff, and faculty to improve equity on the campus by providing a voice to discuss bias issues related to age, culture, gender, language, race, religion, sexual orientation, social stratification, and special populations. The committee seeks to pro-actively disseminate information

on diversity. Periodically, COSE has presented thoughtful films on topics of equity (II.A.33).

The campus makes available workshops for faculty to improve delivery modes and teaching methodologies. One major event is the three-day Apple Summer Institute held each spring at our campus by the College's non-credit group Pacific Center for Advanced Technology Training (PCATT), which is open to faculty, staff, and students. Participants come from all over Hawai'i to attend the event (II.A.34).

The Hawai'i Student Success Institute (HSSI) each March is a major event for faculty to improve teaching methodologies (II.A.35, II.A.36). Faculty and administrators from all seven community college campuses attend these annual events. The HSSI theme for 2018 was "Becoming a Student Ready College." The event includes lectures, panel discussions, and presentations on a wide range of topics such as college readiness, integrated student services, diversity, leadership, services, and teaching methodologies.

Other opportunities for faculty development, especially for English and math, include the UHCC-wide English and math retreats and the CTE English and Math Colloquium each April (II.A.37).

### Analysis and Evaluation

Honolulu CC meets this standard. Equity of access and outcomes is at the heart of the Honolulu mission. Programs at the college are designed to improve educational opportunities to underserved groups by increasing enrollment, educating faculty and staff, and designing supports that encourage student retention. In addition to out of classroom supports, faculty use modern teaching methods and practices that consider the varied cultures and traditions of all student populations. Events on the campus increase awareness and sensitivity to diverse cultures and practices. The College supports equity in success for all students by effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

### Evidence of Meeting the Standard

For credit programs, the College does not use department-wide course and/or program examinations, but some programs provide opportunities for students to take external industry qualifying exams for licenses or certification. The exams do not affect student grades or placement.

Although prior learning assessment is offered, the evaluation is by division chairs or panels. Department or program examinations are not used.

### Analysis and Evaluation

Honolulu CC meets this standard.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

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### Evidence of Meeting the Standard

The College awards course credit based on the attainment of student learning outcomes. Outcomes are developed by College faculty to determine the knowledge and the skills students will have attained by successfully completing the course. Grades are determined by the assessment of these outcomes via a variety of methods and show the level of competency students achieve in the course.

Student Learning Outcomes are required for every course by the CPC (II.A.10 [pp.16-17]). The curriculum manual requires that syllabus descriptions given to each class include SLOs consistent with those in the officially approved course outline. Furthermore, Program Learning Outcomes and Competencies for degrees and certificates, approved by the Board of Regents, are published in the college catalog under each program description (II.A.38, II.A.1).

Graduation requirements for certificates and associate degrees are determined by Board of Regents and UH policies (II.A.38, II.A.1, II.A.39), and the requirements, competencies and, learning outcomes are documented in detail in the catalog (I.A.1 [pp. 72-80]).

The types of certificates offered range from non-credit Certificates of Participation (CP) and Professional Development (CPD) to a designated short-term credit or non-credit Certificate of Competence to a credit Certificate of Achievement (CA) or Advanced Professional Certificate (APC). The requirements for these certificates vary greatly depending on the type, but are detailed in the catalog (I.A.1 [p. 72]).

The requirements for Career and Technical Education Associate Degrees – Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Studies (ATS) – include completion of at least 60 semester credits with an overall grade point average of 2.0 (“C”) or better. Competencies and requirements for the AS, AAS, and ATS degrees are likewise detailed in the catalog (I.A.1 [pp. 73-25]).

The requirements for the liberal arts Associate in Arts (AA) Degree include completion of at least 60 semester credits of courses numbered at the 100 and 200 levels, a General Education core of a minimum of 31 credits, and a minimum of 12 credits of program courses in the degree/major with an overall grade point average of 2.0 (“C”) or better (I.A.1 (pp. 76-80)). A Hawaiian Students degree also is offered.

The College adheres to guidelines set forth in both Federal Code of Regulations section 600.2 and institutional policies to define a credit hour. The UHCC policy (II.A.46) states that one credit hour must be represented in intended student learning outcomes and verified by evidence of student achievement. It approximates to 50 minutes to one hour of class or direct faculty instruction and minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. A credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study.

Established instructional programs are also systematically assessed to assure currency, improve teaching and learning, and enhance achievement of student learning outcomes (II.A.40 [p. 2]). This is accomplished through the Annual Reports of Program Data as well as comprehensive reviews of programs every five years (II.A.41).

### Analysis and Evaluation

Honolulu CC meets this standard. The requirements for assessing student learning at the course, program and institutional levels are listed in the catalog and consistent with

college, community college system, and federal policies governing standard practices in higher education. Faculty consider the larger exit learning in courses and programs with the objectives for student mastery. Furthermore, all student learning outcomes and types of assessments are on the syllabus descriptions for every class and distributed to every member of the class each semester. Honolulu CC awards course credit by student achievement of these approved outcomes.

II.A.10 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. (ER 10)

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### Evidence of Meeting the Standard

Through inter-campus articulation, the University of Hawai'i System is committed to making transfer a smooth and transparent process for students. UH policy stipulates that completing the AA from a UHCC fulfills admission and lower division general education care requirements at all UH baccalaureate degree-granting institutions ([II.A.42](#)).

This policy reflects Board of Regents' view that all university and campus policies and practices are designed to facilitate the smooth flow of students toward successful completion of their postsecondary educational goals. "As a unified system of postsecondary education, it is important that the maximum degree of coordination and cooperation exists among campus instructional units in order to ensure the efficient utilization of available resources " ([II.A.43](#)).

### *Course Articulation with Other Institutions*

The University Council on Articulation works to facilitate these policies. Students may transfer course credit (courses numbered 100 and above) to other colleges in the UH System.

The College also endorses the Ka'ie'ie (Degree Pathway Partnership), a program that allows dual-admission, dual-enrollment for students pursuing a four-year undergraduate degree at UH Mānoa but choosing to begin their degree at a community college.

Students also may transfer courses from Honolulu CC to colleges and universities outside the UH System in Hawai'i and on the mainland, but the institution to which the student transfers determines what courses will transfer. In Hawai'i, the College has articulation agreements with the two major private institutions – Hawai'i Pacific University and Chaminade University ([I.A.1 \[p. 77\]](#)).

### *Role of the Catalog*

The college catalog ([I.A.1 \[p. 54\]](#)) notes policies for granting credits for coursework outside the UH System. Transfer credits may be granted (a) if they are from a regionally accredited U.S. institution, and meets the transfer credit requirements in effect at the time of approval, (b) if non-credit training has been evaluated by the American Council of Education (ACE), (c) if the College has a formal agreement with an institution/organization, or (d) if students prepare documentation and provide evidence of learning from outside the traditional classroom, which can be evaluated by a panel.

Students with college credit can submit official transcripts to the Admission and Records Office ([I.A.1 \[pp. 52-59\]](#)) and counselors validate courses that are transferrable from accredited institutions. To determine whether courses are equivalent, division chairs or other faculty review course descriptions or syllabi to verify corresponding learning outcomes. International students, veterans, and others follow the same process, as outlined in the catalog. Prior learning assessment (as noted above) and credit by examination ([I.A.1 \[pp. 54-56\]](#)) options are available.

### Analysis and Evaluation

Honolulu CC meets this standard. The UH System has transfer-of-credit policies among the 10 campuses to facilitate student mobility without penalty. The institution also has articulation agreements with two major private institutions in Hawai'i and continues to develop articulation agreements. The policies are publicized in the catalog to be clear to students. For granting credit for coursework outside the UH System to fulfill degree requirements, division chairs or other faculty insure the learning outcomes and are equivalent to the learning outcomes of the institution's courses.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

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### Evidence of Meeting the Standard

Learning outcomes are integrated throughout the College. The institutional learning outcomes (ILO) are the culmination of all program and student learning outcomes. The ILOs include critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility ([I.A.1 \[p. 15\]](#)).

The design of the general education coursework for associate degrees ensure students meet the institutional learning outcomes that include critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility ([II.A.1](#)). The College revised its ILOs in 2014 ([II.A.44](#)) in an effort to align all its learning outcomes as a strategy for student success.

Each program has learning outcomes, which are published in the college catalog and on the website ([I.A.1 \[pp. 86-157\]](#), [II.A.5](#), [II.A.6](#)). The program learning outcomes are mapped to the ILOs, showing the relevance of the program to the ultimate outcome goals of the College ([I.B.15](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. In all its programs, the College includes student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

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### Evidence of Meeting the Standard

Board of Regents policies ([II.A.45](#), [II.A.38](#)) and UH System policies ([II.A.46](#), [II.A.47](#)) provide guidelines for general education and awarding Associate degrees.

All degrees for Career and Technical Education (CTE) programs require a minimum of 15 credits of general education courses that include Communications, Quantitative or Logical Reasoning, Humanities and Fine Arts, Natural Sciences, and Social Sciences. [[I.A.1 \[pp. 73-75\]](#)]. The CTE degrees include the Associate in Science (AS), Associate in Applied Science (ASS), and Associate in Technical Studies (ATS).

Five of the Institutional Learning Outcomes (Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning, and Community Awareness and Social Responsibility) are embedded in these general education requirements. The sixth, Career Preparation, is developed through the specific program coursework.

The Liberal Arts degree requires 31 credits of general education credits in writing communication, symbolic reasoning, and global and multicultural perspectives, and 19 credits that include diversification (arts/humanities/literature, natural sciences, and social sciences), and focus areas (writing intensive, speech, ethics, Hawaiian/Asian/Pacific issues, and sustainability) ([I.A. \[pp. 76-80, 144\]](#)).

Through the general education requirements, the College strives for all its graduates to have the basic skills to be successful in their careers and understand ethics and social responsibility so they have the potential to become knowledgeable leaders in their communities.

The Committee on Programs and Curricula (CPC) has the responsibility of overseeing general education curriculum ([II.A.10](#), [II.A.18](#)). The General Education Board, a sub-group of the CPC, certifies courses fill the hallmarks of the general education categories so that those courses can be included in general education lists outline in the catalog. The CPC is a faculty group and its expertise determines the appropriateness of each course for inclusion in the general education curriculum. The CPC vets all programs and courses to ensure learning outcomes and competencies are appropriate to the degrees.

### Analysis and Evaluation

Honolulu CC meets this standard. The College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The general education philosophy aims to enhance learning outcomes for critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility. These learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

[II.A.13](#) All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

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### Evidence of Meeting the Standard

The College's degree programs include a requirement for either a general education interdisciplinary core or an area of inquiry. The institution follows UHCC policy ([II.A.1](#)

[III D]), which states, that all degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core.

The College's degrees – Associate in Arts (AA) degree, Associate in Science (AS) degree, Associate in Applied Science (AAS) degree, and Associate in Technical Studies (ATS) degree – contain a general education core (I.A.1 [pp. 73-80]). The College follows UHCC policy (II.A.47 [III A, B]), which states that the general education core relies on the expertise of its faculty who determine the appropriateness of each course by examining the stated learning outcomes. The process includes a “broad dialog on how student learning outcomes are used to analyze courses.”

The UHCC policy (II.A.47 (IV E]) also says that through the degrees students will have demonstrated technical and professional competencies and other applicable standards for external licensure and certification. The specialized courses in an area of inquiry are based upon competencies and include mastery of key practices within the field of study.

Each program specifies learning outcomes for degrees that are detailed in the college catalog (I.A.1 [pp. 85-157]). The programs also specify the courses that lead to the mastery of the program learning outcomes for the field of study.

Programs and courses are approved by the faculty Committee on Programs and Curricula. The CPC ensures all courses are developed with student learning outcomes (SLO) so that students achieve specified competencies. These course SLOs are mapped to programs and demonstrate mastery of skills and knowledge that apply to the various degrees (II.A.16).

The development of SLOs and their assessment ensure that programs have the appropriate level of rigor for students to be successful in their careers or transfer to four-year colleges.

### Analysis and Evaluation

Honolulu CC meets this standard. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

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### Evidence of Meeting the Standard

Graduates completing the College's career and technical education programs meet industry standards and external licensure and certifications. The College facilitates this in two ways.

The first is through advisory boards composed of both faculty and industry representatives. Through these advisory board, programs are aware of trends in the industry for both the requirements for specific skills and competencies as well as job availability. As examples, the Early Child Education advisory group includes members from the Department of Human Services in addition to other industry professionals (II.A.48, II.A.49). The Music & Entertainment Learning Experience (MELE) program includes in-state and out-of-state representatives in the music industry, both in industry and government (II.A.50).

These boards keep the programs abreast of industry needs.

The second method for tying these majors with employment opportunities is through an innovative website created by the UHCC, which matches all majors in the community colleges to the demand for jobs in Hawai'i, the trend for demand, positions available, salaries paid, and current advertisements (II.A.51, II.A.52).

Every year, programs review the quality of their programs and demand in the industry. Based on UHCC data, the programs analyze and comment on the health of their programs. The Annual Review of Program Data (ARPD) is completed by all programs. The analysis stimulates discussions about the effectiveness of the programs and application for additional funds to maintain aspects of the programs (I.B.35, II.A.53).

Data on external licensure exam pass rates for programs are included in annual reviews provided by the UHCC (I.B.40) in addition to campus Intranet (II.A.54). The Aeronautics program data (line 21), for example, shows an external exam pass rate of 100% (II.A.55) and the Cosmetology program data (line 21) an external exam pass rate of 92% (II.A.56).

### Analysis and Evaluation

Honolulu CC meets this standard. The College's graduates completing career-technical certificates and degrees meet technical and professional competencies and preparation for external licensure and certification. Advisory groups with experts from the field provide critical insight in current industry practices and employment needs. Feedback from the groups inform curriculum changes to courses and programs that go through the College's curriculum process. Learning skills and knowledge focus on content knowledge of the subjects as well as practical skill development that leads to immediate employment. Continued professional development is encouraged and promoted to students as they contemplate advancement of their careers.

[II.A.15](#) 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.

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#### Evidence of Meeting the Standard

The College follows the Board of Regents policy ([II.A.40](#)) when programs are terminated. Established programs deemed to be out-of-date or nonproductive based on a program review may be terminated. However, the institution will remain committed to students already officially enrolled in the programs for up to two years for associate degrees.

The College also follows policy ([II.A.2](#)) for instructional and non-instructional programs to undergo a comprehensive review at least once every five years. Through this review, the College determines resource allocation.

Effective Spring 2016, the College closed its Commercial Aviation program. Although there were no more intakes of students into the program, current students were held to prior catalog year program requirements ([II.A.57](#)). Students already enrolled were allowed to continue their programs, based on the college catalog when they first enrolled.

Assessment of the Construction Management (CMGT) and the Architectural, Engineering and CAD Technologies (AEC) programs initiated a merging of the two in summer 2016 because of many crossover courses ([II.A.58](#)). As with the AVIT program,

enrolled students could continue their programs based on the catalog when first enrolled.

Classes offered at the Hickam Air Force facilities were suspended in fall 2017 for evaluation of the operations there. The offerings there were liberal arts courses, which can be taken at the main campus or through distance education. The suspension does not prevent students from achieving degrees.

### Analysis and Evaluation

Honolulu CC meets this standard. Program viability is a component of the review process and programs which cease to be relevant or which sustain enrollment declines due to employment saturation are examined for discontinuance. New programs are added as fields change and evolve and as demand for the degree increases. 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.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

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### Evidence of Meeting the Standard

The College maintains processes to evaluate instructional programs for effectiveness and currency, including curriculum, program review, scheduling, hiring, and professional development.

Each instructional program goes through an evaluation each year to determine its quality and currency. This Annual Program Review Data (ARPD) serves as a tool to analyze how a program performs in an academic year. The analysis is based on program data provided by UHCC (or UH System) institutional research. Program faculty review the data, which includes details on demand, effectiveness, efficiency, and industry

demand, among other areas that lead to student success. The evaluation reports are made public on the UHCC website ([I.B.40](#), [I.B.37](#), [I.B.38](#)).

The ARPD evaluations are used to improve the quality and currency of all instructional programs. In the evaluations, program faculty specify the need for further support because of student or industry demand, action plans to address deficiencies, possible funding required, program or course modified to become more efficient, among other action plans. The evaluations impact the direction for staffing, funding, and other needs.

### *Program Review and Effectiveness*

All the College's 56 career-and-technical education and liberal arts programs are evaluated each year. Distance education success rate and related information are included in the ARPD and evaluated by the programs.

Some programs also work with advisory boards to keep abreast of trends and needs in their related industries. These advisory boards provide important feedback for program assessment and by tying job demand to the effectiveness and purpose of the programs.

Through the ARPD evaluations, the institution systematically strives to improve its programs to enhance learning outcomes and achievement for students.

All courses, including pre-collegiate, are assessed each semester. Math and English as a Second Language (ESL) are the two main disciplines offering pre-collegiate courses. The English department eliminated pre-collegiate courses in Fall 2016. Math and ESL faculty provide student learning outcome (SLO) assessment.

### *Data Driven Decisions*

Program review data at the college consists of three categories of information; student success and achievement, student learning, and program key performance indicators such as enrollment, class efficiency and other ratios of effectiveness. The SLOs for distance education courses, like those of face-to-face courses, are evaluated by faculty each semester and included in the campus SLO report ([I.B.3](#)).

The College is committed to improve all its programs and its courses, including pre-collegiate and distance education. The institution has processes to gauge appropriateness and currency of its programs and courses to fulfill its mission.

### Analysis and Evaluation

Honolulu CC meets this standard. The College regularly evaluates and improves the quality and currency of all instructional programs including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

## Evidence List – Standard II.A

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- II.A.1 UHCCP 5.203 - Program Credentials Degrees and Certificates
- II.A.2 UHCCP\_5.202\_Review\_of\_Established\_Programs.pdf
- II.A.3 ARPD Screen Shot  
([www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=HON](http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=HON))
- II.A.4 2016 ARPD samples
- II.A.5 Programs of Study screen shot ([www.honolulu.hawaii.edu/programs](http://www.honolulu.hawaii.edu/programs))
- II.A.6 Program Learning Outcomes Screen shot ([www.honolulu.hawaii.edu/amt](http://www.honolulu.hawaii.edu/amt))
- II.A.7 Hierarchy of ILO-PLO-SLO.pdf
- II.A.8 Course syllabi samples
- II.A.9 SLO list Screen Shot ([www.honolulu.hawaii.edu/assessment](http://www.honolulu.hawaii.edu/assessment))
- II.A.10 CPC Reference Manual Spring 2017 Revision.pdf
- II.A.11 DEAC-approval\_procedures 2010
- II.A.12 Fall 2016 UHM Majors of HonCC Transfers--Research Brief 2016-12.pdf
- II.A.13 Fall 2016 UH West Oahu and UH Hilo Majors of HonCC Transfers--Research Brief 2016-13.pdf
- II.A.14 HonCC Transfer Report from AY 2014-2015--Research Brief 2016-06 (01).pdf
- II.A.15 Regents Policy RP 5.201, Instructional Programs
- II.A.16 Syllabi Screen Shot ([www.honolulu.hawaii.edu/assessment](http://www.honolulu.hawaii.edu/assessment))
- II.A.17 Curriculum Proposal Charts.pdf
- II.A.18 General Education Charter Spring 2016.pdf
- II.A.19 cpc-minutes-2016-10-21.pdf
- II.A.20 CPC minutes-2017-04-21.pdf
- II.A.21 DEAC Charter (2017).pdf
- II.A.22 Assessment Showcase Fall 2015
- II.A.23 Assessment Showcase Spring 2016 Report
- II.A.24 AssessmentShowcase-Spring2016-Program.pdf
- II.A.25 UHCCP\_5.300-Course\_Numbering\_Convention
- II.A.26 CPC charter.pdf
- II.A.27 EP 5.204, University Distance Learning Plans, Policies
- II.A.28 Meta-Majors UC DCC Meeting 2.8.17.pdf
- II.A.29 Hoala Hou Cheat Sheet
- II.A.30 Ho'ala Hou Screen Shot ([www.honolulu.hawaii.edu/hawaiian/hoalahou](http://www.honolulu.hawaii.edu/hawaiian/hoalahou))
- II.A.31 Disability access Screen Shot ([www.honolulu.hawaii.edu/disability/](http://www.honolulu.hawaii.edu/disability/))
- II.A.32 TRIO flyer.pdf
- II.A.33 FINAL COSE Annual Report 2015-2016
- II.A.34 PCATT Apple Institute Screen Shot ([pcatt.org/ASI](http://pcatt.org/ASI))
- II.A.35 2018 HSSI\_StudentReadyCollege program.pdf
- II.A.36 2017 HSSI Program.pdf
- II.A.37 2017 CTE English & Math Conference Flyer.pdf
- II.A.38 RP 5.208 Confering Academic Degrees

- II.A.39 EP 5.101 Authority to Award Degrees and Certificates for Programs Authorized by the Board of Regents
- II.A.40 RP 5.201 Instructional Programs.pdf
- II.A.41 EP 5.202 Review of Established Programs
- II.A.42 EP 5.209 Transfer of Credit.pdf
- II.A.43 RP 5.214 Student and Credit Transfer within the University
- II.A.44 Planning Council Meeting Minutes.2014.01.31.APPROVED.pdf
- II.A.45 RP 5.213, General Education
- II.A.46 EP 5.203 University of Hawaii Program Credentials
- II.A.47 UHCCP\_5.200\_General\_Education\_in\_All\_Degree\_Programs
- II.A.48 Information about ECE program Advisory Committee.pdf
- II.A.49 Advisory Committee Meeting notes 4.15.16 (ECE).pdf
- II.A.50 Industry Advisory Board (MELE) .pdf
- II.A.51 Hawaii Industry Jobs Screen Shot ([uhcc.hawaii.edu/workforce/index.php](http://uhcc.hawaii.edu/workforce/index.php))
- II.A.52 Hawaii Industry Jobs (2) Screen Shot ([uhcc.hawaii.edu/workforce/index.php](http://uhcc.hawaii.edu/workforce/index.php))
- II.A.53 Budget Request and Proposal Form.v1.0-11.3.2015.pdf
- II.A.54 ARPD Intranet Screen Shot  
([programs.honolulu.hawaii.edu/intranet/node/2335](http://programs.honolulu.hawaii.edu/intranet/node/2335))
- II.A.55 ARPD Aeronautics Screen Shot
- II.A.56 ARPD Cosmetology Screen Shot
- II.A.57 AVIT Screen Shot
- II.A.58 Construction Management Screen Shot

## **Standard II.B: Academic Support**

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

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### Evidence of Meeting the Standard

The College provides learning services to promote student learning and achievement, including the Library and multiple tutoring programs. Among the tutoring programs are the Writing Center, Math Lab, embedded tutoring, the Hulili Ke Kukui Hawaiian Center, Testing and Tutoring, and computer labs that are committed to provide services sufficient in quality, currency, depth, and variety to support the educational programs for all students throughout their college pathway. The Library provides ongoing instruction and support for users of its services.

All learning support services are physically situated on campus and student learning is thoroughly supported as students have the opportunity to interact with multiple services across campus. Honolulu CC's mission, as stated, is to provide a high-quality learning environment that is "Student-Centered and Student Focused" and the college is dedicated to supporting student learning as part of that mission.

### *Library*

The Honolulu CC Library provides services to support the campus' educational programs. These services are sufficient in quantity, currency, depth, and variety. In providing services, the faculty librarians and paraprofessional staff are guided by the Library's mission, which is to support "the mission of the college by assisting students, faculty and staff in obtaining and using information resources effectively to enable and promote student learning" (II.B.1). In this way, the Library's mission is aligned with the larger institutional mission. (See *Standards I.A.1-3*). Library services include information literacy instruction, library presentations, reference assistance, access to the physical and digital collections, and access to computers, printers, scanner and other equipment. The Library assesses its services, as well as all aspects of its operations, as

included in its annual reports (II.B.2, II.B.3, II.B.4). Information regarding access to equipment and services are more fully addressed in sections II.B.2 and II.B.3.

All students, faculty, and staff regardless of their programs or location are equally supported by the Library and can learn about the services and resources available to them via its homepage (II.B.5). The webpage is the access point to the Library's catalog and electronic resources but also provides information about its services, policies, and general information.

While the Library is open, students, faculty, and staff have access to all its services, equipment, and resources. The Library is open 51 hours per week during the fall and spring semesters and 35 hours a week during the summer and semester breaks. During the fall and spring semesters, the Library hours are posted at the front door and are available on its webpage and brochure.

In addition to regular business hours when Library professionals provide face-to-face support services, students always have online access to its research databases and other research tools.

To ensure that additional support is available for online and off-campus locations, the Library has a designated Distance Education (DE) librarian. At the beginning of every semester, the DE faculty attend a mandatory meeting at which they are reminded of the Library's resources and services and given the opportunity to collaborate with the DE librarian to meet their needs and the needs of their students. In addition to the Library's webpage, an online guide is available to direct DE students, faculty, and staff to services and resources (II.A.6). Electronic resources, including periodical database e-books, and streaming video are available online. The DE guide also provides contact information for the Library, the DE librarian, as well as other DE support services available on the campus and through the UH System. *(See QFE 2 – Enhanced Distanced Education Support Initiative. Library support may be include in year 2.)*

Students, faculty, and staff at off-site locations as well as those involved with DE courses are encouraged to call or email the Library or DE librarian with any questions or needs that they may have.

#### *Library Services: Information Literacy Instruction*

Information literacy instruction classes are provided upon request from the instructional faculty. Librarians also reach out to the campus at the beginning of each semester to encourage faculty to schedule their library sessions. Faculty librarians collaborate with instructors to determine the needs for each individual class. This

includes working with faculty to provide instruction and additional support as necessary for academically at-risk students and for students in gatekeeper and development education courses. Instructors’ assignments, course content, learning objectives, and dialog with the librarians help determine the best resources and teaching methods for the classes. Sometimes this means that the librarians teach multiple library sessions for the same courses so that the content is paced at the appropriate speed for the students, especially those in first-year writing courses. Locating resources and materials, search strategies, and resource evaluations are some of the topics covered in the sessions. Various disciplines on campus request instruction via the Library so the librarians are adept at showing resources for classes in various disciplines such as Botany, Carpentry, Hawaiian Studies, Early Childhood Education, English, and Psychology, to name a few. A snapshot of instruction numbers are noted in the table below. For a complete list of courses taught and number of attendees in each class, please refer to the Library Instruction Statistics 2014-2017 documents ([II.B.7](#), [II.B.8](#), [II.B.9](#), [II.B.10](#), [II.B.11](#), [II.B.12](#)). All the librarians also provide in-depth and personalized instruction for students who ask for help at the reference desk, via email, or over the phone.

Library Instruction	FY 2014	FY 2015	FY 2016	FY2017
Presentation Sessions	126	121	130	153*
Number of Participants	1,963	1,680	1,837	2,070

\*Tours accounted for 43 sessions, 453 students of the total ([II.B.2 \[p. 5\]](#), [II.B.3 \[pp. 4-5\]](#), [II.B.4 \[p. 5\]](#))

*Illustration-Standard-II.3 Library instruction statistics*

The DE librarian provides instruction to off-campus locations, including military bases and high schools, by request of the instructors. The Library also subscribes to LibGuides, which are online guides that direct students to physical and online resources for specific subjects and disciplines. LibGuides assist librarians to tailor guides for specific courses, assignments, or topics to help students in learning information literacy and guide them to useful resources.

To further assist DE and off-campus student and faculty, the DE librarian created a LibGuide about DE services and resources ([II.B.6](#)), created LibGuides for specific DE courses and assignments, recorded instructional videos for specific classes, and offers an embedded librarian service for a few courses via the class Laulima site.

*Library Services: Library Lecture Series & Makerspaces*

Since spring 2015, the Library has hosted and co-hosted presentations for the campus, as noted in the Library Annual Reviews 2015-2017 (II.B.2, II.B.3, II.B.4). The Library's motivation for providing this service is to enrich the students, faculty, staff, and the community with four goals in mind:

- The Library aims to create a sense of community on campus that builds relationships among students, faculty, staff, and guests;
- The Library seeks to provide interesting, timely, and informative presentations that will increase critical thinking skills and expand people's worldviews;
- The Library provides professional development opportunities for faculty to learn about their counterparts' research and interests; and
- The Library provides Honolulu CC faculty and outside presenters the ability to share their knowledge with the campus community (II.B.13).

The Library has hosted over twenty presentations on many topics, including comic books, romantic love, poetry, Halloween, gender roles, time management, emergency preparedness, and the Hokulea voyaging vessel, among others. The presentations have been highly attended and received highly favorable evaluations (II.B.2, II.B.3, II.B.4).

The Library recognizes that part of supporting student success is not only providing services, resources, a physical space, and equipment, but also ways to help students de-stress. In view of this, the Library created a space on its first floor that allows students to mentally relax with hands-on activities such as coloring, crossword puzzles, word searches, and mazes. For special occasions, activities are organized for students to create gift bags and tags for Christmas, decorate treats for Halloween, construct Valentine's cards, and so on (II.B.3 [p. 9], II.B.4 [p. 10]).

#### *Library Services: Reference Service*

The librarians provide reference service during Library hours. All librarians rotate shifts on the reference desk and field questions in person, over the phone, and via email. Questions vary from how to find a book to finding primary sources for a research paper. Reference interactions are recorded in Gimlet, a subscribed software to record and analyze transactions, which also helps librarians refer to answers quickly and ensure continuity of service for helping students with research questions. Librarians can review the help a student received from a previous librarian and pick up the interaction from where it left off so as not to start from the beginning (II.B.2 [p. 6], II.B.3 [p. 5], II.B.4 [p. 6]).

Reference Questions Answered	FY 2014	FY 2015	FY 2016	FY 2017
	3,617	2,774	2,325	1,928

*Illustration-Standard-II.4 Reference questions asked*

The decline in reference questions can be attributed to several factors: lack of diligence in recording questions, a decrease in enrollment, and availability of other student support services on campus. Librarians have recognized the need to improve the loggings for queries.

The DE librarian provides reference service to students and faculty while on location at the off-campus sites and communicates with DE and off-campus students over the phone and through email. Periodically faculty also request return visits to off-campus classes to assist with research and address student questions. The LibGuides also serve as a reference tool to help DE and off-campus students to navigate the Library’s resources.

*Library Services: Library Collections*

Honolulu CC’s Library collection contains the following items for the fiscal year 2016 (II.B.14 [p. 2]).

Number of:	FY 2016
Print Monographs	63,772
eBooks	140,901
Journals	158,485
Print Serial Subscriptions	150
Electronic Databases	91
Microform Pieces	1,336
Audiovisual Items	1,366

*Illustration-Standard-II.5 Library reference materials*

Previous years statistics are included in UHLC Statistics (II.B.15 [p. 2], II.B.16 [p. 2]).

The Library provides access to an ample variety of quality resources in the physical and electronic collections that support all Liberal Arts and CTE programs offered by the college. The Library's physical collection of materials includes but is not limited to books, reserve textbooks, periodicals, DVDs, and other multimedia. Access to the physical collection is during business hours, but the Library's vast online collection is available 24 hours a day to all students, faculty, and staff through remote login via the Library's webpage. Electronic library materials are available as long as the patron has access to a device with Internet access, is currently affiliated with Honolulu CC, and has less than \$10 in library fines.

The Library's online resources cover all disciplines offered on campus, at our off-site locations, and online. Patrons have access to subscribed databases that cover a variety of subject areas and types of resources, such as e-books, articles, streaming films, and images. The Honolulu CC Library purchases some databases, while others are acquired through the Hawai'i Library Consortium and UH Libraries. Additionally, and not included in the statistics, are links to open access or feed databases such as Bishop Museum Publications, Directory of Open Access Journals, and 'Ulu'ulu: Henry Ku'ualoa Giugni Moving Image Archive of Hawai'i. The Library also uses LibGuides, which are online guides, to direct students to the physical and online collections as well as credible sources available on the Internet. If students have trouble connecting to the electronic resources, they are directed to call or email the Library.

#### *Library Services: Equipment & Physical Space*

All equipment is accessible in the Library, which is located on the first two floors of Building 7, with approximately 34,200 square feet of space. The entrance is on the first floor of building 7, which is where the reference desk, circulation desk, two group study rooms, student computers, research terminals, reference and periodical collections, individual and collaborative study space, and instruction area are located. The second floor of the Library is the quiet study area that provides tables and carrels for individual study. Additionally, on the second floor are three group study rooms as well as the circulating collection. Most of the tables and carrels in the Library have outlets available for students to charge their personal devices. Further discussion of Library equipment is in section II.B.2.

#### *Learning Support and Tutoring Services*

Learning Support Service:	Library Collections	Tutoring	Learning Center	Computers	Learning Technology	Ongoing Instruction
Honolulu CC Library	X		X	X	X	X
Tutoring Centers: Writing Center		X	X	X	X	X
Math Lab		X	X	X	X	X
Hulili Ke Kukui Hawaiian Center		X	X	X	X	X
Student Success Center Programs TRIO		X	X	X	X	X
Testing and Tutoring Center		X	X	X	X	
College Achievement and Retention Experience (CARE)			X			X
Career Services			X		X	X
Computer Lab			X	X	X	X

*Illustration-Standard-II.6 Learning support services*

*Writing Center*

The Writing Center (II.B.17) serves the whole Honolulu CC student body with tutoring in all aspects of writing for all courses offered at the college. The Writing Center also

trains and manages its own tutors as well as embedded coaches. The Writing Center aligns with student learning outcomes (II.B.17):

- Students will have a clearer understanding of specific writing tasks as a result of supplemental learning.

The Writing Center provides walk-in and appointment tutoring Monday through Thursday. Students can also book appointments on Friday. Online services are available by appointment for distance education and other students.

#### *Embedded Tutors: English*

The English 100/100S and English 100/100T embedded coaches are assigned classes to assist students with writing. They attend all classes during the semester.

The English 100/100S and English 100/100T courses include embedded coaches to help students with their writing assignments. The embedded coaches attend all classes during the semester and assist the instructor by providing individual or group writing assistance during the classes. The embedded coach initiative is deemed to be integral to the student success of 100/100S and English 100/100T courses and has been emulated to some degree at other UHCC campuses (II.B.18).

#### *Math Lab*

The Math Lab (II.B.19) is designed to support all Honolulu CC students with tutoring in mathematics skills. Tutoring is offered, free of charge and on a walk-in basis, to students enrolled in the College's math courses. The Math Lab tutoring is not a replacement for attending class or instructor consultation. Tutors can assist with odd-numbered textbook problems and ordinary computerized homework but will not assist with problems that will be turned in for grading without specific instructor approval. When there is any doubt, tutors will refer student questions to their respective instructors.

Instructors also may conduct organized math study groups in the Math Lab (II.B.19).

#### *Embedded Tutors: Math*

There are embedded tutors in co-requisite level classes Math 75/24/25. Tutors provide additional instruction during class time and act as assistants to math instructors. Tutors provide supplemental instruction and also assist students in using tools such as MyMathLab.

#### *Hulili Ke Kukui Hawaiian Center*

Hulili Ke Kukui Hawaiian Center maintains a computer lab, study space, lounge space, and tutoring for the campus (II.B.20). Although the center is committed to actively preserve and perpetuate Hawaiian culture and values, it is open to all students.

The University of Hawai‘i supports access and success of Native Hawaiians, and Honolulu CC created the center in addressing the “societal and educational challenges facing Native Hawaiians as a political entity.” Through an array of comprehensive services, the College strengthens educational programs and enables students of Hawaiian ancestry to succeed in their academic, career and individual endeavors.

#### *Po‘i Nā Nalu (Native Hawaiian Career and Technical Education Program)*

Po‘i Nā Nalu is housed in Hūlili Ke Kukui Hawaiian Center and provides Hawaiian students in Career and Technical Education Programs with support services to successfully navigate through higher education and beyond (II.A.21). This Native Hawaiian Career and Technical Education Program (NHCTEP) is funded by a Federal Grant from the United States Department of Education and is sponsored by ALU LIKE Inc, an organization promoting Hawaiian values.

Po‘i Nā Nalu provides tutoring to the indigenous native Hawaiian population for all course subjects. It offers a variety of services for program participants including annual orientations, staff classroom presentations, social media and website announcements, and outreach information tables. The services are available for individuals or groups via drop-in or appointment. Tutoring is encouraged for participants who have been identified during mid-semester with grades below 2.0 GPA in any course. Tutors offer academic success workshops on topics including, but limited to math, time management, and poetry and writing skills. Tutors annually complete the College Reading and Learning Association’s International Tutor Program Certification Training.

During the Kau Wela Summer Bridge Program, tutors are embedded in the classroom (for English 100 and Math 100 courses) and students have access to a computer lab (II.B.22).

#### *Student Success Center Programs*

The Student Success Center (SSC) supports the students, instructional faculty and the College by providing the coordination and implementation of student success initiatives to promote student retention and persistence. Programs and services offered through the SSC are to enable students to successfully attain their academic, career, and personal goals. The SSC is committed to:

- Promoting an environment that develops and engages a diverse community of learners.
- Empowering students to take responsibility and become accountable for their learning.
- Providing students with services and activities that develop the skills necessary for academic success and personal growth.
- Leading and collaborating with the campus community in the areas of student success, engagement, and retention.

Programs in the SSC include Testing and Tutoring, TRIO-SSS, College Achievement and Retention Experience (CARE), and Career Services:

- **Testing and Tutoring:** Testing services include placement testing, distance education testing, on-campus make-up, and non-UH testing. Tutoring services (II.B.23) include placement preparation and help with subjects across all the disciplines on campus, both on a drop-in and scheduled basis. Testing and Tutoring (TNT) provides access to the skills necessary for students to become responsible, self-directed learners.
- **TRIO-SSS:** TRIO-Student Support Services is a federally funded program through the U.S Department of Education. Honolulu CC has been awarded for the 2005-2010, 2010-2015, and 2015-2020 grant cycles. As stated on the website (II.B.24), TRIO-SSS strives to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need and/or disability, and demonstrate strong academic potential. Students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support.
- **College Achievement and Retention Experience (CARE):** The CARE program provides proactive, innovative, and high touch outreach to keep students attending Honolulu CC. When students are admitted and have yet to register, CARE calls to offer information about how the College can best meet their needs. For students who are registered and are struggling academically, CARE strives to aid them in keeping their eyes on achieving their educational and career goals. The CARE program (II.B.25) provides a variety of learning support to incoming students and those at risk through study-skills workshops and peer coaching.

- **Career Services:** Career Services provides a variety of resources to assist students and graduates from the beginning to the end of the academic journey. The center helps students define their place in the world of work through career and occupational exploration. The center offers career counseling, career assessments and assistance in selecting the right major. Career Services is also dedicated to assisting students with both campus and off-campus employment referrals. The center is committed to helping students with pre-employment services, such as resumes and cover letter writing, interview skills, and job preparation inquiries. Career Services conducts career assessments and action plans, user satisfaction surveys/evaluations (individual, group presentations, and after events), service counts (including gate counts of services provided, attendance at events, and utilization of SECE student employment and JCO job services).

Each individual program has its own defined goals and objectives, maintains individual budgets, and service area outcomes, but works collaboratively on student support initiatives to meet the SSC objectives above. Collectively the programs have worked on joint initiatives such as the iKEA student success workshops, the Interdisciplinary Studies (IS 103) courses, and College Experience Week, to name a few. The programs meet twice a month to continuously discuss and improve the coordination of services. SSC is located in Building 7, 3<sup>rd</sup> floor ([II.B.26](#), [II.B.27](#), [II.B.28](#), [II.B.29](#)).

### *Computer Labs*

The College has multiple computer labs accessible to students attending Honolulu CC. The college provides a variety of Computer Labs and Computer Classrooms for various subject areas and programs. These include Computer Labs for Information and Computer Science as well as computer-assisted drafting and design (CADD) (Building 2, 6<sup>th</sup> Floor), Math (Building 7, 4<sup>th</sup> Floor), and Writing Center (Building 7, 5<sup>th</sup> Floor).

Honolulu CC also supports student learning and achievement with the main Computer Lab (Building 2, 4<sup>th</sup> Floor). The Computer Labs also provides students with technical expertise. The Library also has a number of computers and printing services.

Tutoring centers also have computers and can function as computer labs to support student learning. There are computer labs in the Student Success Center (Building 7, 3<sup>rd</sup> Floor) and Hawaiian Center (Building 5, 2<sup>nd</sup> Floor), and for more specific use at the Writing Center (Building 7, 5<sup>th</sup> Floor), Math Lab (Building 7, 4<sup>th</sup> Floor), Information and Computer Science, Communication Arts as well as computer-assisted drafting and design (CADD) (Building 2, 6<sup>th</sup> Floor).

Distance education students are informed about physical campus resources and the variety of computers, printers and other equipment available through the distance learning webpage. Computer services are sufficient in providing a breath of computer access with current, updated software to the student body at Honolulu CC. The College does not offer correspondence courses.

College tutoring services are sufficient in supporting student learning across all disciplines. Tutoring centers are located in various locations campus-wide and offer a depth of support. Tutoring centers are consistently updated with training techniques and approaches and tutors are trained each semester to ensure currency of student support. The College has a strong commitment to improve student success by providing academic support.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution supports student learning and achievement by providing library and other learning support services. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education (ER 17). Learning support services include library services and resources, tutoring, learning centers, computer laboratories, learning technology, and continued instruction for users of library and other learning support services throughout the academic pathway.

II.B.2 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.

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### Evidence of Meeting the Standard

The Library consults with faculty whose expertise ensures that the informational, research, and collection needs are sufficiently met for the entirety of the institution and its mission statement. The Library and learning support services employ the professional expertise of faculty and staff members for learning outside of the classroom environment. The Library and student learning support services are dedicated to

providing ease of accessibility of information and maintenance of educational equipment for all students at Honolulu CC.

*Library*

The Library provides an array of materials and various equipment to support student learning and enhance the achievement of the mission (ER 17). The faculty librarians rely on their expertise to determine the needed materials and equipment.

The Library has a vast collection of physical and online materials. All students, faculty, and staff have access to its physical collection during business hours and to the online collection of streaming videos, e-books, periodicals, and more 24 hours a day. The librarians select materials to support the various programs at Honolulu CC. Each librarian is responsible for the collection development of specific areas, but recommend books for any area if they find something that might be of interest and support for students, faculty, or staff. Additionally, librarians learn about subject areas in the collection that should be expanded or specific books that should be added to the collection during reference interactions, collaborations with instructors or programs, instruction sessions, and at library events. The Library also utilizes Intrasystem Loan with UH Mānoa if needed materials are not available at Honolulu CC, such as print books or articles (II.B.14 [p. 1]). In this case, the librarians assess if adding certain materials to the collection is necessary. To further build a relevant collection, instructional faculty are encouraged to discuss collection needs with the faculty librarians (II.B.4 [p. 6])

Materials Added	FY 2016	FY 2017
Books	460	412
Media	23	21
Total	483	433

*Illustration-Standard-II.7 Library materials added*

There are also occasions when the instructional faculty and the librarians work together on grants to purchase materials for the Library. To better support CTE students, the Library offers an article database specific for vocational programs (Vocational Studies Complete) (II.B.5), a collection of CTE films in Films on Demand, as well as updated books for all of the CTE programs on campus. Faculty are also given an opportunity to provide suggestions on the annual user survey (II.B.30, II.B.31, II.B.32). Students are also encouraged to provide suggestions to the librarians or in the annual user survey.

Librarians assess the results of the survey as well as the usage statistics of the databases and circulation statistics to make changes to the Library’s collection as necessary.

The faculty librarians select equipment for the Library based on what is necessary for student learning and achievement. One of the key items students need for their success is computers with software and Internet access. The Library has thirty-eight computers available for student use. Two of the computers are available to any library patron for the purpose of using the Library’s electronic resources as well as the catalog. One computer is available on the second floor to access the catalog. The remainder of the computers are for student, faculty, and staff of Honolulu CC and the UH System. They are equipped with Microsoft Office, an Internet connection, and connected to color and black and white printing. Twenty-five of the computers are primarily for library instruction classes, but are available for students to use while class is not in session. Ten computers are always available for students whether or not class is in session. Students and other library users can find information about the Library’s computers and computer use policies on the Library’s webpage (II.B.33).

Students actively use the Library’s computers (II.B.3 [p. 6], II.B.4 [p. 7]).

Computer Usage	FY 2015	FY 2016	FY 2017
Users	30,882	30,848	26,662
Print Copies	53,811	54,953	49,631

*Illustration-Standard-II.8 Student usage of Library computers*

Other equipment in the Library goes a long way in helping the students succeed. Beyond the computers, the Library also has two color photocopiers, a scanner, two microfilm/microfiche machines, a mobile clear dry erase board, a TV with a VHS and DVD/Blu-Ray player hook-up, two charging stations that provide cables for various types of devices, and wireless Internet access for those who have their own devices. The Library also provides space for the students to study and collaborate. There are ample individual study carrels available on the second floor of the Library, plus tables, chairs, and group study rooms available on both floors.

The Library evaluates its equipment and materials with its various surveys, discussed more thoroughly in II.B.3. Based on comments received by students, faculty, and staff via the surveys, interactions at the reference and circulation desks, and observations, the Library has been able to make changes to the Library’s equipment and physical spaces. For example, the Library leased two color copiers instead of black and white copiers. Also, the Library was able to purchase a KIC Scanner that makes scanning more efficient

and provides more options such as text to speech capabilities, instant image editing, and direct downloading to phones and tablets.

Additionally, students commented on the old appearance of the Library and that the computers were constantly crashing or working slowly, so the librarians applied for two grants. In Spring 2014, the Library received two Achieving the Dream Innovation Awards. One of the awards for was \$25,200, with an additional \$5,000 from the campus, which helped the Library transform the first floor into a more modern space for students. The space now has open seating for collaborative or individual work and a place to sit and relax between classes. Previously the first floor was furnished with individual study carrels. The grant allowed the Library to purchase easily movable and brightly colored tables and chairs to reinvigorate the first floor, window shades to block out the hot afternoon sun, and two charging stations to provide cables for various types of devices. The new furniture also made it possible for the Library to provide programming to enhance student learning and a makerspace area. A second grant for \$14,000, with an additional \$5,000 from the campus, helped to purchase new computers for students (II.B.2 [p. 4]).

### *Tutoring Centers*

The Writing Center (II.B.17), Math Lab (II.B.19), Po‘i Nā Nalu (II.B.21), and Computer Lab (II.B.34) are situated in various locations across the campus. The Tutoring Center (II.B.23) provides math, English, and various content tutoring subjects. Students can either schedule appointments or drop in for tutoring services. The majority of students drop in. The college offers a variety of sites in which the students are able to access supplemental instruction to accommodate their various needs.

Locations where students are able to use technology are listed below:

Name of Service	Location	Number of PC stations/study workshop rooms	Focus
Writing Center	7-520	14 computer stations	Writing Tutoring
Math Lab	7- 421	17 stations	Math Tutoring

Po'i Nā Nalu	5-203	20 stations	CTE Student Tutor
Computer Lab	2-405	20 stations	General computer use and help
Library	7-1st floor	35 stations	General computer use and information literacy instruction

*Illustration-Standard-II.9 Technology locations*

The hardware and software utilized in the writing, math, and Po'i Nā Nalu centers, as well as the computer lab reinforce all classroom instruction and provide quality support for students. Computer hardware and software are maintained and updated by the College's Information Technology Services (ITS).

### *Writing Center*

The Writing Center houses fourteen desktop computers (with two laser printers) loaded with up-to-date versions of Microsoft Office 365 as well as being able to access Google Drive and related products. The computers are maintained and updated by ITS on a regular basis.

The Writing Center serves the whole of the student population of Honolulu CC. The majority of students served by the Writing Center and the embedded coaching initiative are from first-year composition courses of English 100/100S and 100/100T. The Writing Center is peer coach oriented with a faculty member also present to provide guidance, administration, and leadership.

The Writing Center frequently works with faculty in order to streamline student support materials in a more effective and efficient way. For example, some ENG 100/100S and ENG 100/100T instructors often collaborate with Writing Center personnel to refine approaches to their students in order to make their college experience deeper, more enriching, and relevant to their personal and academic roles.

Peer coaching is available to help students with organizing essays, editing for content, correcting grammar, understanding grammatical concepts, reading comprehension, interpreting assignment sheets, formatting essays in Microsoft Word, formatting quotes

and inserting research into essays. Students can also print essays, staple essays and use the various tools, such as hole-punches and highlighters (II.B.18).

### *Proactive Embedded Tutor English Programs*

The college, realizing that students may be reluctant to visit tutoring centers on their own, began proactive embedded tutor programs in the fall semester of 2016. Student tutors receive training prior to each semester and assist students in the English co-requisite courses, one-below or two-below college level. Both these courses allow underprepared students to complete ENG 100 in one semester. The tutors work with students in the classroom, along with the instructors. The embedded tutor program has improved English completion rates dramatically (I.B.47).

### *Math Lab*

The Math Lab serves the whole campus community. Students provide the math topics they need tutoring. The Math Lab has 13 tutors are students, trained each semester.

Students are served on a walk-in basis and formal appointments are not needed. The Math Lab has 17 computers equipped with math software such as MyMathLab, ALEKS, and WebAssign. Other materials available for students are calculators and copies of math textbooks.

All math faculty either inform students of the location and hours of the Math Lab or walk their students to the Math Lab during the first week of school. Hours and location are provided during the first day of instruction.

### *Hulili Ke Kukui Hawaiian Center*

The Hawaiian Center hosts a computer lab with twenty computer stations as well as study and lounge areas. Students can study, use the lab computers, visit friends, learn about Hawaiian culture, sign up for events on campus, receive academic counseling, get information about financial aid and scholarship information, use the Hawaiian reference library, obtain career counseling, and meet with peer coaches for tutoring in subjects offered across campus (II.B.35).

### *Po'i Nā Nalu*

Po'i Nā Nalu's (Native Hawaiian Career and Technical Education Program) educational equipment and materials are selected to promote student success by including materials that are not only required by instructors, but are recommended by faculty and staff to provide a greater depth of understanding of the subject matter. The purchase of

computer equipment is based upon recommendations from IT staff. The purchase of Native Hawaiian books, tools, and other implements is based upon recommendations from Hawaiian Programs faculty and staff. Distance education participants who are able to commute to Honolulu CC may take advantage of Po‘i Nā Nalu’s tutoring services and use or borrow computers or other equipment to support their student learning (II.B.36).

Po‘i Nā Nalu services are not available electronically.

Student Success Center Programs

Name of Service	Location	Number of PCs	Focus
TRIO-SSS	7-309	7 PC Stations	Tutoring for students in the TRIO Program
Testing and Tutoring	7-313	15 PC Stations	Tutoring in all subjects for all students
CARE	7-325	N/A	Retention Support

*Illustration-Standard-II.10 Student success center programs*

*TRIO-SSS*

TRIO-SSS strives to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need<sup>9</sup>, and/or disability and demonstrate strong academic potential. The TRIO-SSS program is fully funded by the grant, including the loaning out of textbooks, laptops, calculators, and voice recorders to students. Assessment of the TRIO-SSS program is managed by the U.S. Department of Education, since it is federally funded program (II.B.37).

*Testing and Tutoring Center*

The College’s Testing and Tutoring Center assesses its services and learning support equipment by evaluations and feedback from students and staff. The center consults with ITS for equipment and software upgrades and recommendations. The Testing and Tutoring Center computers are available for computerized tests and exams. In addition,

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<sup>9</sup> See, Checklist on Compliance with Federal Regulations and Policies, Title IV

seating is available for pencil/paper tests and exams. Students with disability accommodations have access to testing rooms that meet Americans with Disability Act requirements (II.B.26).

### *College Achievement and Retention Experience (CARE)*

The CARE Retention Specialists and CARE coaches attend annual conferences, workshops, and webinars to be kept abreast of current student success initiatives and best practices. All coaches are trained and are required to attend workshops that will assist them with their skill sets. The information gathered from these opportunities are used to enhance and promote new materials in facilitating study skills workshops, applying best practices within the CARE program, and support college initiatives focused on student success and retention (II.B.38).

### Analysis and Evaluation

Honolulu CC meets this standard. All materials and resources are carefully considered and tailored by faculty and staff for student support. The learning support services rely on collaboration between faculty and staff to refine these materials for classroom support. Evaluation of the quality, currency and relevance.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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### Evidence of Meeting the Standard

*(Pearl Harbor Naval Shipyard?)*

#### *Library*

The Library evaluates all resources, services, materials, and equipment via multiple means to ensure their adequacy in meeting student needs. First, the Library collects data through various surveys during the year: 1) the Annual User Survey (II.B.39, II.B.40, II.B.41), 2) the Faculty Instruction Survey, 3) the Student Assessment of

Instruction Session, and 4) Library Lecture Series Survey. The Library also collects statistics such as database usage, circulation numbers for materials, computer logins, printing totals, a gate count, reference desk interactions, and attendance at presentations or information literacy sessions. Statistics are detailed in the Library Annual Reports (II.B.2, II.B.3, II.B.4), including Library Instruction Survey, the Faculty Survey, and the Library User Survey. More details are available in University of Hawai'i Library Council Statistics (II.B.14, II.B.15, II.B.16).

The Library's collective mindset is focused on what students need to be successful. The librarians and paraprofessional staff constantly evaluate and adjust services to meet the needs of patrons based on survey results or interactions in the Library. Based on survey results and interactions with students, the Library added a scanner, color photocopiers, suggested presentations as part of the Library lecture series, and included or expanded hands-on activities during information literacy sessions, to name a few.

The Library also provides analyses for Annual Reports of Program Data (II.B.39, II.B.40, II.B.41). The data for each year indicates that the Library is "healthy." Library data along with assessment are also contributed to US Department of Education Integrated Postsecondary Education Data System (IPEDS), and to the Association of College and Research Libraries (ACRL) Trends and Statistics Survey.

Furthermore, all evaluations done by the Library are framed with meeting the Library's student learning outcomes (SLO) and Service Area Outcome (SAO) (II.B.2 [pp. 1-2], II.B.3 [pp. 1-2], II.B.4 [pp. 1-2]). Additionally, the Library incorporates the following two institutional learning outcomes (ILO) into their SLOs:

- Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology. (I.A.1 [p. 15])
- Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions. (I.A.1 [p. 15])

### *Learning Support Services*

Learning Support Services are comprised of multiple centers on campus geared toward student success. Each learning support service creates its own student learning outcomes and assesses its program based on its particular goals, student populations, and the specific services. Collectively, Learning Support Services are proactive in assessing potential student needs and providing services in alignment with learning outcomes in advance of implementing services. The result of action from assessment can be seen in the English embedded tutor program. Both the Writing Center and Math Lab

were implemented before changes to developmental education took place in fall 2016. Learning support services are dedicated to serving students and improving student learning outcomes and assessment of service usage in each center based on annual reporting and semester data.

### *Writing Center*

The Writing Center regularly evaluates student learning to implement or modify procedural and practical outcomes. These outcomes fall within the Student Learning Outcomes illustrated on the Writing Center website page (II.B.17) which is accessible through the main Honolulu CC website. The Center is open to all students of the Honolulu CC student body and the usage reflects this demographic.

The Writing Center's student learning outcome:

- Students will have a clearer understanding of specific writing tasks as a result of supplemental learning.

According to semester reports generated from the MySuccess (Starfish) support and retention system, students utilize the Writing Center from many courses placed within the Honolulu CC campus. Students also make use of the Writing Center to cover topics such as résumé writing for personal, professional, and career aspects of their lives (II.B.18).

The Spring 2017 Writing Center semester report also exemplifies how students acquire and hone self-reliance of their writing process through their visits to the center. The students identify what specific section(s) of their writing they feel need addressing. To be proactive in their learning, the Writing Center staff is in the process of creating “infographic-based” worksheets that address specific issues with grammar, writing, structure, etc. in a concise form for students to take home and promote an independent approach (II.B.42).

The Writing Center manages the embedded tutor program and has significant impact on the success of the ENG 100/100S and ENG 100/100T co-requisite model. With peer tutors embedded in classes, students get extra assistance in writing assignments and in asking questions. The college-level composition completion rate jumped to 60% in just the fall 2016 semester, when the co-requisite classes were implemented for the first time in a redesign of developmental education. The previous completion rate was 32% over four semesters from Fall 2013 (I.B.47).

In assessing the results, English faculty noted two main reasons for the success. One was the additional class time, double from the past, and the importance of the embedded tutors (II.B.43).

The embedded tutor program grew out of the idea of making the Writing Center more proactive. Instead of waiting for students to come to the center for help, tutors go into the classrooms to work with students on their writing assignments. As an effect of the embedded tutor program, more students have been coming to the Writing Center for additional help.

The Writing Center trains personnel periodically throughout the semester in order to better serve the student demographic in more effective ways. The training encompasses methods for addressing writing issues, managing center procedures, addressing students from diverse backgrounds and abilities. Training is often coordinated with other student support services such as ACCESS, CARE, and TRIO (II.B.44).

### *Math Lab*

Usage and outcomes are not currently tracked at the Math Lab, but an end-semester eCafe survey consisting of six questions revolving around the Math Lab's efficacy as it relates to student success will be implemented in fall 2018.

Online tutoring is not directly available in the Math Lab, but students can access several math-related software tutoring packages like MyMathLab, ALEKS, and WebAssign.

While the Math Lab serves the student demographic and is adequate to meet identified student needs, the lab is not currently active in assuring adequacy and identifying student needs through formal data collection.

Assessment for the Math Lab is based on improving its institutional initiatives.

### *Hulili Ke Kukui Hawaiian Center*

Hulili Ke Kukui Hawaiian Center uses several tools to assure adequacy in meeting student needs from intake and exit surveys. All visitors to the Center, including students, staff, faculty, and community members, complete a short check-in survey (II.C.47). This survey is used by the center to track access, use of services, and services highest in demand (II.C.48). A usability survey (II.C.49, II.C.50, II.C.51) is also sent to faculty, staff, and students at the end of the year to the entire campus to determine overall satisfaction with services and suggestions for future cultural activities. At each cultural event, attendance is monitored (II.C.52) and evaluations collected (II.C.53).

Currently, Hulili Ke Kukui Hawaiian has developed student learning outcomes, which will be assessed from 2018.

### *Po‘i Nā Nalu*

Po‘i Nā Nalu (Native Hawaiian Career and Technical Education Program) is funded through a Carl Perkins grant and assesses the effectiveness of its learning support equipment and materials each semester. Each participant’s use of equipment and materials is tracked to determine if the use has had a positive effect on student persistence and GPA compared to the previous semester. At the completion of each tutoring session or academic success workshop, each participant completes an evaluation. The evaluation assesses the effectiveness of each activity.

The depth and variety of materials used by Po‘i Nā Nalu is limited by budgetary constraints and grant regulations. Using faculty and staff recommendations, funds are expended as cost-effectively as possible to meet the learning needs of participants. Funds cannot be expended to override what is already available to participants by campus resources. Po‘i Nā Nalu works closely with Alu Like Inc, one of the sponsoring organizations, to track student process and grant initiatives (II.B.36). More information on assuring adequacy in meeting student needs can be found in II.C.2.

### *Student Success Center Programs*

Program and services under the Student Success Center continue to assess its service area outcomes (SAO) each year through an annual report (for all programs regardless of an ARPD requirement or not) and create action plans to address the evolving needs of students. Departments compile assessment information into a common annual report template. Reports are used for program modifications and discussions on budget requirements for the following year (II.B.26, II.B.27, II.B.28, II.B.29).

Recent modifications through annual assessments included adding more seats in the testing center to reduce student wait times, better scheduling of peer tutors, participation in outreach activities, and modification of workshops.

To ensure exemplary student success support, the CARE program evaluates the quality of services on an annual basis to determine if the program is fulfilling the service area outcomes. The feedback from the assessments are essential in determining whether program changes are needed in order to continue to meet the needs of students (II.B.45). All the programs continue to meet and exceed SAO, program expectations, and goals in servicing the academic support needs of students. There is ongoing assessment for tutor centers and embedded tutors to improve services to students.

Learning support services show a commitment to consistent improvement in the attainment of student learning outcomes by assessing the quality of service providers campus-wide. Tutors from the Writing Center, Math Lab, Hulili Ke Kukui Hawaiian Center's Po'i Nā Nalu, and Testing and Tutoring are trained each semester in their specific fields. Student Success Center Programs provide workshops led by dedicated TRIO, College Achievement and Retention Experience (CARE), and Career Services faculty.

### Analysis and Evaluation

Honolulu CC meets this standard. The Library and academic services assess programs to ensure they adequately support student needs. Evaluation of student learning outcomes drive decisions on improving services.

II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness (ER 17).

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### Evidence of Meeting the Standard

#### *Library*

The Library has formal agreements, contracts, and leases with various vendors for resources such as the Library Management System (LMS) and equipment such as copy machines (ER 17). These contracts are entered into directly through the Honolulu CC Library or the Honolulu CC campus, or procured by the Hawaii Library Consortium or the UH System Libraries. All of the resources intended for direct use by the Library's patrons are either available via the Library's homepage or in the Library during business hours. The librarians also regularly use other contracted services and resources, such as Gimlet, LibShield, and SurveyMonkey, to ensure the usefulness of and accessibility to the Library, its collection, equipment, and services. These resources provide usage

statistics for the Library to review. Some services such as SurveyMonkey are specifically for the purpose of capturing data for analysis.

In most cases, the vendor is responsible for the security, maintenance, and reliability of their services or products. The UH System Libraries, for security purposes, maintains a proxy login for users to ensure the Library complies with requirements outlined in specific contracts, such as databases. This limits the use of resources to those physically in the Library or on campus as well as gives currently enrolled students, faculty, and staff remote access to the Library's electronic resources.

The Library has an assessment process to evaluate resources, services, and equipment, which was discussed in section II.B.3.

The College retains direct control of the Library, the math and writing tutor centers, the student success centers and the computer lab. These services belong to a network supported by ITS to provide security, maintenance, and reliability.

Honolulu CC also uses external vendors such as the Online Learning Academy at the University of Hawai'i at Mānoa, as well as Brainfuse, Accuplacer, MyMathLab, and ALEKS, but these are supplemental instructor options and the college does not rely on them as sole resources for instructing or tutoring students. At all times, the college maintains authority and control over termination of contacts and services. Evaluation of vendor performance is a standard procedure at the college and areas of improvement in the delivery of services are identified with the student interest as paramount.

#### Analysis and Evaluation

Honolulu CC meets this standard. The Library periodically evaluates each service through campus surveys and program reviews, which is a basis for data collection, analysis, and implementation of initiatives. These results from campus surveys and reviews are directly connected to other services of the college that align with its mission statement and strategic plan. The college is responsible for the service, maintenance, security, and reliability of each program.

## Evidence List – Standard II.B

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- II.B.1 Library's Mission Statement & Goals
- II.B.2 Library Annual Reviews 2014-15
- II.B.3 Library Annual Reviews 2015-16
- II.B.4 Library Annual Reviews 2016-17
- II.B.5 Library webpage screen shot (<https://www.honolulu.hawaii.edu/library/>)
- II.B.6 DE Libguide distance education webpage screenshot (<http://libguides.hcc.hawaii.edu/distance>)
- II.B.7 Library Instruction Statistics Spring 2014
- II.B.8 Library Instruction Statistics Fall 2014- Spring 2015
- II.B.9 Library Instruction Statistics Fall 2015
- II.B.10 Library Instruction Statistics Spring 2016
- II.B.11 Library Instruction Statistics Fall 2016
- II.B.12 Library Instruction Statistics Spring 2017
- II.B.13 **Library Presentation FAQ**
- II.B.14 UHLC Stats Collective Version 2016
- II.B.15 UHLC Stats Collective Version 2014
- II.B.16 UHLC Stats Collective Version 2015
- II.B.17 Writing Center webpage screen shot
- II.B.18 Writing Center Report Fall 2016
- II.B.19 Math Lab webpage screenshot
- II.B.20 Hulili Ke Kukui lab webpage screenshot
- II.B.21 Po'i Nā Nalu webpage screenshot <https://www.honolulu.hawaii.edu/nalu/>
- II.B.22 Po'i Nā Nalu information narrative
- II.B.23 TRIO webpage screenshot <http://www.honolulu.hawaii.edu/trio> webpage screen shot
- II.B.24 Academic Support Annual Report: Testing and Tutoring
- II.B.25 Academic Support Annual Report: TRIO-SSS
- II.B.26 Academic Support Annual Report: CARE
- II.B.27 Academic Support Annual Report: Career Services
- II.B.28 Tutoring Center webpage screenshot
- II.B.29 CARE webpage screenshot
- II.B.30 Computers for Students webpage screenshot [www.honolulu.hawaii.edu/library/computers.html](http://www.honolulu.hawaii.edu/library/computers.html)
- II.B.31 Computer Lab webpage screenshot
- II.B.32 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses Research Brief
- II.B.33 Hulili Ke Kukui Hawaiian Center Program description
- II.B.34 TRIO-SSS narrative
- II.B.35 Schedule: Excellence in Advising through iPASS
- II.B.36 Library Survey Summary 2014
- II.B.37 Library Survey Summary 2015
- II.B.38 Library Survey Summary 2016

- II.B.39 Library ARPD 2014
- II.B.40 Library ARPD 2015
- II.B.41 Library ARPD 2016
- II.B.42 College Catalog 2016-17
- II.B.43 Writing Center Activity Report ENG 100S/T Fall 2016
- II.B.44 Writing Center Activity Report ENG 100S/T Spring 2017
- II.B.45 Po‘i Nā Nalu Hawaiian Center Program description
- II.B.46 CARE program evaluation
- II.B.47 English faculty comments on the co-requisite model success
- II.B.48 New Student Employee Training for Writing Center

## **Standard II.C: Student Learning Programs and Support Services**

**II.C.1.** The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER 15).

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### Evidence of Meeting the Standard

The College regularly assesses and reviews the quality of its student support services to ensure strength of its mission and to continuously improve efforts that strengthen students' personal, academic, and professional development. Given the College's mission to provide accessible educational opportunities in a diverse and changing island community, support services are evaluated with a focus on equity, educational opportunity, and accessibility. (*See Sections I.A.1-4*).

### *Program Review for Improvement*

The College evaluates all of its student services through annual program reviews and five-year program reviews (II.C.1, I.C.2) and each support service also does its own additional assessments each year. These collective assessments account for all learning formats--on campus, off campus, and distance education classes. Feedback from students in these various learning formats is continually collected and utilized for devising program improvements.

Regardless of the format--on campus, off campus, or distance education--for delivering education, the College ensures that access to adequate and sufficient student services exists for all students, and that all support services are evaluated regularly. The main campus is the hub for student services, but it also serves facilities near the Daniel K. Inouye International Airport and at Sand Island. The College additionally provides a full-time coordinator and staff for the Apprenticeship Program at the Pearl Harbor Naval Shipyard. Although the students have access to all the student support services at the main campus, the Navy also provides services.

The neighboring high schools furnish their own support services for Early College High School (ECHS) and Running Start (RS) programs, though Honolulu CC academic counselors dispense scheduled direct on-site service to students for registration, pre-graduation sessions, and other activities.

At the Pearl Harbor Naval Shipyard Apprenticeship Program, the College provides a full-time coordinator and a full-time Education Specialist to provide assistance with admissions, registration, academic counseling, and graduation.

The College's student services are organized to provide ongoing assistance from pre-application to completion of coursework, in career, liberal arts, technology, transfer, and professional training programs. With support from the American Association of Community College's Pathways Project, the institution has been developing Student Success Pathways, (II.C.3, I.B.45), which are designed to create academic and career pathways for all students from pre-entry through completion and beyond.

The College provides a wide array of student services that are accessible and publicized to all students attending on campus, off-campus, or online programs of study. A number of services aim for holistic support, connection to the campus, and campus enrichment, such as the Outreach Office, Wellness Center, Student Life and Development, Health Office, and the Keiki Hau'oli Children's Center.

Supporting academic development are Advising/Academic Counseling, Admissions and Records, ACCESS, and Financial Aid. Services collectively reinforce support for students, and specialized programs include-Veterans Counseling, Po'i Nalu (Native Hawaiian Career and Technical Education Program), and Hulili Ke Kukui Hawaiian Center.

### *Outreach and Grants*

Outreach provides counseling and registration support to Early College High School and Dual Credit programs. Related to these services are CARE, which focuses on student retention, and TRIO, which assists first-generation students who have financial need and/or disabilities.

Information about student services is delivered to all students, whether they attend the main campus or the satellite campuses or study through distance education. Delivery of this information has been greatly enhanced in the past five years by restructuring and expanding the College's website under "Services for Students" and "Important Dates" (campus calendar). In addition, the College now provides information updates through social media, virtual campus tours, and direct email blasts. Upon request, scheduled chats can be arranged and conducted online (Google Chat or Skype) or by phone. The College also provides face-to-face communication about its support services through welcome booths and events to answer students' questions and invite them to get involved in sports, campus organizations, campus jobs, community service, and campus event planning. Throughout the year support services also are communicated through

on-campus orientation tours, brief in-class presentations, and campus campaigns. Each semester, faculty also refer students to support services on their own initiative and through online surveys (e.g. MySuccess) that are monitored by academic counseling.

All students may come to the main campus to utilize the student services, but they can also access these services via phone, email, Skype, or Google Chat. Most student business (e.g. applications, registration, payments, transcript orders) can be conducted online (I.C.7). Appointments are recommended for accessing academic or wellness counseling services. The Wellness Center does not have the capacity to offer online mental-health counseling that is compliant with HIPAA (Health Insurance Portability and Accountability Act), so it only provides confidential in-person counseling to individuals and groups.

Various on-campus services help to support the general well-being of the students and their ability to achieve academic and professional success. The Wellness Center posts flyers and collaborates with the College's trade academies to create displays about issues that challenge students, such as suicide, domestic violence, and depression, and the displays provide information about community resources for seeking help. Additionally, events are hosted about topics relating to emotional health, stress, and overall student well-being.

The Student Life and Development (SLD) office also organizes recreational student activities and intramural sports to promote a sense of campus community among students. The cafeteria was newly renovated and faces a new attractive courtyard where students, faculty, and staff can gather. The main campus thoroughfare is lined with food trucks and a coffee kiosk for refreshment.

The Keiki Hauoli Children's Center enables students with infants, toddlers, or preschool children to have access to affordable, high-quality childcare on site. The Health Office provides students with non-emergency care, first aid, health and medical insurance information, and provides email and posted notices about upcoming health events on campus (e.g. flu shot clinics or blood drives). Some services, such as the Hulili Ke Kukui Hawaiian Center, organize events and offer resources that can address particular needs and interests of specific constituents of students.

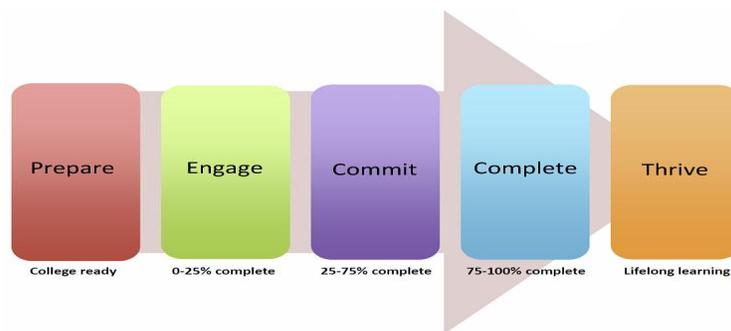
Similarly, the Veterans' counselors connect students with resources and host the Mobile Vet Center for interested students. A military and veterans counselor (II.C.4) provides counseling relevant to veterans and their families. For 2016, the College was named a Military Friendly School (II.C.5).

All student services are in compliance with Gainful Employment Disclosure requirements of the federal government and provide documented information to new incoming certificate students about affected programs for specific populations (II.C.6, II.C.7, II.C.8).

For purposes of assessment, all student services complete Annual Report of Program Data (ARPD) (II.C.1, II.C.2) assessments. These evaluations are done yearly and included in the student services report. All service units also contribute to a larger 5-year program review (II.C.9, II.C.10). The ARPD allows units to analyze quantitative and qualitative data concerning services, student learning outcomes assessments, and the connection between support services and the College's strategic plan and mission. Qualitative and quantitative data derived from the ARPD are used to evaluate student services and to drive meaningful change for program improvement and resource allocations. Each service area completes additional assessments by using student learning outcomes (SLOs) or service area outcomes (SAOs), surveys, and focus groups (II.C.9, II.C.10, II.C.11, II.C.12).

The College strives to integrate student services into the campus culture. To assess and evaluate whether support services are helping students to achieve their academic goals, the College particularly looks at persistence and retention. In particular, Student Success Pathways guide these efforts and overseen by the College Student Success Council (II.C.13). Within this framework are the iPASS and STAR initiatives, which create opportunities to engage and support students in a more comprehensive manner (II.C.14, II.C.15).

### *Student Success Pathways*



*Illustration-Standard-II.11 Student success pathways*

By focusing on each phase of the pathway (II.C.18), campus stakeholders identify existing barriers and discuss solutions to create better opportunities for students. For example, realization of barriers in the application process led to substantive changes in

how the Admissions Office provides assistance to students who apply. In response to student questions about the application, an information checklist was created and shared with students applying. To lessen academic challenges, outreach became more proactive and students are connected to academic advising support.

Assessment improves student support services overall and contributes to the fulfillment of the College mission. Student services have helped the campus achieve its performance goals for awarded degrees and certificates (II.A.34). Part of this success came through Reverse Transfer and auto-conferral of Certificates, which allowed the campus to confer degrees for additional students who have completed coursework, while transfer support through partnerships such as Ka'ie'ie (Degree Pathway Partnerships) and articulation agreements with four-year campuses within our system have helped to increase the percentage of transfer students.

To increase enrollment, the College targeted partnerships with Kupu (a non-profit organization focused on sustainability) and 3P (Pasefika Passion Pipeline). These have helped increase enrollment of Native Hawaiians and Pacific Islanders. Through high school partnerships, Early College High School has increased tremendously since its inception in Fall 2014. By the end of 2017, the campus will have serviced approximately 1000 students in Early College High School programs conducted by Honolulu CC.

Additional support for veteran students is now available since a second full-time veteran's counselor was hired through a TAAACCCT IV grant, which runs until spring 2018.

Through assessment, support services better understand the student experience and can determine whether services are fulfilling student needs. Regardless of location or means of delivery, support services are committed to enhancing student learning and student achievement, in line with the mission of the institution.

### Analysis and Evaluation

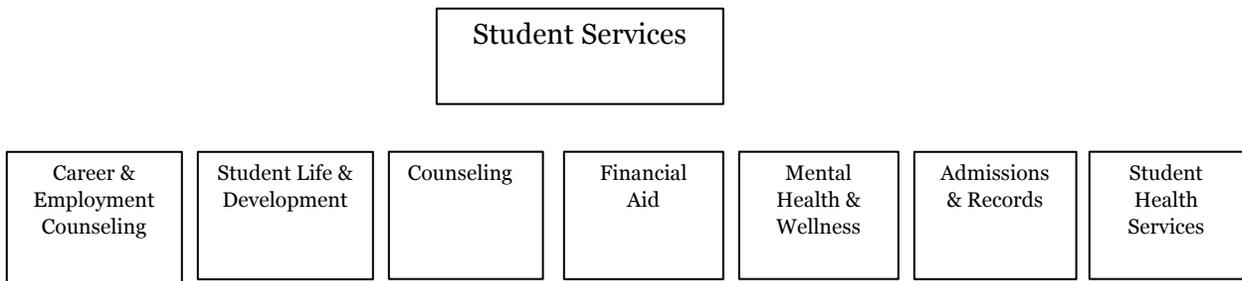
Honolulu CC meets this standard. The College offers a web of quality student support services to bolster student achievement. These services are designed to focus on equity, educational opportunity, and accessibility. All of the different services utilize assessment to help determine how to better fulfill the College's mission and further students' personal, academic, and professional development. Plans for improvement are created annually and also in five-year cycles. Identified needs are incorporated into the college resource allocation process and prioritized based on making progress on the college mission.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

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### Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes and provides appropriate services to students to ensure educational opportunities and academic success for all students. The Student Service departments regularly assess data to improve student support practices. A culture of evidence has been established in student services through the systematic development of student learning outcomes and assessments, to guide the division's resource requests and decision-making.



*Illustration-Standard-II.12 Student success pathways*

All areas of Students Services submit yearly program evaluations as part of the Annual Report of Program Data (ARPD) process (II.C.1). The ARPD for Student Services (II.C.2, II.C.16) encompasses a five-year review (2011 to 2016). The ARPD uses the following indicators to assess student services: staffing, resources, student enrollment, financial aid disbursement, persistence rates, degrees and certificates awarded, transfer rates (including transfers of Native Hawaiian students), and length of enrollment.

Each unit provides detailed information in the ARPD report about its efforts in meeting outcomes. The ARPD Report also includes analysis of student services results from the

Community College Survey of Student Engagement (CCSSE), which is administered every two years. The CCSSE (II.C.17) polls educational practices directly related to student retention and outcomes. As part of the ARPD and five-year review process, each unit reviews assessment data and creates an action plan to address areas in need of improvement. Yearly, since 2013, departments within Student Services have collected and evaluated assessments to provide quality support to students.

In 2015-16, the College began the Student Success Pathway (I.B.5, II.C.18) initiative to advance student success and completion. The pathway is a framework for the campus to facilitate student achievement, especially from the viewpoint of student services. The initial focus was on the “Prepare” phase, which supports student preparation and success from the date of admission to the first day of instruction. It encompasses outreach, developmental education, and enrollment management. Both the iPASS and STAR GPS initiatives are part of this framework and have helped support students in a more comprehensive manner (II.C.14, II.C.15). The Campus Student Success Council is the working group that drives the pathway by making recommendations and helping to implement initiatives related to student success.

Within the pathway framework, the student services units have developed assessment methods to measure achieved outcomes, which are described below:

#### *Admissions & Records*

Admissions & Records is responsible for providing admission services (II.C.19), maintaining student records (II.C.20), and dispensing and tracking Veterans Affairs benefits (II.C.4). The office disseminates a survey to students using its services. Survey results (II.C.21, II.C.22) are used to identify ways to make procedures can be made more user-friendly and efficient. In response to the survey, an online application was launched (in conjunction with the UH System) to streamline the application process (II.C.23), and the college catalog was put online (II.C.24). In further response to student feedback, coursework from transfer evaluations began to be enabled to work with STAR registration. Assessment is included in the annual reports for student services (II.C.9, II.C.10)

#### *Counseling*

Academic Counseling provides services for prospective, new, and continuing students and assists them in assessing and selecting their educational needs, career interests, academic qualifications, and appropriate degree programs (II.C.25). Additionally, information on program requirements, program status and eligibility, course placement, course sequencing, course selection, registration, transfer, credit by exam, and

graduation are provided (II.C.26). Counselors can further assist with financial aid academic certification, course waiver/substitution, STAR Graduation Pathways set-up and review, transcript evaluation, and academic success advising. Academic counselors are instrumental in providing support for students from registration through graduation. Counselors try to educate students about program requirements, registration processes, and course selection, so they can be self-sufficient, which is essential to academic success.

Many liberal arts students transfer to the University of Hawai'i at Mānoa (UHM) to earn four-year degrees. To facilitate transfers, the Ka'ie'ie pathway program has been available since 2014 (II.C.28). A UHM Transfer Specialist visits the campus every Monday but also can be contacted by email for an in-person, phone, or Google Chat appointments. The academic counselors refer students to the specialist, but students know about the pathway program from classroom presentations, posters, handouts, email blasts, and word of mouth.

Counselors use assessments to improve effectiveness. Assessment led to the transition from traditional paper advising to online STAR (II.C.15). This process required extensive inter-campus communication to ensure that various stakeholders were informed and able to provide feedback. Honolulu CC led the community colleges with this initiative and piloted the program with a group of students to ensure ease of use before being launched officially. The colleges created an online video tutorial (II.C.25, II.C.28) to make STAR GPS user-friendly for all students, and the video had a positive impact on facilitating use of the new registration interface (II.C.29). This new system informs students how to develop and follow the best pathway to complete their degrees.

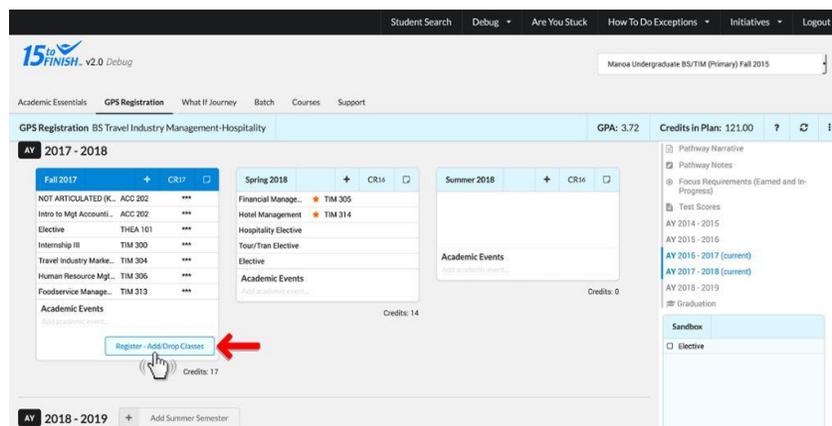


Illustration-Standard-II.13 STAR GPS

In addition to STAR GPS, counselors also employ MySuccess (II.C.30, II.C.31) to improve retention by tracking student progress. The student support and retention

system interfaces with the CARE office, which itself focuses on retention and student academic success. The use of new tools continues to be assessed and improved. After advising appointments, students are asked to complete a short satisfaction survey, which is used to improve delivery of services. From this, Counseling developed a procedure (II.C.26) to ensure that students understand their responsibilities and the services available to them. Assessment of Counseling also is included in the annual reports for student services (II.C.9, II.C.10).

### *Career And Employment Counseling*

Career Services provides programs and resources to facilitate the career development and employment objectives for students and alumni, in partnership with faculty, staff, employers, and community partners (II.C.32). To provide guidance through the on- and off- campus job search process, Career Services works to connect with students, connect with employers, and connect the two with each other. The services are available to students or alumni seeking part-time or full-time jobs.

To improve its services, Career Services employs several tools, including assessment of its SAOs each year to determine how well it is addressing student needs (II.C.33). It also tracks the counts of individual contacts and attendees at workshops, presentations, and other activities for career counseling. Service counts also are monitored for on- and off-campus jobs through SECE (Student Employment & Cooperative Education) and JCO (Job Center Online) (II.C.34).

Quantitative data is used to help Career Services gauge the effectiveness of efforts with students and employers and determine how to improve them. The data may lead to adjusting scheduling to boost workshop attendance, adding incentives to improve turnouts at job fairs and events, or refining communication methods to involve more students and employers. Qualitative feedback from students and employers may also be used to decide content and delivery strategies for workshops, career fairs, and training sessions.

### *Financial Aid*

Financial Aid helps students with monetary needs to attend college by assisting with the application process and helping with the disbursement of aid and scholarships (II.C.35). Financial Aid assesses outcomes primarily from data collected on aid disbursement and results from ARPD reports (II.C.9, II.C.10).

Financial Aid has taken great steps to improve processing of applications, and through its improved efficiency, has consistently met all Pell disbursement benchmarks set forth

by the University of Hawai'i System Office. Financial Aid also implements surveys and tally sheets to track student learning outcomes. They use the data to modify services. Consistent Financial Aid webpage updates and improvements have resulted from the assessment. The webpage provides critical and time-sensitive information to students about Financial Aid opportunities.

### *Student Health Services*

Student Health Services promotes a healthy and safe college community (II.C.36). A Registered Nurse provides first aid assistance, health education, and referrals to community agencies and services. The Health Office conducts a regular blood drive, established through a partnership between the University of Hawai'i and the Blood Bank of Hawai'i. Evaluations at the blood drives are administered to assess donors' experience, satisfaction, and knowledge of blood donation facts. Information helps in planning future blood drives and in informing students about their roles in saving lives. The Health Office also assesses training and educating student assistants. Through the training, new procedures were developed to streamline delivery of services. Assessment is included in the annual student services report (II.C.9, II.C.10).

### *Mental Health & Wellness*

Mental Health & Wellness offers students confidential personal and crisis counseling (II.C.37). The Wellness Center helps students manage personal life issues and navigate their college experience. A full-time Licensed Clinical Social Worker (LCSW) offers mental health and wellness services in-person only because the center does not have the proper setup or training to provide online counseling that is HIPAA compliant. Services, though, are available for students on campus or off-site. The LCSW supervises and trains two graduate students from the UH Mānoa School of Social Work two days a week at the center. With the assistance of these graduate students, the center is able to serve more students.

The Wellness Center also provides education about mental health and violence prevention to the campus through classroom presentations, enrichment groups and activities, online mental health screenings, and other methods. Each semester, the center hosts open houses and workshops to make faculty and staff aware of the Center's services available to them and all registered students, who may be referred to the Center.

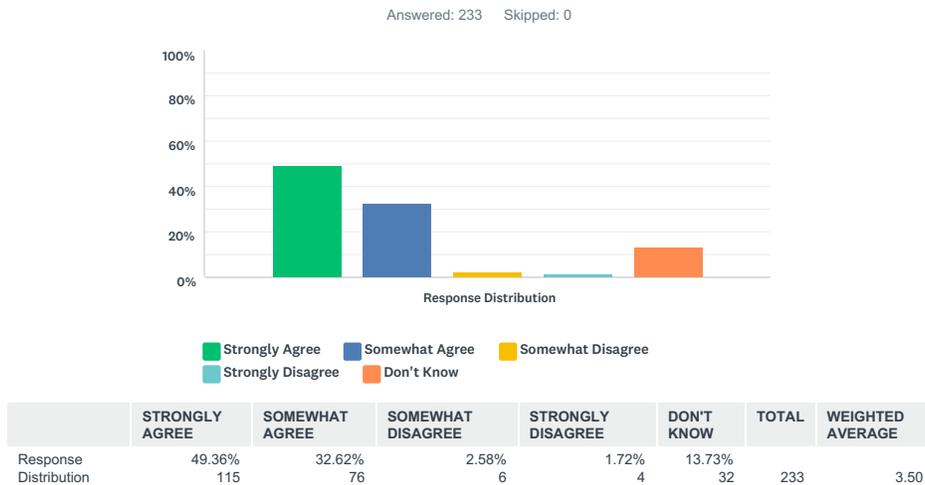
The Wellness Center strives to continually improve its services based on quantitative and qualitative feedback it gathers. The center tracks appointments, tracks attendance at educational events, administers evaluations, and conducts surveys. Assessment is

included within the annual reports for student services (II.C.9, II.C.10). As a result of the assessment, the Wellness Center moved to a more private space.

*Student Life and Development*

Student Life and Development (SLD) provides students with enrichment through social, cultural, recreational, and leadership opportunities (II.C.38). The College encourages students to be active in college governance and out-of-classroom activities. SLD activities add a dynamic dimension to the college experience by providing new learning experiences and opportunities.

Q6 HCC is a student-centered campus.

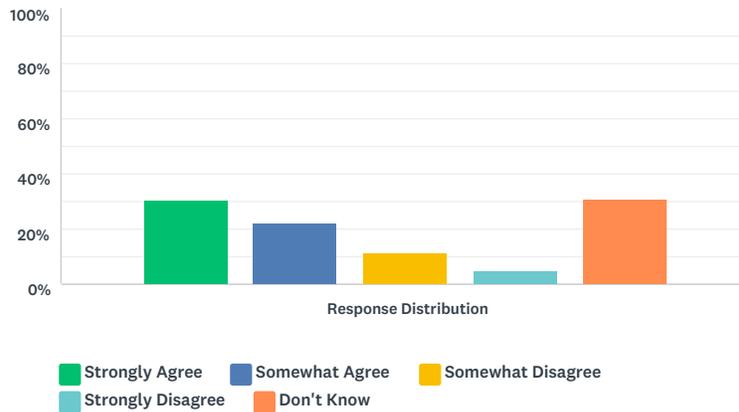


*Illustration-Standard-II.14 Student survey on campus*

To assess its effectiveness, especially its communication with students, the campus conducts surveys to students (I.A.21). In general, students enjoy participating in the numerous campus events organized by SLD (I.A.21). SLD also obtains feedback from students during monthly meetings of student government.

**Q26 Student events and intramural sports contribute to your educational experience as a student.**

Answered: 219 Skipped: 14



	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Response Distribution	30.59%	21.92%	11.42%	5.02%	31.05%	219	3.13
	67	48	25	11	68		

*Illustration-Standard-II.15 Student survey on campus activities*

Assessment of Student Life and Development is included in the annual reports for student services (II.C.9, II.C.10).

*Outreach*

Outreach implements campus enrollment strategies and provides activities to support student’s successful transition to college (II.C.39). Key endeavors are to implement consistent messaging and branding, through training of faculty and staff, and to encourage strategic partnerships within the community. Outreach conducts recruitment communications, intake processes, campus tours, and campus fairs.

Outreach regularly collects information through informal discussions with partners, including high school counselors of feeder schools to determine satisfaction with the services and processes. Assessment of Outreach is included in the annual reports for student services (II.C.9, II.C.10). From assessment, Outreach switched in spring 2014 to web-based orientation (II.C.40), which is continually being updated and improved.

*Disability Services*

Disability Services offers coordinated services for students with documented disabilities (II.C.41). Disability service information and forms are available to all students on the

website. Disability ACCESS works in accordance with Section 84.4 of the Federal rules and regulations governing Section 504 of the Rehabilitation Act of 1973, which stipulates academic equity for qualified individuals with disabilities. Students can communicate by phone or online (email, Google Chat/Skype). Disability ACCESS is not required to be HIPAA compliant.

The office collects informal feedback from students, faculty and staff, and conducts regular classroom and service observations. Disability ACCESS provides assessment of SAOs (II.C.33) and is included in the annual reports for academic support (II.C.34).

### *Other Services For Students*

Hulili Ke Kukui Hawaiian Center has a role (besides academic support) in student services by designing services that cater to the Native Hawaiian population and to improve recruitment and retention. The center tracks Native Hawaiian enrollment each semester by high school and program major and holds events to encourage student involvement in the campus (II.C.43).

Po‘i Nā Nalu Native Hawaiian Career & Technical Education Program also has a second role (besides academic support) of preparing Native Hawaiian students with options for careers. The program is sponsored by ALU LIKE, Inc. and funded through a Carl Perkins Grant from the US Department of Education (II.C.44). The goal of the program is for Native Hawaiian students to obtain degrees and certificates for areas of employment in Hawai‘i with strong demand, advanced skills, or high wages.

Po‘i Nā Nalu implements several assessments throughout the year and works closely with the grant sponsor, ALU LIKE, Inc. to track student progress and grant initiatives. The Resource Management Report (II.C.45) is submitted to the grant sponsor each quarter to track progress of meeting the grant objectives. For events, sign-in sheets are used to track attendance and evaluations are administered to measure satisfaction and knowledge gained. The program uses a database to track detailed information about participating students’ progress, including classes passed, tutoring hours, GPA, graduation, and further education/training and employment after graduation (II.C.46).

At 3-month and 6-month increments after graduation, a staff member contacts each participating student to determine their progress after receiving a certificate or degree. Finally, an external evaluator is contracted by the grant sponsor to conduct a comprehensive study of the program’s progress. Collectively, these evaluations are used to create action plans to address any existing areas in need of improvement. For example, internship sites were diversified as a direct result of the external evaluator’s recommendations.

The Keiki Hau'oli Children's Center offers care and learning for children of students, faculty, staff, and the community (when space is available) (II.C.47). The center also is a training site for Early Childhood Education (ECE) students enrolled in certificate and degree programs at the College. The Center is nationally accredited by the National Association for the Education of Young Children (NAEYC).

The center hires ECE students to work as aides, and it surveys staff each semester to see if they are receiving the training, support, and knowledge essential to maintaining a licensed and nationally accredited (NAEYC) program. The surveys are analyzed to improve staff training and the operation of the care to children. The Center conducts formal and non-formal training. Lead teachers provide one-on-one mentoring to students. The center's advanced lab assesses student learning outcomes (SLO) every semester for students who are completing their practicum hours. The assessments of SLOs are used to enhance their course curriculum and redesign assignments as required. Assessment is included in the ECE program annual review ARPD (II.C.1).

#### Analysis and Evaluation

Honolulu CC meets this standard. The College has identified appropriate student services to support learning outcomes for its student population and assesses its services to achieve those outcomes. Each unit continually collects and evaluates data to assess their services and participate in annual reviews of their services. The assessments help refine the services provided to students to help them achieve their academic goals.

II.C.3 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 (ER 15).

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#### Evidence of Meeting the Standard

The College provides equitable access to all students no matter the location or delivery method. Support services are housed on the main campus, where most students have classes, but students at other campus locations or studying through distance education can view information about the services on the website and can access and communicate with specific services online or by phone.

As noted above in the previous section, admissions, orientation, registration, counseling, financial aid, disability, records, transfer to four-year college, and other information is available online. Services are offered the same way to all students – in-person, by phone or email, or via Skype or Google Chat. Appointments also can be arranged for services such academic advising or mental health counseling. Continual assessment of these services aim to ensure support to students is appropriate, comprehensive, and reliable.

All students have access to the College’s policies and procedures, which are on the main website (II.C.48) and in the catalog (I.A.1 [pp. 65-68]). These policies and procedures explain students’ rights and responsibilities regarding issues such as academic grievances, alcohol, illegal drugs, tobacco product, weapons, sexual assault, and anti-discrimination.

Student complaints since the last comprehensive evaluation are available at Records and the office of the Dean of Student Services. In handling each case, the College follows its policies and procedures accurately, and maintains records of both academic grievances and behavior violations. Students can also file grievances through the College’s website link to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Title IX coordinators help support a safe and nondiscriminatory environment, The University of Hawai’i system required all faculty and staff to complete an online Title IX training program called, “Intersections: Anti-Harassment -Title VII - Title IX - VAWA Section 304.” New students are also encouraged to complete online Title IX training.

### Analysis and Evaluation

Honolulu CC meets this standard. Student services are accessible to all of its students, including students in distance education and off-campus programs. Through assessment, the institution ensures these services are appropriate, comprehensive, and reliable.

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletics programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

### Evidence of Meeting the Standard

The College's co-curricular programs are geared to provide educational opportunities for students through an engaging learning environment, in line with the mission of the institution. These co-curricular activities also develop personal growth, which also aligns with the mission. Student Life and Development (SLD) encourages all students to be involved in social and cultural events and other activities that enhance engagement in the higher education experience. The College does not have an athletic program, but it does provide opportunities for students to participate in some intramural sports. SLD manages student activities, including the finances.

Also, in line with the mission, SLD seeks to engage students of diverse backgrounds and identities in the events and activities to help their experience and knowledge beyond the classroom. Among the campus events that students have organized with oversight by the SLD office are those focusing on Filipino, Japanese, Polynesian, Scandinavian, and Nepalese cultures. These events feature posters, discussions, demonstrations, and cuisines (II.C.49). The SLD also supports Student Government, the Student Activities Board, Student Media Board, and a variety of clubs for students to join. The Student Media Board produces a campus newspaper and an art magazine, which allow students to communicate a voice to the campus, particularly to other students. The newspaper, the *Ka Lā*, has won awards of excellence. Such activities create a sense of belonging and community for students attending Honolulu CC, a feeling of connection that works to improve students' persistence to graduation.

In addition to the SLD, the Hulili Ke Kukui Hawaiian Center is committed to actively preserving and perpetuating Hawaiian culture and values. It fosters activities and events to broaden understanding of the indigenous culture, in line with the College's mission and the University of Hawaii's Na Papa O Ke Ao initiative (II.C.50), which aims to develop, implement, and assess strategic actions to make the university a leader in indigenous education. The center also provides services that enable students of Hawaiian ancestry to succeed in their academic, career, and personal endeavors.

Each semester, the center helps to coordinate five Mālama 'Āina Days for students, staff, and faculty to provide hands-on learning opportunities about Hawaiian culture and traditional sustainability practices, such as water management, taro cultivation, and traditional food preparation.

### Analysis and Evaluation

Honolulu CC meets this standard. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The institution has responsibility for the control of these programs, including their finances.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

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#### Evidence of Meeting the Standard

The College provides counseling and academic advising programs to support student development and success. Through certifications and continuous training, workshops, and conferences, all personnel responsible for advising, including instructional and non-instructional faculty, are prepared to help students understand requirements of their programs of study. Students receive timely, useful, and accurate information about academic requirements, including graduation and transfer policies.

The College's biggest step in this direction is STAR Graduation Pathways (II.C.15), which is an online program available to all admitted students to track their coursework to graduate without taking superfluous credits. Valuable for registration each semester, the program displays courses students need to stay on the pathways to degree or certificate completion, or transfer to a four-year institution. STAR was implemented for all students in fall 2016.

Students receive an orientation from advising staff on how to use the STAR, so they understand their program of study requirements and achieve their academic goals. Useful and accurate information about relevant academic requirements, including graduation and transfer policies, are disseminated to students in a timely manner.

Additionally, web-based STARFISH/MySuccess (II.C.30) provides a mechanism by which instructors can proactively provide students with feedback about attendance,

grades, and overall progress. The program is linked to student support faculty and staff, giving them information to proactively assist students.

STAR includes a number of features: Academic Essentials, GPS Registration, What If Journey, Transcripts, and Scholarships. The Academic Essentials feature of STAR allows students to see their progress towards their degree program at a glance. Students also can view graduation requirements, financial aid status, academic requirements, non-applicable course listings, advisor notes, events or actions on their records, and graduation goals. Students are also kept informed about their progress towards general education requirements and degree requirements. Progression towards satisfying a general education requirement and a degree requirement is indicated as complete, tentatively complete, or incomplete ([II.C.28](#), [II.C.29](#)).

STAR keeps students informed of progress towards attaining their degrees. Students see their graduation requirements, such as grade point average and focus requirements, and when courses are non-applicable or may not transfer, advisor notes, and Events and Actions are viewable by the student and are encouraged to meet with an academic counselor. Students see advisor notes and Events and Actions inform students of issues that may impact their pathways.

The GPS Registration feature of STAR displays required degree requirements. Courses required for a degree are listed as suggestions for student to consider when registering for a particular semester. Based on the students' particular needs, the students may need to modify their pathways to reflect part-time status, personal choices, summer course possibilities, and other factors. Students can view classes available during the registration period.

For a student who is considering transferring to another University of Hawaii campus, the What If Journey feature of the STAR gives the student an overview of what progress would look like if another major were chosen. The What If Journey feature takes into account the student's academic history.

An additional STAR feature is the ability to view transcripts, including course credits from other institutions if students transferred into Honolulu CC. Students can view these unofficial transcripts by semester or in department layout. Transcripts provide students with important information, including placement test results, that is specific to a University of Hawaii campus attended.

The Scholarship feature of STAR helps students search and apply for scholarships that are administered by the University of Hawaii System. For example, scholarships can be

searched for a certain demographic profile. To enter the Scholarship search engine, students log in with their unique UH username and password.

At any time while using the STAR, a student may request assistance from the STAR System Team by utilizing the Are You Stuck feature. This feature allows for students to email questions, suggestions, or comments regarding STAR. Follow up by a STAR System Team member is done within twenty-four hours. In the event that the STAR System Team member is unable to respond the student's question, notification is sent to the designated campus GPS Director so it can be addressed. For technical difficulties, students are instructed to contact the STAR System Office. Additional assistance is offered by way of tutorial videos and help docs on the STAR Help Website (II.C.15).

Academic counselors hold new student registration sessions to inform students how to utilize the STAR and select features of STARFISH/MySuccess. These sessions also educate students as to what to expect when entering college. Student registration sessions are mandatory for all incoming new students.

Academic Counselors also meet individually with new and continuing students to assist with educational and career planning, to guide them through the registration process, and to review and understand their degree pathways.

Online students may schedule in-person or online counseling sessions and can view their classes and pathways to graduation through STAR, which is available anytime through the campus website.

A specialist of the Ka'ie'ie transfer pathway program (II.C.30) is available on the main campus once a week but can be contacted by email for an in-person, phone, or Google Chat appointment.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution implemented STAR as a comprehensive counseling and academic advising program for all students, including those on off-site locations and online students. In addition to STAR, counselors provide training, workshops, and other methods to prepare faculty and staff for to advise students and ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals (ER 16).

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#### Evidence of Meeting the Standard

The College's admission policies and practices are consistent with its mission by providing accessible educational opportunities as an equitable, open-door institution. The institution particularly has a responsibility to its Native Hawaiian community, being an indigenous serving institution, and to its underserved populations, such as Pacific Islanders.

The College's open-door admissions policy allows accessible to educational opportunities to all students who can provide proof of satisfying one of the following admissions requirements:

- high school diploma
- high school equivalent, such as a General Education Diploma
- 18 or more years of age by the start of the semester the student is applying for admission

The College also participates in the Early College, Running Start, and Jumpstart programs that allow high school students to take college courses for credit. To participate, students must meet minimum grade point averages.

The College invested in building and maintaining a comprehensive, fully online, and student-oriented tool called STAR, which provides students with individualized degree pathway information. STAR provides comprehensive academic information on the pathways to graduation.

For each program degree or certificate offered by the College, a corresponding STAR pathway has been built to identify a student's graduation and major course requirements. Within STAR, the Guided Pathway System (GPS) Registration tab suggests courses each semester to fulfill program requirements and reach an expected graduation date. If a student fails a required course, STAR recalculates the student's pathway and estimated graduation date. If the student enrolls in a course not needed for the major, STAR alerts the student.

Prior to each academic year, academic counselors revise pathways based on approved curriculum or program changes, such as for prerequisites or course prerequisites and co-requisites. To ensure accuracy, each pathway is tested for multitude situations. Because the University of Hawai'i system has adopted STAR, it can provide students with transfer information to any UH campus the student may select.

STAR allows a student, for example, to review the remaining degree requirements at one of the UH four-year institutions for any major. Additionally, courses taken at another UH campus will automatically transfer to Honolulu CC through the Automated Transfer Articulation Process- SZPARTI. SZPARTI runs the courses through the articulation database and then populates the courses into the student's academic history.

For students transferring courses from outside the University of Hawai'i system, records are updated after receiving official transcripts and confirmed transferrable in the College's database. If the course from an institution is not listed in the database, an appropriate division chair advises if the course can transfer as equivalent to one the College offers, transfer as an elective, or not transfer at all. The decision is then updated in the transfer database.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

[II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.](#)

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### Evidence of Meeting the Standard

The College is an open-door institution, providing accessible educational opportunities to all students. It regularly evaluates its placement practices to validate their effectiveness and to minimize biases.

In fall 2016, the College revamped its English and math placement tools used by Admissions and Academic Counseling. The campus phased out COMPASS for placement, moving to multiple measures that included high school Smarter Balance scores, high school grade point averages, and high school subject grades, among others. The new placement procedures dramatically reduced biases to achievement, particularly for underprepared students. In the past these students would have placed in developmental class sequences where they often failed to advance to college level English or math, required for graduation.

The placement measures went into effect for all the UH community colleges (II.C.51).

Along with these changes, the College eliminated its developmental education sequence for English, moving to co-requisite classes. Any students not placing into ENG 100 enroll in an ENG 100 co-requisite class, which allows them to complete the college-level English requirement in one semester instead of as many as four for the previous developmental sequence. The co-requisite courses provide more class time for underprepared students. Remarkably, the success rates have improved dramatically (Intro.9, Intro.10). Honolulu CC's Language Arts division has been a leader in implementing the co-requisite model.

The Math department also implemented accelerated math models to improve student success, eliminating many of its developmental, pre-collegiate classes.

Working with UHCC, placement criteria are evaluated each year.

Along with implementing multiple placement measures, the UHCC Enrollment Management group, which included among other representatives from admissions, records, and counselors, agreed to allow students to self-report placement criteria. This change eliminated a former barrier that required students to provide official copies of high school transcripts and other documents. Despite some concerns among faculty, the UH System Institutional & Research Office found overwhelming evidence that students report fairly and accurately.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**II.C.8** 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.

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#### Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, regardless of the form in which those files are maintained. The College additionally provides backup of all files through the Banner system maintained by the University of Hawaii System Office ([III.C.34](#), [III.A.68](#)).

The Registrar manages the security and access of all student records for the campus, including electronic and physical files. The access also is governed by internal Standard Operating Procedures ([II.C.52](#)). Hard copy student records are kept in a locked, fire-safe storage room maintained by the department, and can only accessed by select staff members ([II.C.53](#)).

Students must complete a confidential release form in person at the Records office to authorize third parties to have access to their college information ([II.C.110](#)).

The institution publishes and follows established policies for release of student records for all student support programs. Students and family members are informed of FERPA policies and required release forms. Students, family members, and the community are able to access information regarding FERPA by referring to the college catalog ([I.A.1 \[pp. 60-62\]](#)) or visiting the Admissions webpage ([II.C.19](#)).

The Student Employment Office requires all student employees to complete a FERPA agreement prior to being hired. FERPA policies are re-enforced during the mandatory student employee training conducted by the Student Employment office.

#### Analysis and Evaluation

Honolulu CC meets this standard. The College maintains student records permanently, securely, and confidentially, and has a provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies in its catalog for release of student records.



## Evidence List – Standard II.C

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### II.C.1 ARPD

([www.hawaii.edu/offices/cc/arpd/student-services.php?action=executivesummaries&year=2017&college=HON](http://www.hawaii.edu/offices/cc/arpd/student-services.php?action=executivesummaries&year=2017&college=HON)).pdf

II.C.2 2016 ARPD Executive Summary Student Services.pdf

II.C.3 HONCC Student Success Pathway.pdf

II.C.4 Veterans ([www.honolulu.hawaii.edu/veterans](http://www.honolulu.hawaii.edu/veterans))

II.C.5 Victory HonCC Military Friendly ([www.honolulu.hawaii.edu/node/1289](http://www.honolulu.hawaii.edu/node/1289))

II.C.6 Gainful Employment Disclosure

([www2.ed.gov/about/offices/list/ope/ge-template.html](http://www2.ed.gov/about/offices/list/ope/ge-template.html))

II.C.7 DE information for students ([www.honolulu.hawaii.edu/distance](http://www.honolulu.hawaii.edu/distance))

II.C.8 DE getting started for students ([www.honolulu.hawaii.edu/node/1296](http://www.honolulu.hawaii.edu/node/1296))

II.C.9 ARPD 2016 Student Services Executive Summary

II.C.10 ARPD 2016 Student Services Analysis

II.C.11 SAOs for Student Support Services.pdf

II.C.12 Writing Center SLOs ([www.honolulu.hawaii.edu/node/710](http://www.honolulu.hawaii.edu/node/710))

II.C.13 Campus Student Success Council

([programs.honolulu.hawaii.edu/intranet/node/2365](http://programs.honolulu.hawaii.edu/intranet/node/2365))

II.C.14 IPASS Overview.pdf

II.C.15 star-help.pdf

II.C.16 ARPD Student Services

II.C.17 CCSSE ([www.ccsse.org/](http://www.ccsse.org/))

II.C.18 Student Success Cheatsheet Prepare.pdf

II.C.19 Admissions ([www.honolulu.hawaii.edu/admissions](http://www.honolulu.hawaii.edu/admissions)).pdf

II.C.20 Records ([www.honolulu.hawaii.edu/records](http://www.honolulu.hawaii.edu/records)).pdf

II.C.21 A & R Survey Questions AY 2016-2017.pdf

II.C.22 AY Fall 2016-Spring 2017 Annual Assessment Admissions and Records-Completed.pdf

II.C.23 Online Application ([www.sis.hawaii.edu/uhdad/bwskalog.P\\_DispLoginNon](http://www.sis.hawaii.edu/uhdad/bwskalog.P_DispLoginNon)).pdf

II.C.24 HonCC college catalog ([www.honolulu.hawaii.edu/catalog](http://www.honolulu.hawaii.edu/catalog))

II.C.25 Advising Academic Counseling ([www.honolulu.hawaii.edu/counseling](http://www.honolulu.hawaii.edu/counseling))

II.C.26 Counseling \_ Advising Syllabus.pdf

II.C.27 Ka‘ie‘ie ([uhcc.hawaii.edu/kaieie/](http://uhcc.hawaii.edu/kaieie/))

II.C.28 STAR GPS Tutorial ([www.youtube.com/watch?v=rIXhpL\\_nbsQ](http://www.youtube.com/watch?v=rIXhpL_nbsQ)).pdf

II.C.29 STAR GPS Login ([www.star.hawaii.edu/studentinterface/](http://www.star.hawaii.edu/studentinterface/)).pdf

II.C.30 MySuccess tutorial ([mysuccess.honolulu.hawaii.edu/?q=node/32](http://mysuccess.honolulu.hawaii.edu/?q=node/32))

II.C.31 MySuccess Tutorial.pdf

II.C.32 Career Services ([www.honolulu.hawaii.edu/career](http://www.honolulu.hawaii.edu/career))

II.C.33 assessment-slo-sao-academic-support.pdf

II.C.34 Academic Support APRD Executive Summary

II.C.35 Financial Aid ([www.honolulu.hawaii.edu/finaid](http://www.honolulu.hawaii.edu/finaid))

- II.C.36 Health Office ([www.honolulu.hawaii.edu/health](http://www.honolulu.hawaii.edu/health))
- II.C.37 Wellness Center ([www.honolulu.hawaii.edu/wellnesscenter](http://www.honolulu.hawaii.edu/wellnesscenter))
- II.C.38 Student Life ([programs.honolulu.hawaii.edu/studentlife/](http://programs.honolulu.hawaii.edu/studentlife/))
- II.C.39 Outreach ([www.honolulu.hawaii.edu/outreach](http://www.honolulu.hawaii.edu/outreach))
- II.C.40 Online Orientation.pdf
- II.C.41 Disability ACCESS ([www.honolulu.hawaii.edu/disability/](http://www.honolulu.hawaii.edu/disability/)).pdf
- II.C.42 Hulili Ke Kukui Hawaiian Center ()
- II.C.43 Hulili Ke Kukui Event Attendance (Fall 2014 - Spring 2016).pdf
- II.C.44 Po‘i Na Nalu ([www.honolulu.hawaii.edu/hawaiian/poinanalu](http://www.honolulu.hawaii.edu/hawaiian/poinanalu))
- II.C.45 PNN RMR template.pdf
- II.C.46 Po‘i Na Nalu Outcomes 2013-18.pdf
- II.C.47 Keiki Hau‘oli Children’s Center ([www.honolulu.hawaii.edu/keiki](http://www.honolulu.hawaii.edu/keiki))
- II.C.48 College Policies ([www.honolulu.hawaii.edu/policies](http://www.honolulu.hawaii.edu/policies))
- II.C.49 Student Lifeactivities ([www.honolulu.hawaii.edu/studentlife](http://www.honolulu.hawaii.edu/studentlife))
- II.C.50 Hawaii Papa O Ke Ao.pdf
- II.C.51 Placement (11.24.15) Memo for Placement Options
- II.C.52 Registrar SOP
- II.C.53 Records Security Procedures

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **Standard III.A: Human Resources**

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

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#### Evidence of Meeting the Standard

The College places precedence on employing qualified administrators, faculty, and staff to assure the integrity and quality of its programs and services. Each employee is screened to confirm appropriate education, training, and experience. Since administration, faculty and staff work together in this process, the use of the mission statement of the College and the developing needs of the students and community are crucial in determining necessary qualifications for each new employment opportunity.

The College maintains employees in the following classifications: (a) Administration or Executive and Managerial (E/M), (b) Faculty, (c) Administrative, Professional and Technical (APT), and (d) Civil Service. The Board of Regents (BOR) sets forth policy regarding all appointments in the UH System, including faculty promotion and tenure as well as the status of other personnel (III.A.1). In accordance with UH System-wide policy, faculty, APT staff, and E/M personnel are BOR appointees, subject to classification and qualification rules established for these employees (III.A.2). Clerical, grounds and maintenance, and other support staff are State of Hawai'i Civil Service employees, and therefore, job descriptions for these positions are subject to Civil Service

classification and qualification rules, administered by the state's Department of Human Resources Development (DHRD) (III.A.3). All employees, except E/M, are subject to collective bargaining agreements.

Qualifications for each position offered are determined by needs of programs, divisions, departments, and offices of the institution. The College follows UH and Regents policy (III.A.4, III.A.5) to recruit and select qualified candidates for E/M positions. Position descriptions for these positions are developed by the College but must be reviewed and approved by the UH System Office of Human Resources and/or the Office of the Vice President of Community Colleges to ensure that they are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

In the search for qualified candidates for faculty positions, both faculty and administration draft job descriptions, incorporating minimum qualifications (MQs) as approved by the Office of the Vice President of the Community Colleges (III.A.6) and desirable qualifications (DQs).

For APT positions, administrators work with department managers to develop job descriptions that accurately reflect the duties and responsibilities of the position in addition to MQs, DQs, and required years of experience, in compliance with UH policy (III.A.7).

The institution advertises open positions through venues, such as the Work at UH website, that will attract quality candidates. The University is transitioning to a new on-line recruitment, application, and screening system entitled NEOGOV with an expected implementation date of Spring 2019. All job descriptions and postings include the publication of duties and responsibilities that support institutional mission and goals as well as the required education, experience, and training (III.A.8).

For all positions, selection committees develop interview questions, rubrics for the answers, and ratings forms. Questions typically address understanding of the student population the campus serves, reinforcing the duties and responsibilities to support the mission of the College. These committees include faculty or staff of the disciplines or departments seeking to hire. The screening process is detailed in a memo distributed to each committee member at the onset of the recruitment and is tailored to the specific classification of the vacant position. The process supports consistency and confidentiality in the recruitment process, which extends to applicant and committee information, materials, ratings, questions/responses, comments and discussion, and recommendations (III.A.9).

Applications received are initially screened by the campus Equal Employment Opportunity (EEO) Officer to ensure that all application packets contain the required documents as stated in the job advertisement. Complete applications are then forwarded to the screening committee to determine which candidates meet MQs and DQs for the position. The committee selects the candidates to interview, and upon completion, makes recommendations to the appropriate administrator, who conducts a second level of questions to determine the most qualified candidate for the position.

Positions are not offered until reference checks are conducted, and the EEO Officer reviews the entire recruitment file for validation of MQs and that all EEO/AA policies and procedures were followed.

For all candidates and selectees, the College requires transcripts of degrees, certificates, and other documents are mailed from the institutions conferring them to verify qualifications. If degrees are from non-US institutions, the College checks the equivalency of degrees by referring to the National Association of Credential Evaluation Services (III.A.10).

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution complies with BOR, UH, federal, and state policies and procedures governing personnel classification, recruitment, and appointment. To ensure the integrity and quality of its programs and services, the College employs administrators, faculty and staff who are qualified with appropriate education, training, and experience. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and they address the needs of the institution to serve its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

### Evidence of Meeting the Standard

Faculty evaluate and recommend applicants for teaching positions, particularly for their own departments. To maintain integrity and quality of new hires, they serve on screening committees to ensure applicants have subject knowledge and requisite skills to perform the services for the position they would be hired to fill. The advertisements for the positions list minimum qualifications (MQs), desired qualifications (DQs), and expected duties and responsibilities (III.A.11, III.A.12). These advertisements are developed by department faculty.

Applicants are required to submit an application, resume, cover letter, and transcripts to establish their qualifications. The advertisements (announcements) describe teaching requirements but also often include responsibilities of contributing to the department, participating in campus committees, engaging in other campus activities, and partaking in community service.

The MQs specify degrees, professional experience, and discipline expertise. The DQs include expected skills to be proficient in the position, and include proficiency in assessing student learning, experience in curriculum development and curriculum review, knowledge of the College's mission, and comprehension of the College's student population (III.A.13, I.A.19). Applicants are asked to demonstrate their teaching methods during most interviews.

The faculty serve as subject experts to ensure newly appointed faculty have appropriate degrees, professional experience, and discipline expertise. To confirm, the committee creates interview questions with rubrics to assess answers. The EEO/AA Officer reviews the interview questions and rubrics, and provides the screening committee with directions about the process.

Once the committee recommends applicants, the dean or administrator will interview them in a second round. Upon completion of the second level interviews, the administrator will contact the applicants' references to validate further, before making a recommendation to the Chancellor via the Vice Chancellor of Academic Affairs. The EEO/AA Officer performs the final check of documents of the applicant to be appointed (III.A.14).

Included in faculty reappointment, promotion, and tenure applications are the requirements for curriculum development, curriculum review, and student learning outcomes assessment (III.A.15).

### Analysis and Evaluation

Honolulu CC meets this standard. The process for recruiting, screening, and selecting faculty is well defined. Faculty as content experts review the position advertisements, create interview questions, and interview candidates. They select candidates through a comprehensive process that includes rubrics, interviews, evaluations for professional experience, expertise in the discipline, teaching skills, and potential contribution to departments, the institution, mission of the institution, and student population, among others.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

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### Evidence of Meeting the Standard

The College has a process to ensure the necessary qualifications of administrators it hires, so they will be able to perform duties to sustain institutional effectiveness and academic quality.

For all recruitments, the institution follows a competitive recruitment process based on appropriate education, training, and experience. The College ensures that the minimum and desirable qualifications for all personnel positions responsible for educational programs and services are reflected in the job descriptions (III.A.16, III.A.17). Job descriptions are updated and reviewed by the Human Resources Manager and managerial personnel prior to the job posting and as needed to support the changing needs of the college and division.

All positions at the College are aligned with the institution's mission, and job descriptions ensure positions support the principles of the mission, which include assessment, teaching and learning, diversity, personal development, career development, and community development (III.A.18).

To comply with EEO/AA standards and to ensure that the hiring procedures are consistently applied, Human Resources oversees the hiring process. Applicants are evaluated in the selection process and consistent with current Board policy (III.A.18,

[III.A.19](#), [III.A.20](#), [III.A.21](#)). The process verifies that applicants possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Human Resources ensures application packets are complete and applicants meet the minimum qualifications. Executive/Managerial (E/M) as well as faculty and Administrative, Professional and Technical (APT) position applications require official transcripts from an accredited institution recognized by US accrediting agencies. The transcripts and other training certifications must be received at the time of employment to satisfy the academic credentialing for the position. Other required documents include a cover letter (outlining how applicants meet the minimum and desirable qualifications), resume, and three references.

The job advertisements outline duties related to the mission of the college, student success, diversity, and professional and personal growth, and require documents needed to effectively assess these areas ([III.A.22](#), [III.A.23](#)). Prior to reviewing applications and conducting interviews, the EEO/AA Coordinator or respective administrator reviews the hiring process with the screening committee. This includes noting the responsibilities of the screening committee, conveying the importance of ensuring confidentiality of the screening process (including applicant and committee information, materials, ratings, questions/responses, comments and discussion, and recommendations), EEO and AA policies, guidelines for pre-employment inquiries, and minimum qualification guidelines. Currently, Human Resources is developing an on-line tutorial for this process so it will be easily accessible to all screening committee participants for reference and to ensure that the process is consistently applied for all campus recruitments.

To sustain institutional effectiveness, Honolulu CC offers competitive compensation (salary and benefits) that is comparable to the local market, including higher education, to attract and retain competent and experienced personnel ([III.A.4](#)).

#### Analysis and Evaluation

Honolulu CC meets this standard. Administrators and other employees responsible for educational programs and services are selected after determining that they have the necessary qualifications to sustain institutional effectiveness and academic quality. Position advertisements specify minimum and desirable qualifications. To find the best qualified applicants for the position, the College follows a competitive recruitment process based on appropriate education, training, and experience. Descriptions of all positions overseeing educational programs and services are aligned with the mission

and require assessment, teaching and learning, diversity, personal development, career development and community development.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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#### Evidence of Meeting the Standard

The College authenticates that administrators, faculty, and staff are hired through a detailed and systematic selection process that includes a review of the qualifications of candidates and past employment verification. Degree requirements are specified in job advertisements (III.A.12).

Once an applicant is selected, Human Resources reviews the applicants' submitted documents to review qualifications, such as meeting the minimum requirements of the position. If official transcripts were not submitted at the time of the application, official transcripts must be received directly from the granting institution by the time of hire. The transcripts are maintained in the personnel files of employees. Human Resources conducts periodic spot checks of personnel files to ensure that this procedure is met.

A minimum of a Master's degree is typically required for all faculty positions in liberal arts areas regardless of whether the faculty is hired for distance education or on-campus instruction. Vocational, technical and occupational instruction areas may require less than a Master's degree. All degrees and credits must be earned from regionally accredited postsecondary colleges and universities (III.A.24). Degrees from non-U.S. institutions are recognized only if equivalence has been established. Transcripts from a non-U.S. institution requires an evaluation through the National Association of Credential Evaluation Services or similar service to verify candidates meet the minimum required degree to be qualified for the position (III.A.10).

The requirement of official transcripts is part of the standard operating procedure on Application Review Guidelines for Administrator, Faculty and/or APT Recruitment (III.A.25).

#### Analysis and Evaluation

Honolulu CC meets this standard. The College follows procedures to ensure required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been validated.

III.A.5 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.

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#### Evidence of Meeting the Standard

Employees are evaluated systematically and at regular intervals to assess their effectiveness and to determine areas for improvement. State of Hawaii, Board of Regents (BOR), University of Hawai'i Community College (UHCC) policies, and collective bargaining agreements provide clear guidelines for the criteria and procedures specific to employee groups. The BOR sets forth policy (III.A.26) regarding evaluation of all Executive and Managerial (E/M), faculty, and Administrative, Professional and Technical (APT) employees.

#### *Executive and Managerial*

All Executive and Managerial (E/M) employees must be evaluated annually for performance and accomplishments based on criteria established by the UH President and described in Board policy (III.A.18). A confidential performance evaluation of the College's E/M employees is conducted through the 360 Degree Feedback online system, gathering evaluations from subordinates, peers, and constituents. Results of the assessment, as well as of a self-assessment is discussed between the executive and managerial employee and the Chancellor. The Vice President of the Community Colleges conducts the evaluation of the Chancellor (III.A.27).

#### *Faculty*

Faculty are evaluated in accordance with BOR policy (III.A.26). The University of Hawaii Professional Assembly (UHPA), in agreement with the BOR, sets forth the procedures for contract renewal for probationary and temporary faculty as well as tenure and promotion for eligible faculty in the 2017-2021 collective bargaining agreement (III.A.28).

Additionally, in accordance with the UHPA contract, the UHCC sets forth guidelines for tenure and promotion (III.A.15) as well as contract renewal (III.A.29). These guidelines ensure that faculty are evaluated consistently and fairly by providing the framework for both the applicant and reviewer.

Faculty submit a dossier, a self-assessment of teaching ability, accomplishments, professional development, professional activities, public service, learning outcome assessment, student evaluations, peer observations, and goals and objectives for the coming contract period. A formal process is prescribed depending on the action, such as contract renewal, tenure, or promotion. This is done by appropriate departmental and administrative personnel, including division chairs or unit heads, division personnel committees, tenure and promotion review committees, and/or administrators. The faculty evaluation process provides an employee with recommendations for improvement and serves as the basis for goals to be achieved during the next evaluation period.

Tenure-track faculty must submit a dossier for contract renewal in the second and fourth years of a five-year probationary period. Tenure-track faculty who are in their final year of probationary service are required to apply for tenure or be subject to a terminal contract year. Temporary or non-tenure-track faculty are required to submit annual contract renewals.

Division chairs (or equivalent) review dossiers during the evaluation process and meet with non-tenured faculty to discuss recommendations before submitting a report. Should there be a need for improvement, the division chairs work with the faculty members to develop a plan.

Post-tenure, faculty may apply for promotions after completing three years of service. Promotion dossiers are reviewed for performance at the rank to which the faculty are applying. Tenured faculty who have reached the rank of Professor (C5) or who choose not to apply for promotion are evaluated every five years based on the faculty classification plan, which documents faculty expectations at each rank per UHCC policy on the faculty five-year review (III.A.30).

Faculty who teach distance education (DE) courses must participate in a mandatory orientation at the beginning of every semester. DE courses must be peer-reviewed by other faculty members every two years utilizing the peer evaluation form (III.A.31). Students provide evaluations of DE courses every semester.

### *Lecturers*

Since lecturers must meet the same academic qualifications as faculty members, they are evaluated at specified intervals based on their step placement as stated in the UHCC policy (III.A.32) and campus' standard operating procedure (III.A.33).

Lecturers at Step A are evaluated once each year, at Step B once every two years, and Step C once every four years. Evaluations may be done more frequently if there are concerns with a lecturer's performance. At minimum, lecturer evaluations must include one peer evaluation, results of student evaluations, and a self-analysis. These documents are submitted to the division chairs, who provide feedback to the lecturers. By April 30 of each academic year, division chairs will provide recommendations to the Vice Chancellor for Academic Affairs for re-hire.

The initial step placement of lecturers starts at Step A. New lecturers may be credited with 25 credits for an advanced degree and for 25 credits taught outside the UH System with accompanied verification. Application for advancement to Step B can be submitted when a lecturer has reached 75 teaching credits and to Step C at 150 credits.

The procedures in place ensure that evaluations of faculty and faculty lecturers lead to improvement of job performance.

### *Administrative, Professional, and Technical (APT) Employees*

Administrative, Professional, and Technical (APT) employees are evaluated on an annual basis using the APT Broadband Performance Evaluation System (III.A.34). The standard evaluation period for all APT employees is November 1 through October 31.

At the beginning of the evaluation period, a supervisor discusses job expectations with the employee(s). The expectations are entered by the supervisor and acknowledged by the employee in the online system. Throughout the evaluation period, feedback is entered and acknowledged to document employee progress, accomplishments and areas of improvement. At the end of the rating period, the supervisor enters a final assessment of performance, also acknowledged by the employee. Should areas of improvement be identified, an improvement plan is documented for the next evaluation period.

An APT employee serves an initial three-year probationary period during which they may be released from their position if they do not meet expectations of the position as documented in the online system. Once past probation, the evaluation is used to determine continued service. Upon appointment to a new APT position, a current APT employee who has passed the initial three-year probation period must serve a new six-month probation period. APT employees who obtain and exceed rating in all areas may be eligible for special compensation awards in accordance with BOR policy (III.A.34).

The college completion rate of APT evaluations has increased from 87% in the 2014 fiscal year to 100% in the 2016 and 2017 fiscal years. The campus Human Resources Manager manually tracks the status of evaluations for all APT employees and sends reminders as needed to respective supervisors to ensure completion.

#### *Civil Service Employees*

Civil Service employees are evaluated by their supervisors during the six-month initial probationary period which may be extended to address deficiencies in employee performance that are identified during the initial period. Supervisors must discuss and document expectations with employees, then document performance feedback during the evaluation period. Once past probationary status, employees are evaluated yearly. Employees appointed to a new civil service position must complete a new six-month probationary evaluation. Evaluations are done through the Civil Service Performance Appraisal System (PAS) (III.A.35).

The college completion rate of Civil Service evaluations has increased from 78% in the 2014 fiscal year to 100% in the 2016 and 2017 fiscal years. The campus Human Resources utilizes a spreadsheet to manually track the status of evaluations for all civil service employees and sends reminders as needed to respective supervisors to ensure completion.

The regular evaluations provide a process to measure the effectiveness of Civil Service employees in their duties that help improve job performance.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution ensures that all personnel are evaluated systematically and at stated intervals utilizing existing written criteria to effectively evaluate performance of assigned duties as well as participation in institutional responsibilities. The College has formal, timely and documented processes to assess personnel and encourage improvement.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

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#### Evidence of Meeting the Standard

Assessment of learning outcomes to improve teaching and learning is included in position advertisements for all faculty, academic administrators, and other personnel directly responsible for student learning. In addition, included in the professional responsibilities of faculty is the requirement to assess student learning, as stated in the collective bargaining agreement with the University of Hawaii Professional Assembly (UHPA) (I.C.27 [p. 4]). Furthermore, under the UHCC faculty classification plan, faculty at all ranks have responsibility to “design measurable or observable learning outcomes and assess and provide evidence of student learning ... to improve student achievement and success” (III.A.36 [A3]).

A faculty member’s responsibilities may encompass a combination of instruction, academic support, and economic development, and customized training (III.A.36).

For lecturers, UHCC stipulates that they follow the course, program, and institutional student learning outcomes and assessment methodologies as adopted by faculty members for the courses they are teaching (III.A.32).

#### Analysis and Evaluation

Honolulu CC meets this standard. Faculty, lecturers, and others involved with student learning are required to assess measurable outcomes to improve teaching and student success.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment

of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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### Evidence of Meeting the Standard

The College evaluates each of its programs to ensure they operate with sufficient faculty to fulfill teaching responsibilities that maintain the quality of the education and services. Instructional programs are evaluated each year through the program review process. The programs receive Annual Review of Program Data (ARPD), which include specifics on class average sizes, class fill rates, majors to faculty ratios, and other statistics to evaluate the efficiency of the educational quality (I.B.5). Every 5 years, each program undergoes a comprehensive program review process which addresses program assessments in a more detailed level. The data also encompasses ratios that include lecturers (adjunct faculty). During each review process, the program reviews data sets to ensure the number and quality of faculty are sufficient to ensure student learning and to ensure the institutional mission and purpose are being met.

Data sets such as number of majors, number of student semester hours taught, number of sections taught, number of appointed full time faculty, and majors to full time faculty are included and discussed as part of the review process. The academic dean regularly monitor through the student registration system, the demand of seats in courses and the amount of faculty available to teach. Adjustments are made to course schedules to ensure seats are available for students moving through the pipeline of courses to fulfill graduation requirements. Lecture pool are maintained with vetted, qualified part-time faculty to augment when adjustments are needed to ensure proper faculty availability.

The programs review and report on the data. Through the reports, administration is alerted whenever programs may be affected by insufficient faculty to teach essential courses for the program. The College's mission and institutional learning outcomes guide each program (I.B.13).

The college maintains a healthy number of faculty vacancies. This allows for programs to request additional board appointed faculty member based upon size and student demand of needed course work. When the program review data indicates a shortfall of full-time faculty in any program, a request is made by the respective dean to fill additional positions. Administration has a process to review requests for positions, working with deans, Human Resources, and finance utilizing the Request for Position Action and Request to Fill Critical Position/Amendment to Staff Plan forms so departments can provide justification for additional positions (III.A.47, III.A.48).

The request is then vetted through the campus process and a determination is made if a reallocation of positions is deemed needed. If so, the program moves forward with re-describing positions to fit the new need. Of 176 total full-time faculty positions on campus 160 or 91% of the total allocated positions are filled, with 16 either in recruitment or being reviewed for re-description or reallocation prior to recruitment.

Should there be a need for additional position counts that exceed the current number allocated to the College, a request can be made to the UHCC Budget Office for a vacant position from the Community College System position pool or via the state legislative process.

### Analysis and Evaluation

Honolulu CC meets this standard. Honolulu Community College meets this standard. The College performs regular reviews of its programs to ensure that the sufficient number of qualified full-time and part-time faculty is maintained to assure fulfillment of duties to support quality educational programs and services that are aligned with the college's mission and purpose.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

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### Evidence of Meeting the Standard

Lecturers and part-time faculty are fully supported by the College. Similar to full-time faculty, lecturers and part-time faculty are provided with procedures, policies, sample syllabi, student learning outcomes (SLO) for courses, and understanding of the institution's mission.

Division chairs or designated division faculty mentor lecturers and encourage them to be involved with committees and campus activities. Campus professional development activities routinely are open to participation by lecturers and part-time faculty. The Professional Development Committee provides announcements of events and activities

to all faculty. Lecturers can apply for funding from the committee if they taught 6 credits or more per semester during the last two academic years at Honolulu CC.

The College, for example, supports lecturers to participate in the annual Hawaii National Great Teachers Seminar, which takes place for several days in Hilo. Their attendance celebrates and inspires good teaching and helps to renew their commitment to student learning. Lecturers who are employed at least half-time (teaching 8 credits or more) are considered members of the faculty collective bargaining union and as such, can take advantage of the University of Hawaii Employee Tuition Waiver, offered as an employee benefit for full-time employees, for a maximum of 6 credits per applicable term.

A representative of lecturers is a member of the Faculty Senate Executive Committee (FSEC) (I.B.41 [p.5]).

On the Intranet webpage organized by the Faculty Development Committee, lecturers are able to view campus information, faculty resources, emergency information, policies and procedures, communication. Important documents and information pertaining specifically to lecturers are located along with the information for instructors (III.A.37). The site includes documents such as lecturer conditions of employment, lecturer evaluation information, and professional obligations (III.A.38).

Lecturers and part-time faculty are evaluated regularly, as stipulated by the UHPA collective bargaining agreement, including that they have completed assessment of SLOs. They are required to provide results and assessment for all classes taught. Full-time faculty observe classes taught by lecturers, the frequency depending upon lecturer classification. Lecturers each April submit evaluation packets that include the observations, self-evaluations, student assessments, and so on, following UHCC policy (III.A.32, III.A.33).

Lecturers are encouraged to subscribe to the general campus, lecturer specific, department, and other email distribution lists, to receive announcements and notifications. Lecturers are also welcome to attend the General College Meeting at the beginning of each semester, and new employee orientation.

### Analysis and Evaluation

Honolulu CC meets this standard. The College has employment policies and practices, which provide lecturers with orientation information, procedures for evaluation, and professional development opportunities.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

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#### Evidence of Meeting the Standard

The College has sufficient staff with appropriate qualifications to support the operations of the institution, including educational, technical, physical, and administrative capacities. The staff positions are classified as Administrative, Professional, and Technical positions (APT) or State of Hawai'i Civil Service.

Campus surveys in 2017 and 2018 showed that the majority of those surveyed strongly agreed or agreed that the College maintains a sufficient number of qualified staff and administrators (III.A.39, III.A.40). The College has about 150 staff. These cover the institution for security, grounds maintenance, secretarial support, and so on.

To ensure staff have the appropriate qualifications to support departments they are hired for, the advertisements for the positions lists minimum qualifications (MQs), desired qualifications (DQs), and the duties and responsibilities (III.A.41, III.A.12). Screening committees, which include members of the department, review applications and create interview questions with rubrics to assess answers. The EEO/AA Coordinator provides the screening committee with directions during the process (III.A.42).

The screening committee will forward recommended applicants for second-level of interviews by a dean, director, vice chancellor, and/or the Chancellor for final selection. With the exception of Civil Service employees, APT appointees are formally approved by the Chancellor through delegated authority from the Board of Regents.

Civil Service employees are hired in accordance with established policies of the UH System that address position descriptions (III.A.43), class specifications, and minimum qualifications (III.A.44).

The policies and procedures ensure staff have qualifications for the position whether educational, technical, physical, or administrative.

For the community colleges, staff positions are managed by the UHCC through legislative appropriation. When the College determines need for additional positions, the Chancellor puts in a request to the office of the Vice President of Community Colleges. For example, in 2014, several community colleges requested additional support for security of their campuses and UHCC received additional legislative appropriated positions for additional security. The UHCC also has an established procedure to reallocate positions that have gone unfilled by the college for more than two years (III.A.45, III.A.46). The College may also reallocate positions within their authorized number of position counts.

Although there are no formal staffing ratios, staffing levels for various classifications of employees are reviewed and compared across the UH Community Colleges.

Programs may request additional APT or Civil Service staffing, based on their ARPD reviews, through an established process initiated on their campuses (I.B.40, III.A.47, III.A.48, III.A.49). The College abides by the UH System policies in hiring APT and Civil Service staff (III.A.2, III.A.17).

### Analysis and Evaluation

Honolulu CC meets this standard. The College has sufficient staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations. The institution works within the UHCC to allocate staff positions as needed and following UH System policies on hiring for APT and Civil Service positions. Departments base any staffing needs on program reviews.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

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### Evidence of Meeting the Standard

College administrative as well as other staffing is dependent on the executive and legislative branches of the State of Hawai'i, the UH System, and the UHCC. The allotments for staffing are categorized as Executive and Managerial, Faculty, APT, and

Civil Service. Job descriptions for these positions follow the system wide qualification guidelines to ensure compliance.

Currently, Honolulu CC's executive and managerial positions are filled permanently or on interim basis while undergoing recruitment for permanent appointments. To maintain sufficient administrators to provide continuity and effective leadership to support the institution's mission and purposes, executive and managerial staffing is reviewed by the Vice President of Community Colleges.

The institution has policies and practices to determine the appropriate number of qualifications and organization of administrators (III.A.50).

UH and BOR policies (III.A.4, III.A.5) govern executive and managerial positions for the UH System. These policies stipulate the hiring process to recruit and hire qualified candidates who support the mission of the University and who respect and promote excellence through diversity. Minimally required (MQ) degrees and experience of the position ensure effective leadership. For example, a Vice Chancellor of Academic Affairs must have a Master's degree and the academic rank of C-5 or equivalent. Knowledge of the community college mission is a desirable qualification (III.A.51).

A fall 2017 survey showed that 68.9% of those responding agreed that the College maintains sufficient qualified administrators to provide an effective educational programs, operations, services, and leadership for the institution. This is an increase from 53.27% reported in a spring 2017 survey (III.A.39, III.A.38).

#### Analysis and Evaluation

Honolulu CC meets this standard. The College maintains sufficient administrators to provide continuity and effective leadership and services. Policies and practices are in place to ensure that the College hires administrators who have the necessary qualifications and experience to support the institution's mission and purpose.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

#### Evidence of Meeting the Standard

The College follows established and published policies and procedures for personnel that are available for information and review. These policies and procedures are fair, and equitably and consistently administered.

To ensure equitable personnel actions, the institution's Human Resources follows the policies, procedures, laws, or agreements of the Board of Regents, UH System, UHCC, applicable laws, government codes, and collective bargaining agreements. Human Resources also works in conjunction with the UH System's Office of Human Resources (OHR). Policies and procedures for the BOR, UH, System, UHCC, and the College are accessible by all personnel on websites. Collective bargaining agreements are distributed to respective employees by their bargaining unit.

The College's Human Resources Manager also serves as an equal employment opportunity/affirmative action coordinator (III.A.52). This assigned duty ensures that personnel policies are administered equitably and consistently and results in fair treatment of personnel.

The core values in the Honolulu CC mission include "Diversity and Equity--maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected" (I.A.19).

The UHCC's Nondiscrimination Policy is included in all new hire packets and covered during the mandatory new employee orientation training sessions (required for new employees but open to all employees) in the Fall and Spring (III.A.53).

The College administers personnel policies and procedures consistently and equitably. Personnel policies are publicized.

### Analysis and Evaluation

Honolulu CC meets this standard. The College adheres to established fair and equitable policies and procedures that are written and published. These policies and procedures are consistently administered.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

### Evidence of Meeting the Standard

The College is an equal employment opportunity and affirmative action employer, committed to a policy of nondiscrimination in accordance with federal and state laws and UH policies (III.A.54, III.A.55). The College maintains programs, practices, and services that support our diverse personnel. UHCC conducts formal Equal Employment Opportunity (EEO)/Affirmative Action (AA) analysis on a regular basis to ensure it is incorporated into the recruitment and hiring process.

The College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the UHCC director of EEO/AA develops affirmative action plans (AAP) each year for the seven community colleges for minorities and women, in accordance with federal contractor requirements. In addition, the director of EEO/AA develops a separate affirmative action plan for protected veterans and individuals with disabilities (Part II), prepared in accordance with federal contractor requirements.

The UHCC director works closely with the EEO/AA coordinators at each campus to monitor and oversee employment practices, including recruiting and hiring decisions, and ensure compliance with laws and policies and with AAP. Compliance encompasses reviewing job announcements, reviewing for underrepresentation, monitoring recruitment, ensuring equitable treatment of applicants, ensuring diverse screening committees, and briefing search committee members on recruiting practices, which include nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews. The director also reviews the receiving, investigating, and resolving of complaints.

In a similar fashion, the campus EEO/AA coordinator ensures recruiting practices follow policies and guidelines to promote equitable treatment of applicants by providing EEO briefing to screening committees and receiving, investigating and resolving EEO complaints.

The institution regularly assesses its employment equity and diversity, in line with its mission's core values: "Diversity and Equity – maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected" (I.A.19). The

campus EEO/AA Coordinator oversees the employment practices, including recruiting and hiring decisions, and ensures compliance with laws and policies (III.A.2) and with the AAP.

The AAP contains workforce analysis. This analysis identifies Honolulu CC employees by gender and race/ethnicity in each job title, and also incorporated, by job title, into the UHCC's compilation of employee data on gender and race/ethnicity. The workforce tables are kept in the campus EEO/AA office as evidence of the annual analysis. These tables also contain individual salaries of APT and Civil Service employees. Such information is confidential and cannot be publicly shared but does provide data on the diversity among the College's employees to identify underrepresented groups for hiring and recruitment.

Diversity and equity also are promoted through by the UH System Title IX and the Office of Institutional Equity (III.A.56), UH Commission on Lesbian, Gay, Bisexual, Transgender and Queer+(LGBTQ+) Equality (III.A.57), and UH President's Commission on the Status of Women (III.A.58).

The campus offers workshops and training for the faculty, staff, and administrators to increase awareness of the institution's diverse population. Workshops and presentations are provided by the Title IX Coordinator, the Committee on Social Equity (III.A.59), the Faculty Development Committee, and the Hulili Ke Kukui Hawaiian Center. Examples include a SafeZone workshop, Dr. Anthony Ocampo's presentation on the Filipino American identity (III.A.60), Culture Day and Bridging Persia, and Title IX workshops and mandated biennial online training for current employees and initial training for new employees.

Title IX training is a requirement by the College for all employees.

The institution's policies and practices are geared to promote understanding of equity and diversity. The College regularly evaluates these policies and practices to ensure that personnel are treated fairly, in line with its mission.

### Analysis and Evaluation

Honolulu CC meets this standard. The College adheres to policies and practices to create and maintain appropriate programs, practices and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission through an annual workforce analysis as part of its affirmative action program.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

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Evidence of Meeting the Standard

Honolulu CC upholds a written code of professional ethics for all of its personnel, including consequences for violation. Formal ethics policies and procedures are established by the UH System for specific employee classifications, and all employees are subject to State of Hawai'i ethics rules and regulations.

The institution fosters ethical behavior in its employees by providing clear statements of policies and codes, both at the UH System and the College level. These policies and codes are available on the Intranet and the UHCC website.

These procedures include pathways to report ethical violations, support personnel to answer questions and address issues or possible violations, employee requirement to sign statements yearly to verify compliance with ethics and conflict of interest, and notifications that remind employees the mission and goals of the College to maintain a high quality learning environment that values academic excellence.

The State of Hawai'i Ethics Commission reviews possible ethical violations and provides guidance to state government organizations. Article XIV of the Hawai'i State Constitution mandates codes of ethics for state workers (III.A.61). In the Hawai'i Revised Statutes, Chapter 84: Standards of Conduct sets forth general provisions and guidelines (III.A.62), and notes disciplinary action for code of ethics violations such as reprimand, probation, demotion, suspension, or discharge.

The Human Resources office provides the campus with email reminders and updates from the State Ethics Commission that includes regularly offered ethics training opportunities. Newly hired employees receive ethics information in personnel hire documents and in new employee orientation sessions. In election years, employees are reminded of guidelines concerning political campaigns and employees running for political office.

The Board of Regents (BOR) sets forth policies to address research and scholarly activities (III.A.63), for response to allegations of research or scholarly misconduct

(III.A.64), for use of research monies and conflicts of interest (III.A.65), and for fiscal responsibilities within the university (III.A.66).

Concerning the appropriate use of technology with the UH System, a number of ethics policies cover the proper use of information technology, especially those with system and network administrator responsibilities (III.A.67). Information Technology (IT) specialists who manage email, databases, and file servers must sign an acknowledgment of their responsibilities (III.A.67), and IT employees working with student-related information are required to sign an agreement to preserve confidentiality before receiving access to sensitive data (III.A.68).

In addition, to promote integrity and objectivity in instruction, research and other scholarly activities, employees must annually submit a conflict of interest disclosure as required by UH policy (III.A.69, III.A.70). These policies establish a mechanism to recognize, disclose, manage, and eliminate potential or existing conflicts of interest that may violate federal and state laws and regulations and University policies and procedures. Failure to comply could be grounds for disciplinary action up to and including termination for cause.

For the community colleges, UHCC policy sets forth expectations for all faculty members to strive to make recognized standards of the profession an integral part of their professional lives to ensure academic and professional ethics (III.A.71).

### Analysis and Evaluation

Honolulu CC meets this standard. The College follows all current policies and procedures at the state and university levels to maintain a code of professional ethics and enforces consequences for ethics violations.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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### Evidence of Meeting the Standard

Faculty, Staff and Administrators have opportunities for professional development through the UH System and the College. Eligible employees are able to apply tuition waivers to attend UH classes with the opportunity to earn AA, BA and advanced degrees. Personnel can apply for sabbatical leaves of six months to a year for professional development (III.A.72). The State Department of Human Resources and Development and the UH Office of Human Resources offers a variety of training sessions to improve employee skills.

Professional development at the UH System level include the President's Emerging Leaders Program (III.A.73), the Community College Leadership Champions (III.A.74), Wo Learning Champions (III.A.75), UHCC Hawaii Student Success Institute (HSSI) (III.A.76), and the Great Teachers' Seminar (III.A.77). College personnel have an opportunity to interact with colleagues from across the community colleges to share programs and activities that focus on student success.

Professional development at the campus is provided through conferences, workshops, and activities that add personal growth, self-improvement, training, health and wellness, and teambuilding. Opportunities are provided through the Faculty Development Committee, the Staff Development Committee, the Hulili Ke Kukui Hawaiian Center, and the Health and Wellness Committee. Generally, workshops are open to all campus personnel.

Each academic year, the faculty development coordinator surveys the faculty about their interests in programs. Presentations and workshops are publicized through email and flyers and are usually open to all campus personnel. Attendees are asked to complete a survey at the end of each presentation. A few examples of activities are Safezone training, Laulima distance education training, and presentation on the history of Kapōlama, the location of the campus (III.A.78). Assessments of these activities provide insight as to what was learned and suggestions for future presentations.

The Staff Development Committee (SDC) sponsors events that bring people together to foster teambuilding and collegiality. Events are aimed at creating a positive work environment. In 2015, the Chancellor formed the Staff Development Task Force (SDTF) to review the Charter (III.A.79) and Bylaws (III.A.80) for the Staff Development Committee (SDC), a subcommittee under the Staff Senate Executive Committee (SSEC). The SDTF sponsored "Think Nui" for Civil Service and APT staff as an "on-campus alternative to the Hawaii Student Success Institute (III.A.81), which is more focused on faculty and administrators. It represented more focused programs and activities for staff, including a keynote speaker and presentations on computer software, hula,

cooking demonstrations, and crafts. Other SDC events have included Soup Day, Salad Day, the Ice Cream Social, and fundraising to support future SDC activities.

The College also supports other activities for faculty and staff development, such as for health and nutrition, exercise and caring for the elderly (III.A.82), and Hawaiian culture related events, such as Malama Aina Days, genealogy workshops, native Hawaiian plant propagation, and traditional Filipino tattoos (III.A.83).

### Analysis and Evaluation

Honolulu CC meets this standard. In alignment with our mission, professional development opportunities and activities enable college personnel to provide academic excellence and support our students. Professional development needs are identified through surveys, training requirements, i.e. Title IX, and requests from personnel. Assessment of activities provide insight on the impact of what was learned by the participants, how they apply knowledge gained, and suggestions for future programs and activities.

**III.A.15 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.**

### Evidence of Meeting the Standard

The College follows records retention policies, including the security and confidentiality of sensitive information, established by the UH System in accordance with law and collective bargaining agreements (III.A.84). The procedure ensures the College is in compliance with the Fair Information Practice Act, which governs an individual's access to their personal records and access to those records by public and governmental agencies.

The College also follows UH System policy on providing a uniform system for the maintenance of personnel records (III.A.85). This policy mandates the Human Resources Manager, as Custodian of the Official Personnel Records for faculty and APT employees, to be responsible for keeping files accurate, complete, up-to-date, in accordance with applicable provisions of the appropriate collective bargaining agreements.

As the Custodian of Records for E/M and Civil Service employees, the UH Office of Human Resources is guided in maintaining official files for these classifications of employees by the State of Hawaii (III.A.86). Shadow files of the official files stored at the UH Office of Human Resources for E/M and Civil Service employees are maintained at the campus level to allow the campus HR Office to daily access to copies of personnel documents for such employees.

Campus personnel records of employees are secured in locked cabinets within the Human Resources area, which are only accessible to Human Resources staff. Keys to such cabinets are locked in the Human Resources Manager's office. In accordance with collective bargaining agreements, employees may request by appointment to review their personnel records. Review of personnel records by employees is restricted to the Human Resources area. Administrators at the level of deans and higher may also request access to employee records. Access may be granted if the administrator has direct supervision of the faculty member and if there is sufficient justification.

The College also follows UH System policy that provides the framework for specific practices and procedures associated with systems and files that contain sensitive, personal, and confidential information within the UH System (III.A.68). The College has designated stewards and data custodians who are responsible for managing the security of sensitive information in the areas of finance, human resources, student services, and information technology.

The retention of records on campus is mandated by a further UH System procedure that prevents the unauthorized release of information, by ensuring that the College adheres to time limits for record retention (III.A.87). For employees who were terminated, transferred, or retired, official personnel files are stored on the campus for three years, after which they are transferred and archived at the State Records Center.

### Analysis and Evaluation

Honolulu CC meets this standard. The college continues to follow policies and procedures for the security and confidentiality of personnel records. In addition, all employees at the college have access to their personnel records in accordance with the law.

## Evidence List – Standard III.A

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III.A.1 RP 9.201 Personnel Status.pdf  
III.A.2 AP 9.540 Recruitment and Selection of Faculty \_ APT.pdf  
III.A.3 DHRD Classification and Compensation.pdf  
III.A.4 EP 9.212 ExecutiveManagerial Classification and Compensation.pdf  
III.A.5 RP 9.212 EM Personnel Policies.pdf  
III.A.6 Faculty MQ Guidelines.pdf  
III.A.7 AP 9.210 APT Classification and Compensation Plan.pdf  
III.A.8 job postings and job descriptions.pdf  
III.A.9 screening committee memos.pdf  
III.A.10 National Association of Credential Services (www.naces.org).pdf  
III.A.11 Faculty Position ads.pdf  
III.A.12 Work at UH (workatuh.hawaii.edu).pdf  
III.A.13 Minimum qualification guidelines.pdf  
III.A.14 Screening committee memo faculty.pdf  
III.A.15 Guidelines for Tenure and Promotion, University of Hawai'i Community Colleges 2016-2017.pdf  
III.A.16 EP 9.205 Minimum Qualification Requirements for Academic ExecutiveManagerial Personnel.pdf  
III.A.17 AP 9.210 APT Classification and Compensation Plan.pdf  
III.A.18 RP 9.212 EM Personnel Policies.pdf  
III.A.19 RP 9.215 Excluded APT.pdf  
III.A.20 EP 5.221 Classification of Faculty.pdf  
III.A.21 Civil Service 200.004.pdf  
III.A.22 Work at UH Ad EM.pdf  
III.A.23 Work at UH Ad APT.pdf  
III.A.24 Faculty MQ Guideline.pdf  
III.A.25 HCCSOP.1 Application Review Guidelines.pdf  
III.A.26 RP 9.213 Evaluation of BOR Appointees.pdf  
III.A.27 UHCCP 9.202 Executive Employees Performance Evaluation.pdf  
III.A.28 ARTICLE X, TENURE, PROMOTION, AND CONTRACT RENEWAL – UHPA.pdf  
III.A.29 Contract Renewal Guidelines.pdf  
III.A.30 UHCCP 9.203 Faculty Five Year Review.pdf  
III.A.31 DE-form-peer-evaluation.pdf  
III.A.32 UHCCP 9.104 Lecturer Evaluation.pdf  
III.A.33 HCCSOP 9.104 Lecturer Evaluation Packets.pdf  
III.A.34 AP 9.170 Evaluation of APT Employees.pdf  
III.A.35 Civil Service PAS Manual.pdf  
III.A.36 UHCC faculty-classification-plan.pdf  
III.A.37 Lecturer Information webpage screen shot.pdf  
III.A.38 Lecturer POM.pdf  
III.A.39 Standard III Survey – Self Study 2017.pdf

III.A.40 Fall 2017 Accreditation Employee Survey Results (9.26.17).pdf  
III.A.41 Staff Position ads.pdf  
III.A.42 Memos to screening committees Staff.pdf  
III.A.43 Classification Compensation A9.300 Position Descriptions for Civil Service Personnel.pdf  
III.A.44 Class Specifications and Minimum Qualification Requirements 01-19-2017 spreadsheet (lists of Civil Service positions with links to PDFs.pdf  
III.A.45 UHCCP 9.495 Long-Term Vacancy Policy.pdf  
III.A.46 Request for Position Form.pdf  
III.A.47 Critical to Fill Position form.pdf  
III.A.48 SF-1 Request for Position Action.pdf  
III.A.49 UH Form 13.pdf  
III.A.50 AP 3.101-Organizational and Functional Change.pdf  
III.A.51 Honolulu CC VCAA PD.pdf  
III.A.52 EEOAA Directors and Campus Coordinator.pdf  
III.A.53 UHCC Nondiscrimination Policy.pdf  
III.A.54 RP 1.205 Nondiscrimination and Affirmative Action.pdf  
III.A.55 AP 9.890 Equal Employment Opportunity-Affirmative Action.pdf  
III.A.56 Title IX.pdf  
III.A.57 Commission on LGBTQ.pdf  
III.A.58 Commission on the Status of Women.pdf  
III.A.59 COSE-2017-09-17 Minutes.pdf  
III.A.60 Latinos of Asia presentation.pdf  
III.A.61 Hawaii State Ethics Commission Article XIV.pdf  
III.A.62 HRS Chapter 84 Standards of Conduct.pdf  
III.A.63 RP 12.201 Ethical Standards of Conduct.pdf  
III.A.64 EP 12.211 Responding to Research and Scholarly Misconduct.pdf  
III.A.65 AP 8.956 Accounting for Research and Training.pdf  
III.A.66 AP 8.025 Fiscal Responsibilities within the University.pdf  
III.A.67 EP 2.210 Use and Management of IT Resources.pdf  
III.A.68 EP 2.214 Security and Protection of Sensitive Information.pdf  
III.A.69 EP 12.214 Conflicts of Interest.pdf  
III.A.70 AP 5.504 Procedures for Disclosing Conflicts of Interest.pdf  
III.A.71 UHCCP 5.211 Statement on Professional Ethics.pdf  
III.A.72 Professional Development Opportunities.pdf  
III.A.73 Presidents Emerging Leaders Program.pdf  
III.A.74 Community College Leadership Championship.pdf  
III.A.75 Wo Learning Champions.pdf  
III.A.76 Hawaii Student Success Institute.pdf  
III.A.77 Hawaii Great Teachers.pdf  
III.A.78 Faculty Development Committee Report.pdf  
III.A.79 Staff Development Charter.pdf  
III.A.80 Staff Development Bylaws.pdf  
III.A.81 Think Nui Assessment Report.pdf  
III.A.82 Health Safety Meeting Minutes.pdf  
III.A.83 Hawaiian Center Calendar of Events.pdf

III.A.84 A9.025 Fair Information Practice.pdf

III.A.85 A9.075 Personnel Records.pdf

III.A.86 DHRD Employment-Related Personnel Files.pdf

III.A.87 AP 8.450 Records Management Guidelines.pdf

### **Standard III.B: Physical Resources**

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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#### Evidence of Meeting the Standard

The College strives to ensure that all physical resources are accessible, safe and secure, and provide a healthful learning and working environment. Ongoing and long-term planning and assessment are tied directly to the Administrative Services' annual program review (III.B.1) in addition to the College's mission and its Educational and Strategic Plan 2016-2021 (I.A.3). The College works collectively with University of Hawai'i Community Colleges' (UHCC) efforts to assure that physical resources meet program needs and support and promote student learning. Strategic goals and objectives identify and address areas in need of growth and development, and the College is working towards these physical resource improvement goals through open dialog with all constituents via committees, governance practices, and campus meetings.

The main campus of Honolulu Community College, a short distance from the heart of downtown Honolulu, occupies over twenty acres on Dillingham Boulevard in the Kalihi-Palama area. The College also has facilities near Honolulu International Airport for the Aeronautics Maintenance program, on Kokea Street for automotive and heavy equipment shops, and at Sand Island for the Marine Education and Training Center.

The College is a few years away from celebrating its 100<sup>th</sup> anniversary, and while scheduled maintenance and renovation projects have begun to modernize the campus, its aging infrastructure remains a challenge with budget restrictions across the community colleges. Major capital projects are managed by the UHCC; the College manages minor projects, including all repair and maintenance and health and safety repairs. Recent facility improvements (completed and ongoing) include renovation of the cafeteria, areas of Building 5 and its central courtyard, and elevator replacements at multiple building locations. The efforts below address how the College's physical resources address the teaching and learning needs of students, faculty, and programs, and assures that the mission of the College is achieved.

ACCESS

The College ensures access to the main campus and all off-site locations to meet the needs of its students, employees, and the public during day and evening hours when classes are in session. Access to facilities on the main campus are ensured by posted hours of operation on map kiosks situated across the mall walkway and the campus website (III.B.2); parking is available, requiring a permit or pass for students, employees, and visitors. Campus parking permits designate entry to specified parking lots, which have respective hours of access. As part of daily operations at all site locations, building occupants, custodial and maintenance staff, as well as security personnel monitor campus buildings and grounds.

During times that Honolulu CC is officially closed, buildings are locked and the Vice Chancellor of Administrative Services (VCAS) must authorize access. Space allocation and access to facilities for individuals and organizations with and without college affiliation for activities beyond the regular educational functions are available. UH System-wide policy (III.B.3) sets priorities and procedures for use of university-owned facilities and grounds. Facilities requests are reviewed and approved with the submission of appropriate forms through campus Administrative Services (III.B.4).

The College and the UH System are committed in providing equal access to physical resources by following all applicable title regulations of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504. Accessible pathways, elevators, and designated disability parking are available and noted on the campus map, which can also be found on the campus website (III.B.2).

Annual facilities inspections to ensure ADA compliance are conducted by a Disability Specialist. ADA compliant resources and furniture (desks, chairs, tables, keyboards, specialized software, etc.) are made available across campus to support students and employees that require accommodation. The Disability Specialist chairs the Committee on Disability Access, which meets every other month as a campus wide group to improve information sharing and coordination of efforts to meet the needs and requirements of students with documented disabilities for compliance with ADA and Section 504 (III.B.5).

In 2015 the College underwent a CTE Civil Rights Review of its programs and facilities, which was conducted in accordance with the state's Methods of Administration Program under the direction of the US Department of Education, Office for Civil Rights (OCR). OCR inspected the main campus and off-site locations to ensure compliance with applicable federal ADA regulations. Findings of the compliance review indicated areas requiring corrective action, such as improvements to building and facility accessibility among other items. The College addressed and completed a majority of required areas of

compliance in the review, and remaining items are due to be resolved in accordance with timelines in a voluntary compliance plan (III.B.6).

### *Safety and Security*

The College places importance on maintaining a safe learning and working environment for its students and employees. Campus safety and security are managed by the College with UHCC providing training and oversight for compliance with the federal Clery Act and workplace violence reporting and training.

The Health and Safety Committee meets once at the beginning of each semester and includes constituents from all campus departments and divisions including the administration (VCAS) and student representatives. The committee also includes liaisons from all off campus locations. Meetings provide information on safety issues and facility improvements; members are also informed about health, wellness, security, and emergency preparedness issues. Feedback from safety liaisons is solicited. The committee has been instrumental in creating and providing health and safety resource documents that pertain to emergency preparedness, hazard communication, blood-borne pathogens, among other campus safety issues (III.B.7). Health & Safety Bulletins are emailed monthly to the campus community, highlighting diverse topics such as the safe use of prescription opioids, mumps vaccinations, window safety, use of extension cords and surge protectors, and much more (III.B.8).

The College's Health and Safety Program documents extensive direction for employees and students regarding safety education, responsibility, and accountability, especially in regards to accident prevention and eliminating hazards (III.B.9). The program conforms to appropriate practices of a technical occupational institute and is in compliance with the health and safety requirements issued by the Hawaii Occupational Health and Safety Division. Additionally the Environmental Health and Safety Officer for UHCC conducts periodic hazard communication training for employees who deal with hazardous materials and substances (III.B.10). Communication and involvement by administrators, faculty, and staff ensures safety planning and prevention and sustains a healthful teaching and learning environment.

Under the direction of the VCAS, the Administrative Services Group meets at least monthly as an information sharing committee that discusses safety and security issues as well as other operational topics such as parking, facilities use, and construction and renovation updates. Members represent a wide range of constituents from across the campus (III.B.11).

Honolulu CC is committed to providing a safe and secure campus environment for all of its key constituents. Detailed campus security information and protocols, in addition to the College's comprehensive Annual Security Report (III.B.12), are available online (III.B.13) in the college catalog, to address the needs of the campus community and the Crime Awareness and Campus Security Act of 1990 (III.B.12).

Campus Security is responsible for providing 24/7 security service and is staffed by a Security Manager and six Security Officers. Security personnel ensure compliance with federal, state, and local laws, as well as the rules and regulations of the College. They patrol the campus by vehicle and on foot, and perform the full range of public safety services dealing with incident reports, campus investigations, medical and fire emergencies, traffic accidents, enforcement of laws regulating the use of alcohol, drugs, and weapons, and all other situations requiring Campus Security assistance. The College has installed blue emergency telephones across the main campus that provide 24-hour direct communication to Campus Security.

The College's Security Manager along with the VCAS coordinates and communicates periodic campus emergency exercises, such as active shooter training and evacuation drills (III.B.14). The Emergency Action Plan provides policy and procedures for addressing natural and man-made emergencies for all Honolulu CC locations (III.B.15). Emergency response and notification along with evacuation and training guidelines are clearly set forth in the event such occurrences take place.

The College partners with the Honolulu Police Department in planning, training, and implementation of emergency exercises. The UH Alert emergency notification system is utilized to inform subscribed users (students and employees) of emergency events, drills, and campus closures through timely text or email messaging (III.B.16). Campus Security announcements ("Timely Warning and Campus Safety") and crime and emergency reports/statistics are made available campus-wide via email and are accessible on the College website and in the Annual Security Report (III.B.17).

Safety and security measures are ensured at all off-site locations; elevators, air conditioning, fire alarm, and building alarm protection systems are inspected and maintained, and security patrols are routine. Contracts and maintenance agreements are in place. State and federal airport security provides oversight at the Airport Training Center for the Aeronautics Maintenance Technology program. Campus Security patrols facilities for both the Automotive and Diesel Mechanics Technology programs located on Kokea Street. Safety and security resources and services for the Pearl Harbor Apprenticeship Program are managed and provided by the US Department of the Navy where the instruction takes place.

During fall 2017 the main campus began a series of facilities improvements that included building alarm upgrades and replacement and installation of 22 security cameras at various interior and exterior locations. Through a UHCC-wide initiative, the College will shortly undergo a rekeying project. This upgraded system will enhance buildings with high security keys and allow for lock down capabilities if there is a potential threat on the campus. These special proprietary keys will prohibit duplication and ensure enhanced security and safety for all building occupants.

### *Facilities Constructed and Maintained*

The College assists the UHCC in conducting and coordinating the planning, budgeting, construction, repair, and maintenance of physical resources. Small-scale repairs and maintenance are undertaken by the College's personnel and financial resources; however, larger projects, typically requiring professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH). The FEH, when appropriate, assigns its Environmental Safety Specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects' scope, cost estimate, and schedule.

The College participates in the annual UH Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date), and life-cycle methodology based on building sub-system and campus infrastructure life-cycles and replacement costs to estimate deferred maintenance and future capital repair needs (III.B.18 [p. 1]). The UHCC also supports the College by acquiring and allocating Capital Improvement Program (CIP) funding and the implementation of construction projects on the campus (III.B.19).

The College's Operations and Maintenance Department (O&M) is responsible for the management of buildings and services, which include grounds keeping, custodial services, and utility infrastructure. O&M personnel perform daily inspections and preventative maintenance of facilities and grounds to ensure access, safety, and security. For programs located off the main campus, custodial staff is assigned at all facilities and grounds keepers are scheduled once week on a rotation for the Marine Education and Airport Training Centers and the automotive and diesel facilities. All campus personnel regardless of location are able to submit facility work requests online through the eFacilities AiM Work Order Management System (III.B.20).

In fall 2015 the College welcomed its first dedicated Facilities Manager, who has been instrumental in managing oversight of all physical resource services, projects, and improvements in a professional and timely manner. Current facility service priorities embrace a culture of active communication with all members of the campus community through frequent email notification and status alerts of pending repairs and renovations. Faculty and staff can also access campus utility updates for electrical, air conditioning, and plumbing matters in addition to submitting AiM facility work requests directly from the Facilities Management webpage (III.B.21). The Facilities Manager is currently working with the VCAS in drafting a formalized Facilities Plan to fully support and enhance the College's academic programs and educational experience.

### *Healthful Learning and Working Environment*

The College promotes a healthful learning and working environment through its commitment to sustainability. The Chancellor recently appointed a Sustainability Coordinator to ensure that current campus practices are aligned with the sustainability goals of the University of Hawai'i and UHCC (III.B.22, III.B.23). Faculty, staff, and students are not only educated on best practices, but actively participate in the campus efforts to reduce waste, improve energy efficiencies, and lower utility costs. The College has representation on two system-wide sustainability committees; one directed at curriculum and sustainability course designation and the other for facilities management. The Honolulu CC Sustainability Implementation Plan is a guided pathway to fulfilling the System's goal of minimizing greenhouse emissions and becoming carbon neutral by 2050 (III.B.24).

The Health and Wellness subcommittee promotes, advocates, and educates faculty and staff in maintaining a healthful lifestyle through resources and workshops. Recent activities and presentations address stress management, dementia and caregiving, healthy cooking, hurricane preparedness, and participation in the annual Great Aloha Run (III.B.25).

The College provides additional measures to ensure a safe and healthful environment such as Campus Security escort services during evening hours, annual hazardous waste training, information on chemical safety requirements and practices, improved exterior lighting, and an e-waste recycling program for outdated electronic equipment. Students and employees have access to gender neutral and family restrooms at various locations designated on the campus map.

### Analysis and Evaluation

Honolulu CC meets this standard. The College has sufficient physical resources supporting all programs and support services regardless of location. Facilities are constructed and maintained to assure access, safety, and security for all members of the college community. Operations and maintenance needs are promptly identified and addressed in a timely manner. Inclusive sustainable initiatives and practices are in place to provide a healthful learning and working environment.

While meeting the Standard, the College recognizes that leadership changes have impacted Administrative Services' ability to update and maintain policies, procedures, and relevant documentation pertaining to physical resources. Since the last accreditation, the College has transitioned through three individuals for Vice Chancellor of Administrative Services. The College and the current VCAS have identified that facilities planning and process documents are important in assuring smooth and functional operation of the department. The VCAS is drafting a comprehensive Facilities Plan that will guide the physical campus through future planning and decision-making.

[III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.](#)

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### Evidence of Meeting the Standard

#### *Facilities Planning and Equipment Replacement*

UHCC centrally drives planning for the College's physical resources through its Strategic Plan 2015-2021 along with a 6-Year Capital Improvement Projects (CIP) Plan 2018-2023 ([III.B.26](#)). To accomplish its goals for a modern teaching and learning environment, the UHCC will seek to address three key components: (1) instructional classrooms, laboratories, and support facilities; (2) capital equipment replacement; and (3) high-speed digital infrastructure. Learning space standards are adopted to evaluate physical layout in addition to digital/media, furniture, laboratory and shop requirements. The strategic directives come with the understanding that some improvements will require major renovations while others will have lower cost solutions.

Sustaining and acquiring sufficient physical resources to support programs and services are defined within the College's Educational and Strategic Plan 2016-2021 as well, which details the goals and objectives and provides guiding principles for facilities planning. "Goal E" of the plan (I.A.3 [p. 11]) identifies opportunities where the Campus will make progress in addressing areas related to infrastructure (facilities), sustainability, and technology. The College aims to eliminate its deferred maintenance, replace and upgrade program equipment, and ensure facilities are designed and maintained to meet teaching and laboratory learning. Strategic directions for the College are aligned with those from UHCC and the University of Hawai'i (I.A.7, I.A.25).

UHCC is committed to a planned equipment replacement program that will take into account the expected life span, the cost, and a system-wide budget for capital equipment replacement. Currently, campus programs and services that seek budget allocation requests for large-scale physical resources, such as new or replacement equipment, must justify and submit a formal annual budget request, which must address program needs and align with the College's mission (I.A.19). This process, however, does not guarantee that needed new or replacement equipment will be acquired, since College funding is dependent on many factors including enrollment tuition and obtaining performance-based funding. By approaching the replacement of equipment as a system through its new strategic planning goals, the impact on the College's budget will be modulated so that large items do not impact the budget in unexpected ways.

While UHCC has created a high-speed digital network connecting all campuses, proposed guidelines are aimed to ensure that on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network.

Campus projects will be prioritized at UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors, which include work order occurrences, failure of systems, complaints from users, Sightlines backlog/useful life information, long-range plans for the campuses, and space needs (III.B.26).

Planning at the College level entails utilizing information from its Annual Review of Program Data (ARPD) reports (III.B.27). Program reviews are one of the primary tools used by the College to identify resource needs and facilities planning. Instructional programs, student services, and academic support services submit ARPD information and analyses, which guides the institution in its Long Range Development Plan (LRPD) (III.B.28). Administrative executive summaries are also included in ARPD documentation. Special non-credit programs such as the Pacific Center for Advanced

Technology Training (PCATT) provide annual report data for future planning needs and assessment (III.B.29).

Program information and resource needs are included in each ARPD report as well as their relationship to the campus' strategic plan and mission. An annual systematic program funding process is conducted each spring where cross-campus participation by the four major governance bodies (Faculty Senate Executive Committee, Staff Senate Executive Committee, Kupu Ka Wai, and Student Government) takes place. All campus stakeholders participate in the budget decision-making process; transparency ensures that program and service area needs are communicated accordingly to achieve the College's mission of providing physical resources that are "accessible...through an engaging learning environment." The supplementary program funding process is documented on the campus Intranet under Funding (I.A.26).

#### *Facilities Planning and Funding: New Construction & Renovations*

Long-range building and land-use planning is managed by UH System and UHCC with input from the campus. CIP funding is appropriated by the State Legislature in three categories: (1) Capital Renewal and Deferred Maintenance; (2) Minor CIP; and (3) Line Item Projects. For capital renewal and deferred maintenance, the University of Hawai'i System utilizes Sightlines' Facilities Renewal Reinvestment Model (FRRM). FRRM is a web-based budget-modeling tool designed to support campuses in documenting the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM's 2016 executive summary presents information on the Current Replacement Value (CRV) for buildings on each campus, provides an overview of the maintenance backlog, an estimate of capital repair needs over the next ten years, and an estimate of probable costs with an assumed inflation rate (III.B.18). Minor CIP implies that projects are relatively small in scope. For the current budget, Minor CIP includes projects that are estimated at less than \$5 million, where priority is focused on modernization of classrooms and learning environments.

New construction and renovations of existing facilities exceeding \$5 million are typically budgeted and appropriated as line item projects. In 2013 the University of Hawai'i Board of Regents adopted a resolution supporting a moratorium on new construction projects; however, the Regents specifically exempted several CIP projects for the community colleges, which included Honolulu CC's Advanced Technology Training Center (ATTC). The new building is slated to house the campus' science and technology programs. The \$30 million-plus allocation approved by the State Legislature to fund construction is currently on hold while the City and County of Honolulu upgrades and installs water, sewer, and drainage systems, which will soon be underway along the

Kokea Street side of the main campus. The ATTC's building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems (III.B.30 [p. 12]).

The College's Long Range Development Plan (LRDP) guides physical development based on academic needs and objectives (III.B.28). Program planning in the document identifies space needs for the growth of the Campus. As noted in the LRDP, most student support and service areas are dispersed among multiple buildings. Plans to centralize two key student services (Financial Aid and Academic Counseling) as well as relocate the Hūlili Ke Kukui Hawaiian Center materialized in 2014 when the College received a \$2 million US Department of Education Title III Program Grant. The two-year renovation project has allowed the center to re-imagine its programming and expand capacity to directly support Native Hawaiian programs on Campus. The co-location of these critical services and instructional programs allow the College to maximize critical functions that support student success (III.B.31).

The UH System, UHCC, and the College have been collaborating closely with the Honolulu Authority for Rapid Transportation (HART), since the city's current rail development project is expected to have a station stop built on Honolulu CC property at the corner of Dillingham Boulevard and Kokea Street. Construction of the station platform will require several buildings on the campus property to be demolished. Project plans will be reviewed by the UH Office of the Vice President for Administration and will require UH Board of Regents approval. Existing overhead electrical power lines along Dillingham will be moved underground, which will require a 10-foot wide utility power easement on the Campus property. The HART rail construction project will definitely impact the College, its students, employees, and the neighboring community; however, all parties involved are working at minimizing disruption. Key stakeholders at the University of Hawai'i and the College attend periodic HART meetings to keep abreast of the latest project developments. Campus parking, traffic conditions, health, safety, and security are issues with the ongoing project that has an expected completion date of 2030 (III.B.32).

### *Maintenance*

Operations and Maintenance provides preventative maintenance and routine or emergency repairs to facilities and grounds. Energy and emissions management of building systems including HVAC and lighting are implemented through a Johnson Controls contract that began in 2011 and assists with the College's sustainability efforts (III.B.33). The eFacilities AiM Work Order Management System enables the Facilities Manager to identify problem sub-systems and their rate of occurrence, including

planning and tracking of maintenance issues for effective utilization of resources thus ensuring quality service to campus programs and services.

### Analysis and Evaluation

Honolulu CC meets this standard. UHCC and the College plans, builds, maintains, and replaces its physical resources through prioritizations that align with its strategic directives and missions to fully support academic programs and services.

[III.B.3 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.](#)

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### Evidence of Meeting the Standard

Strategic planning documents for the University of Hawai'i System, UHCC, and the College articulate and guide the campus to ensure the feasibility and effectiveness of its physical resources support programs and services. All levels of administration within the UH System engage in planning and assessment practices, both in the short and long-term, to provide and maintain sufficient facilities and equipment ([I.A.3](#), [I.A.25](#), [I.A.7](#)).

The College participates in the System's annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date), life-cycle methodology based on building sub-system and campus infrastructure life-cycles, and replacement costs to estimate deferred maintenance and future capital repair needs. ([III.B.18 \[p. 1\]](#))

The Campus undergoes continuous review of its physical resources by building tenants, custodial and maintenance staff, and security personnel, who routinely assess and report any needed repair or modification to the campus administration. Facilities at all locations are monitored on a regular maintenance schedule, including planning for deferred maintenance by UHCC and the UH System. Priorities are established for

addressing both regular and deferred maintenance as well as a consistent program of review and replacement for capital equipment for the College.

The Facilities Manager is the primary point of contact for campus facility needs. Use of the computerized maintenance management system by all campus personnel in submitting AiM eFacilities work order requests assists the Facilities Manager and the Operations and Maintenance Department (O&M) in its annual program review and future planning (III.B.34). Service area outcomes (SAO) and assessment are assigned for O&M and help it to identify needs and effectively allocate resources. SAOs include: (1) providing consistent, accurate, and timely facility support services, and (2) maintaining a system of continual improvement for all processes. In assessing its SAOs, the department has been successful in implementing changes to improve operations and services (III.B.35). Campus wide surveys are periodically administered to students, faculty, and staff in assessing satisfaction with physical resources and services, and areas of concern are acknowledged for immediate correction or further evaluation (III.B.36, III.B.37).

Effectiveness of physical resources related to the College's energy management system is performed by Johnson Controls, whose partnership with UHCC provides energy savings performance reports (III.B.33). Johnson Controls performs facilities evaluation and condition assessment including verification and operation of HVAC mechanical units. The integration of an innovative finance program with capital improvements funded from operating expenses allows the College to pay for facility improvements through its operational budget. As a result of the System's contract with Johnson Controls, replacement of obsolete energy management systems, central plant equipment, and campus wide efficient lighting and plumbing fixture upgrades were accomplished.

Program analyses in Annual Review of Program Data (ARPD) reports provide instructional, student, and support services a means of communicating facilities issues and needs. Campus programs and services also submit comprehensive reviews on a cyclical 5-year rotation (III.B.38). Division chairs, deans, and the College's administration use these reports to develop plans to readily resolve physical resource shortcomings or make recommendations for future facilities planning. Campus planning and evaluation at the program level ensures that relevant information and data is utilized on a regular basis to ensure that physical resources, including equipment, is maintained and upgraded.

The College's CTE Tech 1 Division, which encompasses transportation and trades programs, completed a thorough equipment inventory and inspection in 2014. This assessment effort was a means of determining the short and long-term repair and

servicing of equipment. In addition to inspection, operation, and testing, the division sought input from instructors and users as well as review of current manufacturer literature and industry standards. Ranked service notes indicated equipment in need of service, repair, or replacement due to obsolescence. Funding for equipment replacement could be handled through program and/or division support or the Campus' annual supplemental program funding requests (III.B.39, I.A.26). UHCC provides funds for equipment replacement annually; stipulations are set in place for malfunctioning or obsolete equipment. Replacement costs must be over \$5,000 and cannot be furniture, vehicles or computers.

The College utilizes relevant data and space utilization analysis to make informed decisions regarding campus facilities. For classroom use and efficiency, Ad Astra Information Systems analyzed campus space in relation to the scheduling of the College's courses over a series of semesters. Division chairs used the data in fall 2016 to maximize classroom use and arranged classes to meet student access and demand. The aim was to effectively allocate classroom space and faculty resources according to student demand to accelerate student course and program completion (III.B.40).

For its academic scheduling process, the College uses Resource 25, known also as R25, to optimize general classroom and event space usage. R25 provides specific information about the capacity and facilities of the room to optimize scheduling for classes, conferences, meetings or special events. The software is particularly useful in locating unscheduled rooms with specific criteria.

#### Analysis and Evaluation

Honolulu CC meets this standard. The College provides practical and effective use of its physical resources in supporting programs and services. Through support of UHCC and the UH System, the institution improves and upgrades its facilities. The campus also maximizes effective utilization of its facilities through plans, evaluations, and relevant data.

IIIB.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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### Evidence of Meeting the Standard

The aligning of strategic plans across the UH System, UHCC, and Honolulu CC has created a shared framework for its institutional vision and planning. An important priority to move the System forward in achieving its educational goals is modernizing facilities for the 21<sup>st</sup> century. Embedded within each strategic plan are facilities objectives to address its deferred maintenance backlog with a building and grounds maintenance program that supports modern teaching and learning environments (I.A.3, I.A.25, I.A.7).

While UHCC, partly because of the side benefit of its energy efficiency programs, has a lower deferred maintenance backlog than other University of Hawai'i campuses, the UHCC Strategic Directions commits the community colleges to developing an on-going program of regular maintenance that eliminates the existing backlog and ensures that no significant new backlog will develop (III.B.41).

Several tactics to assist UHCC and the College include:

- Develop transparent, accountable, efficient and effective processes and supportive organizational structures for construction, renewal and maintenance of facilities to include all phases from planning and procurement through project management and acceptance.
- Reallocate current funding and seek new funding to properly address renovation, redesign, and maintenance for 21<sup>st</sup> century positioning avoiding in the process a buildup of deferred maintenance.

The UHCC Strategic Directions also commits to developing a system of planned equipment replacement, similar to the building maintenance plan that accounts for the expected life of equipment, the cost of replacement, and a system-wide budget for capital equipment replacement. The clear identification of a replacement schedule also provides a clearer picture of the amount of “deferred” equipment within the system.

Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, UHCC assesses all of its internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students in general. Necessary upgrades will be implemented based on this assessment.

The University of Hawai'i System produced a new long-range capital plan, which serves as a guide for capital project priorities, timelines and budgets. Principles of the 6-Year Capital Improvement Projects (CIP) Plan 2018-2023 include the following: target

facilities with the highest utility and poorest conditions through upgrades, improve efficiency and utilization of facility space, and prioritize functional space for improved modern teaching and learning (III.B.26).

Projections, planning, and standards for new facilities and equipment, including total cost of ownership, are managed by UHCC and the UH System for major new projects. The UHCC Office of Facilities and Environmental Health (FEH) considers the total cost of ownership when implementing projects. The design specifications ensure that improvements are made with materials and equipment that are cost effective, efficient, and serviceable for long-term use.

In 2016, the UH Board of Regents (BOR) signaled their intent to have a system-wide shared approach to academics and facilities planning. Shortly thereafter the UH President provided system governance groups the draft of its “vision,” which documented operating principles and aspirations moving forward. Approved by the BOR in April 2017, this plan became the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System (III.B.42). Outlined within are facilities planning directives that will evolve within the campus strategic and facilities plans in accord with the IAFP and coordinated across the system. Institutionalized implementation will be coordinated into biennium budget planning, annual operating budget, 6 year CIP plans and academic program approvals and reviews.

A global strategic initiative for the UH System is improving the sustainability and resource conservation of its physical resources. To that end, the UHCC entered a performance contract with Johnson Controls to implement multiple conservation measures. Energy solutions designed to reduce the amount of electricity, water, wastewater, and Syngas usage were implemented at the College. Energy efficient plans called for HVAC replacements, solar hot water, lighting retrofits, a full-time energy manager and electrical car charging stations to reduce fossil fuel usage. Additionally, the College’s new science building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems. Cost of ownership includes determining energy efficiency performance alongside project allocation and funding options for new construction.

### Analysis and Evaluation

Honolulu CC meets this standard. Systematic planning and budget oversight of long-range capital plans are defined through the UH System and UHCC with assistance from the College. Strategic goals and directives have been aligned to strengthen coordination and ongoing efficiencies. Controlling and reducing costs are calculated in

the total cost of ownership of new construction and equipment, with significant weight placed on sustainable practices that support institutional improvement goals.

## Evidence List – Standard III.B

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I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf  
I.A.7 UHCC Strategic Directions 2015-2021 rev 2-2017.pdf  
I.A.25 UH Strategic Directions 2015-2021.pdf  
I.A.26 Supplementary Program Funding Form Explanation.pdf  
III.B.1 Administrative services annual review  
III.B.2 Need campus hours -- Campus map ([www.honolulu.hawaii.edu/map](http://www.honolulu.hawaii.edu/map))  
III.B.3 HCCP 10.101 Delegation of Authority to Develop Procedures Regarding the Use of University-Owned Facilities.pdf  
III.B.4 NEW Facilities Use Request form pdf-internal/external  
III.B.5 COSA (programs.honolulu.hawaii.edu/intranet/node/329)  
III.B.6 Honolulu CC Letter of Findings\_CTECivilRightsCompliance.pdf  
III.B.7 Health and Safety Committee  
(programs.honolulu.hawaii.edu/intranet/node/342)  
III.B.8 Health & Safety Bulletin (programs.honolulu.hawaii.edu/intranet/node/2011)  
III.B.9 Health Safety Program 2005.pdf  
III.B.10 Hazard Communication Training - 8\_18\_2016.pdf  
III.B.11 Administrative Services Group  
(programs.honolulu.hawaii.edu/intranet/node/1322)  
III.B.12 Honolulu CC 2017 Annual Security Report.pdf  
III.B.13 Campus Security (www.honolulu.hawaii.edu/security)  
III.B.14 HonCC Safety and Security Information.pdf  
III.B.15 EmergencyActionPlan\_April2008\_draft.pdf  
III.B.16 Emergency Alert (www.hawaii.edu/alert/)  
III.B.17 Timely Warning and Campus Safety Announcement.pdf  
III.B.18 UH Facility Renewal Reinvestment Study 2016 Update 2016-08-12.pdf  
III.B.19 Capital improvement Plan webpage Screen Shot  
III.B.20 AIM (programs.honolulu.hawaii.edu/intranet/node/386#facilities)  
III.B.21 Facilities Management (www.honolulu.hawaii.edu/facilities)  
III.B.22 UH Sustainability (www.hawaii.edu/sustainability/)  
III.B.23 UHCC Sustainability (uhcc.hawaii.edu/ovpcc/sustainability)  
III.B.24 HonCC sustainability-implementation-plan.pdf  
III.B.25 Health & Wellness Committee Info  
(programs.honolulu.hawaii.edu/intranet/node/1172)III.B.26 UH 6-Year CIP Plan.pdf  
III.B.27 Program Review (programs.honolulu.hawaii.edu/intranet/node/776)  
III.B.28 HCC LRDP.pdf  
III.B.29 PCATT CONTINUING ED annual-report-2014-2015.pdf  
III.B.30 IAFP\_BOR\_Approved\_April202017.pdf  
III.B.31 HonoluluCC Title III Project Narrative 2015 final.pdf  
III.B.32 HART Meeting Agenda & Exhibits Oct 25 2017.pdf  
III.B.33 UHCC Yr 4 MV Report.20161107.pdf  
III.B.34 Facilities Annual Program Review FY 17.pdf  
III.B.35 SLO-SAO\_Assessment\_Report\_NON-Instructional\_Admin\_2017\_10\_02.pdf

- III.B.36 Standard III Results - 2018 Self Study.pdf
- III.B.37 FacilitiesSurvey\_Students\_2017.pdf
- III.B.38 5 Year Program Review Schedule.pdf
- III.B.39 Tech I Equipment Inspection 2014.pdf
- III.B.40 AdAstra\_townhall-2015-12-01-presentation.pdf
- III.B.41 BOR\_Meeting\_of\_11\_17\_16\_Materials\_\_\_\_PUBLIC.pdf.pdf
- III.B.42 UH 6-Year CIP Plan.pdf

### Standard III.C: Technology Resources

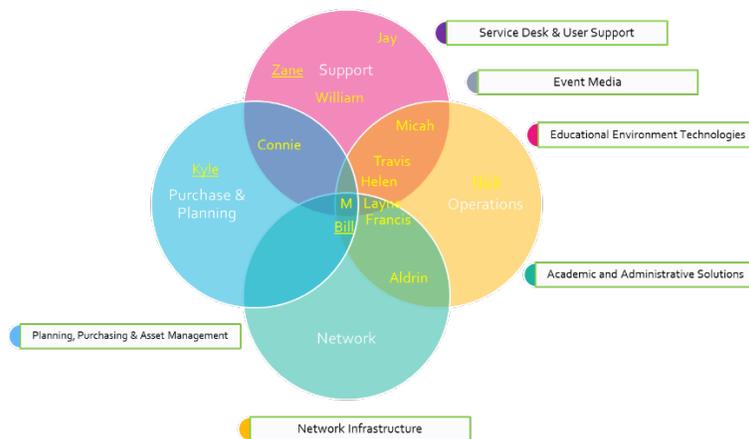
III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

#### Evidence of Meeting the Standard

The Honolulu CC Information Technology Services (HON ITS) provides technology planning, purchasing, support, and operational requirements for the institution. HON ITS supports the college mission by providing the technical infrastructure to sustain an engaging learning environment that values academic excellence.

HON ITS operates in conjunction with the University of Hawai’i, allowing the technology of the campus to be fully integrated with the other UH campuses. UH manages the system-wide infrastructure, including identification authentication, Laulima (learning management platform), Banner (student information system), PeopleSoft (human resources management system), and KFS (Kuali Financial System).

HON ITS is structured as four departments (Network, Support, Operations, Planning and Purchasing) with six overlapping functional areas (Asset Management, Infrastructure, Academic & Administrative Solutions, Educational Technologies, Event Media, Service Desk). The services are designed to address the evolving needs of the campus, particularly academic programs, teaching and learning, support services, and management and operation function.



The staff of thirteen full-time employees and four part-time student assistants of the HON ITS division are managed by a Chief Information Officer.

The UH ITS Help Desk provides 24-7 support to assist faculty and students with Laulima (Sakai) learning management system (III.C.1). Faculty use Laulima for communication with students, providing assignments, tracking grades, administering exams, and other services related to course management.

Google is the service provider for all University of Hawaii (UH) institutions and provides email, scheduling, cloud storage, and productivity tools, such as for documents, spreadsheets, and presentations. These are available to all students, faculty, staff, and administrators.

The Google login is customized to use the @hawaii.edu domain, which is the primary account and used for authentication for Laulima (III.C.2), online registration (III.C.3), and MyUH for student and faculty services (III.C.4). Faculty and staff use the login to access online pay statements, online leave requests, eCafe course evaluation information, and Halawai Web Conferencing.

The Honolulu CC campus operates approximately 2,300 desktop, laptop, and virtual desktop computing devices, and over fifty virtual and physical host servers with extensive Unified Threat Management coverage of the entire campus. Voice communication includes 437 VOIP campus phones plus UH System integration with its PBX.

Campus wireless networks provide 130 access points overlapping with high speed wired networking in all buildings including all campus classrooms. The networks extend to off-campus sites of Kokea Street (Automotive Technology and Diesel Mechanics programs), Airport Training Center (Aeronautics Maintenance), and the Marine Education and Training Center (Small Vessel Fabrication and Repair). The military supervises its own network at Pearl Harbor Navy Shipyard (Applied Trades) for security reasons.

The majority of software products utilized are accessed online. To ensure this functionality, HON ITS reviews, updates, and approves a network plan that is published at least two times per year (III.C.5), and follows its technology guidelines outline in the HON ITS Strategic Plan (III.C.6).

For the teaching environment, HON ITS provides reliable and enhanced technology in the classroom and develops technology plans required by divisions, departments, programs and students. The goal is to meet the instructional needs of faculty.

Over 75% of current classrooms are now standardized for connectivity and media. Students and faculty benefit from the standard media classrooms, which dependent on sizes, will have digital projections or minimum 60” LCD displays, white walls for writing and projection, standard presentation virtual desktop appliances, and wireless access to the campus high-speed Wi-Fi networks. Classrooms are maintained and upgraded on a five-year cycle along with all campus networking, core routing, and Unified Threat Management systems.

HON ITS initiated a five-year plan to enable all course content to be accessible online regardless of teaching modality (III.C.7). The availability of course content online, including lectures, allows repetition and review of materials that hopefully leads to better student success and retention rates.

HON ITS surveys faculty every fall and spring to evaluate its support, seeking an approval goal of 90% (III.C.8). HON ITS also identifies technology needs of the campus with various surveys, including an annual poll of divisions and program directors to determine both current technology needs and potential opportunities requiring technology (III.C.9, III.C.10).

All buildings are wired for fiber optic with gigabit capacity for both wired and wireless networks. Off campus programs, in campus-owned buildings, have fiber optic connectivity via UH networks, while the airport facility has a direct wireless network accessed through the Marine Education Technology Center facility that is fiber-linked to the main campus.

HON ITS also provides reliable campus voice systems, files services, and vendor solutions. It also develops and implements information solutions for services that are requested by administration, divisions, departments and programs. When a project is completed, an online, satisfaction survey is used to assess successful achievement, with a goal of a 95% positive response (III.C.15).

IT also measures the number of completed projects, delayed projects, and upgraded and degraded ITS services with goals of 90% on-time delivery and with asset losses of less than 5% (III.C.12).

HON ITS provides support 7:00 AM to 6:00 PM Monday through Friday and 8:00 AM to 12:00 PM on Saturday. Extended services are provided for campus or community events as needed.

All faculty and staff technology support requests are handled via the online GLPI ticketing system (III.C.11). This structure greatly improved campus support as shown by the GLPI statistics (III.C.12, III.C.13, III.C.14).

As mentioned above, HON ITS tracks support requests through its online GLPI ticketing system and strives to provide a prompt and effective response to each reported incident or request. HON ITS has a goal of a 95% successful response rate within 24 hours of ticket submission and reviews the data annually. In addition to this, HON ITS maintains and updates any ITS Services Catalog changes and notifies the campus within thirty days (III.C.16).

Sufficient controls and protection mechanisms are utilized to minimize disruption or attack to sensitive data networks and to assure secure and consistent functionality. The number of campus outages and data breaches (itemized by type) measures achievement of this outcome with the target goal of zero data breaches and 99% uptime excluding external power failures (III.C.17). University of Hawai'i Informational Technology Services provides technical updates (alerts) for all 10 campuses (III.C.18). These provisions ensure security, privacy, and reliability in addition to emergency recovery.

### Analysis and Evaluation

Honolulu CC meets this standard. HON ITS works in conjunction with UH ITS to provides comprehensive and adequate technology services for the College. Technology services support the institution's management and operational functions as well as academic programs, including teaching, learning, and support services. Technology services are appropriate for the institution, including support, facilities, hardware, and software.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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### Evidence of Meeting the Standard

The College's technology is continuously updated and replaced to improve the quality and capacity of infrastructure for operations, programs, and services to support an

engaging learning environment for students, which is the mission of the institution. The quality and improvements of the technology are based in the HON ITS Strategic Plan. The plan focuses on providing technology to improve student learning outcomes, assisting faculty with integration of information, and enhancing technical efficiency (III.C.6).

Among the efforts to improve student learning is integrating cloud technology in the classroom and encouraging migration of course content to cloud services for constant availability. To assist faculty, IT has been installing interactive media in all standard classrooms and providing technical training for adaptive learning, among others. Technical operations are being improved by migrating information from drives to more reliable cloud storage, migrating the virtual data center to UH Mānoa to circumvent campus power issues due to construction, and so on. The strategic plan covers guides technology decisions through 2021.

The campus technology is closely aligned with the UH Information Technology Services (ITS), which works to integrate all 10 campuses. UH ITS follows its strategic plan to promote engagement, deliver a high-performance infrastructure, demonstrate technology leadership, promote efficiency, expand reach to research and other activities, innovate, and continuously improve (III.C.19). Among its eight key aims are to support student success, build innovative environments, and enhance value of data assets.

To keep the campuses abreast of its initiatives, UH ITS provides a full-day workshop each year (III.C.20, III.C.21).

While UH ITS supports technology that expands to all UH campuses, HON ITS provides the support for the local campus. With an annual budget of around \$400,000, HON ITS has been able to build an intelligent, high-speed campus network, with hybrid cloud services replacing very expensive campus data centers. Technology is prioritized, based on the goals of its own plan.

The HON ITS Virtual Data Center is based on a hybrid cloud strategy and provides campus-wide Unified Threat Management, three layers of network security for student, personal, and health data, and security for expanding Internet of Things operation of building systems, security cameras, mobile devices, and encrypted remote access. The result is security, availability of services, limiting redundancy of systems, scalability for new services, and convenience for administration, faculty, staff, and students.

The campus Virtual Data Center and all levels of the IT infrastructure are designed for long-term reliability and continuous upgrading. Elements of this are significantly different than legacy systems based on standalone computing devices. Overall policy for

active components is eight years and replacement of standalone hardware computing devices (desktops and laptops) every five years.

All networking equipment, physical and virtual, is monitored with lists of age and service history (III.C.22). This IT inventory tracking helps with asset planning purposes. IT Inventory for asset planning is updated and published on the ITS intranet twice a year.

The HON ITS core routing and Virtual Data Center are current hardware with less than five years of an eight-year policy. The manufacturer and system supplier support policies are maintained for Threat Management systems. As these are steadily evolving systems the College is already evaluating new technologies to replace these systems as of summer 2017.

Physical host servers (the hardware component for both virtual servers and virtual desktops) are currently at five years for end user and primary production systems. Older host hardware is maintained for testing, support, and non-critical network system redundancy.

Procedures are in place to ensure the campus wired and wireless networks are secure and reliable all year round. HON ITS annually reviews its products and services provided to the campus in its annual reports (III.C.23, III.C.24, III.C.25).

For planning, purchasing, and asset management, all computing equipment, excluding program or discipline specific systems, is provisioned by HON ITS, allowing faster replacement of legacy hardware with VDI (virtual desktop interfaces) and hybrid cloud systems for higher reliability and availability from any Internet connected computing device, campus owned or personal.

Through its purchasing policy and procedures, IT has been able to minimize technology waste and redundant technology purchases. Previously, hardware and software were purchased directly by departments or programs with only general specifications provided for the campus. Since 2016, to insure technology fits within the IT plan, purchases of equipment and software have been centralized, each with approval by the Chief Information Officer (III.C.26).

The upgrade to virtual desktops has allowed replacement of general computer lab equipment for continuous upgrade and efficient replacement. This is now being expanded to faculty offices with approximately two hundred VDI are in service on the campus. Faculty and staff are being directed to submit GLPI ticket requests to HON ITS for any office computer older than five years. Traditional desktop systems are replaced

on request with VDI for new clients or by conversion of existing hardware to client status. Replacement of laptop computers requires justification for a laptop and is replaced on the same schedule. Unless required, HON ITS provides current equipment to published specifications and imaging from identified manufacturers, currently Dell, Lenovo, and Apple.

One current project is to install backup power generation for the IT infrastructure on campus. Campus construction and power related activities often are planned for after hours, weekends, and holidays, limiting campus-based logins when power is turned off. While our hybrid cloud infrastructure is increasingly replacing campus-based systems, identity management and security are limited during these power outages. Since this is not acceptable for students and faculty, this problem is being addressed by building a fully redundant HON ITS facility at the UH Mānoa campus' Information Technology Center that includes staffing and full backup power capabilities. This project will be particularly important as class offerings need to be online and campus physical facilities need uninterrupted security.

To help students stay up-to-date with software on their devices, all enrolled in the College are able to receive, without charge, Microsoft Office 365 with storage, cloud applications and downloadable applications, for up to five computers. This same benefit applies for all campus faculty, staff, and administrators. Currently the campus maintains approximately 7,000 licenses for the campus community and is upgraded automatically as required.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution keeps track of its campus technology and monitors age of equipment for replacement. Plans for updating technology are included in the HON ITS strategic plan, to ensure infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

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### Evidence of Meeting the Standard

Honolulu CC off-campus facilities and sites are technically integrated, three with high capacity fiber optic networking and one by broadband. These were completed within the last four years.

The off-campus sites include Kokea Street (Automotive Technology and Diesel Mechanics programs), the Marine Education and Training Center (Small Vessel Fabrication and Repair), and the Airport Training Center (Aeronautics Maintenance). The Airport Training Center uses broadband because the building is not UH property and federal law precludes the installation of fiber optic cabling.

The College provides courses at the Pearl Harbor Navy Shipyard for the Applied Trades program, but the military supervises network there for security reasons. Access to campus applications is restricted by the Naval base network firewalls.

Otherwise, all technology products and services on the main campus are available to faculty, staff and students at remote facilities. The College allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment (III.C.27).

For security, UH ITS manages a Google login customized for use of the @hawaii.edu domain, which is the primary account and used for authentication for the learning management system Laulima (Sakai), online registration, and MyUH for student and faculty services. The Google login is also used by faculty and staff to access online pay statements, online leave requests, eCafe course evaluation information, and Halawai Web Conferencing.

The UH Help Desk provides round-the-clock support for students and for faculty (III.C.1). Specific problems related to Honolulu CC courses and faculty are forwarded to HON ITS.

Laulima is the same learning management system used by faculty for face-to-face classes and provides cloud applications, collaboration, storage, and communication. For reliability, the College upgraded the campus networks, both wired and wireless, to support high-speed Internet connectivity to Laulima.

In 2016, to provide faculty with tools for distance education courses, HON ITS began training faculty in its new Faculty Content Development Studio. The studio is designed to provide both audio and video technology for narration of presentation slides applications and studio video production of course lectures.

Audio recording is linked to Honoulu CC Office 365 PowerPoint Mix cloud services to provide universal client delivery of presentation with interactive component and assessment quizzes via the Microsoft Mix site. Regular web streaming via HTML 5 is also available as is upload to Laulima.

The facilities utilize virtual studio sets and is almost completely automated for faculty use. The classroom sets include screens for presentation materials, e.g, PowerPoint with live annotation as well as white board annotation. Tablet icons manage camera controls, without technical support. HON ITS currently operates this studio and provides the training and support for faculty who wish to use it.

In addition to the benefits for online courses, putting course content online can help students in face-to-face classes to view or review class materials, including those requiring additional assistance. Course content online, regardless of the teaching modality, may improve student retention.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution maintains and provides reliable, secure, and safe technology resources at all locations where it offers courses, programs, and services, except at base facilities restricted by the military. These resources include those for online students.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

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#### Evidence of Meeting the Standard

The College provides appropriate instruction and support for faculty, staff, students, and administrators for effective use of technology for programs, services, and institutional operations.

The Laulima learning management system used by students and faculty provide comprehensive visual help screens for all aspects of using the software, from getting started to working with assignments, taking quizzes, navigating through course modules

(III.C.28). For faculty, there are more help screens for complex uses such as communicating with students, importing quizzes, handling grading, managing forums, using clickers, among many others (III.C.29).

Various technology training is available to students, faculty, and staff. Many training materials and services are available through HON ITS, including the Training Toolbox that provides video presentations on technology and services (III.C.30).

Academic Support also provides training services in conjunction with the general campus computer labs that they operate.

Microsoft Office 365 provides a large library of training videos for both students and faculty in the educational uses of their technology. Microsoft provides the general Office Training Center (III.C.31), the Office 365 Basics Video Training (III.C.32) and the Microsoft Virtual Academy (III.C.33).

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

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#### Evidence of Meeting the Standard

The College follows UH System policy on the appropriate use and management of information technology resources (III.C.34), to provide effective protections, equal access, and administrative guidelines for use of these resources. This policy applies to students, faculty, staff, and authorized guest users.

The College also complies with other UH System policies and procedures, including the institutional data governance policy establishing system-wide standards to protect the privacy and security of data and information under the stewardship of the University (III.C.35).

Students are obligated to abide by the code of conduct policies stipulated by the UH System (I.C.24) and the Honolulu CC (I.C.25). These policies cover plagiarism, including through the use of technology.

As a procedure, unauthorized materials that infringe on copyrights will be taken down from UH System webpages (III.C.36) in accordance with the Digital Millennium Copyright Act. These infringements also violate the policy on use and management of information technology resources (III.C.34).

The College also follows copyright and file sharing policies (III.C.37). These policies are published on the UH website.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

## Evidence List – Standard III.C

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- I.C.24 Student Conduct Screen Shot ([www.honolulu.hawaii.edu/node/163](http://www.honolulu.hawaii.edu/node/163))
- I.C.25 EP 7.208 Systemwide Student Conduct Code
- III.C.1 UH ITS Help ([www.hawaii.edu/its/help-desk](http://www.hawaii.edu/its/help-desk))
- III.C.2 Laulima ([laulima.hawaii.edu/portal](http://laulima.hawaii.edu/portal))
- III.C.3 STAR registration ([www.star.hawaii.edu/studentinterface/](http://www.star.hawaii.edu/studentinterface/))
- III.C.4 MyUH ([myuh.hawaii.edu](http://myuh.hawaii.edu))
- III.C.5 SAO ITS Networking 2017
- III.C.6 HON ITS Strategic Plan 2016-2021 FINAL.pdf
- III.C.8 F17 Fac-Staff Survey ITS.pdf
- III.C.11 HON ITS Support ([its.honolulu.hawaii.edu](http://its.honolulu.hawaii.edu))
- III.C.12 GLPI Five Year Summary.pdf
- III.C.13 GLPI - Tickets (2016-08-01\_2017-07-31).xls - Compatibility Mode
- III.C.14 GLPI - Tickets (2015-08-01\_2016-07-31).xls - Compatibility Mode
- III.C.18 UH ITS Alerts ([www.hawaii.edu/its/alerts/](http://www.hawaii.edu/its/alerts/))
- III.C.19 UH ITS-Strategic-Plan-2015-v15-1..pdf
- III.C.20 UH ITS Workshop  
([www.hawaii.edu/its/agenda-it-all-campus-workshop-2017/](http://www.hawaii.edu/its/agenda-it-all-campus-workshop-2017/))
- III.C.21 UH ITS About and Workshops ([www.hawaii.edu/its/about/](http://www.hawaii.edu/its/about/))
- III.C.22 2015 Campus technology inventory
- III.C.26 HON ITS IT Purchasing Policies and Procedures.pdf
- III.C.28 Laulima help for students ([www.hawaii.edu/talent/laulima\\_students.htm](http://www.hawaii.edu/talent/laulima_students.htm))
- III.C.29 Laulima faculty tutorials ([www.hawaii.edu/talent/laulima\\_students.htm](http://www.hawaii.edu/talent/laulima_students.htm))
- III.C.34 EP 2.210 Use of Information Techology.pdf
- III.C.35 EP 2.215 Institutional Data Governance
- III.C.36 Digital Millennium Copyright Act screen shot
- III.C.37 File Sharing Policy ([www.hawaii.edu/its/filessharing/](http://www.hawaii.edu/its/filessharing/))

### **Standard III.D: Financial Resources**

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

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#### Evidence of Meeting the Standard

Honolulu CC coordinates its financial resources with the Office of the Vice President, University of Hawai'i Community Colleges (UHCC), which oversees the seven Hawai'i community colleges. Honolulu CC is one of its members. UHCC is committed to support and sustain student learning programs and services and improve institutional effectiveness. Sufficient revenue streams are maintained to cover base operations as well as support initiatives that innovate and enhance programs and services. Institutional priorities are identified through goals and objectives established during the strategic planning process and funding sources are provided to help realize some of these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

The institution has sufficient revenues to support improvements and innovation in education at the College, and the campus budget for the past three years shows sound fiscal management. Fiscal years begin on July 1 ([III.D.1](#), [III.D.2](#)). (*See sections III.D.4 on institutional planning and III.D.3 program funding through program review.*)

There are two basic funds supporting the institution: General Funds (GF), provided by the state, and Tuition and Fees Special Fund (TFSF), generated from student enrollment. General Funds helps cover the bulk of operating expenses, which payroll for faculty and staff account for about 80%.

The state appropriated revenues (General Funds) subsidize a significant portion of the operating costs of the community colleges to keep post-secondary education within reach of target populations. 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.

Current service funding is equal to the prior year General Fund appropriation, plus any collective bargaining augmentations, minus based budget reductions, plus funds for new initiatives (such as program changes). General Fund base budget reductions are normally driven by downturns in the state economy; however, it should be noted that there have been no significant budget reductions since FY 2011.

The General Funds combined with tuition generated from credit instruction comprise the general operating fund or unrestricted operating budget of the campus. In 1995, the Hawai'i Legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the University of Hawai'i system to retain and expend revenues from tuition in order to "...maintain and improve the University's programs and operations" (Act 161, SLH 1995). Prior to this action, tuition revenues were retained by the state, and the UH System received General Fund appropriations for all general operating expenses.

This change afforded the Community Colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation. But, in spite of consecutive tuition increases over the past twelve years, the UH Community Colleges remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC campuses were identified as the most affordable two-year public higher education institutions in the nation ([III.D.3](#)).

The Board of Regents (BOR) has the authority to set tuition and fees ([III.D.4](#), [III.D.5](#)). When tuition and fees are increased, the University provides timely notice and explanation to students ([III.D.6](#)).

The combination of General Funds and TFSF provide a significant stabilizing effect on campus funding operations. Even when enrollment contracts, General Fund allocations remain relatively stable, mitigating the impact of the loss of TFSF revenue. Conversely when enrollment grows, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the General Fund base itself usually coincides with downturns in the state economy; however, these periods are often associated with increases in enrollment as students leave the workforce to further their education ([III.D.7](#)).

Honolulu CC manages its finances with integrity to ensure stability, abiding by the policies of the BOR ([III.D.8](#)), UH, and UHCC ([III.D.9](#)). In line with these policies, the College follows administrative procedures to make certain financial resources are used tactically to achieve the College mission.

The framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the University is managing its resources in a fiscally responsible manner.

The plan includes all appropriated funds including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the UHCC level must be explained to the BOR at the close of each quarter. The Board requires a budget review, and the UH campuses develop the plan ([III.D.10](#)).

General operating budgets (GF plus TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections are based on anticipated allocations ([III.D.9](#)).
- TFSF revenue projections are based on prior year collections plus/minus changes in projected enrollment and plus BOR approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment ([III.D.11](#)).
- Regular and lecturer payrolls are projected based on labor ledgers and personnel data contained in financial management and personnel information systems to ensure accuracy of projections, such as those provided from the labor ledger information in the university's Quali Financial System.
- Non-payroll budgets (other current expenses) are evaluated against historical averages of expenditures to determine appropriateness of current year allocations ([III.D.12](#)).
- Cash balances are projected and reviewed to ensure compliance with reserve policy requirements ([III.D.13](#)).

All other special and revolving fund programs implement cost-center-based budgeting for revenues and expenses through the development of financial plans that are submitted to the business office. A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue-generating programs ([III.D.14](#)).

General operating information is entered into the Quali Financial System at the individual account level by major category of expenditure (regular payroll, lecturer

payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored monthly by the UHCC.

The College adjusts general operating budgets (GF plus TFSF) throughout the year as needed, taking into account payroll budget updates from UHCC. Variances indicate what is to be adjusted:

- Regular and lecturer payroll requirements are re-projected every month and compared against budgets to determine if revised projections require budget changes.
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes ([III.D.15](#), [III.D.16](#)).
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are current ([III.D.7](#)).
- General operating budget status reports are reviewed at UHCC Vice Chancellor of Administrative Services (VCAS) meetings ([III.D.7](#)).
- The College's VCAS meets with heads of each division or program review their budgets and requirements. (*See section III.D.4*)

For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections ([III.D.11](#)). Best practices for cash management are followed to ensure that cash flow requirements, long-term obligations and other unanticipated costs can be covered as they arise.

The resource allocation process provides a means for setting priorities for funding institutional improvements. Allocations are provided with priority for development, maintenance, and enhancement of programs and services that strategically support important initiatives. (*See section III.D.3; section I.B.3*).

The College also may receive performance-based funding. Performance-based funding aims to generate greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities and a results-oriented campus culture ([I.B.26](#)).

The UHCC currently earmarks approximately \$6.5 million of its base budget for this purpose. Starting from FY 2016, the University of Hawaii System began providing performance-based funding that contributed an additional \$2.0 million. Combined,

performance-based funding represents over 4% of the total UHCC operating budget ([III.D.17](#)).

The Hawai'i Graduation Initiative (HGI) is one example of a high priority initiative. The HGI aims to increase the percentage of educated citizens within the state. The strategy for HGI reflects the UHCC's commitment to support increased student enrollment and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the state. Performance-funding allocations support the HGI by linking funding to the successful attainment of goals that promote the initiative.

The College also receives UHCC Innovation and strategic initiative funding allocations to address critical needs identified through the strategic planning process and support of goals. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathways and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, replacing equipment, and so on ([I.A.7](#), [III.D.18](#)).

Examples of some of the major initiatives are as follows:

**Enrollment Growth** funding is designed to provide the community colleges with the resources needed to meet student demand for instruction. Since tuition revenue alone historically has been insufficient to cover all costs associated with offering additional classes, the enrollment growth fund was established to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. This has successfully eliminated the financial "disincentive" for adding new sections and allowed UHCC campuses to become more aggressive in their decisions to add classes that students need to complete their degree requirements.

**Developmental Education Reform** funding supports the UHCC's large-scale approach to accelerate students through college-level math and English. National data through such organizations as Complete College America consistently show that incorporating the co-requisite model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. Given the large number of underprepared students that require support to successfully complete college-level courses, the initiative is anticipated to have a significant impact on retention, persistence, and graduation.

**Guided Pathways** funding supports efforts to improve timely completions by providing every student entering the community colleges with a clear individualized

guided pathway to their credential with associated student support structures. The initiative expands the University's capacity to track and advise students using an intuitive online academic mapping and advising tool that links with student registration.

**Achieving the Dream** funding supports the participation in the national effort to help more community college students succeed, with a special focus on students of color and students with low-income.

**Financial Aid Support** funding supports efforts to eliminate financial barriers to the community colleges by improving access to financial aid among low-income students, and those from underserved regions and populations.

**Equipment replacement** funding supports campus efforts to maintain an inventory of properly functioning and technologically current equipment. Career and Technical Education (CTE) programs in particular require a substantial investment in equipment to provide students with meaningful hands-on training, ensure student safety and maintain currency with industry standards and expectations.

Institutional resources are sufficient to ensure financial solvency.

#### Analysis and Evaluation

Honolulu CC meets this standard. The financial resources of the College are sufficient to support and sustain student learning programs and services and sufficient to improve institutional effectiveness. The basic funds supporting the institution are General Funds coming from the state and Tuition and Fees generated from student enrollment. The College plans and distributes funds for development, maintenance, allocation and reallocation, and enhancement of programs and services. Through layers of oversight, including that of the Board of Regents and the UHCC, the institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

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### Evidence of Meeting the Standard

The College's mission and strategic goals are the foundation for all financial planning. The institution identifies goals for achievement, establishes priorities, and ties institutional plans to financial plans both for the short-term and long-term.

The College's mission is to provide accessible educational opportunities that values academic excellence and personal growth of all students. This goal coincides with the strategic directions of the University of Hawai'i and the UHCC. To support the goals, measures are used to support funding allocations (performance funding).

These measures are aligned with the UH Strategic Directions, the UHCC strategic plan, and the College strategic plan. On a wider scale, these strategic goals drive budget priorities in an effort to achieve the outcomes directed by the UH Board of Regents (BOR).

The University of Hawai'i (UH) has identified guiding principles in establishing its formal Strategic Directions for 2015-2021 ([I.A.25](#)). The UH Strategic Directions, approved by the BOR in January 2015, provides the framework, objectives, and priority targets for the University. Honolulu CC's strategic plan ([I.A.3](#)) and the UHCC strategic plan ([I.A.7](#)) align with the UH Strategic Directions ([I.A.10](#)).

The University of Hawai'i strategic planning process provides a direction and the focus for the budget development process. Strategic planning was the basis for development of a Budget Policy Paper issued by the University President during the biennium budget cycle ([III.D.19](#)). The Policy Paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The emphasis of the Budget Policy Paper is on proposals that can be framed to support the major strategic directions of the University of Hawai'i. As such, strategic planning and budget development are closely linked processes as budget priorities are based on the achievement and advancement of strategic planning goals.

On the UHCC level, the Strategic Planning Council (SPC) is the primary body for assuring participation in the strategic planning process ([I.A.5](#)). The council consists of the chancellors, faculty senate chairs, student government leaders from the campuses, and vice president and associate vice presidents for the community colleges. The SPC evaluates and finalizes outcomes and performance measures and meets twice a year in full session to review progress made toward the goals and to make adjustments as needed over the planning period ([III.D.20](#), [III.D.21](#), [III.D.22](#)). The SPC uses the outcomes of the strategic planning process to set goals and priorities that are reflected in

program planning, budget planning and resource allocation decisions. The SPC also makes recommendations on the allocations and broad purposes of the innovation funds described earlier. *(See section III.D.1)*

On the institution level, the campus Planning Council is the primary group for overseeing the strategic planning process ([I.A.8](#)). The committee is made up of faculty, staff, and administrators from key areas of the College. The Council meets monthly to discuss strategic campus issues, specifically developing and reviewing the strategic plan, the college mission, institutional learning outcomes, and managing the supplementary program funding process by involving other four governing committees to provide feedback on budgeting priorities. The strategic plan and the college mission are reflected in the resource allocation for that program funding ([I.A.13](#), [I.A.26](#)). All programs are encouraged to participate in the process and allocation is determined by priorities from rankings by campus governance committees ([III.D.23](#), [III.D.24](#), [III.D.25](#)).

The following are measures that are tied to funding allocations upon the successful achievement of established goals:

UH performance funding goals (\$2.0M):

- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH baccalaureate campuses
- Success rates (150% time-to-degree)

UHCC performance funding goals (\$6.5M):

- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields (including UHCC students that go on to receive UH awarded baccalaureate degrees)
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH and non-UH baccalaureate campuses.

There is strong evidence that past expenditures have supported the achievement of institutional plans based on the achievement of goals for measures that are tied to funding ([I.B.25 \[p. 24\]](#)). Goals are established through FY 2021 to provide a framework for both short-term and long-term budget planning.

Other specific UHCC goals that are not tied to funding were also established to eliminate access and success gaps for targeted populations. These goals reflect the commitment to address achievement gaps for populations normally considered underrepresented in higher education (Native Hawaiian, Filipino, Pacific Islander, and low-income students). The goals relate to enrollment, graduation, STEM graduation, and transfer for the targeted underrepresented populations. There is evidence to suggest that expenditures have supported progress toward achieving these goals; however, it should be noted that these are relatively new measures and that additional time is needed to fully realize these goals ([III.D.20](#), [III.D.21](#), [III.D.22](#)).

As noted earlier, the College's financial planning process relies on UH System, UHCC, and campus plans for direction. The UH and UHCC strategic plans set the overall direction and performance benchmarks. Institutional standards for achievement and the methods of assessing these standards are set by UHCC policy ([I.B.24](#)). Campus plans operationalize the methods to meet these standards ([I.A.3](#)).

The timing of the financial planning process at the College is tied to the state budget and UH System budget processes. The UH System President prepares a budget, which includes all elements of the University for submission to the Board of Regents.

The Board has a fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner ([III.D.26](#)). The University also adheres to its policy of fiscal responsibility ([III.D.27](#)).

Upon approval by the Board, the University's budget is submitted to the Governor for review and incorporation into the executive budget request. The executive budget request for the state is then submitted to the legislature in December for consideration in its regular January session. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. Upon approval in June by the Governor, allocation notices are transmitted to the University, including any restrictions imposed on legislative appropriations. The UH President determines distributions of General Funds including a UHCC level distribution. The Vice President for Community Colleges (VPCC) and the community college chancellors determine the General Fund allocations to Honolulu CC and the other community college campuses, normally

maintaining established levels of current service funding. The College then manages the appropriation based on operations needs and strategic priorities ([I.A.3](#)).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning ([I.A.5](#)). The institution's strategic plan links to the strategic plans of UH and UHCC ([I.A.10](#)). The institution has policies and procedures to ensure sound financial practices and financial stability ([III.D.26](#), [III.D.27](#), [I.A.5](#)). Appropriate financial information is disseminated throughout the institution at the beginning of each fiscal year, when funds are available.

[III.D.3](#) 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.

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### Evidence of Meeting the Standard

The institution establishes priorities among needs so that it can predict future funding requirements. Institutional plans are based on the UH strategic plan, UHCC strategic plan, and the Honolulu CC strategic plan and are closely linked to financial plans, both short-term and long range. The financial planning process also relies primarily on institutional plans for content and timelines.

The institution defines and follows guidelines and processes for financial planning and budgeting ([I.A.5](#)) (*See section I.B.9*). Budgeting is in conjunction with the UHCC.

UHCC has clearly defined guidelines and processes for financial planning and budget development. The budget development process is outlined in the Budget Policy Paper and budget instructions. The Policy Paper sets forth the environmental context for budget construction, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget ([III.D.28](#)).

The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. The instructions also address operating budget revenue and

expenditure assumptions, including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections. Assumptions for developing CIP revenue and expenditure projections also are provided. Finally, the instructions outline the expectations for increased efficiencies and productivity ([III.D.28](#)).

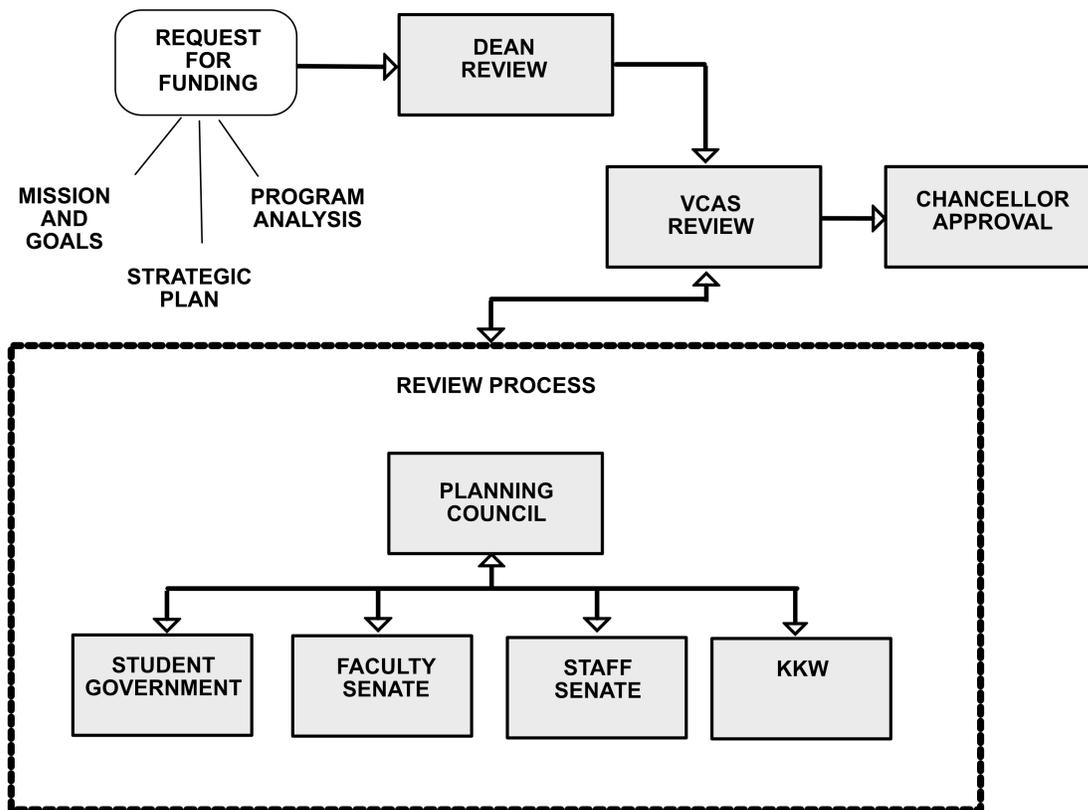
Budget development details are posted on the UHCC website ([III.D.29](#)). A proposed budget request is submitted to the Board of Regents. UHCC budget execution documents are distributed during monthly Vice Chancellor of Administrative Affairs meetings and posted on the UHCC website ([III.D.30](#)). Key documents include general operating budget allocations, general operating budget financial plans and general operating budget status reports.

Honolulu CC's budget development is consistent with UHCC's allocation process ([III.D.1](#)).

The College follows a policy for planning, resource allocation, and assessment process that integrates components into a system that assures that academic and facilities planning is consistent with the established mission for the college ([I.A.4](#), [I.A.19](#)). The policy specifies the strategic plan, the mission, planning context, assessment, priorities, and resource requirements. The strategic plan and the mission were developed with full campus involvement, and they are the guiding principles for fund allocation.

The College also bases its financial planning on analyses of program effectiveness. Each year programs receive data from UHCC to analyze the effectiveness of their programs. The data and subsequent analyses are called Annual Reports on Program Data (ARPD) ([I.B.40](#), [I.B.36](#), [I.B.38](#)). The APRD help programs determine their strengths and weaknesses for financial and academic planning and these use these analyses to request additional funds for projects that benefit students.

The requests for additional funding involves the whole campus through a process managed by the Planning Council and the Vice Chancellor for Administrative Services (VCAS). As mentioned, funding proposals describe how the funds apply to the mission and goals, the College's strategic plan, and the assessment of program data ([I.A.13](#), [I.A.26](#)). ARPD assessment also influence decisions on a program's existing funding, such as move to close the Construction Management Program and incorporating its courses into the Architectural, Engineering and CAD Technologies program.



*Illustration-Standard-III.1 –Review Process*

Requests are reviewed by deans and the VCAS and then forwarded to the Planning Council, which distributes them to be ranked by the other four governance committees – Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government. The proposals also are made available on the Intranet for the campus to view.

The process incorporates a town hall meeting where proposers present and answer questions about their proposals. This meeting is open to faculty, staff, and students, who can provide input to their representatives on the governance committees. The process allows participation from the whole campus.

As noted, the Planning Council oversees this budget process, working closely with the VCAS. The rankings are consolidated and presented to the Chancellor, who makes decisions on the funding based on campus funds available ([III.D.31](#), [III.D.23](#), [III.D.32](#)).

Because of the complexity with recurring costs and staffing limitations, programs request positions initially through deans. These requests must be supported by the ARPD analyses, the goals of the College mission, and the strategic plan. Human Resources and the VCAS review requests for positions and advise the Chancellor before being approved.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution defines and follows guidelines and processes for financial planning and budget development. Faculty, staff, and students have opportunities to participate in the development of institutional plans and budgets.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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#### Evidence of Meeting the Standard

Institutional planning at Honolulu CC reflects a rational assessment of resource availability, development of financial resources, and expenditure requirements. These are in line with its strategic goals.

Proposals for tuition increases take into account the needs of keeping college affordable, meeting immediate campus needs, and achieving the goals of the strategic plan. UHCC has successfully maintained this delicate balance for all the community colleges. The established tuition rate schedule ensures adequate resources for the ongoing needs and new funding to meet strategic objectives, yet the tuition still allows the colleges to remain affordable when compared to other two-year institutions.

One of the strategic directions is to diversify the resource base beyond state appropriations and tuition to support student education. The tactics to achieve this goal include:

- Improving revenue streams associated with other revenue-generating programs that will ultimately help cover campus overhead expenses.

- Spearheading efforts to pursue external funding for projects that relate to strategic priorities. UHCC is in the process of establishing a Grants Office that will target state- or system-wide appeal to accelerate long-term strategic goals. One example of tremendous potential is the recent 5-year award in September 2015 for the whole system of \$24,653,118 in federal Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT) funding.
- Executing successful fundraising campaigns across all campuses to provide additional support for students, faculty, facilities, priorities, and programs.
- Executing coherent strategies for international and non-resident recruitment and enrollment, including partnerships, that advances revenue goals as well as the educational benefits to Hawai'i students of a globally diverse student body.

Financial planning information is distributed throughout UHCC via Board of Regents' (BOR) reports, Vice Chancellor of Administrative Services (VCAS) meetings, the UH Budget Office website, the UHCC website, and the Honolulu CC website ([III.D.33](#), [III.D.29](#), [III.D.34](#)).

The BOR quarterly reports provide financial reports that show budget to actual performance, along with explanations for significant deviations from the approved budget. VCAS meetings include detailed analysis of revenue budget to actuals, expenditure budget to actuals, cash balances and end-of-year cash projections. Financial information is updated and posted on the UHCC website with that of the community colleges consolidated ([III.D.33](#)).

As noted in section III.D.3, the institution establishes funding priorities in a manner that helps the institution achieve its mission and goals, which focus on student learning. The financial planning process relies on the UH System, UHCC, and campus plans for content. The UH strategic planning documents establish the overall strategic goals and the funding priorities that can be requested during the budget development cycle to help achieve these goals. UHCC strategic planning documents further articulate the planning assumptions and provide specific tactics to attain strategic objectives. UHCC budget allocations include funding for some of these objectives ([I.A.25](#), [I.A.7](#), [I.A.3](#)).

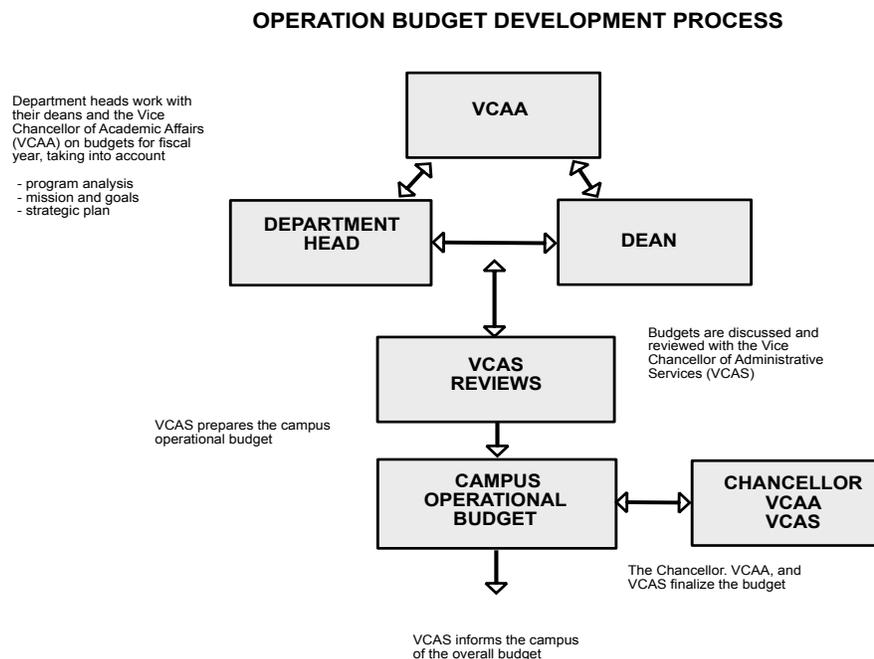
Financial or internal reports provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry-forward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memorandum, reports, or meetings, specifically at the beginning of the year during development of budgets, and

periodically during the year to monitor the financial status. The financial status includes assessing the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements. Projections are revised if necessary.

Identification of funds that can be reallocated, or projected unallocated balances can be available for filling of vacant positions or other needs. Filling of vacancies are prioritized by campuses, based on various factors, such as enrollment, student outcomes, the student going rate, and positions to address audit deficiencies.

UH System policy requires the College follow budgeting and accounting methods. Fiscal Administrators (FA) are responsible for controlling program expenditures within the funding authorization in accordance with University policies and procedures and sponsor funding requirements (III.D.27).

The process for operational budget development on campus begins with department heads providing expenditure requirements to their deans (or administrators) and the Vice Chancellor of Academic Affairs (VCAA). These funding needs then are discussed with the Vice Chancellor of Administrative Services (VCAS) (III.D.35).



*Illustration-Standard-III.2 – Budget Development Process*

After discussions, the VCAS prepares a campus operational budget. The budget is then finalized in conjunction with the Chancellor and the VCAA.

Program administrators of non-extramural funds provide financial or internal reports, budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry-forward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memorandum, reports, or meetings when budgets are developed and when budget adjustments are made from changes to initial plans, unanticipated savings, or new requirements.

The VCAS then analyzes projected revenues from sources described in III.D.1 to determine the distribution of campus funds.

The College annually reviews its budgetary needs to support instructional and non-instructional programs and support services. This review process is based on reviews among the vice chancellors, deans, division chairs, and program coordinators. The review process takes into account program reviews, the strategic plan, campus initiatives, and the mission of the college.

### Analysis and Evaluation

Honolulu CC meets this standard. The College's institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

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### Evidence of Meeting the Standard

The institution has internal control and fiscal policies and procedures in place ([III.D.27](#), [III.D.9](#)). These policies provide a framework for financial responsibility, while the

internal controls for financial management are maintained through its financial software, the Kualii Financial System (KFS), which was implemented system-wide financial in July 2012. KFS provides a system for department heads and administrator to approve expenditures through each level of authority. KFS keeps track and manages all of the financial transactions and fiscal activity for all of the UH campuses. KFS provides real-time accounting and interfaces with other UH Systems, such as Banner Student, PeopleSoft Human Resources, and eTravel.

KFS is integrated through University system to make financial information available to those needing access. KFS keeps a record of transactions and information for financial decisions, allowing financial officers, the business office, department heads, division chairs, deans, and other managers to view their current budgets and expenditures to control their finances. The system also is used for approval and management of expenditures and payments, including those with layers of managers involved. Guidelines were implemented to protect the integrity of the system ([III.D.36](#)).

Department heads and administrators are responsible for the development and management of their budgets. KFS allows them to keep vigilant over their accounts and make real-time decisions.

To manage accounts, UH implemented eThORITY, which allows queries of financial data from KFS. Over the past two fiscal years, designated teams from the Fiscal Services Office (FSO) visited business office staff on each of the 10 campuses for feedback on user satisfaction of KFS and eThORITY ([III.D.37](#)). The suggestions were prioritized to determine which changes could feasibly be implemented in the system. While some suggestions have already led to changes in the system, this is an on-going process.

### Analysis and Evaluation

Honolulu CC meets this standard. The College, along with the other colleges in the system, uses KFS to assure financial integrity of the institution and responsible use of its financial resources. Those managing budgets as well as officers, who oversee financial operations for sound financial decision-making in a timely and dependable manner, access the software. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

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#### Evidence of Meeting the Standard

The College's financial documents maintain creditability and accuracy, including the budget, which are developed so financial resources support student learning programs and services. Department heads have access to accounts through the KFS software to help them manage their budgets. These department heads are involved in the budget process and responsible for development and management of their budgets. The Vice Chancellor of Academic Affairs works with the department heads, respective deans or administrators, and Vice Chancellor of Academic Affairs in formulating an overall campus budget, ensuring that the financial resources support learning programs and services. All accounts are viewable at the system level as well.

As discussed in III.D.2, the College bases its financial planning on its mission, strategic plan, and program reviews. All are aimed at bolstering the institution's learning programs and services to help students achieve educational goals.

For fiscal responsibility, the College follows Board of Regents (BOR) policy, which addresses the fiscal management and budget process. The policy notes the Board's "fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner" (III.D.26).

Audits are used to ensure creditability and accuracy of funds. The Board of Regents bylaws (I.A.6) mandate an independent audit of the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial report and financial states, and internal controls related to risks.

The audits are governed by University policy, which provides a framework and guidance for reviewing financial reporting (III.D.26). University management establishes and maintains effective internal financial controls and preparation of financial statements. The Vice President for Budget and Finance/Chief Financial Officer works with the BOR's Committee on Independent Audit, made up of board members, and Office of Internal Audit in planning and coordination of audits.

The Office of Internal Audit assists the BOR and University Management in fulfilling their oversight, management, and operating responsibilities. It also provides

independent, objective assurance, and consulting services designed to add value and improve the University's operations ([III.D.38](#)).

The Vice President for Budget and Finance/Chief Financial Officer liaises and coordinates follow-ups with vice presidents and chancellors who are responsible for responding to and implementing remedies for recommendations, as stipulated by the BOR policy.

The Office of Internal Audits provides audits to attest the fairness, accuracy, and reliability of financial data as well as for controls on management risks, compliance, and follow-up.

Through the BOR, an audit of the University takes place with a certified public accountant ([III.D.39](#)). A report on the December 2016 audit is captured in the minutes of the BOR committee ([III.D.40](#)).

#### Analysis and Evaluation

Honolulu CC meets this standard. The University system incorporates internal and external audit to ensure responsibility for the accuracy of budgets and financial documents. The program review process, the strategic plan, the college mission provide the means for appropriate allocation and use of financial resources to support student learning programs and services.

[III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.](#)

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#### Evidence of Meeting the Standard

The Board of Regents conducts an external audit with an independent accounting firm each year.

The auditors provide to the university any observed weaknesses in financial or internal controls in an Internal Control and Business Issues Report. The report also discloses whether findings from the prior audit are resolved and if findings are repeat findings in the current year.

Audit findings are discussed with affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Findings are also communicated to campus administrative staff and campus or system support units if they are affected or may be involved with corrective action.

Affected units and administrative or support unit staff discuss and develop corrective action plans, which may include correcting errors, changing existing procedures, developing new procedures, making staff changes, training, implementing of new systems (e.g. Destiny) to improve compliance with regulations, increasing or enhancing financial or programmatic data available for monitoring and decision making, or improving internal controls.

Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as the Office of Research Services (ORS) ([III.D.41](#), [III.D.42](#), [III.D.43](#)).

Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency (if applicable), actions taken to prevent reoccurrence (if applicable), and the date corrective actions were taken.

For the annual financial audits, corrective actions are confirmed by the auditor in the subsequent annual audit or by management letter ([III.D.44](#), [III.D.45](#), [III.D.46](#)).

For audits by UH Internal Auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audits.

The independent auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements over the past six years.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution's responses to external audit findings are comprehensive, timely, and communicated appropriately. The independent auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements over the past six years.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

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#### Evidence of Meeting the Standard

The College's consolidated financial statements are prepared in accordance with generally accepted accounting principles on an annual basis. These financial statements are audited along with UH funds including all special funds. The audit informs the university of weaknesses in financial or internal controls that are observed and it discloses whether findings from the prior audit were resolved or still unresolved and if findings are repeat findings in the current year.

The independent Accuity auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements. It states: "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America ([III.D.47](#)).

In addition to the audit of the financial statements, the University is required to have a financial and compliance audit since it expends \$750,000 or more in federal awards during the fiscal year.

The audit provides a report on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements. This report describes the scope of testing of internal control and compliance, as well as the results of the tests. Where applicable, the report refers to a separate schedule of findings and questioned costs.

For 2016, with respect to internal control over financial reporting, the auditor reported that "[W]e did not identify any deficiencies in internal control that we consider to be material weaknesses."

For 2016, with respect to compliance with provisions of laws, regulations, contracts, and award agreements, the auditor reported, “The results of our tests and the report of other auditors disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

The audit also provides a report on compliance for each major program and a report on internal control over compliance. The report includes an opinion or disclaimer of opinion as to whether the audited complied with federal compliance requirements that could have a direct and material effect on each major program and refer to a separate schedule of findings and questioned costs if applicable.

For 2016, with respect to compliance for each major program, the auditor reported, “In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.”

With respect to internal control over compliance for 2016, the auditor reported, “We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Finding Nos. 2016-001 through 2016-003 and 2016-005 that we consider to be significant deficiencies.”

There were no findings that were directed at Honolulu CC.

The audit also provides an opinion (or disclaimer of opinion) as to whether the financial statements are presented fairly in all material respects in accordance with generally accepted accounting principles and an opinion (or disclaimer of opinion) as to whether the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

For 2016, the auditor reported, “In our opinion, the schedule of expenditures of federal awards, as prepared on the cash basis of accounting, is fairly stated in all material respects in relation to the basic financial statements as a whole.”

All UHCC special and revolving funds are financially audited by external audit organizations. The University’s Office of Internal Audit reports audit findings directly to the Board of Regents’ Committee on Independent Audit to ensure appropriate oversight, management and operating responsibilities.

Hawai'i Revised Statutes §23-12 requires the State of Hawai'i's Office of the Auditor to conduct a review of University of Hawai'i special, revolving, trust funds and accounts once every five years. Honolulu CC, a member of the UH System, is included in this review.

The State of Hawai'i's Office of the Auditor's Report 14-18, *Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai'i*, examined 65 University special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014. As noted above, audits are conducted every five years.

Hawai'i Revised Statutes §23-12 specifies that the Office of the Auditor's review include:

1. An evaluation of the original intent and purpose of each fund, both as expressed by the Legislature and as understood by the expending agency;
2. The degree to which each fund achieves its stated and claimed purposes;
3. An evaluation of the fund's performance standards as established by the agency; and
4. A summary statement reflecting total fund transactions in the preceding five fiscal years, including the fund balance at the beginning of each fiscal year, total deposits and withdrawals, amount of interest earned, total expenditures made from the fund, and the ending fund balance for each fiscal year.

Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, "continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such."

Report 14-18 was presented to the 2015 Hawai'i State Legislature; however, the legislature, through further consultation with UHCC, determined that the special fund classification was appropriate.

UHCC participates in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

Internal control systems are considered when developing procedures, deciding staff assignments (separation of duties), and implementing improvements to the financial system or sub systems (e.g. Banner, Destiny).

Internal control systems may also be reviewed in response to any deficiencies identified by the management letter from the annual financial audit. Reviews are conducted by the UH central offices, such as General Accounting (GAL) or Financial Management Office (FMO). There were no findings for Honolulu CC in 2015-17 management letters.

UH internal audits are conducted to ensure the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls. Internal audits are not conducted on a regular cycle. The UH Internal Auditor performs audits of selected programs (e.g. petty cash, culinary program) and may identify internal control deficiencies.

The University may hire an external audit firm to conduct an audit of a specific department or program and may identify internal control deficiencies.

The legislative auditor may conduct an audit of a specific department, program, or fund and may identify internal control deficiencies.

Honolulu CC follows the guidelines for internal controls set by UHCC and the University. Financial responsibilities are outlined in the policies of UHCC ([III.D.9](#)) and the UH System ([III.D.27](#)).

Corrective action plans in response to audit exceptions or deficiencies in an auditor's management letter are implemented when identified during the audit or after completion of the audit. Corrective action plans identify the program, individuals responsible for implementing the plans, actions taken to ameliorate audit findings or deficiencies, actions taken to prevent reoccurrence if applicable, and the date corrective actions are taken.

For annual financial audits, corrective actions are confirmed by the auditor in the subsequent annual audit or management letter ([III.D.44](#)). There were no corrective actions for Honolulu CC.

For audits by the UH Internal Auditor or other external auditors, corrective actions may be confirmed with a review of operations or a follow-up audit by auditors, if any.

### Analysis and Evaluation

Honolulu CC meets this standard. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. In past audits, there have been no findings or corrective actions pertaining to Honolulu CC.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

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#### Evidence of Meeting the Standard

The College has sufficient cash flow and reserves to ensure stability, support strategies for appropriate risk management, and meet financial emergencies and unforeseen occurrences. This is reinforced by the UH System, which requires each campus to maintain adequate financial resources ([III.D.48](#)).

Financial sustainability and integrity is upheld through the maintenance of adequate reserves. A UHCC policy requires that sufficient reserve targets be met and maintained ([III.D.49](#)) and the Board of Regents stipulates a similar policy ([III.D.8](#)). Although the UH System and UHCC calculate reserves differently, in both cases, sufficient balances are maintained.

In November 2013, the University as a whole adopted a financial reserve policy to establish system-wide operating reserves from non-general fund revenue in amounts sufficient to provide continued operations for at least two months with a minimum of five percent unencumbered cash from all tuition and fee funds, special funds, and revolving funds. At June 30, 2016, 2015 and 2014, operating reserve amounted to \$261.5 million, \$234.4 million, and \$210.8 million, respectively, for the University ([III.D.47 \[p. 7\]](#)).

All community college campuses maintain sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies, such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) ([III.D.50](#)).

Honolulu CC meets both the 5% minimum and 10% targeted reserve requirements.

The cash reserve is defined as unrestricted funds set aside to ensure the long-term financial stability of UHCC programs by providing resources to address emergency situations, unanticipated shortfalls in revenue, increases in expenditures, and other

one-time funding opportunities that help campuses meet goals for continuous improvement.

Cash Reserves are made up of a Minimum Reserve (5% of prior year expenditures) and a Target Reserve (5%-10% of prior year expenditures):

- The minimum reserves are defined as unrestricted funds set aside to address critical, one-time, unforeseen, non-discretionary items that require immediate funding. Minimum reserves may be applied to these needs only when target reserves are fully exhausted.
- Target reserves are defined as unrestricted funds set aside to address requirements that are non-recurring in nature. The target reserve cannot be used to address long-term funding requirements or financial structural deficiencies.
- If campus cash reserve balances fall below the minimum reserve level of 5%, the campus will be required to prepare a financial plan that details how the minimum reserve levels will be restored.

All UHCC campuses have consistently met and exceeded both the minimum and targeted reserve levels ([III.D.50](#)).

Approximately one-quarter of General Funds are provided by the state prior to the beginning of the fiscal year and the remaining full-year allocation is provided prior to the end of the first quarter. Tuition is collected prior to the beginning of fall and spring terms and is expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollment, and budgets are adjusted accordingly. Self-sustaining, non-state funds maintain sufficient balances to accommodate working capital needs. Careful monitoring of revenues, expenditures and cash are conducted to prevent cash-flow problems.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management. Although there has not been any need, the College is prepared with reserves to implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.10 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.

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#### Evidence of Meeting the Standard

The institution effectively manages all finances, including financial aid, grants, special and revolving funds, extramural funds, and capital improvement funds.

The College's Financial Aid Office oversees compliance with Federal Title IV regulations and requirements, maintaining documentation to demonstrate compliance with regulations and requirements, such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits, adjustment of awards when unmet need changes or student withdraws, repayment of federal program for over-award/adjustments, reporting of awards, adjustments, withdraws to federal agency, exit interviews for students with loans, and so on. A further discussion of this compliance is in III.D.15.

Special and revolving funds finance certain aspects of campus operations; however, unlike General Funds and TFSF that support general operations, these funding sources are used to support specific program activities. Administrators, who submit business plans, budgets, and revenue projections to the Business Office, manage funds of the programs.

These program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. Principal investigators take responsibility to manage the extramural funds within compliance and regulations as specified in grant documents. The University Office of Research Services (ORS) assists to facilitate stewardship of the extramural funded activities, such as for submission of proposals and acceptance of awards ([III.D.51](#)).

The budgets and expenses for extramural funds can be monitored through KFS and eThORITY reports ([III.D.51](#)). The principal investigators and fiscal staff comply with federal or state regulations and requirements, grant or contract terms and conditions, maintain documentation to demonstrate compliance with regulations and requirements, deliverables, and so on. Grant funds are managed by private investigators in compliance regulations and requirements.

For loan funds, KFS provides monitoring of the financial status, such as available funds affected by new federal capital contributions for the year, institutional matching capital contributions for the year, loan repayments, new loans, or administrative allowance charges, if there are any. The financial aid office manages loan programs to ensure compliance with regulations and requirements for various loan programs. (*See section III.D.15.*) Federal student financial aid loans (Perkins), for example, have requirements for eligibility, loan limits, institutional matching, notifying students that loans must be repaid, and exit interviews.

The College follows Board of Regents and UH policies for contractual agreements ([III.D.52](#), [III.D.53](#), [III.D.54](#), [III.D.55](#)).

As for protecting and updating the College's assets, UHCC supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary source of revenues for University CIP projects come from state issued general obligation bonds where debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations.

There are three major categories of CIP projects:

- New Construction – The construction of new facilities and major renovations of existing facilities (renovations exceeding \$5 million) are budgeted and appropriated as separate line item projects. Planning for the development of new facilities is guided by campus long-range development plans ([III.D.56](#), [III.D.57](#), [III.D.58](#), [III.D.59](#)).
- Funding for new facilities and major renovations are provided as line items in the authorizing statutes. These appropriations are limited to the scopes of work described in the authorizing statutes.
- Capital Renewal and Deferred Maintenance – Capital Renewal and Deferred Maintenance (CRDM) projects are comprised of two parts: (a) Capital Renewal and (b) reduction of Deferred Maintenance.

Capital Renewal – All buildings are comprised of different sub-systems that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies roofs, building exteriors, elevators and conveying systems, air conditioning, lighting, electrical equipment, plumbing, fire protection and detection systems, built-in specialties and equipment, and interior finishes. Capital Renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. In other words, the failure to implement Capital Renewal projects results in a commensurate increase to the deferred maintenance backlog. Capital renewal requirements are detailed on the Sightlines report for budget planning purposes ([III.D.60](#)).

Deferred Maintenance – Buildings with Deferred Maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The Facilities Renewal Reinvestment Model on the sightlines report guides campus evaluations of deferred maintenance needs; however, onsite evaluations conducted by the campuses on an ongoing basis ultimately identify specific deferred maintenance projects that require funding ([III.D.61](#)).

Minor CIP – The Minor CIP project category is for the modernization of learning environments to enhance the delivery of priority instructional programs. Funding priorities are placed on improving classrooms and other spaces that directly support educational improvement and innovation ([III.D.62](#)). This funding source, typically \$10 million a year, has been a major factor in campus plans to keep instructional spaces up-to-date.

Funding for CRDM and Minor CIP are provided as state-funded lump sum appropriations, which means that the community colleges can determine the specific projects that are funded through the lump sum appropriations. UHCC conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC ([III.D.63](#)).

The UH Foundation is a separate entity that supports the University and follows its own fund-raising guidelines. The primary source of funds is from private donors. Programs ensure gifts and donation are utilized in accordance with any restrictions specified by donors and the UH Foundations policies. Policies, for example, do not allow funds to be used to hire employees.

The College's VCAS oversees the finances of the campus, including financial aid, grants, donations, contracts, and capital improvement projects. In addition, principals are assigned to manage financial aid, grants, and donations with integrity.

### Analysis and Evaluation

Honolulu CC meets this standard. 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.

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

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### Evidence of Meeting the Standard

The College considers both short-term and long-range financial priorities to assure financial stability and solvency, working closely with UHCC and the UH System. The UHCC assists the community colleges to formulate yearly campus financial plans. The College identifies, plans, and allocates resources for payment of liabilities and future obligations.

The community colleges have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on each campus (except for Hawai'i CC). Bond funds are used for purchase, and installation of new or replacement fixtures and equipment, which consume less energy or generate electricity resulting in lower utilities cost for campuses.

Debt service is paid centrally by the Community Colleges Systemwide Support (CCSWS) unit with annual reimbursement from campuses based on energy savings for each campus. Funds are allocated for the debt service reimbursement annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement for Honolulu CC is based on

operating budgets of prior years, which amounted to 1.112% for 2017 and 1.196% for 2016.

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the University, and the purpose of the funding source ([III.D.26](#)).

These long-term obligations are considered before programming budgets for discretionary items in the annual financial plans of the campus. These non-discretionary obligations are considered and are reflected as line items in the campus financial plans ([III.D.1](#), [III.D.11](#), [III.D.12](#)). The plans demonstrate that the campus is financially solvent, and identify, plan, and allocate resources for payment of liability and future obligations in the short-term and the long-term.

Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long term financial planning ([III.D.64](#), [III.D.79](#)). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and future obligations.

The community colleges do not issue debt for Other Post-Employment Benefits (OPEB) (which is funded by the state), insurance costs (which is an operating budget item), or repairs and maintenance projects (which is funded by the state). The items currently financed with long-term debt (listed in [III.D.14](#)) are limited to projects that directly create cost savings that offset debt service costs.

### Analysis and Evaluation

Honolulu CC meets this standard. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

[III.D.12](#) The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to

determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

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### Evidence of Meeting the Standard

The employers' share of Other Post-Employment Benefits (OPEB) obligations for general funded positions is centrally paid for by the state's general fund for all state agencies. As such, employer OPEB obligations for general funded positions are not part of the University of Hawai'i operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University. The University's contributions are calculated as part of the state's total contribution requirements and are reimbursed to the state's General Fund as part of the fringe benefit rate on the University employees' actual salaries.

The University's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution of the employer Annual Required Contribution (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employers' OPEB obligations for non-general funded positions are fully recognized and accounted for in UHCC non-general fund financial plans. Payroll costs in non-general fund financial plans include salary and fringe benefit costs.

Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long-term financial planning ([III.D.62](#)). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and future obligations.

### Analysis and Evaluation

Honolulu CC meets this standard. OPEB obligations for general funded positions are managed by the State of Hawai'i. For a small number of non-general funded positions, the University reimburses the state annually as part of a fringe benefit rate.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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#### Evidence of Meeting the Standard

In the annual budget development, the College identifies and assesses short-term and long-term financial obligations and allocates resources to meet debt agreements. As noted in III.D.12, the College works with UHCC when formulating annual financial plans for the campus. The planning ensures resources are allocated for repayment of debt that might affect the financial condition of the institution. Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long-term financial planning (III.D.62). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and further obligations. The multi-year projection demonstrates that the campus is financially solvent and can meet future obligations.

#### Analysis and Evaluation

Honolulu CC meets this standard. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

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#### Evidence of Meeting the Standard

The College follows policies of the Board of Regents and the UH System in using financial resources for the intended purposes of the funding sources.

It is the Board of Regents' intent that the University's policy, practices, and decision-making regarding real property and interests in real estate, shall: (1) promote and support the mission and goals of the University in education, research, service, and economic development; (2) advance principles and practices of sound environmental stewardship and sustainability; (3) ensure that alternative actions are considered, investigated and analyzed; (4) be fairly priced in the context of applicable fair market values and other relevant factors; (5) generate revenue from real property not critical to long range plans for the University to support the University's core mission; and (6) be consistent with and support long-range plans that have been approved by the BOR ([III.D.65](#)).

For bond servicing, the UH System policy states that the University Bond System (UBS) office shall: (1) provide managerial oversight to ensure compliance with federal and state requirements; (2) coordinate bond principal and interest payments, annual audits, and financial management reporting; (3) coordinate and implement the reallocation of resources between UBS projects, as approved by the University President or designee; (4) manage cash flows; (5) coordinate and facilitate communication among UBS Projects; (6) coordinate post issuance compliance efforts; and (7) monitor reserve levels ([III.D.66](#)).

Auxiliary Activities are self-supporting activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary Activities include those operations such as a bookstore, food services, and parking, which are conducted for the benefit of students, faculty, and staff. The bookstore operations are administered by the UH Mānoa Bookstore unit rather than Honolulu CC. Other Auxiliary Activities are reviewed annually to ensure activities are not operating in deficit or accumulating excess cash or profits.

Since FY2016, the campus has prepared business plans, budgets, and procedures for each revenue-generating program. The responsible authorities and the Fiscal Administrator meet with the VCAS each year to discuss business plans, which are maintained by the Business Office.

The UHCC Budget, Planning and Finance team coordinates and manages the multi-million dollar Operating Budget and Capital Improvement Program (CIP) of the community colleges by working closely with the campuses in the budget development/legislative process and the budget execution process.

UHCC also supports the financial planning and fiscal processing requirements of all Community College Systemwide Support (CCSWS) units as well as the CIP fiscal processing requirements of all community college campuses.

The UHCC debt was \$45.752 million for 2016 and \$47.002 million in 2015, but includes that of all the community colleges, not Honolulu CC alone. The reimbursement of energy conservation and alternative energy debt service payment from campuses to CCSWS is made one year in arrears. The percentage of the operating budget used for the 2016 debt service reimburse for Honolulu CC is 1.2%.

University policies and procedures, as noted above, require that the funds be used in accordance with state and federal requirements and the purpose of the funding source ([III.D.27](#)). University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([III.D.67](#), [III.D.68](#)).

Fund-raising procedures are in place to ensure integrity of the funding, including strict compliance of who is able to raise funds in the institution's name. All fund-raising is overseen by the Vice President for Budget and Finance ([III.D.69](#), [III.D.70](#), [III.D.71](#)).

As noted previously, the UH Foundation is a separate entity that supports the University and follows its own fund-raising guidelines. The primary source of funds is from private donors. Grant funds are managed at the campus level by private investigators.

### Analysis and Evaluation

Honolulu CC meets this standard. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

[III.D.15](#). The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

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### Evidence of Meeting the Standard

The Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements. The College follows the policies of Title IV of the Higher Education Act ([I.A.1 \[pp. 60-62\]](#)).

Honolulu CC is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA) and the three employees in the office receive daily newsletters to keep abreast of change in regulations, upcoming deadlines, and updates about NASFAA's efforts to advocate for aid administrators. All staff have access to the Federal Student Aid Resource web page ([ifap.ed.gov](http://ifap.ed.gov)) to review regulations and attend various state and regional association training.

The Financial Aid Officer is responsible to ensure that changes to procedures and institutional policies are made in a timely manner to maintain compliance. Also, the Financial Aid Office goes through a Federal A-133 Compliance Audit every other year to ensure that Title IV aid is being administered in accordance to Federal Regulations. Should the campus have a finding, the campus would be audited the following year for that compliance issue to ensure that the campus has corrected its procedures and policy. The Honolulu CC Financial Aid Office's last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted.

Honolulu CC is also responsible for submitting a Program Participation Agreement (PPA) Application every 3-5 years to the U.S. Department of Education to receive approval to administer Title IV aid. Honolulu CC's current Program Participation Agreement is expected to expire on March 31, 2017 and the campus submitted an application to renew the PPA on December 21, 2016.

The default rates are well within federal guidelines ([III.D.72](#), [III.D.73](#), [III.D.74](#)).

Honolulu CC is not required to have an official Default Prevention Plan since the campus' Cohort Default Rate has not been close to 30%; however, if students ask for additional student loans beyond what was originally offered or declined their loans and then decide that they would like to borrow with a student loan, the campus requires students to complete a Loan Request Form and to itemize the expenses and amounts. If students are requesting loan funds for expenses that are not part of their financial aid cost of attendance (tuition, books, supplies, average living cost, and transportation costs), the student must provide documentation (e.g. child care agreement to assist them with child care costs) before the loan is processed. If the student requests funds for expenses that are not allowable (e.g. purchase a car), the loan request is not approved ([III.D.75](#)).

Student loan default rates, revenues, and related matters are monitored and evaluated for compliance with federal regulations. The Financial Aid Officer whose program responsibility is student loans and the Financial Aid Manager reviews the Draft Cohort Default Rate that is provided in February of each year and the Official Cohort Default Rate, as well as reviewing the reports that the campus receives from the Federal Loan Servicers. These reviews are in regard to managing revenue streams and assets to ensure compliance with federal requirements.

The Financial Aid Manager works with the Fiscal Administrator to ensure that the mandatory institutional capital contribution (ICC or institutional matching share of 33-1/3% of federal capital contribution) for any new federal capital contribution (FCC or Federal Perkins Loan Program funds provided to a school for an award year from the federal government) is deposited into the Perkins loan fund at the same time as the FCC. The Financial Aid Manager ensures that the amount and timing of the ICC transfer to the Perkins loan fund is correct to comply with Title IV regulations.

The Financial Aid Manager also manages need-based and non-need-based financial aid awards to students from institutional funds. A minimum of 8.8 percent of the College's tuition revenues is dedicated to need-based financial aid ([III.D.8o](#)). As part of the College's annual budget, additional tuition revenues are dedicated to other financial aid programs that serve need and non-need students. In total, as much as 16 percent of the College's FY 2018 tuition revenue will be dedicated to student financial assistant programs. The Financial Aid Manager considers student resources and financial aid awards from multiple sources in determining the amount of need-based federal financial aid grants, work study, or loan amounts that students are eligible for in compliance with federal financial aid regulations.

#### Analysis and Evaluation

Honolulu CC meets this standard. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The institution also complies when the federal government identifies deficiencies.

[III.D.16. 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 and the quality of its programs, services, and operations.

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### Evidence of Meeting the Standard

The College's contractual agreements follow the guidelines of Board of Regents and UH System policies. The policies cover purchase of goods and services, extramurally funded grants, and contracts. Contracts over \$25,000 are reviewed by the UH System Procurement Office, which ensures they conform to requirements and procedures ([III.D.53](#), [III.D.54](#), [IIID.52](#)).

The UH campuses have various contractual agreements for procurement of goods or services, affiliation agreements, sponsored class or sheltered class contracts with external agencies, and extramural contract agreements to perform training or other activities for sponsoring agencies. Campuses may also enter into contracts for construction projects, consulting services, or settlement agreements for claims against the University.

The extramural contract and grant ethics and procedures are governed by a number of policies including those of the Board of Regents ([III.D.76](#)). Other policies are described below.

Extramural funds are audited annually as part of the consolidated financial statement audit and compliance audit. Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

Board policy dictates that the privilege to serve as principal investigator is on the condition that the proposed program or activity is desirable and compatible with the mission of the respective academic unit ([III.D.77](#)).

UH System policy ensures that administrative and financial management requirements for extramural contracts and grants are understood and complied with by all appropriate UH personnel. Special emphasis is placed on full compliance with applicable federal requirements, which is mandatory ([III.D.78](#)).

University policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals,

objectives and mission of the University and in compliance with federal and state laws and regulations, University policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.

The Office of the Vice President for Community Colleges (OVPCC) also conducts post-audit reviews of affiliation agreements and sponsored or sheltered class agreements to ensure agreements comply with University policies and procedures and reasonable risk tolerance, and reviews Affiliation Agreement Reports and Sponsored/Sheltered Class Reports to determine if the affiliation agreements and sponsored or sheltered class memorandum of agreements are consistent with the academic and instructional direction of the community colleges for mission and goals.

### Analysis and Evaluation

Honolulu CC meets this standard. 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 and the quality of its programs, services, and operations.

## Evidence List – Standard III.D

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I.A.1 Honolulu CC College Catalog-2017-2018.pdf  
I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf  
I.A.4 UHCCP 4.101 Strategic Academic Planning  
I.A.5 HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment.pdf  
I.A.6 Board of Regents Reference Guide 2011.pdf  
I.A.7 UHCC Strategic Directions 2015-2021 rev 2-2017.pdf  
I.A.8 PC CHARTER V5.1-1.27.2018.pdf  
I.A.10 Crosswalk of UH System,UHCC,Campus Strategic Plans.pdf  
I.A.13 Supplementary Program Funding Form.pdf  
I.A.25 UH Strategic Directions 2015-2021.pdf  
I.A.26 Supplementary Program Funding Form Explanation  
I.B.24 UHCCP\_4.203\_Institution-Set\_Standards.pdf  
I.B.25 OVPC Campus Visit Fall 2017 HonCC.pdf  
I.B.26 fy2018 uhcc performance initiatives.pdf  
I.B.36 Annual Reports of Program Data AMT (Example)  
I.B.38 Annual Reports of Program Data Cosmetology (Example)  
I.B.40 Annual Report on Program Data Screen shot  
([www.hawaii.edu/offices/cc/arpd/index.php](http://www.hawaii.edu/offices/cc/arpd/index.php))  
III.D.1 HonCC 2016 annual budget.pdf  
III.D.2 HonCC Annual Budget 2014&2015.pdf  
III.D.3 Hawaii\_Affordability2016.pdf  
III.D.4 RP 6.201, Authority to Set Tuition and Fees  
III.D.5 RP 6.202, Tuition  
III.D.6 EP 6.202 Tuition-Setting Procedures  
III.D.7 GF Alloc & TFSF Rev FY13-FY17 HO.pdf  
III.D.8 RP 8.203, Operating Reserves; Non-General Funds  
III.D.9 UHCCP 8.000 - General Fund and Tuition and Fees Special Fund Allocation - Revised 5-17-17.pdf  
III.D.10 FY17\_OpBudgetWorksheets.pdf  
III.D.11 FY 17 TFSF Revenue Projection-9-15 HO.pdf  
III.D.12 FY15-17 3 Yr Avg Exp HO TFSF Stud Hlp PR by Acct.pdf  
III.D.13 GF & TFSF Fin Proj - hon copy.pdf  
III.D.14 UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs.pdf  
III.D.15 Cash Balance Report CC200LA - 37-47 by Legal Auth HO CCSF 06-30-17.pdf  
III.D.16 Cash Balance Report CC200LA - 37-47 by Legal Auth HO TFSF 06-30-17.pdf  
III.D.17 Perf Funds FY13-FY17 HO.pdf  
III.D.18 Strategic Init FY13-FY17 HO.pdf  
III.D.19 FB15-17 budget policy paper and instructions.pdf  
III.D.20 UHCC Strategic Planning Council Spring 2017.pptx (5).pdf  
III.D.21 UHCC Strategic Planning Campus Visit Spring 2016 (4).pdf  
III.D.22 UHCC SPC Presentation Fall 2016 (14).pdf

III.D.23 budget-AY1718-ranked-proposals.pdf  
III.D.24 2017-18 Budget Request Proposals 2017 - Results from committees (sorted).pdf  
III.D.25 2016-17 RANKED Budget Proposals V5-4.22.16.pdf  
III.D.26 RP 8.204 University Budget (Operating and Capital Improvements)  
III.D.27 AP 8.025 Fiscal Responsibilities within the University (screen shot)  
III.D.28 2015-17 Budget Policy Paper & Instructions.pdf  
III.D.29 UHCC budget preparation screen Shot  
(uhcc.hawaii.edu/ovpcc/administrative/budget)  
III.D.30 UHCC Budget Execution Screen Shot  
(uhcc.hawaii.edu/ovpcc/administrative/budget/budget-execution)  
III.D.31 Program budget timeline (FY 2018).graphic copy.pdf  
III.D.32 AY16- 17-chancellor-funding-decision.pdf  
III.D.33 UH Budget Office Screen Shot (www.hawaii.edu/budget/)  
III.D.34 Campus Funding Screen Shot  
(programs.honolulu.hawaii.edu/intranet/node/2343)  
III.D.35 Operational Budget Process (v.3).pdf  
III.D.36 KFS\_Roles  
III.D.37 Summary of KFS eThORITY feedback FY2015-2016.pdf  
III.D.38 Office of Internal Audit  
III.D.39 2016 Accuity consolidated-financial-statements  
III.D.40 Committee on Independent Audit minutes 12.15.16  
III.D.41 2016 Accuity -a-133\_audit  
III.D.42 2015 Accuity -a-133\_audit  
III.D.43 2014 Accuity -a-133\_audit  
III.D.44 2016 Accuity Audit A-133 audit corrective action plans  
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III.D.46 2014 Accuity Audit A-133 audit corrective action plans  
III.D.47 UH CFS 06-30-2016 with UHCC Suppl Schedules  
III.D.48 EP 8.210, Systemwide Financial Reserves  
III.D.49 UHCCP\_8.201\_Unrestricted\_Fund\_Reserve.pdf  
III.D.50 Reserve Status Rpt FY17 06-30-17 HO.pdf  
III.D.51 Extramural Exp FY13-FY17 HO.pdf  
III.D.52 RP 8.201 Contracts and Official Documents  
III.D.53 EP 8.105 Delegation of Authority to Execute Contracts  
III.D.54 EP 8.107 Delegation of Authority to Execute Contracts Less than \$25000  
III.D.55 EP 8.108 Delegation of Authority to Develop Purchasing Card  
III.D.56 LRDP Honolulu.pdf  
III.D.57 FB 17-19 - CIP Details.pdf  
III.D.58 FB 15-17 - CIP Details.pdf  
III.D.59 FB 13-15 - CIP Details.pdf  
III.D.60 Facility Renewal Reinvestment Plan - 2016.pdf  
III.D.61 UH 6-Year CIP Plan.pdf  
III.D.62 Minor CIP Historical Allocations.pdf  
III.D.63 Historical CIP - Summary.pdf  
III.D.64 EP 8.201, Cash Management And Short-Term Investment of Operating Funds

III.D.65 RP 10.201 Interests in Real Property.pdf  
III.D.66 EP 2.212 Management of University Bond System (UBS).pdf  
III.D.67 RP 8.209 Gifts  
III.D.68 AP 8.620 Gifts  
III.D.69 EP 8.209, Fund Raising  
III.D.70 Regents Policy RP 8.210, Fund Raising  
III.D.71 AP 8.375 Fund Raising by a Recognized University Affiliated Volunteer Group or Non-Profit Organization  
III.D.72 Default Letter 201609.pdf  
III.D.73 Default Letter 201509.pdf  
III.D.74 Default Letter 201409.pdf  
III.D.75 Loan Request Form.pdf  
III.D.76 RP 12.201 Ethical Standards of Conduct.pdf  
III.D.77 RP 12.202 Principal Investigator.pdf  
III.D.78 AP 8.926 Administrative and Financial Management Requirements for Extramurally  
III.D.79 FY17 Operating Budget Template (07-08-16) v8 HO o.pdf  
III.D.80 EP 6.204 Student Financial Assistance Program

## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization to promote student success, sustain academic quality, integrity, and fiscal stability, and continue improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **Standard IV.A: Decision-Making Roles and Processes**

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff and students, no matter what their official titles, by taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, institutional leaders enact systematic participative processes to assure effective planning and implementation.

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#### Evidence of Meeting the Standard

College leadership promotes inclusive and collaborative campus processes to encourage creativity and innovation, and provides support for ideas to enhance institutional excellence. Campus culture is based on adherence to the institution's mission and core values, which emphasize an engaging learning environment that values and promotes academic excellence and the personal growth of instructors and students (IV.A.1).

The College's Educational and Strategic Plan emphasizes maintaining excellence through ongoing institutional improvement and ensuring currency in campus programs (IV.A.2). *Hawai'i Papa O Ke Ao* is a system plan to enable UH institutions better meet the needs of indigenous students through leadership development, community engagement, and improving Hawaiian language and cultural parity. Meeting these goals

is another measure of institutional excellence, reflecting the institution's commitment to all campus stakeholders (IV.A.3).

Under the guidance of the Chancellor, the College is recognized as a leader in meeting performance goals, pioneering Star Registration, redesigning developmental education, implementing Student Pathways, among other initiatives improving student success and student achievement. All these efforts were achieved through leadership at many levels within the institution.

The Chancellor along with the administration team cultivates participation by listening to the voices of faculty, staff, and students in improving the practices, programs and services of the institution. The College also encourages involvement in policy changes and new initiatives by actively informing the campus and providing venues for collaborative decision-making.

Through collaborative campus efforts, the College exceeds all UHCC performance initiatives for achieving student success (I.B.25). Honolulu CC is one of the two community colleges meeting all the targets, and in all cases more than doubled or tripled the outcomes. This performance illustrates the cooperation of faculty, staff, and administrators in improving student achievement for the institution.

One of the guiding documents is the institution's Educational & Strategic Plan 2016-2021 (I.A.3) that was developed through a campus effort. The plan encompasses five goals that include (1) student success, (2) enrollment, (3) training and workforce development, (4) campus community, and (5) infrastructure, sustainability and technology.

The development of the plan initially began with a town hall meeting for inclusive campus participation, convened by the Chancellor (IV.A.4). For each of these goals, the campus members present provided suggestions as to how the College might accomplish them (IV.A.5, IV.A.6). The plan highlights the participation and leadership of the campus in promoting innovation leading to institutional excellence (IV.A.7).

The revision of the mission also exemplifies the institution's collaborative approach to decision-making. Once the Planning Council revised the outdated mission statement and core values, they were passed to the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council, and Student Government for review and suggestions. The five committees represent all stakeholders of the campus. The revised mission was approved in January 2017 (I.C.1, IV.A.8).

The mission and the strategic plan lay the framework to encourage innovation, identifying the goals and areas of improvement that can enhance the effectiveness of the institution. The institution's planning processes and performance reviews are discussed in a variety of campus forums. The Planning Council, which advises administration, reviews the mission, strategic plan, institutional set standards, institutional learning outcomes, accreditation process, program supplementary funding process, among other things that lead to innovation. The council includes the Chancellor, other administrators, division chairs, department heads, student government, and other campus representatives.

The College carries out ongoing revision and creation of new program curriculum to prepare students to be global citizens who can meet 21<sup>st</sup> century workforce needs and realize individual professional goals. Annual and 5-year program review results and other gathered evidence enable campus leaders to identify areas for program improvements. (IV.A.9, IV.A.10).

Campus achievements result from participatory decision making structures, which promote individual and departmental innovations. In addition to governance bodies, other committees provide venues for faculty, staff and administrators to propose and pursue innovative changes (IV.A.11).

The College participates in UH system initiatives implementing technological and structural responses to improve student retention and success including: Star GPS system, iPASS Mobile-optimized MyUH Services for students/faculty/staff (IV.A.12 [p. 10]). Honolulu CC faculty, staff, and administrators participate in UHCC initiatives as representatives reporting to appropriate campus committees (IV.A.13 [p. 2]). Several Honolulu CC representatives serve on the UHCC Student Success Council to implement changes in developmental education, including student placement policies, enrollment management, and other initiatives (IV.A.14). Other examples of campus participation in system discussions include reevaluation of teaching equivalencies (IV.A.15) and a proposed new course evaluation system (IV.A.16).

When necessary, the Chancellor and other campus leaders form groups to respond to campus needs such as improving graduation outcomes in STEM fields. In this case, the Chancellor established an ad hoc group to brainstorm ideas on how to support students in the STEM fields (IV.A.17). The College now meets those strategic measures, and the STEM Working Group is currently identifying how a physical STEM space can support cross-major learning and how the institution can support multiple STEM grants.

The institution promotes innovation through the supplemental program funding process. Programs can request funds for improvements and upgrading, then the governance committees rank the proposals, involving input from the entire campus.

In support of continuous improvement and innovation, the Faculty Development Committee organizes professional improvement events and distributes monetary awards for professional development opportunities (IV.A.18). The Staff Development Council funds development and improvement activities for staff members (IV.A.19). The College administration provides much of the fiscal support for these professional development opportunities). Direction of internal funding and grant awards is also used to support campus innovations (IV.A.20).

Students are involved in institutional innovation through representatives on campus committees and regular meetings with the Chancellor. The director of Student Life Development communicates with student leaders on the Student Activities Board, Student Media Board, and RISOs on topics directly impacting students (IV.A.21). Student leaders have a voice in directing funds for projects that benefit student life, such as a digital sign project to enhance the visibility of student government and improve communication with constituents.

The college administration informs Honolulu CC faculty, staff, and stakeholders of institutional achievements as an integral part of promoting a culture of innovation. College achievements are publicized to foster continued community partnerships and support. Methods of sharing campus innovations and initiatives include:

- Annual Reports: Annual issues provide information on college planning priorities, program initiatives, campus performance measures, as well as program and student success stories (IV.A.12).
- Semi-annual General College Meetings: At the start of each semester, the administration updates the campus community regarding achievements as well as challenges and opportunities for the coming year. PowerPoint presentations from these meetings are sent out to the campus and archived on the intranet (IV.A.22).
- Chancellor's Messages: The Chancellor sends out periodic email announcements to the entire campus (including student leaders) with information about current initiatives, goals, and priorities (IV.A.23).
- Talk Story Hours: The Chancellor holds regularly scheduled monthly talk story hours, where updates are provided on community initiatives, legislative issues, donors and other topics. The meeting allows ample time for questions' and

answers, and ad hoc topic discussions faculty and staff may have questions about (IV.A.24).

- Town Hall meetings: The Chancellor or administrative representative facilitates open town hall meetings when broad based campus discussions are needed. Examples of these would include activities around particular grants, such as the current iPASS and Native Hawaiian Serving Institutions grant (Title IV). Other examples have been campus wide discussion on campus reorganization, sustainability and planning for accreditation documentation and report writing (IV.A.25).

For a sample list of campus achievements, see (IV.A.26).

### Analysis and Evaluation

Honolulu CC meets this standard. The institution has formal and informal practices and procedures, which encourage input from all campus personnel to improve the College, leading to effective planning for and implementation of program and institutional improvement. Honolulu CC leadership, institutional structures, and campus culture support innovation and continuous improvement in academic programs, support for students, campus outreach, and community connections and partnerships. Campus committees' review, implementation, and evaluation processes include Honolulu CC faculty, staff, students and administrators. Honolulu CC's continuous enhancement ~~in~~ of academic programs, student learning opportunities, and the demonstrated achievements of campus staff and students all reflect a commitment to institutional excellence. The College prides itself on its strong links to community, state, and national organizations reflected in strong scholarship support and active student engagement and success.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees.

### Evidence of Meeting the Standard

The College has established policies and procedure authorizing administrators, faculty, and staff participation in decision-making processes. Honolulu Community College policy HCCP # 1.101 Participation in College Decision-Making Processes stipulates that “faculty, staff, and students have the opportunity to participate in the collegial governance of the college through formally established and recognized bodies, and that the established decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness for the purpose of improvement” (IV.A.27). The College promotes campus involvement of administrators, faculty, staff, and students based on HCCP # 4.101 on integrated planning, resource allocation, and assessment of the institution (IV.A.28). These policies are based on policies of the UH Board of Regents, UH System, and UHCC that have been established for integrated and strategic planning and review of established programs UH system and campus policies also make explicit the established role of faculty, staff and students in decision-making related to academic planning and to academic policies and curricular matters development (IV.A.29, IV.A.30, IV.A.31, IV.A.32).

#### *Faculty Senate Executive Committee*

For faculty specifically, the College follows Board of Regents policy # 1.210 (IV.A.30 [III.B.1]), establishing faculty involvement in academic decision-making and academic policy development. Faculty have a specific voice in decision-making through the Faculty Senate Executive Committee (FSEC) which meets each month through the academic year. Policies make clear the role of faculty in advising administration and participating in collegial governance. The faculty also play a role in policy development and decisions related to curriculum and instructional matters.

UHCC policy # 1.102 outlines the role of faculty governance body in advising administration on matters relating to the development and maintenance of academic policy and standards. This policy establishes an All Campus Council of Faculty Senate Chairs to advise the Vice President for Community Colleges (IV.A.31).

Honolulu CC policies HCCP # 1.101 Participation in College Decision-Making Processes (IV.A.27) and HCCP # 4.101-1 Integrated Planning, Resource Allocation, and Assessment (IV.A.28) explicitly identifies the role of faculty in advising administration and participating in collegiate governance.

The FSEC Constitution and Charter identifies responsibilities of this committee and establishes the inclusive representation of faculty from all sectors of the campus. These documents also defines the scope of authority and procedures by which review, discussion, and approval of policies takes place (IV.A.33).

#### *Staff Senate Executive Committee*

HCCP # 1.101 Policy Participation in College Decision-Making Processes (IV.A.27) mandates inclusion of staff representation as a part of College governance processes. Staff representatives on the Staff Senate Executive Committee (SSEC) participate in review of campus policies as well as budget and planning decisions (IV.A.34 [I]). The SSEC Charter and Bylaws outline representation and processes by which this body deliberates. Given challenges for some staff to be released from duties, the Chancellor issued a memo asserting the need for supervisors and peers to support staff participation in the SSEC (IV.A.35).

#### *The Planning Council*

The Planning Council (PC) has responsibility for coordination of planning and budgeting decisions on campus. It is made up of faculty, staff, administrator and student representatives from across the campus. HCCP # 4.101 on Integrated Planning, Resource Allocation, and Assessment (IV.A.28 [4]) establishes the authority of the PC as the campus strategic planning body. The PC Charter makes explicit its role in formulating recommendations in conjunction with other governing committees. The PC is tasked with overseeing and coordinating communication between key governance committees and submits recommendations to the Chancellor for approval and implementation (IV.A.36).

#### *The Kupu Ka Wai Council*

The Kupu Ka Wai Council (KKW) is made up of faculty, student, staff and administrative representatives; its mission is to nurture and sustain Honolulu CC as an Hawaiian place of learning. UHCCP 1.104 Community College Council of Native Hawaiian Chairs sets forth the institutional role of this body (IV.A.37). The KKW Charter explicitly states its unique responsibility to provide a forum for input into campus decision making and priorities from the perspective of Native Hawaiian constituencies (IV.A.38 [Article 5.1], IV.A.39) The University of Hawai'i's Hawai'i Papa O Ke Ao Plan guides the KKW Council as it implements programs on campus to meet plan goals and outcomes

#### *Students*

HCCP # 1.101 Participation in College Decision-Making Processes expressly includes students as part of College decision making processes. Students have a clear role through participation in student government and as representatives on committees carrying out academic planning and curriculum review (IV.A.33, IV.A.34, IV.A.36, IV.A.38). The Planning Council includes one student representative from Student Government as a voting member participating in coordination of institutional planning, policy setting, strategic planning, and budget prioritization. The FSEC includes a student representative as a non-voting member, while students interested in supporting the campus as a Hawaiian place of learning can join Kupu Ka Wai.

Student Government representatives are selected through a process of applications and interviews rather than elections; the resulting leadership body is structured as a collective leadership (IV.A.40). Student leaders created a set of video to explain these changes to Honolulu CC students and formally adopted a new Constitution in April 2017 (IV.A.41, IV.A.42).

The Chancellor and the Dean of Students Services meet for discussions with student leaders to give them a voice in campus directions (IV.A.43). The Student Life and Development (SLD) director helps communicate with and solicit feedback from student leaders through the SLD, the Student Activities Board, and Student Media Board.

#### *Administrators*

Administrators serve on all faculty and staff governance bodies in an ex officio capacity, so information is shared, but voting remains the purview of faculty and staff on these representative bodies (IV.A.33, IV.A.34, IV.A.36, IV.A.38).

#### *Campus Wide Committees*

In addition to the FSEC, SSEC, Planning Council and Student Government, other campus-wide committees made up of faculty, staff, administrators and student representatives facilitate participation in decision-making, for example the Committee on Student Affairs (IV.A.44).

#### Analysis and Evaluation

Honolulu CC meets this standard. Existing policies (system and campus) and committee charters make explicit an established and substantial role in decision making for faculty, staff, and students in conjunction with administration. Policies and charters frame and ensure collaborative processes of decision-making. Minutes from governance bodies reflect the participatory process of discussion and decision-making. The College has

identified the need for and is working on formalizing committee member responsibilities through an orientation document for committee chairs and members.

[IV.A.3 Administrators and faculty, through policy and procedures, 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.](#)

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The HCCP # 1.101 identifies five campus governance bodies with clear and substantive roles in policy making, planning, and budgeting – the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), the Kupu Ka Wai Council (KKW), Student Government, and the Planning Council ([IV.A.27](#)). The institution’s policy on participation is founded on Board of Regents # RP 1.210 policy on faculty involvement in academic decision-making and policy development ([IV.A.30 \[III.B.1, III.B.3.b\]](#)) and UHCC policy # 4.101 on strategic academic planning ([IV.A.32 \[III.A\]](#)). Additional Honolulu CC and UH System policies also make explicit faculty role in institutional governance ([IV.A.45, IV.A.28, IV.A.46](#)).

Each body contributes to the institution’s decision-making process and plays a specific role. This structure ensures wide-ranging and comprehensive campus input and representative perspectives relating to institution policies.

Constitutions and/or Charters make explicit the participatory roles and responsibilities of these governance bodies. Charters and/or Constitutions outline representation, duties, and the scope of responsibilities for these bodies ([IV.A.33, IV.34 \[Statement of Purpose\], IV.A.36 \[Scope of Work\], IV.A.38 \[Articles 5- 9\], IV.A.42](#)).

The Planning Council focuses on institutional planning, policy setting, strategic planning, budget prioritization, and accreditation. The committee oversees the communication with the other four governing bodies. The Planning Council members include the Chancellor, Vice Chancellors, Deans, department heads, and faculty, staff and student representatives. Member composition provides a voice from all areas of the campus.

The council leads in developing strategic planning for the communicates with the other four committees in review of important decisions for the institution. For example, revisions of the mission statement, institutional learning outcomes, and the strategic plan were disseminated by the council to the other governance bodies for review and approval (IV.A.47).

Each year, the council oversees the supplementary program funding process, soliciting input from all governance committees, which represents all the areas of the campus – faculty, staff, students, and Hawaiian interests. Based on its charter, established procedures, and College policy (IV.A.28) the Planning Council in conjunction with the Vice Chancellor of Administrative Services (VCAS) gathers supplemental budget requests, publicizes them to the campus through email and town hall meetings, and compiles the ranking results of the four other committees. An established timeline and flow chart outline the participation of campus governance representatives in the final priority ranking and email announcements are made to the campus. Student representatives sitting on governance committees are given the opportunity to provide feedback on prioritizing budget requests. Honolulu CC’s Supplemental Program Funding Website posts budgeting process flowchart, budget request application forms, and explanations of final budget decisions for all campus members to review. This established process allows participation of the full campus in the final prioritization of rankings (IV.A.48, IV.A.49, IV.A.50, IV.A.51, IV.A.52).

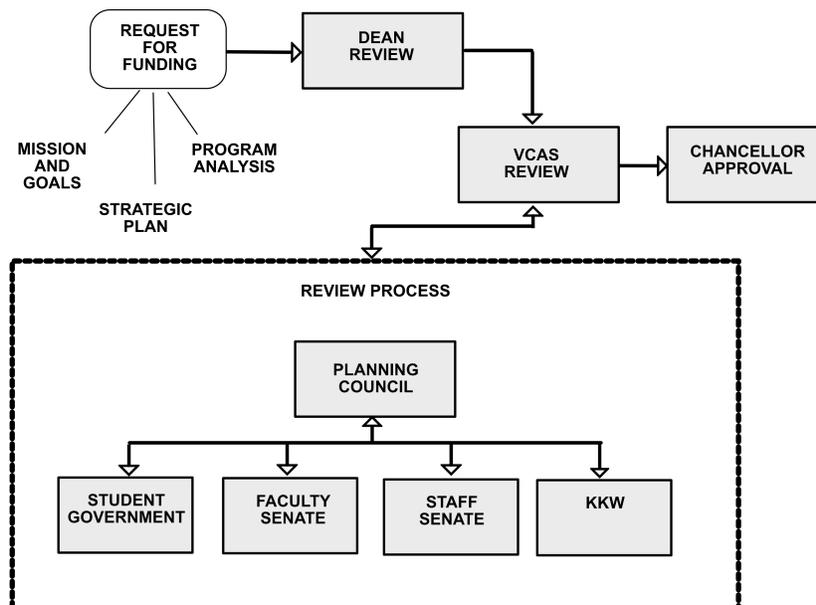


Illustration-Standard-IV.1 – Review Process

The final rankings are submitted to the Chancellor for funding decisions, who informs the campus through the Planning Council, an email to the campus, and posting on the Intranet (IV.A.53, IV.A.54).

Campus wide involvement in developing and revising the campus Strategic Plan is accomplished through campus governance bodies. The Planning Council has primary responsibility for coordinating review of the campus strategic plan by governance bodies and provides forums for campus community review and input. The plan was discussed by governance bodies and campus members participated through a town hall planning session (IV.A.5).

The campus is kept informed of planning and budgeting discussions and decisions via email, minutes, and town halls. The College publishes and archives relevant budget and strategic planning documents on its Strategic Directions and Funding intranet sites (IV.A.55, IV.A. 56).

In a campus employee survey conducted in Spring 2017, 75% of the campus agreed that faculty have a substantive role in governance (IV.A.57 [p. 88]).

### Analysis and Evaluation

Honolulu CC meets this standard. Clearly established policies and procedures ensure participation of faculty, staff, and student voices in decisions related to planning, policies, and budgeting. Committees carry out duties as participatory and representative bodies as defined in their Charters.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

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### Evidence of Meeting the Standard

The Committee on Programs and Curricula (CPC) has primary responsibility for all matters involving curriculum, course, and program approvals. This committee operates under the authority of the Faculty Senate Executive Committee (FSEC) and includes faculty, administrative, and student members (IV.A.58). CPC membership represents

faculty from all academic programs as well as the Vice Chancellor for Academic Affairs (VCAA) and deans, among others. The CPC is the final curricular and program authorizing body, making its decisions after initial reviews carried out by division sub-committees. Division Curriculum Committee (DCC) members are elected by divisional faculty and carry out division level-curriculum reviews. Division chairs also play a critical role in curricular processes through assisting “faculty in planning and updating curriculum, courses, and programs” (IV.A.59).

In addition, the General Education Boards are made up of faculty who oversee certification of courses as meeting the general education core for the Liberal Arts and Career and Technical Education programs (IV.A.60, IV.A.61). General Education Boards and sub-boards review specific foundation and diversification certifications as part of the curricular process. (IV.A.62) The General Education Boards coordinate their certifications with the CPC. The campus policy on general education (IV.A.63) stipulates that the CPC and its relevant subcommittees will establish and maintain the general education framework in consultation with faculty in all programs.

Also operating under the CPC is the Distance Education Advisory Committee, made up of faculty representatives and academic leaders. This committee reviews and certifies curriculum already approved by the CPC that is offered through distance education modalities (IV.A.64).

Honolulu CC maintains a well-established process of curriculum proposal submission, review, and approval. The roles and responsibilities of subcommittees in the review processes are outlined in the CPC Handbook (IV.A.65). Through the CPC master calendar, as well as through messages from chairs of the CPC and subcommittees, the campus is kept aware of CPC and subcommittee submission deadlines (IV.A.66).

In 2016, the CPC began migrating the curriculum process from paper to the web-based Quali CM. Although CPC and subcommittee meeting continue to take place, the electronic process makes it easier for faculty and administrators to keep abreast of curriculum actions (IV.A.67).

Curriculum Proposal Flow Charts  
EPC format Jan 2018

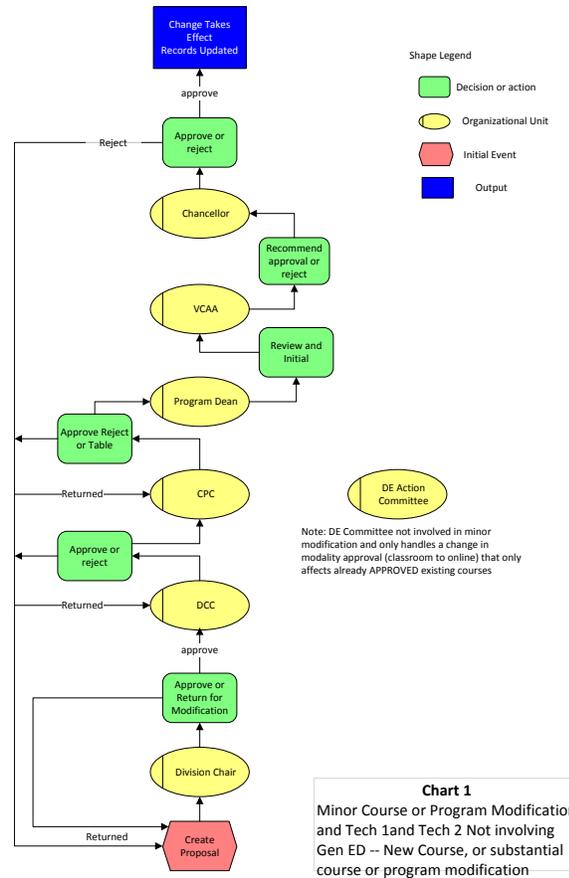


Illustration-Standard-IV.2 – Curriculum Process

To ensure equitable educational access for all students, specifically tasked committees contribute to formulation of policies and procedures impacting instruction and student services. These committees include the Committee on Student Affairs (COSA) and Committee on Disability Access (CDC) (IV.A.68, IV.A.69).

Minutes of curricular and student services committees document inclusive participation of faculty, administration, student representatives and staff in ensuring the quality of academic programs and services (IV.A.70).

Faculty involvement in academic policy is specified in UH Board of Regents policy RP 1.210, EP 1.201 and HCCP 5.213 (IV.A.30, IV.A.71, IV.A.62). Policies governing curriculum are periodically evaluated including the recent review of RP 1.210 in August

2017. Honolulu CC has established a policy requiring review of College policies at least once every five years. The CPC reviews its procedures and practices regularly.

### Analysis and Evaluation

Honolulu CC meets this standard. Policies clearly state the primary role of faculty and academic administrators in curriculum actions and decisions. Established committees and processes carry out curriculum review and approval as well as ensure the primary role of faculty in curricular decision-making. Stated procedures, flowcharts, committee charters, and minutes make evident the effective, inclusive, and timely functioning of these processes.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

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### Evidence of Meeting the Standard

The spirit of collaboration is manifest in institutional shared governance. The College is committed to widespread participation of constituency groups in decision-making and planning. Decisions are made openly, inviting participation and conferring with those affected.

The campus has five key governance committees – Planning Council, Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government – which represent all campus constituencies and collaborate on policies.

Several policies and procedures frame the College’s participatory system of institutional governance, which includes relevant and diverse perspectives and ensures timely decision-making by those with expertise (IV.A.30, IV.A.31, IV.A.37, IV.A.59). HCCP # 1.101 on Participation in College Decision-Making Processes (IV.A.52) provides a framework for this collaboration. For decisions on curriculum or other academic issues, RP 1.210 outlines the role of faculty (IV.A.30).

Collaboration in decision-making extends beyond the College. The Board of Regents, UH System, and UHCC are committed to the participation of relevant constituency groups in decision-making, integrated planning, and resource allocation. The Council of Faculty Senate Chairs (IV.A.31), the UHCC Strategic Planning Council (IV.A.72), the Student Success Council (IV.A.73) and the Council of Native Hawaiian Chairs (IV.A.37) keep the community colleges involved in UHCC decisions that affect them.

Elected members of the Faculty Senate Executive Committee (FSEC) act as the representative body of the Faculty Senate; the FSEC “is the formal voice of the faculty. It is responsible for developing and maintaining campus academic policy and providing a means for improved communication among the faculty, administration, students, and community. While it serves in an advisory capacity to the administration, its vigilance over campus affairs is integral to the provision, preservation, and improvement of quality education at the college” (IV.A.74). The FSEC consists of voting faculty members from each College academic division, academic support, and student service departments. The charter also includes an elected lecturer representative, a non-voting SSEC liaison, a student government and an administrative representative. FSEC members are responsible for informing constituents of debated issues, and for soliciting and representing their feedback. Minutes of all meetings are kept on the intranet (IV.A.33).

The SSEC “... functions in an advisory capacity to the HCC Chancellor and administration with the express goal of promoting the general welfare of the College through advocacy and inclusion of staff perspectives” (IV.A.34). The SSEC is made up of representatives of APT and Civil Service staff members from contractual based units on campus. The SSEC posts and publicizes its minutes on the Intranet.

The Kupu Ka Wai Council “... serves as a source and conduit for information to the administration and the University community on issues that have particular relevance for Ka Pae `Āina o Hawai`i and Native Hawaiians” (IV.A.38). Membership consists of faculty, staff, administrators, and students committed to promoting inclusion of Native Hawaiian perspectives and Native Hawaiian concerns in College decision-making.

The Planning Council in “support of the campus mission, is to serve as Honolulu Community College’s major mid-to-long-term planning committee. The PC also serves as a primary communication point that links the planning functions of existing College governance bodies” (IV.A.36). Representatives from governance committees, Deans and Division Chairs, the Accreditation Liaison Officer, and Assessment Coordinator serve on this committee. They have as primary duties to maintain inclusive dialog and to represent respective constituents in discussions and decisions related to College

planning and budgeting. The Planning Council includes chairs from the FSEC, SSEC, KKW, and Student Government who relay information from the PC to their respective constituents, and share their respective committees' perspectives with the PC.

Members of Student Government and other Chartered Student Organizations represent student interests and provides input in campus decision-making through the Student Media Board and Student Activities Board (IV.A.42). In addition, Charters of all major decision making committees expressly include a student representative who takes back important documents for review and feedback.

Honolulu CC's Student Life and Development office recruits, trains, and supports student representatives for Student Government (ASUH-HCC). Student representatives serve on several committees including the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Planning Council (PC), and Kupu Ka Wai Council (KKW).

The governance structure provides campus members representational input into discussions related to institutional improvements including strategic planning. Planning documents, annual reports, program funding prioritization processes, and other communication is available on the Intranet to ensure the campus is informed.

In addition to governance bodies, the FSEC and the SSEC authorize sub-committees to foster more extensive faculty and staff involvement in discussions and decision-making. One example is the Committee on Programs and Curricula (CPC), which, as its name suggests, ensures the integrity and relevance of curricular and program offerings (IV.A.58).

To further broaden opportunities for inclusive discussion of issues impacting all college constituents, administration creates a number of campus-wide committees (IV.A.75). Broad-based campus representation provides diverse perspectives in discussions, decisions, policies, and campus directions. Two examples of administrative committees include the Campus Council on Institutional Effectiveness (CCIE) (IV.A.76) and the Administrative Services Group (ASG), a group that discusses operational topics such as parking, facilities use, fiscal issues, safety and security, marketing, information technology, and other campus resource topics (IV.A.77).

Examples of student-centered improvements from this inclusive process include improvements to developmental education programs (ENG 100/100S, ENG 100/100T and Math accelerated courses) and the recent Ho'ala Hou grant– Renewing a Pathway to Student Success Through Culture-Based Learning 2015 – 2020 (IV.A.12 [pp. 9]).

### *Administration*

Regularly scheduled administrative meetings of administrators and faculty leadership ensure inclusive discussion of campus issues and initiatives.

- Chancellor Retreats - The Chancellor holds single and multi-day retreats twice a year, which allow the administrative staff the opportunity to organize and plan activities for upcoming semesters and allows for executives to be assigned particular duties. Agendas are established by the entire administrative team, and results are documented and followed up on during weekly chancellor's staff meetings. When retreat items call for outside assistance, guests are invited to present and collaborate in discussions.
- Chancellor's group - Meetings of all Executive level Deans and Directors with the Chancellor and Vice Chancellors occurs on a regular basis. Guests routinely join the meeting to provide updates and take part in collaborative discussions. Weekly meeting agendas include system updates, department updates, community updates and legislative updates (IV.A.78).
- The Deans and Division Chairs group, made up of all Deans and academic units' division chairs, meets bi-monthly to discuss topics related to campus operations, campus planning, and campus initiatives (IV.A.79).

### *Timely and Inclusive Decision Making*

Governance committees meet monthly throughout the academic year. A comprehensive monthly committee meeting schedule calendar is provided to the campus at the beginning of the academic year (IV.A.80). Established timelines facilitate campus community awareness and participation in discussion and decision-making through representatives in a timely manner.

Among the timetables the campus follows are the Curriculum Process Timeline (IV.A.66), the Strategic Plan Timeline (IV.A.81), Annual Mission Review (IV.A.36) and the Supplemental Program Funding Timeline (IV.A.82).

In a Spring 2017 survey of College employees, 83% of those surveyed agreed they have the opportunity to work collaboratively on campus wide issues (IV.A.83 [p. 90]).

### Analysis and Evaluation

Honolulu CC meets this standard. Policy based systemic governance structures and processes ensure involvement in decision-making by representatives from all stakeholders on campus (faculty, staff, students, administrators, and Native Hawaiian

programs). The College committee structure provides for inclusion of diverse perspectives that set institutional priorities and foster timely actions. Processes are in place for faculty, staff, and students to receive information necessary for their informed participation in discussions on meeting institutional goals. Established timelines ensure efficacious decision-making. Campus members, through direct participation or communication with representatives on faculty, staff, and administration authorized committees, have the means to provide input based on specific responsibilities and expertise, and to learn about and provide input regarding campus strategic planning, budgeting, and issues pertinent to the campus.

#### IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

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##### Evidence of Meeting the Standard

All policies of the College are provided to appropriate campus governance committees or other pertinent groups for review prior to becoming final. The Policy on Policies guides the review of each campus policy at least once every five years. The policy ensures that all policies remain current and effective for the institution (IV.A.84). Two policies outline the expectations of committees to be involved in the decisions of the institution, one address the role of participation (IV.A.27) and the other the role for integrated planning (IV.A.28). All policies are posted on the website (IV.A.85) for campus reference.

Committees communicate with members through agendas prior to meetings and minutes after meetings to provide opportunities for members to confer with constituents. The five governance committees represent the full campus providing a voice for faculty, staff, students, administrators, and Hawaiian cultural interests to develop comprehensive collaboration.

Committee minutes are posted on the Intranet for the campus to view. These minutes document the actions and decisions made (IV.A.70). Committees additionally share end-of-the-year reports summarizing major actions taken through the academic year (IV.A.86). Charters are posted on the College Intranet.

FSEC representatives email agendas prior to meetings to enable constituents to contact committee representatives with input (IV.A.87). Prior to some discussions, FSEC Campus Chairs send messages to inform the campus community and facilitate constituent communication with representatives.

The FSEC System Chair keeps the campus informed of ongoing discussions at the UHCC system level, solicits input on discussions directly from the campus, and sends updates of decisions through email announcements (IV.A.88). System Chair reports to the FSEC are part of publicized Committee minutes (IV.A.89) and are summarized in the FSEC end of year report (IV.A.90).

The Committee on Programs and Curriculum publishes a timeline to identify when decisions are made on curriculum proposals. The CPC Chair sends out periodic messages to inform the campus of pending discussions and deadlines (IV.A.91). CPC minutes are posted on the campus intranet site (IV.A.70).

The Planning Council and administration inform the campus of processes and deadlines for supplemental budget allocation requests and prioritization, strategic planning as well as Mission Statement review and revision. Campus members are kept informed of committee processes through emails, committee minutes, and materials posted on the College Intranet (IV.A.92). Campus constituents are engaged in the process through representatives. The Chancellor's final decisions, based on budget availability, are sent to the PC Chair, archived on the intranet, and sent out to the campus through email. (IV.A.54).

Additional methods of informing the campus of decisions and the bases of those decisions include:

- General College Meetings. At the start of every semester, the Chancellor leads a required campus meeting where administration provides updates on personnel (new hires, promotions, retirements), and important system initiatives. This review includes an overview of recent VPCC visits and reports on College performance measures outcomes. Other topics addressed include pending campus projects and initiatives, facilities updates, and grant updates. PowerPoints of General College presentations are emailed to the campus and posted on the intranet (IV.A.93).
- Chancellor Announcements sent via email (IV.A.94).
- Chancellor 'Talk Story' hour: Monthly coffee hours are open meetings where anyone can drop in to discuss matters with the Chancellor (IV.A.24).

- Town Hall/ Campus Meetings: Periodic campus meetings are held to inform campus members of projects and/or decisions, and to solicit feedback, clarify questions, and enable discussion on changes occurring on campus. There are a number held during duty period to inform the campus of institutional status and goals (IV.A.95).
- Periodic meetings between the Chancellor and student representatives (IV.A.96).
- Data reports produced by the PPIR office are available to the College community on the Intranet and new publications are announced via email (IV.A.97, IV.A.98, IV.A.99, IV.A.100).
- College wide emails from other Administrators as well as committee chairs are periodically sent announcing directions, decisions, and justifications (IV.A.101).

#### Analysis and Evaluation

Honolulu CC meets this standard. System and campus policies outline decision making participants, structures and processes. Committee Charters establish decision making processes and appropriate representation. Decisions are publicized through email announcements, posted minutes, committee reports, and campus meetings. Ensuring all committee representatives and committees adhere to established expectations and policies is an important area of improvement the College is pursuing. Additionally, the College has adopted a new system of ensuring personnel records and email listserv software are synchronized to ensure all campus members receive accurate and current information. The College is currently revising and restructuring the Intranet page to facilitate more effective sharing and archiving of information.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.

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#### Evidence of Meeting the Standard

Evaluation to insure the integrity and effectiveness of policies, procedures, and processes is embodied in the decision-making framework of the College. Draft policies

and initiatives are channeled regularly through the governance committees for discussion and evaluation to assure integrity and effectiveness.

Existing policies are reviewed once every five years through governance and other appropriate committees to make certain there is collaborative discussion. Members of the committees disseminate information and confer with their constituents, to provide wide campus discussion. The Policy on Policies (IV.A.84) establishes that all policies remain current and updated.

The College evaluates the effectiveness of structured governance processes and outcomes of decisions and policies for integrity and effectiveness. Results of assessment activities and resulting responses are published and available as hard copies and online through the College Intranet.

### *Planning Council*

The Planning Council carries out periodic surveys of its effectiveness (IV.A. 102). In addition, the College assesses campus success in meeting established strategic goals and campus performance outcomes as required under HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment (IV.A.28 [2.d.]). These outcomes measure campus success in meeting goals established through PC processes. Reporting on College achievement of Strategic Plan performance goals are publicized via:

- Annual Reports: The College publishes online an annual report that includes College performance measure goals and outcomes (IV.A.103).
- The Vice President of the UHCC system visits the campus semi-annually to provide updates on campus performance in meeting Honolulu CC and UHCC strategic goals. His presentation is open to all on campus, and accompanying PowerPoints are shared with the campus via email and posted on the intranet. (IV.A.104).

### *FSEC*

The FSEC surveys the campus community to determine effectiveness of committee communication and outcomes. The FSEC evaluates survey results for areas of needed improvement and shares the summary reports with the campus (IV.A.105).

### *SSEC*

The SSEC carries out periodic assessment of this governing body as well as SSEC sponsored events. The most recent survey of the SSEC was carried out in Spring 2017 (IV.A.106).

### *Kupu Ka Wai Council*

Kupu Ka Wai carries out data analysis of the effectiveness of Native Hawaiian programs and initiatives (IV.A.107). In Spring 2017, the Council carried assessed the Honolulu CC community regarding the effectiveness of the Council and integration of Native Hawaiian culture as part of College functioning (IV.A.108). Results of surveys and analyses of initiatives undertaken by the Council are summarized in the end of year report (IV.A.109).

### *Student Leadership*

Student leaders surveyed active student leaders and the general student body in Fall 2015 and 2016. Survey results guided the decision to restructure student government and have helped guide other student initiatives. Periodic updates are shared with students on activities and they are given the chance to give feedback (IV.A.110). At the recent campus Ho'olaule'a event, student leaders asked students to provide direct feedback to several questions, gathering valuable feedback from hundreds of students who attended. Student leaders reported to the administration these results and intended follow up plans at a May meeting (IV.A.111).

### *Administration*

Annual assessments of administrators include 360 performance reviews and evaluation of outcomes addressed during the course of the year. These plans are then combined into a list of accomplishments completed by the entire administrative team annually.

The Chancellor meets with all governance leaders each month during the academic year.

Meetings between the Chancellor and governance body chairs are forums where discussions address needs and areas for improvement related to committee outcomes.

### *PPIR Reports*

The Office of Policy, Planning and Institutional Research (PPIR) generates reports and research briefs on campus performance measures related to student enrollments,

transfers, and retention. These are published and shared with the campus through quick facts (IV.A.98) and its annual fact book (IV.A.103).

### *Self-Study Activities*

The campus carries out periodic surveys of governance processes to inform self-study investigation and improvement responses. As part of self-study fact finding, the Standard Four committee also conducts focus groups and surveys faculty, staff and student leaders, basing questions and discussions on accreditation criteria. Discussion results were summarized and used to identify needed improvements in campus processes and functioning (IV.A.112). Results from a campus survey led to the effort to restructure the campus Intranet site as well as formalization of committee chair orientation (IV.A.113). Student leaders also identified areas for improvement based on survey results (IV.A.110).

### *Communication of Results*

In addition to General College Meetings and email announcements, the College intranet is a primary means for sharing assessment results. The College undertook a major redesign to improve the Intranet as a forum for archiving and sharing materials. Surveys are posted on the intranet under Committee website headings. PPIR reports, including Annual Reports, Quick Facts reports, and the Honolulu CC Annual Fact book, are all posted on the Intranet. The College shares performance measures with the community through Annual Reports published on the Intranet (IV.A.103).

The College recognizes the need to better ensure continuity of assessment efforts when committees undergo turnover in membership and leadership. Honolulu CC administration, with input from past members, is creating an orientation document to ensure Chairs of governance bodies carry out assessment in a timely manner.

### Analysis and Evaluation

Honolulu CC meets this standard. The College compiles and shares data from surveys and results are the bases for identifying strengths and needed improvements. Governance bodies, administrative outcomes, policies' effectiveness, and College performance outcomes are assessed and results are shared with the campus via email and posted on the Intranet. The College reports assessment results to the broader community through documents and annual reports posted on the public Internet site.

## Evidence List – Standard IV.A

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- IV.A.1 Honolulu Community College Mission Statement
- IV.A.2 2016-22 Strategic and Educational Plan
- IV.A.3 Hawai'i Papa O Ke Ao
- IV.A.4 Chancellor email on Strategic Planning Town Hall
- IV.A.5 Chancellor email sharing draft strategic outcomes.pdf
- IV.A.6 Strategic outcomes and performance measures
- IV.A.7 Strategic Plan Recap
- IV.A.8 Planning Council Meeting Minutes 2017
- IV.A.9 List of Program Review Reports
- IV.A.10 UHCC system APRD data webpage
- IV.A.11 HonCC Committee list
- IV.A.12 Annual Report 2016, p. 10
- IV.A.13 FSEC system chair report January 2017
- IV.A.14 SSC Ad Hoc Committees Membership List
- IV.A.15 2016- 2017 FSEC End of Year Report
- IV.A.16 FSEC meeting notes 12-9-2016
- IV.A.17 STEM Working Group Description
- IV.A.18 FDC funding application form
- IV.A.19 SDC funding form
- IV.A.21 Student Government Mtg Mins
- IV.A.22 General College Meetings PowerPoints
- IV.A.23 Chancellor update message
- IV.A.24 Chancellor Talk Story Schedule
- IV.A.25 Town Hall notes from Sustainability Town Hall
- IV.A.26 Summary List of Campus Accomplishments
- IV.A.27 HCCP 1.101 Participation in College Decision-Making Processes
- IV.A.28 HCCP # 4.101-1 Integrated Planning, Resource Allocation, and Assessment (2.e)
- IV.A.29 RP 4.201 Mission and Purpose of the University
- IV.A.30 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Polity Development (III.B.1)
- IV.A.31 UHCCP 1.102 Community College Council of Faculty Senate Chairs
- IV.A.32 UHCCP) 4.101 Strategic Academic Planning
- IV.A.33 FSEC Constitution and Charter
- IV.A.34 SSEC Charter
- IV.A.35 Chancellor Memo regarding staff participation
- IV.A.36 Planning Council Charter
- IV.A.37 UHCCP 1.104, Community College Council of Native Hawaiian Chairs
- IV.A.38 KKW Charter [5.1]
- IV.A.39 KKW minutes September 11, 2017
- IV.A.40 Application to join student government
- IV.A.41 Student Government video ([programs.honolulu.hawaii.edu/studentlife/videos/](http://programs.honolulu.hawaii.edu/studentlife/videos/))
- IV.A.42 Student Government Constitution

IV.A.43 Mtg Notes Students and Chancellor Fall 2017  
IV.A.44 Committee on Student Affairs Charter  
IV.A.45 RP 4.203 Unit Academic Plans (III.D)  
IV.A.46 HCCP # 5.202 Review of Established Programs Review of Established Programs  
IV.A.47 FSEC minutes review of mission statement  
IV.A.48 PC Chair announcement of Budget process  
IV.A.49 Budget Timeline  
IV.A.50 Committee Budget Rankings FY 2019  
IV.A.51 Supplemental Budget Process Website  
IV.A.52 Supplemental Budget Process Proposal Form  
IV.A.53 Chancellor's letter on funding 2016  
IV.A.54 Chancellor's letter on funding 2017  
IV.A.55 Strategic Planning website  
IV.A.56 Funding Website  
IV.A.57 2017 Employee Survey results, pg 89  
IV.A.58 CPC Charter  
IV.A.59 Roles and duties of division chairs  
IV.A.60 General Education Committee Charter  
IV.A.61 CTE General Education Committee Charter  
IV.A.62 DCC Charter  
IV.A.63 HCCP # 5.213 General Education (4)  
IV.A.64 DEAC charter  
IV.A.65 CPC Handbook  
IV.A.66 2017-18 CPC calendar  
IV.A.67 KSCM Training Videos and Tips  
IV.A.68 CDC Charter  
IV.A.69 COSA Charter  
IV.A.70 Committee minutes website screen shot  
IV.A.71 Executive Policy 1.201 on Faculty Involvement in Academic Policy (III.7)  
IV.A.72 2015-2020 Strategic Plan Update Process  
IV.A.73 UHCC Center for Student Success – Student Success Council  
IV.A.74 FSEC Intranet page  
IV.A.75 Administration committee list webpage screen shot  
IV.A.76 CCIE and subcommittee charters  
IV.A.77 ASG membership list  
IV.A.78 Chancellor's staff meeting agenda  
IV.A.79 DDC agenda  
IV.A.80 Campus meeting schedule  
IV.A.81 Strategic Plan Timeline  
IV.A.82 Supplemental Budget Request timeline  
IV.A.83 Employee Survey results, pg 90  
IV.A.84 HCCP Policy on Policies  
IV.A.85 HonCC Policies and Procedures List  
IV.A.86 FSEC end of year report 2016-2017  
IV.A.87 FSEC agenda announcement  
IV.A.88 FSEC System Chair email

- IV.A.89 FSEC System Chair report
- IV.A.90 FSEC AY 2016-17 Final Report
- IV.A.91 CPC Chair email
- IV.A.92 PC Chair email
- IV.A.93 General College Meetings – Intranet
- IV.A.94 Chancellor email campus update
- IV.A.95 Town hall meetings schedule
- IV.A.96 Chancellor meets with students
- IV.A.97 Honolulu CC Factbook
- IV.A.98 Quick Facts PPIR reports
- IV.A.99 Website links to IR reports
- IV.A.100 List of Quick Fact reports
- IV.A.101 IT updates via email
- IV.A.102 Planning Council survey 2014
- IV.A.103 Annual Reports – Honolulu Community College
- IV.A.104 OVPCC PowerPoint Fall 2016
- IV.A.105 FSEC surveys 2014; 16;17
- IV.A.106 SSEC survey 2014; Spring 2017; Event assessment
- IV.A.107 KKW data 2016
- IV.A.108 KKW Sp 17 survey results
- IV.A.109 KKW end of year report 17
- IV.A.110 Student leaders responses to survey
- IV.A.111 Draft of Hoopili Hou 2018 questions
- IV.A.112 focus group themes – input from meetings
- IV.A.113 2017 Employee Survey

## **Standard IV.B: Chief Executive Officer**

**IV.B.1** The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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### Evidence of Meeting the Standard

The Chancellor has primary responsibility for the quality of the institution, as delegated by the Board of Regents, UH President and the Vice President for Community Colleges (IV.B.1, IV.B.2), and plays an active role in multiple efforts demonstrating effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Chancellor also has the primary authority for financial management of the college in accordance with Executive Policy EP # 1.102 (IV.B.3). The UHCC System functional map outlines delegation of duties to the College chancellor (IV.B.4).

Campus policies HCCP # 1.101 and # 4.101 outline the Chancellor's primary role to develop, maintain, and evaluate a policy framework that integrates the planning, implementation, resource allocation, and assessment processes into an integrated well-functioning system (IV.B.5 [4]). Policies also state the Chancellor's responsibilities for ensuring faculty, staff, and student participation in governance and approving proposed and revised organizational charters, constitutions, and bylaws of organizations in a manner consistent with University policy (IV.B.6 [4]).

The Chancellor provides direct and effective leadership of the College's planning and budgeting processes as a member of the Planning Council, which is delegated with guiding planning and budgeting processes. This committee also guides the campus in Strategic Planning discussions and revisions, supplemental budgeting prioritization activities, and Mission Statement review (IV.B.7). The Chancellor is a non-voting member of the Planning Council and the committee charter makes explicit the Chancellor is the final acting authority on recommendations regarding planning and resource allocation decisions (IV.B.8).

The Chancellor also sits as a non-voting member on the Faculty Senate Executive Committee (FSEC) and Staff Senate Executive Committee (SSEC), providing reports to these bodies and participating in discussions related to system and campus policies (IV.B.9, IV.B.10). The Chancellor is invited to attend the monthly Kupu Ka Wai Council (KKW) meetings (IV.B.11) and has periodic meetings with Student Government and

student leaders (IV.B.12). The Chancellor regularly communicates institutional values, goals, institutional-set standards, and other information at the General College meetings at the beginning of each semester through email announcements (IV.B.13).

Under the Chancellor's leadership, the Human Resources office carries out personnel actions based on established procedures and in compliance with EEO and UH System requirements. The Chancellor has a direct role in selection of personnel, conducting final campus interviews, and approving all staff, faculty and administrative hires. The Chancellor also reviews and approves faculty promotions.

The Chancellor provides support for personnel development by providing significant support for the Faculty Development Committee (FDC), including release time for the FDC Chair and funding Committee-directed monetary grants which support faculty attendance at conferences and other activities (IV.B.14). The Chancellor also supports the Staff Development Council (SDC) projects by providing funds for activities and compensation time off for those who participate in leadership roles of the SSEC (IV.B.15). In Spring 2018, the Chancellor encouraged staff to participate in the UHCC Staff Development Day (IV.B.16). The Chancellor ensures ongoing professional development and improvement for administrators through retreats and support for administrative leadership to participate in national organizations (IV.B.17).

The Chancellor ensures assessment data from the Office of Planning, Policy, and Institutional Research (PPIR) is disseminated and utilized as the basis for campus discussions, reinforcing a campus culture of evidence-based decision-making. The data helps in the planning processes and resource allocations that help enhance student learning. The Chancellor or designated administrative representative sits on the Campus Council on Institutional Effectiveness (CCIE), which is responsible coordination of activities related to assessment and accreditation (IV.B.18).

Campus data and outcomes measures are shared by the Chancellor with the campus at semi-annual General College meetings and through periodic reports published in print and online for internal and public access. (IV.B.19, IV.B.20, IV.B.21, IV.B.22). The Chancellor's office, through email updates, shares all UHCC system reports on College performance measures (IV.B.23).

The Chancellor utilizes multiple means of communication to report to the campus decisions and initiatives. In a Spring 2017 campus survey, 69% felt the Chancellor effectively facilitates collegial campus communications to set institutional values, goals and directions (IV.B.24 [p. 93]).

### Analysis and Evaluation

Honolulu CC meets this standard. The Chancellor effectively provides direct leadership of the institution's programs and activities in accordance with established policies and College processes. College policies, Charter-based membership in key committees, and campus practices and procedures establish the primary role of the Chancellor in planning, budgeting, assessment, and personnel development.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

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#### Evidence of Meeting the Standard

The Chancellor plans, oversees, and evaluates the administrative structure, using appropriate staff to manage the institution's purpose, size, and complexity. The Chancellor delegates authority to administrators and others consistent with responsibilities. The Chancellor delegates authority over academic and institutional functions to the Vice Chancellor of Academic Affairs (VCAA) and the administrative and finance functions to the Vice Chancellor of Administrative Services (VCAS). The VCAA has authority over all deans of instructional programs, student services, and academic support services. Information Technology Services is also under the authority of the VCAA. The VCAS has authority over the Business Office, Human Resources, Operations, Maintenance, and Security.

In addition to the vice chancellors, the director of the Pacific Center for Advanced Technology Training (PCATT), who also oversees non-credit technology training programs, continuing education, and lifelong-learning also reports directly to the Chancellor.

Also directly reporting to the Chancellor is the Executive Assistant (EA). The primary duties of the EA include coordinating external affairs conducted through the Chancellor's office (e.g. donor activities, marketing functions, international agreements) as well as public information and promotional activities for the campus.

Official job descriptions delegate and identify specific duties for each administrator. The College has a chart delineating administrator roles and duties (IV.B.25, IV.B.26). There are also established policies and procedures for academic deans and division chairs (IV.B.27, IV.B.28).

The Chancellor conducts weekly scheduled administrative meetings. Weekly meeting agendas include system updates, department updates, community updates, legislative updates, and discussion of campus issues and initiatives (IV.B.29). The Chancellor also holds single and multi-day retreats twice a year to give the administrative staff the opportunity to organize and plan activities for upcoming semesters and be assigned to particular duties.

Shared committee service enables coordination between administration, and faculty and staff leaders. The Chancellor or delegated administrative representative sit on several campus committees as voting or nonvoting members to ensure consistent two-way flow discussion on campus initiatives and goals. Committees on which the Chancellor or an administrative delegate sit include: PC, FSEC, SSEC, CPC, CCIE, Accreditation Task Force, Assessment Task Force, CSSC, Campus Technology Committee, and Sustainability Committee.

Under the Chancellor's leadership, the College underwent a substantive reorganization in 2011-2012 intended to better meet campus needs and institutional strategic goals.

Restructuring included:

- Consolidation of academic support services under a newly created Dean of Academic Services and creation of Student Success and Design Services units within this group
- Consolidation of IT activities under a Chief Operations Officer reporting to the VCAA
- Consolidation of all non-credit activities under leadership of a Director of PCATT
- Consolidation of services and programs serving Native Hawaiian students
- Addition of a new Music & Entertainment Learning Experience (MELE) program
- Consolidation of Admissions and Records functions into one division
- Alignment of security personnel directly under the Vice Chancellor for Academic Services
- Elimination of the Pacific Aerospace Training Center

- Replacing the Campus Leadership Team in 2016 with two new bodies, the Administrative Services Group (ASG) for operational decisions and the Campus Student Success Council (CSSC) for improving student achievement and engagement (IV.B.30, IV.B.31, IV.B.32)
- Creation of the Deans and Division Chairs (DDC) committee also came with the change in the leadership structure. The DDC, under the leadership of the VCAA, meets twice monthly to discuss academic matters (IV.B.33).

### *Evaluation of Administrators*

The Chancellor uses 360 performance reviews for an annual evaluation of administrators. The survey is anonymous and polls those who work closely with the administrator, including those who are supervised. The Chancellor discusses outcomes and improvement goals with each administrator. There also is an annual analysis of achievement of administrative outcomes.

The Chancellor meets with the Vice President of Community Colleges (VPCC) for a performance review.

The institution regularly evaluates its administrative structure to assess organizational effectiveness and determine that staff is aligned to the purposes of the institution. In a Spring 2017 survey of the campus, 70% of those responding thought the Chancellor maintains an administrative structure enabling the college to fulfill the institutional mission. Furthermore, 87% of the campus thought their deans and supervisors were providing effective leadership (IV.B.34 [pp. 87, 92]).

To further improve, the College is working on clarifying administrative roles and responsibilities to all campus constituents with a 'go to' chart, mapping out roles and responsibilities and lines of authority, and making it clear whom to go to for specific issues.

### Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor plans, oversees, and evaluates an administrative structure to reflect the institution's purposes, size, and complexity. The Chancellor delegates authority to administrators and others consistent with their responsibilities.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - ensuring that the allocation of resources supports and improves learning and achievement; and
  - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
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#### Evidence of Meeting the Standard

The Chancellor guides improvement of teaching and learning through established policies and procedures. These procedures and policies set through a collegial process values, goals and priorities for student success, including institutional-set performance standards, evaluation and planning based on analysis on external and internal conditions, strategic resource allocation, educational planning integrated with academic support, allocation for learning and achievement, and efforts for the institution to achieve its mission.

Campus policies HCCP # 1.101 and #4.101 on involvement in decision processes (IV.B.5) and on integrated planning (IV.B.6) outline the institution's collegial model for participation in improvement of teaching and learning. The culture of shared decision-making also is guided by the Board of Regents, Executive and UHCC policies stipulating faculty involvement in academic decisions and policy development (IV.B.35, IV.B.36, IV.B.37).

The Planning Council, on which the Chancellor sits, initiates and guides the participatory processes overseeing the mission, institutional learning outcomes, strategic plan, institution set standards, supplemental program funding requests, planning and budgeting initiatives, campus communication, and accreditation.

The Chancellor and PC Chair keep the campus informed of strategic planning processes by posting information, timelines, and drafts for faculty, staff, student leaders, and administrators. The Chancellor conducted a town hall meeting in April 2015 to foster discussion and input for the most recent iteration of the strategic plan (IV.B.38). The Chancellor has periodic meetings with Student Government representatives to discuss campus goals and hear student input (IV.B.39). The College recently reviewed and revised its Mission Statement based on a participatory process (IV.B.40). These processes allow interested parties to remain informed and participate in revisions prior to final approval by governance bodies and the Chancellor.

Prior to Chancellor's decision on supplemental program funding, the Planning Council guides a process for other governance committees to rank proposals. A published timeline enables the campus to participate, both with proposals and with discussion on ranking them (IV.B.41). A town hall session is part of the process, allowing proposers to provide reasons for their requests (IV.B.42).

The program funding process is a means for the Chancellor to ensure that educational planning is integrated with resource planning and allocation to support student achievement and learning and ensures that the allocation of resources supports and improves learning and achievement (IV.B.43).

The Chancellor directs the College toward meeting set institutional performance standards for student achievement and other measures based on UH System and UHCC targets (IV.B.44, IV.B.45). The College establishes its own performance standards as part of its strategic planning process. The College recently exceeded all its FY 2018 UHCC performance goals and most of the UH System performance measures. The Chancellor, along with the Planning Council, reviews the performance goals established in its strategic plan (IV.B.46).

To improve student learning and achievement, the Chancellor has instituted assessment town hall events to educate and train the campus in utilizing methods to evaluate course, program, and institution outcomes (IV.B.47). These showcase events include opportunities for programs to share ideas learned from departmental and program assessment (IV.B.48, IV.B.49). A new Assessment Coordinator was hired to facilitate efforts in understanding and analyzing assessment results for continuous institutional improvement. This Coordinator recently led multiple campus meetings to keep the campus updated on assessment activities (IV.B.50).

The Chancellor ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. Planning processes are based on

institutional data reports generated by the Office of Policy, Planning and Institutional Research (PPIR). These reports provide foundational evidence for evaluating campus performance and identifying new initiatives (IV.B.51). PPIR reports analyze the efficacy of College initiatives and are regularly shared through campus meetings (IV.B.52) and campus email updates. Publications of Annual Reports, which include student performance and fiscal data, share campus performance achievements with the campus and general public (IV.B.22).

The Chancellor ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning and ensures allocation of resources supports and improves learning and achievement in the following ways:

Annual Program Review Annual and Five Year Reports require campus programs to assess success in meeting the institutional mission and strategic goals for student achievement. Programs rely on data from the UHCC system office, the PPIR, and Course and Program SLO assessment as bases for Program Review reports (IV.B.53). These Program Review reports inform College academic planning decisions and are tied to budget prioritization. Programs seeking supplemental funding for program improvement or expansion must base applications on program review assessments and findings. Supplemental budget request submissions must demonstrate links to the College's Mission and Strategic Plan goals. Criteria for ranking budget items include explicit links to the College Mission and justifications based on program review findings and priorities (IV.B.54, IV.B.55). The Chancellor decides funding priorities based on prioritization of reviewing governing bodies and institutional fiscal conditions (IV.B.56).

Administrative initiatives are based on data and meeting strategic goals. For example, to better meet College performance goals for student success, the UHCC system and College established a Student Success Pathway. This initiative was based on data analysis, and outcomes are currently being measured to assess effectiveness (IV.B.57). The College was the recipient of an iPASS funded grant, which has helped College implementation of an Integrated Student Support initiative. The purpose of this initiative is to incorporate different technology platforms to improve how students are advised, serviced, tracked and supported on campus. The campus is using a combination of data in Banner, an academic GPS system, STARFISH, and Predictive Analytics to better support student learning and progression to graduation (IV.B.58).

The Chancellor and Deans of CTE programs aid technical programs by applying for Perkins Grants monies using program review data and justifications (IV.B.59). Proposals are ranked based on how they support meeting College strategic outcomes. Campus proposals are presented to a system group for discussion and funding decisions.

In addition to Perkins funding, the College has received several other grants and awards aimed at improving student learning and student services, including National Science Foundation, TRIO-SSS and Title III grant monies, as well as UHCC system performance based funding and targeted monetary awards (IV.B.6o).

The Chancellor establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The College has a participatory process to periodically review and update the Mission Statement, coordinated by the Planning Council in conjunction with other governance bodies. Periodic reviews also result in revisions in the Strategic Plan as well as committee processes. The College (has adopted) a policy review cycle to ensure the currency of policies (IV.A.84).

In the Spring 2017 campus survey, 71% of respondents agreed that “...the Chancellor demonstrates leadership to ensure institutional planning is integrated with use of resources to promote student learning” (IV.B.34 [p. 94])

In response to focus group concerns about increasing the visibility of fiscal sources and distribution, the College has improved its intranet fiscal page with information regarding funding bases, awards and spending.

#### Analysis and Evaluation

Honolulu CC meets this standard. The Chancellor plays a primary role in ensuring ongoing institutional improvements in teaching and learning. In compliance with UH System and College policies, the College has in place participatory processes linking planning activities, resource allocation, and use of data to foster ongoing institutional improvements in support of student achievements and learning.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

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#### Evidence of Meeting the Standard

The Chancellor takes the lead role in accreditation, ensuring the College meets or exceeds Eligibility Requirements, Accreditations Standards, and Commission policies.

The Chancellor appoints and works closely with the Accreditation Liaison Officer (ALO) to coordinate activities during and between accreditation self-study report cycles and promotes campus awareness about accreditation requirements and compliance.

The Chancellor sits on the Accreditation Steering Committee, receives weekly status reports on the accreditation process from the ALO, and provides information to accreditation questions. The Chancellor promotes the involvement of faculty, staff, and administrators in preparing the self-study report. Over 70 have participated in the evaluation process. All other administrators serve as co-Chairs and/or members of all Standard Committees. Faculty and staff are also directly involved as members of self-study committees ([IV.B.61 \[list of committee members\]](#)).

The Chancellor also participates as co-chair of the Standard IV team, while all other administrators serve as co-chairs or members of standard teams. The Chancellor and the ALO keep the campus apprised of the accreditation process through email updates and town hall meetings ([IV.B.62](#), [IV.B.63](#), [IV.B.64](#)).

The Chancellor and ALO ensure continued compliance with ACCJC requirements by submitting all necessary reports due to the Commission. These include Annual Reports, Midterm and Progress reports, and Substantive Change Approvals. Eligibility Requirements are include this accreditation oversight of the College. Both the Chancellor and ALO stay informed on accreditation through service on comprehensive ACCJC evaluation site visits. The Chancellor has chaired several teams.

The College designated an Accreditation Oversight Committee to ensure campus compliance with Accreditation requirements and standards between self-studies. In 2014, the College reorganized committee oversight by disbanding the Accreditation Oversight Committee and creating a new body – the Campus Council on Institutional Effectiveness. This body oversees and coordinates two sub committees – the Accreditation Task Force ([IV.B.65](#)) and the Assessment Task Force ([IV.B.66](#)). The Chancellor, or administration designee, sits on the CCIE along with faculty and staff. ([IV.B.18](#)). These groups are charged with overseeing assessment activities, ensuring ongoing campus response to recommendations from past self study reports, and maintaining campus awareness of current ACCJC accreditation standards. The Chancellor and the ALO also keep the campus apprised of Commission findings and College activities aimed at meeting Standard criteria through email updates, newsletters and Town Hall meetings.

To prepare the campus for the current self-study, in particular Standard Committee members, the ALO and Chancellor conducted focused Town Hall sessions were held to inform the campus of standards and criteria (IV.B.67, IV.B.68). The Chancellor and ALO also organized participation of Standard committee members in a system Kick-Off exercise led by an independent consultant, who was then invited to Honolulu CC for sessions open to the campus at large (IV.B.69).

### Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor takes a leading role in accreditation processes and fosters a culture of ongoing institutional improvement. The Chancellor collaborates with the Accreditation Liaison Officer to guide accreditation efforts and facilitate campus awareness of accreditation processes and requirements. The Chancellor provides leadership ensuring the College meets all eligibility and accreditation requirements, standards and policy obligations by participating actively on key committees, by promoting awareness across the campus of accreditation activities and obligations through the Intranet and emails, and ensuring that structures exist and leadership is identified to meet these obligations.

Additionally, through representation on key bodies responsible for meeting Accreditation requirements (Committee on Institutional Effectiveness, the Accreditation Task Force, the Assessment Task Force, Standard Committees and subcommittees), faculty and staff leaders also have clearly demonstrated roles in and responsibilities for compliance with standards and requirements.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

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### Evidence of Meeting the Standard

The Chancellor ensures College compliance with all relevant statutes, regulations and governing board policies. BOR Policy RP # 2.202 makes explicit this responsibility stating, “the board’s policy is to exercise control over the university through its executive officer, the president of the university, includes the understanding that the president

has the principal responsibility to apply the policies, rules and regulations adopted by the Board of Regents” (IV.B.1). Other BOR policies authorize the Chancellor with the power to regulate Public Health and Safety (RP 11.205) (IV.B.70) and ensure compliance with all relevant laws related to Hazardous Materials Management (RP 11.207) (IV.B.71).

UH Executive Policy EP 1.102 delegates primary authority for financial management to the Chancellor, who maintains effective control of budget and expenditures of the College.

The policy also stipulates that the Chancellor manages the institution’s administration and operations within applicable federal and state statutes, rules and regulations, and University policies and procedures (IV.B.3).

The College is bound by Hawaii State Laws specifically related to the University of Hawai’i (IV.B.72). The Chancellor is a member of the University of Hawaii Council of Community College Chancellors, which oversees system-wide coordination and individual campus compliance with all system and BOR policies (IV.B.2). Honolulu CC has several specific policies mandating practices to ensure the College meets all legal requirements and obligations (IV.B.73).

As specified in the College’s policy on integrated planning (I.A.5), the Chancellor maintains that the institution aligns policies, budgeting, expenditures, and procedures with the mission. The Chancellor further ensures practices are consistent throughout the campus through membership on planning and governance committees. These committees also are responsible for revision and approval of the mission statement and strategic plans.

The College’s Human Resources office has taken several actions to ensure the campus community is aware of and in compliance with obligations related to Title IX, including mandatory online training and posting of resources (IV.B.74, IV.B.75). Required language is issued to faculty for inclusion in course syllabi to ensure students are aware of statutory rights and options related to disabilities access, Title IX protections, and the student conduct code (IV.B.76). The UH Nondiscrimination Policy (translated into several languages) is posted on the College Internet site (IV.B.77). The Human Resources Office, under oversight of the VCAS and Chancellor, guarantees the College complies with all obligations based on contractual agreements and EEO obligations.

The College demonstrates institutional commitment to meeting safety and security requirements by posting relevant information on its public Internet site (IV.B.78). The College’s Safety and Security Manager ensures College compliance with the Clery Act

through periodic publishing of campus safety policies and incident statistics (IV.B.79). The campus is informed through email alerts when these reports are issued and posted online (IV.B.80). The College carries out required drills to test the effectiveness of the campus Emergency Response and Evacuation Plan.

### Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor maintains an institutional presence on key committees, participates in UH system meetings, and complies with all BOR and University system policies to ensure the College meets statutory obligations. Under the Chancellor's leadership, College policies, practices, and proactive information campaigns ensure College members are aware of and comply with legal mandates. Fiscal decisions are made based on institutional needs and linked to institutional goals.

### IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

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#### Evidence of Meeting the Standard

The Chancellor pursues active engagement with the community by serving on a number of local boards and committees. Participation in these committees create a two-way communication with the neighborhood and local partners. Building links with the community is an important responsibility, and the Chancellor pursues active engagement with community partners in several ways. The Chancellor's membership on community boards is a visible and important means of establishing relations and communication. The Chancellor interacts at various levels: campus, university, local community, and national boards.

At the campus level, the Chancellor is a member of every major governance committee and regularly attends the monthly meetings and/or provides updates to:

- Planning Council (member)
- Faculty Senate Executive Committee
- Staff Senate Executive Committee

- Kupu Ka Wai Governance Council
- Student Government
- Campus Student Success Council

At the University system level, the Chancellor serves on:

- Council of Chancellors
- Community College Council of Chancellors
- President's Emerging Leaders Program (PELP) - Advisory Board Member
- Commission on the Status of Women
- UHCC Student Success Council
- UH Council on Data Governance
- UHCC Strategic Planning Council

At the community level, the Chancellor serves on these boards and committees:

- EPIC Ohana - Foster Youth Advisory Board
- Women Leaders in Higher Education, Hawaii Chapter, Board Chair
- Hawaii (Oahu) Chamber of Commerce - Workforce Development Commission
- State of Hawaii - Transit Oriented Development Council
- City and County of Honolulu - Kapālama Redevelopment Advisory Committee

At the national level, the Chancellor serves on these boards, committees and commissions:

- Northwest Accrediting Commission on College and Universities, Current Commissioner
- ACCJC, Visiting Member and Team Chair
- Pacific Post-Secondary Education Council
- American Association of Community Colleges, Commissioner on the Commission for Structure Pathways and Commissioner on the Commission for Academic, Student, and Community Development

The Chancellor also works with the community through the programs to outreach to potential students, alumni, potential donors, community supporters, and the broader community. The outreach campaigns focus on raising the visibility of the College (IV.B.81, IV.B.82, IV.B.83). News reports of College events and achievements are shared

with the UH news office (IV.B.84), tweeted, and blogged (IV.B.85). Ongoing communication includes an Alumni web page with announcements of events, alumni achievements, and celebrations (IV.B.86).

### *Community Partnerships*

The Chancellor works closely with leaders in the community Honolulu CC serves and solicits feedback periodically through meetings and ad hoc groups.

Pearl Harbor Naval Shipyard Apprenticeship program: The College is contracted by the Federal Navy to provide all the support to train those who repair and maintain all Naval ships, these include battleships, aircraft carriers, and submarines. The College provides academic and workforce related training and educational offerings, and serves as one of the premier apprenticeship programs in the state.

Apprenticeship: The College meets a critical workforce development need of the state through its Apprenticeship program. The Chancellor works with the Apprenticeship Coordinators to ensure the College fulfills its obligations in supporting ongoing professional training for apprentices in CTE fields (IV.B.86).

The campus is currently very active in coordinating with planners regarding the new Honolulu rail system under construction, especially as it relates to transit based development plans on and around the campus.

The College's website also shares information with students and the broader community. It contains news updates and a blog site publicizing events on campus. The College publishes Annual Reports, which summarize achievements, initiatives, honors and awards, and institutional performance outcomes. Annual Reports showcase the important role the College plays in the community (IV.B.21).

### Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor ensures the community is informed about, and provided meaningful input regarding the College's service to the community. This is accomplished through the Chancellor's membership on several University, state and national organizations. In addition, diverse membership on the Chancellor's Advisory Board ensures close connections with important community stakeholders. The College's Office of Communication and External Affairs works to expand communication with a growing number of community partners and potential students. And under the Chancellor's leadership, the College is an active partner in a number of important workforce and infrastructure State and city initiatives.



## Evidence List – Standard IV.B

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- IV.B.1 RP 2.202 Duties of the President
- IV.B.2 UHCCP 1.102 Council of Community College Chancellors
- IV.B.3 EP 1.102 Authority to Manage and Control the Operations of the Campus
- IV.B.4 UH System Functional Map
- IV.B.5 HCCP 1.101 Participation in College Decision-Making Processes.
- IV.B.6 HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment
- IV.B.7 Planning Council Charter
- IV.B.8 Budgeting Flow Chart
- IV.B.9 FSEC Charter
- IV.B.10 SSEC Charter
- IV.B.11 KKW Charter
- IV.B.12 Student Government notes with Chancellor meeting
- IV.B.13 General College Meetings
- IV.B.14 Faculty Development Committee (FDC) charter
- IV.B.15 Staff Development Council (SDC) charter
- IV.B.16 Staff Development Day announcement
- IV.B.17 Administrator’s membership in national organizations
- IV.B.18 CCIE charter
- IV.B.19 Honolulu CC Fact Book
- IV.B.20 PPIR webpage screenshot
- IV.B.21 Annual Reports
- IV.B.22 General College Meeting PowerPoint
- IV.B.23 VPCC PowerPoint
- IV.B.24 2017 Employee survey, p. 93
- IV.B.25 Organization charts
- IV.B.26 Delineation of administration duties chart
- IV.B.27 Roles and Duties of Deans
- IV.B.28 Roles and Duties of Division Chairs
- IV.B.29 Chancellor staff agenda
- IV.B.30 Chancellor’s msg regarding reorg of CLT
- IV.B.31 PowerPoint information on CSSC (slides 17-22)
- IV.B.32 ASG minutes website screenshot
- IV.B.33 DDC meeting agenda
- IV.B.34 2017 Employee Survey results, p. 90
- IV.B.35 UHCCP 4.101 Strategic Academic Planning
- IV.B.36 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development (III B.1)
- IV.B.37 EP 1.201 Faculty Involvement in Academic Policy (III.7)
- IV.B.38 Chancellor email on Strategic Planning Town Hall meeting
- IV.B.39 Chancellor meeting with students
- IV.B.40 Planning Council Meeting Minutes 201701.27
- IV.B.41 Budget Timeline

IV.B.42 Supplemental Program Funding form  
IV.B.43 Campus Funding Site  
IV.B.44 University of Hawai'i Strategic Directions 2015 – 2021  
IV.B.45 UHCC Strategic Directions 2015-21  
IV.B.46 Performance measures  
IV.B. 47 Assessment Town Hall 2014  
IV.B.48 Assessment showcase 2016  
IV.B.49 Assessment showcase 2015  
IV.B.50 Assessment Coordinator email  
IV.B.51 Annual Report, pp. 38-43  
IV.B.52 General College Meeting PowerPoint  
IV.B.53 ARPD Report Template  
IV.B.54 Supplemental Program Funding ranking  
IV.B.55 Explanation of Supplemental Budget For  
IV.B.56 Supplemental Program Funding ranking 2017  
IV.B.57 SSP data  
IV.B.58 IPASS data  
IV.B.59 Perkins Awards  
IV.B.60 HonCC Grant Awards  
IV.B.61 List of Committee Members  
IV.B.62 Accreditation Newsletter  
IV.B.63 2013 Town Hall Accreditation Follow Up on Report  
IV.B.64 Accreditation town hall 3/16  
IV.B.65 Accreditation Task Force Charter  
IV.B.66 Assessment Task Force Charter  
IV.B.67 Accreditation Town Hall January 2018  
IV.B.68 Accreditation town hall 8-16-17  
IV.B.69 Kick Off Workshop Materials  
IV.B.70 RP 11.205 Public Health and Safety  
IV.B.71 RP 11.207 Hazardous Materials Management  
IV.B.72 2011 Hawaii law code  
IV.B.73 List of Honolulu CC Policies  
IV.B.74 Title IX email  
IV.B.75 Title IX Website  
IV.B.76 Standard Syllabus Template Information  
IV.B.77 UH Nondiscriminatory Policy on webpage  
IV.B.78 Security webpage  
IV.B.79 Security Report 2017  
IV.B.80 Security email  
IV.B.81 outreach student recruitment.Plan  
IV.B.82 Social Media plan  
IV.B.83 Alumni Engagement Strategic Plan  
IV.B.84 UH News  
IV.B.85 Image of blog page  
IV.B.86 Alumni webpage  
IV.B.87 Apprenticeship program webpage



## **Standard IV.C: Governing Board**

**IV.C.1** The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

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### Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai'i is established under Hawai'i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai'i Community College System. The Regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed (IV.C.1, IV.C.2).

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of seven members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position (IV.C.3, IV.C.4).

The By-Laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP) (IV.C.5, IV.C.6). Several policies, including *RP 4.201: Mission and Purpose of the University*, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP) (IV.C.7, IV.C.8).

### Analysis and Evaluation

Honolulu CC meets the standard. The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions. The authority of the Board encompasses all components of the University, including the University of Hawai'i Community College System and the individual community colleges.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

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### Evidence of Meeting the Standard

The primary policy governing board interaction among board members and with the broader University community is Regents Policy, *RP 1.202: Relationship of the Board to Administration and University*. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration (IV.C.9).

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree” (IV.C.10).

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together” (IV.C.11, IV.C.12)

#### Analysis and Evaluation

Honolulu CC meets the standard. As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

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#### Evidence of Meeting the Standard

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. *RP 2.203: Policy on Evaluation of the President*, establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment (IV.C.13).

#### *System CEO Selection*

There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the community college system. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in *RP 9.212: Executive and Managerial Personnel Policies*. In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position (IV.C.14).

### *Campus CEO Selection*

The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, *UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors*, was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies (IV.C.15). A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the college Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

### *UH CEO Evaluation*

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence (IV.C.16, IV.C.17, IV.C.18).

### *UHCC and CC Campus CEO Evaluation*

The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, *EP 9.203: Evaluation of Board of Regents Appointees*, and *EP 9.212: Executive/Managerial Classification and Compensation (IV.C.19, IV.C.20)*.

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai'i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through *UHCCP 9.202: Executive Employees Performance Evaluation*. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college's attainment of its strategic goals as a component of the Chancellor's evaluation (*IV.C.21*).

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda (*IV.C.22*). Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations (*IV.C.23*).

### Analysis and Evaluation

#### *CEO Selection*

Honolulu CC meets the standard.

The procedures used to recruit and select the Vice President for Community Colleges and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President

for Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

### *CEO Evaluation*

Honolulu CC meets the standard.

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

[IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.](#)

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### Evidence of Meeting the Standard

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern” (IV.C.24).

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University's administrative legislative coordinator.

### Analysis and Evaluation

Honolulu CC meets the standard.

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations ([IV.C.25](#), [IV.C.26](#), [IV.C.27](#), [IV.C.28](#), [IV.C.29](#)).

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

[IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.](#)

### Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in *RP 4.207: Community College System (IV.C.30)*.

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University's responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution (*IV.C.7*). In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, *RP 4.208*, illustrating the alignment of mission and policy (*IV.C.31*). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in *RP 4.201, Section C.b*, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." Policy *RP 4.201, Section C.a* also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements (*IV.C.7*).

### Analysis and Evaluation

Honolulu CC meets the standard.

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

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#### Evidence of Meeting the Standard

The Board of Regents home page (IV.C.2) includes links to the Board Bylaws and Policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members (IV.C.32).

#### Analysis and Evaluation

Honolulu CC meets the standard.

The Bylaws are published and made available to the public, and include all required elements of the standard.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

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#### Evidence of Meeting the Standard

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board's home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the Board policies and the related University executive policies and administrative procedures (IV.C.33).

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic notification to interested parties of any change in policy (IV.C.33)

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13 (IV.C.34).

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel and Board Governance Committee. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a next cycle begins. A report was presented first to the Committee on Personnel and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting (IV.C.35, IV.C.36). A further update was given to the Committee on Academic Affairs and Board Governance on April 5, 2018 (IV.C.37).

### Analysis and Evaluation

Honolulu CC meets the standard.

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawaii Revised Statutes, the public employee collective bargaining law.

[IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.](#)

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#### Evidence of Meeting the Standard

The Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai'i Graduation Initiative focusing on student success
- Hawai'i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University's role as the single system of public higher education in the state.

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UH Community College system and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures ([IV.C.38](#), [IV.C.39](#), [IV.C.40](#), [IV.C.41](#)).

The Board regularly receives updates on the University's progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways (I.A.7).

The Board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

### Analysis and Evaluation

Honolulu CC meets the standard.

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

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### Evidence of Meeting the Standard

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member (IV.C.42, IV.C.43, IV.C.44).

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees (IV.C.45).

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management (IV.C.46). The Vice President for Budget and Finance also provides an overview of the State of Hawai`i budget as it pertains to the University system (IV.C.47).

### Analysis and Evaluation

Honolulu CC meets the standard.

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

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### Evidence of Meeting the Standard

Regents Policy (RP) 2.204 establishes the process for Board self-evaluation. In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process (IV.C.48, IV.C.49).

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 (IV.C.50, IV.C.51, IV.C.52). Additionally, in 2012-2013, the Board undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations (IV.C.53, IV.C.54, IV.C.55, IV.C.56, IV.C.57). The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations (IV.C.58).

### Analysis and Evaluation

Honolulu CC meets the standard.

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University's strategic directions (I.A.25).

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

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#### Evidence of Meeting the Standard

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation (IV.C.59).

Regents Policy. *PR 2.206: Policy on Regents as Employees*, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status (IV.C.60).

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings (IV.C.61).

#### Analysis and Evaluation

Honolulu CC meets the standard.

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General

Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

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#### Evidence of Meeting the Standard

Regents Policy, *RP 2.202: Duties of the President*, clearly documents the relationship between the Board of Regents and the University system President, and establishes the authority of the President to implement and administer Board policies (IV.C.62).

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, *RP 9.218: Delegation of Personnel Actions*, describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President (IV.C.63).

The structure of the University of Hawai'i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System (IV.C.64). The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and

related facilities construction across the ten-campus University system ([IV.C.65](#), [IV.C.66](#), [IV.C.67](#)).

### Analysis and Evaluation

Honolulu CC meets the standard.

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

[IV.C.13](#). The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

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### Evidence of Meeting the Standard

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards ([IV.C.68](#)). A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting ([IV.C.69](#)).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai`i in early Summer 2018.

#### Analysis and Evaluation

Honolulu CC meets the standard.

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

## Evidence List – Standard IV.C

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IV.C.1 HRS304A-104 Regents appointment tenure.pdf  
IV.C.2 Board of Regents Home Page (www.hawaii.edu/offices/bor/)  
IV.C.2.5 Board of Regents Minutes of November 16, 2017  
IV.C.3 HRS304A-104.6 Candidate advisory council.pdf  
IV.C.4 RCAC Website Home Page  
IV.C.5 Bylaws of the Board of Regents Oct 2015  
IV.C.6 Regents Policies (Chapter Tables of Contents)  
IV.C.7 RP 4.201 Mission and Purpose of the University  
IV.C.8 Board of Regents Minutes of April 20, 2017.pdf  
IV.C.9 RP 1.202 Relationship of the Board to Administration and University  
IV.C.10 Board of Regents General Overview  
IV.C.11 Board of Regents Minutes of October 31, 2017  
IV.C.12 Board Self-Evaluation Results, 2017  
IV.C.13 RP 2.203 Policy on Evaluation of the President  
IV.C.14 RP 9.212 Executive and Managerial Personnel Policies  
IV.C.15 UHCC 9.210 Recruitment Selection of CC Chancellors  
IV.C.16 Board of Regents Minutes of July 16, 2015  
IV.C.17 Board of Regents Minutes of August 18, 2016  
IV.C.18 Board of Regents Minutes of August 24, 2017  
IV.C.19 EP 9.203 Evaluation of Faculty and Administrative  
IV.C.20 EP 9.212 Executive Managerial Classification  
IV.C.21 UHCCP 9.202 Executive Employees Performance  
IV.C.22 360 Questionnaire for Executive Managerial Evaluation  
IV.C.23 Presidents Memo of March 29, 2017  
IV.C.24 State Constitution, Article X, Section 6  
IV.C.25 Advisory Task Group (ATG) report November 12, 2012  
IV.C.26 ATG report Regent interviews of May 12, 2013  
IV.C.27 ATG report UH System Operations of May 12, 2013  
IV.C.28 ATG report Regent policies of July 15, 2013  
IV.C.29 ATG report UH Operational Assessment of August 14, 2013  
IV.C.30 RP 4.207 Community College System  
IV.C.31 RP 4.208 Sustainability Policy  
IV.C.32 Board of Regents Bylaws Oct 2017  
IV.C.33 Sample notifications from PPIS  
IV.C.33 UH Systemwide Policies and Procedures Information System (PPIS)  
IV.C.34 BOR Policy Review Schedule  
IV.C.35 Committee on Academic Affairs and Board Governance Nov 1, 2017  
IV.C.36 Board of Regents Minutes of November 16, 2017  
IV.C.37 Committee on Academic Affairs and Board Governance Apr 5, 2018  
IV.C.38 Board of Regents Minutes of January 22, 2015  
IV.C.39 Strategic Directions 2015-2021 and Strategic Directions Metrics  
IV.C.40 UH Metrics 2015-2016

- IV.C.41 Midterm Report, January 2018
- IV.C.42 Board of Regents By-Laws Oct 2015
- IV.C.43 Board Orientation Agenda for 2017-2018
- IV.C.44 Board of Regents General Overview
- IV.C.45 Regents attendance at AGB/ACCT conferences
- IV.C.46 Board of Regents Minutes of October 6, 2016
- IV.C.47 State of Hawaii Budget 101
- IV.C.48 RP 2.204 Policy on Board Self Evaluation
- IV.C.49 Cynthia Quinn Memo on changes to Board of Regents By-Laws
- IV.C.50 Board of Regents Minutes of November 7, 2014
- IV.C.51 Committee on Personnel Affairs and Board Governance Sep 76, 2017
- IV.C.52 Board of Regents Minutes of October 31, 2017
- IV.C.53 ATG 2012-2013 Audit Report.pdf
- IV.C.54 ATG 2012-2013 Audit Report 2.pdf
- IV.C.55 ATG 2012-2013 Audit Report 3.pdf
- IV.C.56 ATG 2012-2013 Audit Report 4.pdf
- IV.C.57 ATG 2012-2013 Audit Report 5.pdf
- IV.C.58 AGB Workshop on evaluating operations
- IV.C.59 BOR Bylaws (conflict of interest guidelines, Article X)
- IV.C.60 RP 2.206 Regents as Employees
- IV.C.61 Board of Regents Minutes for January 26, 2017
- IV.C.62 RP 2.202 Duties of the President
- IV.C.63 RP 9.218 Delegation of Personnel Actions
- IV.C.64 Board of Regents Minutes of September 22, 2016
- IV.C.65 Integrated Academic and Facilities Plan (IAFP)
- IV.C.66 Board of Regents Minutes of April 20, 2017
- IV.C.67 Board of Regents Minutes of special meeting, October 31, 2017
- IV.C.68 Board of Regents Minutes of February 23, 2017 (p. 10)
- IV.C.69 Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3)

## **Standard IV.D: Multi-College Districts or Systems**

IV.D.1 In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

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### Evidence of Meeting the Standard

The University of Hawai`i (UH) system is the sole provider of public higher education in the state of Hawai`i. The overall structure of the UH system is established in Board of Regents policy, *RP 3.201: Major Organizational Units of the University of Hawai`i*. The ten-campus UH system as a whole includes the University of Hawai`i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy *RP 4.207: Community College System*. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated (IV.D.1, IV.D.2).

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai`i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President (IV.D.3). The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O`ahu at a central site near the flagship campus in Mānoa. The VPCC works with an Associate Vice President for Academic Affairs (AVPAA) and an Associate President for Administrative Services (AVPAS) to ensure support for the effective operation of the colleges at the system level (IV.D.4, IV.D.5).

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (IV.D.6). (See also Section IV.D.4.) The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all campuses, and to the Vice President for Community Colleges

for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents' actions in supporting both individual campus autonomy and system-wide coordinated operations (IV.D.7).

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows alignment with both the major accreditation topics (IV.D.8), as well as the detailed parts of Standards (IV.D.9).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC system (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

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### Evidence of Meeting the Standard

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCAA) provides leadership in operational policy-making pertinent to the development and implementation of CC system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives (IV.D.10).

The Associate Vice President for Community Colleges Administrative Services (AVPCCAS) provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications (IV.D.11). Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the AVPCCAS, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the CC and UH systems to develop and justify minor and major CIP (IV.D.12, IV.D.13).

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors (IV.D.14); Community College Council of Faculty Senate Chairs (IV.D.15); and Community Council of Native Hawaiian Chairs (IV.D.16).

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the Colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts

from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support (IV.D.17).

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC system having joined the Achieving the Dream Initiative in 2006 (IV.D.18). The system-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses (IV.D.19, IV.D.20, IV.D.21).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPC (See also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.

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#### Evidence of Meeting the Standard

The University system's budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS) (IV.D.22). Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community Colleges system is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC system, and the individual College Strategic Plan (IV.D.23). The Community College Strategic Planning Council (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and the Vice President and the Associate Vice Presidents for the community colleges (IV.D.24). The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in *UHCCP #4.101: Strategic Academic Planning*. The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges (IV.D.25).

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC system level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual

college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC system level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.

While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., Special funds, Revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, and *UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds*. Each College's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the Reserve required by accreditors ([IV.D.26](#), [IV.D.27](#), [IV.D.28](#)).

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives ([IV.D.29](#)). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC system has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need ([IV.D.30](#)).

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational

reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations (IV.D.31). The Internal Audit report was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit report were included in the UH system’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature (IV.D.32, IV.D.33, IV.D.34). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs (IV.D.35).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

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### Evidence of Meeting the Standard

The University of Hawai`i System has a President, a Vice President for Community Colleges (among several Vice Presidents responsible for differentiated areas of UH-System functions), and Chancellors for each of the ten universities or colleges in the system. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the

system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System (IV.D.36). In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges (IV.D.37). A subsequent memo to the college Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPC) (IV.D.38). Key among the Major Functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in *Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus*, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads” (IV.D.39). University of Hawai`i Community Colleges Policy, *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, also specifies the Chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission” (IV.D.40). Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B) (IV.D.41).

In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in *UHCCP #9.202: Executive Employees Performance Evaluation* (IV.D.42, IV.D.43).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

#### IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

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##### Evidence of Meeting the Standard

The community colleges in the Hawai`i statewide system of public higher education operate within a three-tiered system: the University of Hawai`i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College system; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College (IV.D.44). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialog and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the *UH Strategic Directions 2015-2021*, the *UHCC Strategic Directions 2015-2021* (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan (IV.D.45, IV.D.46, IV.D.47).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration (IV.D.48). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IV.D.3. (IV.D.49).

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai`i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH system is addressed without undue duplication or inter-campus competition” (IV.D.50 [p. 2]). The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews” (IV.D.50 [p. 18]).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

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### Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH President's senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with memos summarizing BOR approved actions (IV.D.51). Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS) (IV.D.52).

The VPCC also meets regularly with three Councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment (IV.D.53, IV.D.54, IV.D.55).

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work (IV.D.56).

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC system and the individual community colleges. Communication between the top two tiers (UH system and UHCC system) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of

their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. (IVB3g)

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### Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed (IV.D.57), new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are

regularly evaluated on their performance in supporting and achieving educational goals (IV.D.58).

Of specific importance in this last context is the role of the Community Colleges' Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in *UHCCP #4.101: Strategic Academic Planning*. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges (IV.D.59).

### Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

## Evidence List – Standard IV.D

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- IV.D.1 RP 3.201: Major Organizational Units of the University of Hawaii
- IV.D.2 RP 4.207: Community College System
- IV.D.3 Organizational Chart 1
- IV.D.4 Organizational Chart 3
- IV.D.5 Organizational Chart 4
- IV.D.6 Organizational Chart 2
- IV.D.7 UH System website / Senior Leadership page
- IV.D.8 UHCC Functional Map by Major
- IV.D.9 UHCC Functional Map by Topic / Detailed Functional Map by Standard
- IV.D.10 OVPCC Website – AVPCCAA page
- IV.D.11 OVPCC Website – AVPCCAS page
- IV.D.12 BOR creation of UH Office of Capital Improvements (OCI)
- IV.D.13 Honolulu CC LRDP
- IV.D.14 UHCCP 1.101: Council of Community College Chancellors
- IV.D.15 UHCCP 1.102: Community College Council of Faculty Senate Chairs
- IV.D.16 UHCCP 1.104: Community College Council of Native Hawaiian Chairs
- IV.D.17 Sample Minutes from VCAA, VCAS, VCSA meetings
- IV.D.18 Website: Academic Affairs – Student Success Council
- IV.D.19 EP 4.202: System Sustainability
- IV.D.20 RP 4.208: Sustainability Policy
- IV.D.21 OVPCC Web Page: Sustainability
- IV.D.22 Hawaii Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
- IV.D.23 Crosswalk of Strategic Plans
- IV.D.24 OVPCC Website – Strategic Planning Council page
- IV.D.25 UHCCP 4.101: Strategic Academic Planning
- IV.D.26 UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
- IV.D.27 UHCCP 8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds
- IV.D.28 Tables of CC Revenue Summaries
- IV.D.29 Crosswalk of Performance Funding Measures
- IV.D.30 UHCCP 9.495: Long-Term Vacancy Policy
- IV.D.31 Kapi`olani and Leeward CC Culinary Arts Status Corrective Action, March 2015
- IV.D.32 BOR Committee Minutes on Independent Audit, May 12, 2015
- IV.D.33 BOR Committee Minutes on Independent Audit, December 15, 2016
- IV.D.34 UH System Annual Report to the Legislature 2017
- IV.D.35 UHCCP 8.200: Financial and Operational Oversight of Revenue Programs
- IV.D.36 RP 4.207: Community College System
- IV.D.37 Board of Regents Minutes of June 21, 2005 (new Executive position of VPCC)
- IV.D.38 AVPCCAS Unebasami Memo of July 8, 2005 (functional, organizational charts)
- IV.D.39 EP 1.102: Authority to Manage and Control the Operations of the Campus
- IV.D.40 UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
- IV.D.41 EP 9.112, Attachment B
- IV.D.42 UHCCP 9.202: Executive Employees Performance Evaluation

- IV.D.43 Board of Regents Minutes of November 1, 2017 (Executive/Managerial Evaluations)
- IV.D.44 System Map with CC and Learning Center locations
- IV.D.45 *UH Strategic Directions 2015-2021*
- IV.D.46 *UHCC Strategic Directions 2015-2021*
- IV.D.47 *(Individual Campus strategic plan)*
- IV.D.48 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- IV.D.49 Crosswalk of UH System and UHCC System Performance Funding
- IV.D.50 University of Hawai`i Integrated Academic and Facilities Plan
- IV.D.51 Sample Board of Regents memos to VPCC
- IV.D.52 Sample PPIS Memos to VPCC
- IV.D.53 *UHCCP 1.101: Council of Community College Chancellors*
- IV.D.54 *UHCCP 1.102: Community College Council of Faculty Senate Chairs*
- IV.D.55 *UHCCP 1.104: Community College Council of Native Hawaiian Chairs*
- IV.D.56 *(Individual Campus VPCC PowerPoint presentations)*
- IV.D.57 BOR Committee on Personnel Affairs and Board Governance Minutes Nov 1, 2017
- IV.D.58 *UHCCP 9.xxx: Recruitment, Selection, and Appointment of Community College Chancellors*
- IV.D.59 *UHCCP 4.101 Strategic Academic Planning*

## **Distance Education Supplement**

### *Introduction*

The Distance Education Supplement is designed to specifically highlight the efforts at Honolulu CC to meet the standards and the eligibility requirements regardless of mode of instructional delivery. The College recognizes the increased role that online education is playing in postsecondary education in general and for the students the College serves in particular.

In this Supplement, each standard is separately addressed and relevant references to the eligibility requirements are also noted. The content of the narrative herein is intended to be read parallel with the coverage in the standards and eligibility requirements sections of the institutional self-evaluation report. Accordingly, the sections of the Distance Education Supplement follow the same structure of the institutional self-evaluation report, identifying the Evidence of Meeting the Standard and Analysis and Evaluation sections. Finally, references to compliance with the ACCJC Policy on Distance Education and the Checklist for Compliance with Commission Policies and Federal Regulations are included.

### *Honolulu CC's Distance Education Mission*

Honolulu CC's Distance Education program is committed to providing the highest quality distance education courses and programs to meet the changing needs of the 21<sup>st</sup> century learner. Distance Education is dedicated to ensuring student achievement of learning outcomes, increasing educational resources, acquiring innovative technology, and providing support and equitable services to faculty and DE students.

### *Core Values*

Four core values serve as the means to guide Honolulu CC's distance education:

- Learning –all students can achieve student learning outcomes
- Support – faculty, staff, and students will receive ongoing training and technical assistance
- Innovation – search continues for inventive ways to use technology for effective learning and efficient course delivery
- Accountability –evaluation of distance education courses is maintained to ensure that they are the highest quality, with resources and services that meet the needs of students, faculty, and staff

*DE Student Demographics*

<b>DE Students Gender Distribution</b>	<b>No.</b>	<b>%</b>
M	517	55%
F	427	45%
N	3	0%
Total	947	100%

<b>DE Students Age Distribution</b>	<b>No.</b>	<b>%</b>
Under 18	19	2%
18-19	135	14%
20-21	172	18%
22-24	195	21%
25-29	192	20%
30-34	97	10%
35-39	56	6%
40-49	53	6%
50-59	21	2%
Over 60	7	1%
Grand Total	947	100%

<b>DE Students Race/Ethnicity Distribution</b>	<b>No.</b>	<b>%</b>
American Indian or Alaska Native	3	0%
Asian	328	35%
Black or African American	15	2%
Hispanic/Latino	102	11%
Native Hawaiian or Other Pacific Islander	58	6%
Nonresident Alien	14	1%
Race and ethnicity unknown	1	0%
Two or more races	327	35%
White	99	10%
Grand Total	947	100%

(from Fall 2016)

## **Standard I.A: Mission**

### Evidence of Meeting the Standard

In 2017, Honolulu CC finalized its new mission statement that commits the College, in part, to establishing “accessible educational opportunities through an engaging learning environment that values academic excellence and personal growth of all students.” In fulfilling its mission, the College has adopted the Core Value of being “Student-Centered and Student Focused –offering a supportive, high quality learning environment.”

To ensure that the College’s distance education meets the College mission of accessibility as well as an “engaging learning environment that values academic excellence” (I.A.19) (I.A.1), the College’s DE adheres to the University of Hawaii system policy on distance and online learning, which states, “The primary goal for distance learning at the University of Hawaii is to provide a window of opportunity to the rich array of quality instructional resources available to on-campus students to students anywhere in the state who are committed to higher education but are unable to attend the UH campus offering their program of choice. The primary purpose of our distance learning effort is to provide increased access to higher educational opportunity for the people of Hawaii” (DE.1)

The standards expect that colleges demonstrate a “strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.”

The use of data on students in face-to-face classes as well as distance education classes direct institutional priorities and connect these efforts to the mission can be seen primarily in long- and mid-range planning for the College. Basic data collected regularly by the Office of Policy, Planning, and Institutional Research (PPIR), which publishes the *Honolulu CC Fact Book 2017* (I.A.2). The fact book provides information on many aspects of the College, but important for distance education teaching faculty is data regarding student demographics and performance. This data is shared with the DE teaching faculty at the start of each semester as part of the required DE orientation. Specific information about DE courses, students and assessment also can be found on DE Faculty Orientation Documents located on the College Intranet (DE.2). (I.A.2).

Both distance education (DE) courses and face-to-face courses require approval from the College’s Committee on Programs and Curricula (CPC). The CPC, which is a faculty committee operating under the Faculty Senate Executive Committee (FSEC), oversees the curriculum process of courses and programs, including new proposals,

modifications, deactivations, activations, and deletions (II.A.10). In addition to approval by the CPC, DE courses must be certified by the Distance Education Advisory Committee (DEAC) to ensure the online version equals or surpasses traditional classroom delivery in terms of student learning (II.A.11).

In addition to regular assessment and program review for all courses and programs, the College demonstrates its commitment to evaluation and improvement for Distance Education by having a faculty Distance Education (DE) Coordinator and an active Distance Education Advisory Committee (DEAC). Working together, DEAC and the DE Coordinator mandate rigorous certification and assessment for all Distance Education courses (II.A.11).

The DE Coordinator prepared the College's five-year Distance Education Strategic Plan (2013 – 2018). The DE Strategic Plan established targeted goals and desired outcomes in order to deliver high quality DE courses. This plan enabled the college to align strategic objectives with financial and human resources and provided mechanisms to continually review and ensure the highest quality distance education experience for students (DE.3).

The current Distance Education Advisory Committee (DEAC) has been an evolving mechanism since the committee was first authorized by the Faculty Senate Executive Committee (FSEC) in 2007. The DEAC's initial responsibilities and tasks included searching and soliciting information from multiple sources on new technology, software, and teaching methods to improve the delivery of DE courses, determining personnel support needs and establishing processes for assessing DE courses in order to compare instructional effectiveness between DE courses and courses delivered via the classroom. DEAC has refined its duties in order to respond best to the needs of both students and faculty. (I.A.3). The current DEAC membership includes diverse representation from educational programs and services across campus:

Members of this committee are appointed, as follows:

- Three (3) faculty teaching distance education (DE) courses (2 UC, 1 CTE)
- One (1) representative from Academic Support
- One (1) representative from Student Services
- One (1) representative from ITS
- Distance Education Coordinator
- Assessment Specialist or Assessment Task Force Chair

- Dean of University College
- Dean of Tech I
- Dean of Tech II
- Disability Specialist
- Additional members may be appointed as needed from year to year

The current charter for DEAC stipulates the following operating procedures: (DE.12)

- search and solicit information from multiple sources on new technology, software, and teaching methods that may improve delivery of DE courses.
- Determine if personnel support is adequate in number and function.
- Coordinate with Faculty Development and ITS to determine and provide the necessary training for instructors and support personnel.
- Ensure that DE is assessed annually using approved assessment methods. Such assessment will include a determination as to whether the quality of a DE course is equal to the same classroom-based course.
- Prepare budget requests for the College's planning cycle if it is determined that new equipment, software or personnel are required to adequately support Distance Education.
- Keep DE instructors advised of all major developments and findings. For new courses, advise faculty on requirements for certification, and establish a timeline for that process.

In addition to the DEAC Charter and minutes for all DEAC meetings, since 2013, the DEAC has produced annual reports summarizing activities involving distance education at the College (DE.4).

To inform faculty, the DEAC, provides approval procedures for new DE courses (DE.5) and guidelines for DE course development (DE.6). Faculty can use the DE Course Proposal and Review form to submit to the DEAC (DE.7).

Faculty, already teaching online courses, are required to recertify courses every five years (DE.8).

Each semester, the DE Coordinator provides a mandatory orientation for faculty teaching DE courses. The orientation provides a discussion of faculty resources, data metrics, DE survey results, course assessment, student support, exam proctoring, among other topics (DE.9, DE.10).

The mission of the institution is reviewed for currency and relevance, and the College strives for accessible education for all students, including distance education students. (1.A.4).

### Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. The College's mission accurately describes the role of distance education in meeting the College's broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. (1.A.1). Data is used to assess and evaluate the current and emerging role of distance education in the College mission. (1.A.2). The programs and support services particular to distance education in both instructional pedagogy and methodology as well as the student services are aligned with the mission. (1.A.3). The University of Hawaii Board of Regents has approved the mission with the role of distance education, and when the mission is reviewed for currency and relevance, distance education is considered. (1.A.4) (*Eligibility Requirement 6, Mission Compliant*) (*See Standard I.A in the main report for further information.*) Given the role that distance education plays in meeting the unique institutional mission at Honolulu CC, the college has identified a an action project in the quality focus essay to bolster student services and supports for online students. The goal of the action project is two-fold. First, to increase the specific outcomes of distance education students in course success and progress to degree or certificate. Additionally, the focus is to make progress on the aspirational goals under the Hawaiian initiatives and the institutional set standards. (*See, QFE 2, Enhanced Support for Distance Education Students*).

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

### Evidence of Meeting the Standard

The College uses assessment data and organizes its institutional processes to support student learning and student achievement.

Using specific Achieving the Dream measures, the success rate for distance education students in online courses was 64% from fall 2011 to spring 2016 (ten semesters), while the success rate for DE students in television courses was 60%. Over the same, period of time, the success rate for students in face-to-face courses was 81%. While it is not uncommon for success rates in DE courses to lag behind success rates in face-to-face courses, nationally the gap is often estimated at an average of 10%.

Although the data looks troubling, when these figures exclude withdrawals (W) and incompletes (I), the data demonstrates a student success rate of 87% for face-to-face courses and 78% for distance education courses. Although this second set of data is more encouraging, the College strives for students in distance courses to be as successful as students in face-to-face courses.

Therefore, the College has taken specific action to decrease the gap between student success in DE courses compared to students in face-to-face courses by identifying performance gaps and implementing strategies to improve achievement. Television courses were declining in popularity, expensive to produce, and generally not worth the effort in terms of student success. In the future, these courses will not be offered.

A substantial means of addressing this difference in success rates is Honolulu CC's policy on distance education (DE.11). This policy was issued by the Chancellor in Spring 2018 and mandates that the college monitor success rates and take action on courses "when success rates for DE students fall twelve points behind the success rate for face-to-face classes for consecutive semesters."

The deans and division chairs, in consultation with the authoritative body overseeing distance education, will ensure that courses not be scheduled if these courses do not receive necessary DE certifications and re-certifications.

Assessment takes place at the instructional level for both distance education (DE) and face-to-face classes in order to ensure that courses align with program and institutional outcomes. The Annual Review of Program Data (I.B.4) process is designed to ensure that programs and services are consistent with its mission.

Data collected from these reviews guide the institution in making necessary improvements in student learning and achievement. Student learning outcome (SLO) assessment results influence decision-making, planning, and resources allocation. Program Review assessment results are factored into budget requests, which must demonstrate alignment with the College's mission (I.A.26). *(See Standard I.B in the main report for discussion of program review.)*

All DE courses are approved by the College's Committee on Programs and Curricular (CPC) and are assessed by the College's process of Program Review. However, DE courses are subject to additional oversight. The Distance Education Advisory Committee (DEAC), and Distance Education Coordinator oversee the development of courses offered in Distance mode (I.B.22). Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawaii

System Core Curriculum) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses.

However, distance courses are also subject to an application and evaluation process specific to the mode of delivery (I.B.23). This process is designed to ensure that faculty teaching courses using distance mode of instruction fulfill both the SLO and assessment requirements of the relevant discipline, but also offer courses via Distance Education that are substantially the same as classroom-based courses in terms of content, interaction, teaching methods, and outcomes.

To do this, the DEAC monitors all newly approved courses for an entire semester to be certain that they are operating according to DEAC set standards for delivery and interaction. Courses that do not meet the standard are removed from the Distance mode offerings at the College. (I.B.2, I.B.3). (ER 11)

Initial DE certification is for a period of five years with recertification after that period. However, the College has lagged behind in the regular recertification of DE courses. Going forward, the DE Recertification Plan will require instructors to describe how they are meeting the policy for regular and substantive interaction with students. Instructors will also need to provide evidence of course SLO assessment. The new DE Recertification Plan will require that courses not receiving recertification will not be offered on the College schedule of classes until the recertification requirements are met for all courses (DE.13).

#### *Program Review, Planning, and Resource Allocation*

Since student learning outcomes for distance education courses are the same as face-to-face courses, instructional programs offering distance education courses receive feedback on their work on student learning outcomes as part of the Annual Review for Program Data (ARPD) (I.B.4). The College's Distance Education Advisory Committee (DEAC) also requires assessment data as part of the process for DE recertification.

As noted earlier, the student learning outcomes for distance education courses are the same as face-to-face courses. Through the SLO review at department level as well as the ARPD, faculty review student achievement data and make the necessary improvements for success. Differences in performance are reviewed and discussed by department. (I.B.5, I.B.6).

Honolulu CC's policy on Distance Education (DE.11) formalizes the existing certification and recertification process for instructors of distance education courses, specifically the role of the Distance Education Advisory Committee's (DEAC) in ensuring the quality of

instructor contact with students as part of the DE certification process. Instructors must initiate regular and substantive interaction with students. Instructor contact with students is part of the DE certification process.

The policy also requires DE instructors to engage in regular assessment of courses, so they are equivalent in substance and rigor to face-to-face delivered instruction.

The Distance Education Advisory Committee (DEAC) is integrated into the governance process, since the committee includes a faculty representative from each academic area. Minutes for DEAC meetings are posted on the Intranet (DE.4).

Dialog initiated by the Distance Education committee is often processed through other groups like the Faculty Senate Executive Committee (FSEC) or the Committee on Programs and Curricula (CPC), which oversee DEAC.

The representative nature of DEAC ensures that the recommendations and discussions are broadly communicated with minutes of each meeting posted on the College Intranet. Additionally, the DE Coordinator makes available summary reports regarding DE activity, and the Vice Chancellor of Academic Affairs and academic deans sit on the CPC and participate in discussions regarding DE issues. Institutional Research is also an active partner in the dialog about distance education, and all groups have relied heavily on data in order to develop a shared understanding of the implications on students (DE.2).

For program reviews, distance education is included within the program data (I.B.4) and analyzed by the specific program. The Honolulu CC policy on program review (I.B.8) stipulates that:

- Each instructional and non-instructional program shall undergo comprehensive review at least once every five years
- Program reviews shall result in improvement plans that are linked to the Honolulu CC Integrated Planning and Resource Allocation process

DE course assessment also is completed individually per instructor, in line with assessment of all courses. The results include data and analysis of student learning outcomes and suggestion for subsequent changes made to the course if needed. Assessment of SLOs for distance education courses follow the same method as face-to-face courses but are analyzed separately as a whole after all assessment data for all courses are compiled (I.B.20).

### Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. Robust, sustained, and collegial dialog about student outcomes, equity, quality, success and continuous improvement of student learning and achievement for distance education students takes place as part of the systematic assessment and evaluation processes at the College. *(I.B.1)*.

Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics. *(I.B.2)*. Data for distance education students is reviewed and compared to institution-set standards. *(I.B.3)*. Student learning outcomes for distance education courses and programs are in place and guide improvements to teaching and learning. *(I.B.4)*. Distance education programs and courses are included in the College's regular Program Review and form the basis for resource allocation decisions. *(I.B.5)*. Distance education learning outcomes are examined and included in the feedback loop. *(I.B.6)*.

The College applies an accurate and consistent application of the policies and procedures for determining that DE courses include regular and substantive interaction with the instructor. *(See Standard I.B in the main report for further information.)*

## **Standard I.C: Institutional Integrity**

### Analysis and Evaluation

Students can easily identify distance education classes from the Schedule of Classes published on the College website. Under Services for Students on the College website, a Distance Education (DE) webpage also provides useful information for students [\(DE.13\)](#), including a separate schedule for all College DE classes [\(DE.14\)](#). *(I.C.1, I.C.2)*.

On the DE webpage are useful links on how to accomplish specific College processes and expectations, such as Netiquette, and information about how to develop skills that will make online success more likely. The page includes links that serve as a helpful general introduction to the challenges of distance education, information on campus and system resources well as a FAQ page and information about how to access courses. Information includes that for prospective students as well as current students. Faculty also can find useful information on the same page.

The College's responses to Standards I.C.3 through I.C.13 with respect to distance education are the same as for face-to-face courses and not discussed here. *(I.C.3 through I.C.13)*.

In order to receive initial certification from the College's Distant Education Advisory Committee (DEAC), instructors are required to specify the frequency and nature of structured instructor-to-student interaction as well as the frequency and nature of structured student-to-student interaction. Recertification of DE courses require evidence that instructors have implemented their commitment to structured instructor-to-student interaction and structured student-to-student interaction (DE.8).

Honolulu CC has the most rigorous approval process for distance education in the University of Hawaii Community College (UHCC) System. Arguably, the College's approval process has kept the College from increasing its DE offerings at the rates shown by other UHCC campuses. The commitment to a rigorous review process demonstrates the College's desire to offer DE classes that are genuinely equivalent in both rigor and quality to face-to-face classes at the College. Honolulu CC distance education policy (DE.11) demonstrates the College's willingness to take action to improve success in distance education classes. (I.C.14).

### Analysis and Evaluation

The College meets the distance education component of this standard. Information about the distance education courses and programs are made available to students in accurate, accessible, and open formats. (I.C.1, I.C.2, I.C.3). Policies for distance education are regularly reviewed for accuracy and relevance. (I.C.4, I.C.5). The College engages with online students in a fair and open manner with the goal of success and learning as the prime objectives. (See Standard I.C in the main report for further information.)

## **Standard II.A: Instructional Programs**

### Evidence of Meeting the Standard

All of the programs offered in distance learning are connected to fields of study approved and offered at Honolulu CC. They meet the same rigor, approval processes, and review as all courses. As noted earlier, DE courses go through a separate approval process through the Committee on Programs and Curricular (CPC) to demonstrate their appropriateness for students and the College mission. That process is captured in Quali CM. All DE courses must receive a separate certification from the College's Distance Advisory Committee (DEAC), a process requiring instructors to undergo a DE Faculty Orientation, commit to appropriate student interaction and assessment that exceeds department-level assessment. Furthermore, Honolulu CC policy on review of

established programs (I.B.8) stipulates that each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.

Each semester, the DE Coordinator provides a mandatory faculty orientation for people teaching DE courses (DE.9, DE.10).

Academic departments and programs review all courses within the required five-year period, although the Annual Review of Program Data (ARPD) often dictates review happening more frequently than the required time period of five years. The evaluation of program health, especially as it relates to student achievement and program completion, occurs in the ARPD (I.B.4). *(See Standard II.A in the main report for more on course assessment.)*

Current and approved student learning outcomes (SLO) for all courses, including DE classes, are maintained on the electronic curriculum management system Quali CM. Instructors conduct SLO assessment for all courses, whether face-to-face or online, and results and analyses of courses are discussed departmentally. The College does not offer correspondence education.

### *Rigor in Instructional Delivery*

Because each online course is reviewed as comparable to its face-to-face counterpart, distance learners can be assured the same articulation rights and degree and certificate applicability as every course in the College's catalog (Eligibility Requirement 9, Educational Programs Compliant). The College considers any online course the same as the face-to-face in content and expectations—only the delivery is distinct. *(II.A.1)*.

The College goes to great lengths to ensure that all faculty, full-and part-time, have access to quality professional development and departmental participation. This participation results in the assurance of the implementation of academic and professional standards, subject matter currency, and practices that result in greater student success. Course outlines and syllabi detail the expectations of the course, regardless of delivery. Division chairs maintain syllabi for all courses, but the course descriptions and SLO for each course are maintained in the electronic curriculum software Quali CM. In order to assure that faculty have the opportunity to expand their practices and approaches, all part-time and full-time faculty are invited to participate in the opportunities through the Faculty Development Committee. *(III.A.14, II.A.2)*.

In conjunction with the Faculty Development Committee, the DE Coordinator offers a number of workshops on technical skills for instructors. The workshops are open to all faculty and staff and cover a wide-range of topics.

- Create Audio Lectures & Narrated PowerPoint Slides - Spring 2014
- Laulima 101 - Fall 2014
- Laulima Gradebook Techniques - Fall 2014
- Laulima Strategies to Promote Student Engagement - Spring 2015
- Cloud Computing - Spring 2015
- Classroom to DE Conversion - Fall 2015
- PDF Studio Pro - Fall 2015
- Vizia - Fall 2016
- Laulima 101 - Fall 2016
- Google Forms - Spring 2017
- Laulima Meetings Tool - Spring 2018
- Demystifying the DE Application Process - Spring 2018

Faculty also have access to a distance education faculty handbook that can be used for reference ([DE.15](#)).

As with face-to-face classes, course syllabi contain student learning outcomes. The ARPD process also require programs to assess courses and teaching. Student learning outcomes for distance education are exactly the same as those for the parallel face-to-face iteration of that course (Eligibility Requirement 10, Academic Credit Compliant).

All instructors are required to provide students with syllabi. Syllabi are reviewed regularly by division chairs or department heads to ensure that the most current SLOs are included. Online instructors distribute syllabi through the College's learning management system Laulima. (*II.A.3*).

In Spring 2015, in an effort to respond to student concerns, the DE Coordinator undertook a project to determine what tools in the College's learning management system (Laulima) were being used across all DE courses. After a rigorous examination of DE courses offered by the College, the DE Coordinator in consultation with DEAC concluded that the most necessary three tools for student success were Announcements, Syllabus, and Gradebook. Subsequently, DE instructors at the College are now required to use these three standard tools in Laulima. New DE instructors are informed by the DE Coordinator of this requirement and receive training when necessary. All DE instructors are reminded of this requirement at the bi-annual DE Faculty Orientation.

*The College's response to Standards II.A.4 and II.A.5 for distance education is the same as noted for face-to-face instruction and not discussed here.*

In order to assure that online offerings will provide students with ample opportunity to complete requirements, the deans and division chairs coordinate DE offerings with the goal of offering courses most useful to students completing requirements quickly. However, since Division Chairs schedule classes independently, the College recognizes that it may be necessary to increase the involvement of the DE Coordinator and DEAC in constructing offerings of DE classes that are more strategically aimed at student success and specific degree completion. It may be necessary to include a more active role in scheduling in the next five-year DE Strategic Plan currently being prepared by the DE Coordinator (DE.3).

Specifically to address the needs of online learners, the DE Coordinator works with the College's Disability Specialist to ensure that accessibility information is disseminated widely. Any necessary training on accessibility is organized by the DE Coordinator. Accessibility information and training are critical to ensure that the College is ADA compliant for distance education courses. Disability services work with self-identified students on a one-to-one basis on individualized access services. Guidelines regarding ADA compliance are integrated into training for all faculty teaching distance education courses. The DE Coordinator is also willing to make necessary accommodations in resolving issues with accessibility.

In addition to the College's learning management system, Lulima, the College incorporates the UH support software My Success to increase student success. My Success allows instructors to raise flags about concerns, and the College Achievement and Retention Experience (CARE) will contact the student about the concern raised by the instructor. The College DE Coordinator conducted a pilot program with use of the third party tool Remind.com, but this tool did not achieve the desired results because students resisted using it. The College plans to address this issue. (See QFE 2, *Enhanced Support for Distance Education Students*).

The DE website for students features a special section of orientation for Prospective DE to guide students step-by-step through the process of achieving success as a DE student (DE.13)

*The College's response to Standards II.A.8 through II.A.15 is the same for distance education as noted for face-to-face instruction and not discussed here.*

As previously described in Standard I of the Distance Education Supplement, the College has made an ongoing commitment to ensure that the quality of instructional

programs is continuously evaluated and improved. The review process described earlier illustrates the College's commitment to evaluating the efficacy of distance education courses offerings. These endeavors showed that the College needs to reduce the success gap between students in distance education courses and students in face-to-face courses. In addressing this area, the College has discontinued courses offered in the modality of television.

More importantly, Honolulu CC policy on Distance Education requires the college take formal action whenever a twelve-point difference exists between success rates for distance education and face-to-face courses for consecutive semesters (DE.11). The systemic evaluation of outcomes related to individual courses is sustained through the College's process of ARPD, assessment by the division or department, and additional assessment by the Distance Education Advisory Committee (DEAC). (II.A.16).

The College also assures the integrity of distance education instruction through an authentication process through the College's learning management system, Lulima. The authentication process maps to the College's LDAP directory requiring students to input unique user names and passwords. (Policy on Distance Education Compliance. See Checklist for Compliance with Commission Policies and Federal Regulations.)

The DE Coordinator conducts a DE student survey bi-annually to examine particular factors that may impact how well we implement our DE course offerings as well as student success. Some factors that have been examined include students' self-assessment of their technology skills, students' perceptions of proctored exams, and students' perception of their instructor's communication with them over the semester. Results of these surveys are disseminated on the DE page of the College intranet as well as in the DE Faculty Orientation presentations.

### Analysis and Evaluation

The College meets the distance education component of this standard. The College's distance education programs are conducted at levels of quality and rigor appropriate for higher education and on par with the face-to-face and other learning formats and venues. (II.A.1, II.A.2, II.A.3, II.A.4). The institution assesses its educational quality through methods accepted in higher education, makes the results of its distance education programs available to the public as part of its regular communication, reports, and plans. (II.A.5, II.A.6, II.A.7). The College uses the results to improve student learning, achievement, educational quality, and institutional effectiveness. (II.A.8, II.A.9, II.A.10). The College defines and incorporates into all of its programs larger institutional learning and distance education programs are mapped from course

to program to institutional level learning. *(II.A.11)* (Eligibility Requirement 11, Student Learning and Achievement Compliant). Degree programs have a substantial component of general education, and distance education courses in general education are evaluated in the same manner as traditional face-to-face methods. *(II.A.12)*. The major component of degrees also includes distance education courses that are evaluated for student learning and achievement. *(II.A.13)*. Career technical education courses offered as DE are designed to show skill competency and maximize success for licensure passage and employment. *(II.A.14)*. (See Standard II.A in the main report for further information.)

## **Standard II.B: Library and Learning Support Services**

### Evidence of Meeting the Standard

To ensure that additional support is available for online learners and off-campus locations, the library has a designated Distance Education (DE) librarian *(II.B.6)*. The Distance Education Advisory Committee includes a librarian among its members in order to integrate library services to meet the needs of DE students and instructors. At the beginning of every semester, the DE faculty are required to attend a campus DE meeting at which they are reminded of the library's resources and services and given the opportunity to collaborate with the DE librarian to meet their needs and the needs of their students. In addition to the library's website, an online guide is available to direct DE students, faculty, and staff to services and resources. *(II.B.6)*. The DE guide also provides contact information for the library, the DE librarian, as well as other DE support services available on the Honolulu CC campus and through the UH System. Students, faculty, and staff involved with DE courses and at off-site locations are encouraged to call or email the library or DE librarian with any questions or needs that they might have. All students, DE or in face-to-face courses, can find the contact information for the library on the library homepage. *(II.B.1)*.

The library provides access to an ample variety of quality resources in the physical and electronic collections that support all Liberal Arts and Career and Technical Education (CTE) programs offered by the college. The library's physical collection of materials includes but is not limited to books, reserve textbooks, periodicals, DVDs, and other multimedia. Access to the library's physical collection is during business hours, but the library's vast online collection, which includes access to Films on Demand, is available 24 hours a day to all students, faculty, and staff through remote login via the library's website. Electronic library materials are available as long as the patron has access to a

device with Internet access, is currently affiliated with Honolulu CC, and has less than \$10 in library fines.

The library's online resources cover all disciplines offered on campus, at our off-site locations, and online. Patrons have access to subscribed databases that cover a variety of subject areas and types of resources, such as ebooks, articles, streaming films, and images. Some databases are individually purchased by the Honolulu CC library and others are purchased through the Hawai'i Library Consortium or the UH Libraries. Additionally, and not included in the statistics, are links to open access or free databases such as Bishop Museum Publications, Directory of Open Access Journals, and 'Ulu'ulu: The Henry Ku'ualoha Giugni Moving Image Archive of Hawai'i. The library also uses LibGuides, which are online guides, to direct students to the physical and online collections as well as credible sources available on the Internet. If students have trouble connecting to the electronic resources, they are directed to call or email the library. From the library's home page, the library provides links to other UH System Libraries and the Hawai'i State Public Library System home pages so that students can inquire about access to resources and services. (II.B.5). (Eligibility Requirement 17, Information and Learning Support Services).

DE students also participate in the annual Library User Survey (II.B.30, II.B.31, II.B.32).

The Writing Center provides walk-in and appointment tutoring Monday through Thursday. Students can also book appointments on Friday. Online services are available by appointment for students in distance education and other students. For DE students who are unable to visit campus, these students can work with tutors online outside of the Writing Center's normal operating hours.

The Quality Focus Essay details the Writing Center's strategies to increase effectiveness in serving DE students. (See *QFE-2 Enhanced Distance Education Support Initiative*.)

Students can currently use Brainfuse, a free online tutorial service for community college students. Students may access Brainfuse through the College DE website. Brainfuse offers online tutoring 24 hours a day for a number of subjects below, including Math, Writing, Reading, Nursing, Biology, Chemistry, Physics, Economics, Statistics, History, among others.

Ongoing instruction in relation to educational technology takes place through technical help and computer access. Distance education students are informed about physical campus resources and the variety of computers, printers and other equipment available

through the DE website. Computer services are sufficient in providing a breath of computer access with current, updated software to the student body at Honolulu CC.

The CARE program provides a variety of learning support to incoming students and those at risk through study-skills workshops and peer coaching. *(II.B.2.)* Career services on campus offers career counseling and assistance in selecting the correct major for enrolled students as well as graduates of the college. The DE Coordinator provides training and support for DE students and faculty informed by the best practices for distance learning courses.

The Quality Focus Essay details the strategies that CARE will implement in order to increase effectiveness in serving DE students. *(See QFE-2 Enhanced Distance Education Support Initiative.)*

### Analysis and Evaluation

The College meets the distance education component of this standard. The College supports student learning and achievement in the online environment by providing library and other learning support services to students that provide solid access to the curriculum and supports course and program success. *(II.B.1)*. These services are sufficient in quantity, currency, depth, and variety to support educational programs for distance education through the use of the College Library, tutoring services, and access to support services. *(II.B.2)*. *(See Standard II.B in the main report for further information.)* In the context of the online education, the college will conduct directed study on how to better provide library and learning support services to students in exclusively online environment. *(See QFE 2, Enhanced Support for Distance Education Students)*.

## **Standard II.C: Student Support Services**

### Evidence of Meeting the Standard

All students, including those enrolled in distance education, can access the needed services online through the College website on the page *Services for Students*. This page serves as one-stop shop for all student needs, either face-to-face or students in distance education. For example, on the College website on the Services for Students page, under the heading *Getting Started*, students are shown step-by-step how to apply and register for classes as well as including the portal for Academic Advising/Counseling. On the same page, under the heading *Paying for College*, there is a section on how to apply for

financial aid, most of which is web-based. Additionally, the Disability Services department is available to self-identified students with disabilities to ensure equal access.

The bulk of counseling services, however, can be accessed through the Services for Students page on the College website or by using the student portal for the University of Hawaii: MyUH. The following services are provided:

- Steps to registration (a step-by-step guide that helps students navigate the application and registration processes).
- Educational planning which allows students to begin the process of creating a comprehensive educational plan and checking their progress .
- Career planning, which helps students explore different industries to decide on an appropriate career path.
- Transfer planning, which informs students about transfer agreements and provides information on associate degrees for transfer.
- Graduation planning from which students can apply electronically for graduation.

Although the College does not have online counseling, students can make appointments for counseling through the College's website. Additionally, as noted earlier, since many online students are also enrolled in face-to-face courses, this population of students is perhaps more informed about the counseling services available at the campus. *(II.C.1)*.

*The College's response to Standards II.C.2 through II.C.4 is the same for distance education as noted for face-to-face instruction and not discussed here.*

Faculty in Student Services have contributed to the development of the *Services for Students* page on the College website. They have also been at the forefront of the implementation of an electronic educational resource *MySuccess* ideal for use with distance education students across the UH system. The program is accessible to students online and can be viewed from either a computer or hand held device.

Faculty and staff in Student Services have received ongoing training on maximizing use of the College website as well as *MySuccess*. As such, the faculty and staff are working to integrate this program as a key component of services provided to all students seeking online counseling services.

Although the College has all of its counseling services available for DE students, these students may be less aware of the services available for support them in their courses

and in their college experience than those taking class on campus. *(II.C.5)*. The Quality Focus Essay details the strategies that counseling will implement in order to increase effectiveness in serving DE students. *(See QFE-2 Enhanced Distance Education Support Initiative.)*

*The College's response to Standards II.C.6 through II.C.8 is the same for distance education as noted for face-to-face instruction and not discussed here.*

### Analysis and Evaluation

The College meets the distance education component of the standards. Evaluation of the student services programs occurs through the Annual Review of Program Data (ARPD) and College initiatives during which the College examines effectiveness for distance education students. *(II.C.1)*. Outcomes assessments in student services areas consider distance education offerings and services for effectiveness. Access to scheduling counseling and other services are offered to students through the College's website. *(II.C.2, II.C.3, II.C.4, II.C.5)*. The Quality Focus Essay details the strategies that counseling will implement in order to increase effectiveness in serving DE students. *(See Standard II.C in the main report for further information.)* The college will conduct focused study on other out of classroom resources that will help students for within course achievement and persistence and retention towards award completion. *(See QFE 2, Enhanced Support for Distance Education Students)*.

## **Standard III.A: Human Resources**

### Evidence of Meeting the Standard

All faculty at the College must meet the minimum discipline mastery as stipulated by Human Resources for the University of Hawaii. In order to teach distance education (DE) courses, faculty also undergo orientation provided by the DE Coordinator. *(III.A.1, III.A.2)*. As part of receiving DEAC certification, instructors are required to demonstrate the specific means of assessing student learning outcomes.

All DE Faculty participate in the DE Faculty Orientation every fall and spring semester. The orientation covers various topics from discussing DE-related metrics on enrollment, withdrawal, and success rates to talking about student survey results on our DE course offerings. In addition to this, we also remind DE Faculty of the importance of course

assessment and provide tips on issues like increasing communication and interactivity with their students. Presentations for DE Faculty Orientations are available for faculty on the DE webpage (DE.2).

In addition, the DE Coordinator individually trains any faculty member, whether they teach a DE course or not, on how to utilize various tools for the course management system, Lulima, to perform tasks such as posting the syllabus, creating password-protected exams, utilizing the grade book, and creating modules and lessons. The DE Coordinator also provides supplemental material for DE instructors to distribute to their students that covers the breadth and depth of technology and student support resources available to all Honolulu CC students. In addition to DE faculty receiving personal instruction from the DE Coordinator, the Faculty Development webpage has additional information on Lulima as well as other material important for faculty success in distance education (DE.2).

*The College's response to Standards III.A.3 and III.A.4 is the same for distance education as for face-to-face instruction and not discussed here.*

Faculty teaching online are evaluated as part of the regular process for evaluation. Students complete course evaluations using online software for the University of Hawaii: ecafe.com. For lecturers teaching DE courses, completed student evaluations are examined by their respective Division Chairs. For full-time faculty teaching DE courses, student evaluations are included as part of the regular review probationary faculty and faculty applying for promotion. This process is more fully addressed in III.A of the College's Self-Evaluation report. Furthermore, the DE coordinator audits courses to see that they are fulfilling the requirements stipulated in the DE certification process. Additionally, Honolulu CC policy on Distance Education establishes that "DE courses must be peer-reviewed by other faculty members every two years" (DE.11). These evaluations ensure that the quality and rigor are supported in online courses and that instructors receive feedback from peers about how to improve. (III.A.5).

*The College's response to Standards III.A.6 through III.A.13 and III.A.15 is the same as noted for face-to-face instruction and not discussed here.*

In order to assure that faculty have the opportunity to expand their practices and approaches, all part- and full-time faculty are invited to participate in the many opportunities through Faculty Development, especially the resources on the Faculty Development DE webpage (DE.2).

This web page includes a plethora of resources developed by the College, the University of Hawaii System as well as substantial links to national DE resources.

While there is information concerning professional development specifically related to developing DE courses on the Faculty Development DE web page, the more general Faculty Development page features offerings that address engagement, equity, and motivation are also applicable to online learning environments, and instructors who participate in these sessions can further discuss the applicability to online learning. Also, DEAC meetings may address such topics in meetings, and the DE Coordinator may address such topics in training sessions. (III.A.14).

### Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. Faculty and support staff are hired based in part on experience in distance education training. (III.A.1, III.A.2). Additionally the College provides all personnel with appropriate opportunities for continued professional development, consistent with the College mission and based on evolving pedagogy, technology, and learning needs. The College evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (III.A.14).

### **Standard III.B: Physical Resources**

*The College's response to Standard III.B is the same for distance education as for face-to-face instruction and not discussed here.*

### **Standard III.C: Technology Resources**

#### Evidence of Meeting the Standard

The College's Information Technology Services (ITS) and the Distance Education (DE) program work cooperatively to ensure that students and faculty are well served. Online course content is provided by the course management system, Lulima. This includes a help desk that provides phone and email support seven days a week from 7:00am – 11:00pm. Help desk provided from the UH-Mānoa University campus (UH ITS) to all students and faculty using Lulima. Specific problems related to Honolulu CC courses and faculty are forwarded to Honolulu CC ITS with the UH ITS helpdesk primarily communicating regarding student concerns with the extended hours help desk. (See Standard III.C.1).

The Honolulu CC Distance Education Strategic Plan 2013-2018 outlines the following seven action items:

- 1) Network upgrade including the installation of a new, student focused wireless network (completed).
- 2) Core network redundancy and Unified Threat Management (completed).
- 3) Conversion to Active Directory for network policy management (completed).
- 4) Student Computer Lab Virtualization (completed).
- 5) Campus Virtual Data Center and VDI for faculty and staff (completed).
- 6) Provisioning of Microsoft Office 365 for Education to faculty and students (completed).
- 7) Campus based multimedia and Secure Storage (completed).

The Honolulu Community ITS (HON ITS) Strategic Plan 2016-2021 has several items that relate directly to distance education. One of the more important goals involves “assisting faculty with integration of information technology.” Another ongoing goal is to “extend Virtual Desktops to faculty/staff off campus for content development and collaboration.” Furthermore, the HON ITS strategic goal of enabling course content to be online is being successfully implemented with the technology currently available to faculty as well as the necessary training to help faculty use the technology available. (III.C.2, III.C.3). The goal is outlined in the HON ITS Strategic Plan 2016-2021 (III.C.6).

Honolulu CC provides cloud applications, collaboration, and storage, communication for all students. This can be linked to Lulima by faculty for students. In addition full database and collaborative applications with unlimited storage are available to faculty for course delivery through Honolulu CC’s cloud services. In addition, these services provide reliability to support campus operations. The College provides an appropriate system for reliability and emergency backup. (III.C.1, III.C.3).

The College’s ITS works with faculty to provide online course content, regardless of the modality, and strives to provide students with easy access to the information necessary for success. For example, in 2016 Honolulu CC ITS installed and began training faculty in a new Faculty Content Development Studio. This studio provides both audio and video technology for narration of presentation slides and studio video production of course lectures. Audio recording is linked to Honolulu CC Office 365 PowerPoint Mix cloud services to provide universal client delivery of presentation with interactive component and assessment quizzes via the Microsoft Mix site. Regular web streaming via HTML 5 is also available as is upload to Lulima (Sakai) for the university system

LMS. Video lecture studio production utilized virtual studio sets and is almost completely automated for faculty use. The classroom sets include screens for presentation materials, e.g, PowerPoint with live annotation as well as white board annotation and camera control via simple tablet icons. HON ITS currently operates this studio and provides the training and support for faculty who wish to use it and is one of the goals of its strategic plan (III.C.6).

Additionally, the DE Coordinator provides regular individual training to faculty and students on the learning management system as well as other technological aids from word processing to third party tools (apps) in order to maximize success in distance education. (III.4).

The technological backbone of any Distance Education (DE) program is the Internet. HON ITS has upgraded the campus networks, both wired and wireless, to support high-speed Internet connectivity to Lulima, the learning management system used to deliver online courses as well as instructional material for face-to-face courses. Lulima is an open-source learning management system and is utilized by all 10 campuses in the University of Hawaii system. It is centrally supported from UH ITS. The Lulima support team responds within 24-hours to troubleshooting requests from any UH student, faculty, or staff member. (III.C.3).

As with all campuses in the University of Hawaii system, the College follows its policy on Distance Education and Online Learning (DE.1). This policy states that “[w]hen deploying technologies to support distance learning, the University strives to select and invest in technologies that have broad applicability to support campus-based learners and to general collaboration within academic communities as well.” (III.C.5).

*The College’s additional responses to Standards III.C.4 and III.C.5 are the same for distance education as for face-to-face instruction and not discussed here.*

### Analysis and Evaluation

Honolulu CC meets the distance education component of this standard. The College provides platforms and systems that provide the most fluid learning experience for online students. (III.C.1, III.C.2). Student information is kept secure and safe, and backup systems ensure that critical student data are protected and not subject to loss. Student confidential information is protected. (III.C.3, III.C.4).

## **Standard III.D: Financial Resources**

### Evidence of Meeting the Standard

With respect to planning and resource allocation, the Distance Education (DE) program participates in the College's Budget processes to ensure that the needs of the DE program are incorporated into budget development and planning. The majority of distance education infrastructure costs are disbursed throughout various College budgets. For example, the budgets for academic divisions ~~include~~ are used to support the faculty costs for instruction and the budget for Academic Support pays for resources for student support.

Since 2012, the College has had a full-time DE Coordinator that is a faculty position.

The College is currently recruiting for a full-time Instructional Designer faculty position. The Instructional Designer will be called the Educational Technology (ET) Coordinator. The ET Coordinator will provide campus-wide support to classes and programs to ensure effective use of educational technologies to enhance student achievement. The ET Coordinator will work directly with faculty, staff, and programs on the design, specification, and requests for appropriate technology. The ET Coordinator will provide the additional one-on-one, small and large group training and support for all faculty, DE and face-to-face classes that will allow the College to grow its DE program. Moreover the ET Coordinator will monitor the effectiveness of educational technologies in the program/curriculum/class by analyzing assessment results and observing educational technology in use. (III.D.1).

The College's annual budgeting process allows for the application and review of new allocations for program improvements. Examples of current proposals include proposal from Academic Support to purchase laptop computers in order to loan to students to work on assignments for both DE classes and face-to-face classes, access Lualima and for use of other educational platforms such as STAR and online tutoring services. (III.D.4).

*The College's additional responses to Standards III.D.2 through III.D.16 are the same for distance education as noted for face-to-face instruction and not discussed here.*

### Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. Sufficient financial resources are purposed for the role of distance education at the College. (III.D.1, III.D.2, III.D.3). New allocations are linked to program review and prioritized based on the College's goals and mission. Funding is allocated for supporting storage,

software, infrastructure access, and the maintenance and upgrade of resources. (III.D.4, III.D.5).

### **Standard IV.A: Decision Making Roles and Procedures**

Distance education at the College is overseen by the Distance Education Advisory Committee (DEAC), Faculty Senate Executive Committee (FSEC), Committee on Programs and Curricula (CPC), DE Coordinator, Disability Specialist, and Academic Deans. The College has developed a robust infrastructure of support, innovation, and decision-making that works hard to improve student achievement. Each month the Distance Education Advisory Committee, with representation from faculty, staff, and administration, meets to discuss, decide, and implement programmatic improvements and continuously nurture an aspirational environment for learning. Minutes from meetings illustrate the evolution of this infrastructure and document the College's efforts to strengthen distance education. As outlined in the DEAC charter, the purpose for the committee is to "provide a mechanism for maintaining a coordinated effort of the various campus units affecting the delivery of distance education offerings including instruction, assessment, student service, technology support, and faculty development." (IV.A.1, IV.A.5).

The College's willingness to have a faculty DE Coordinator and a faculty Educational Technology Coordinator demonstrates the commitment of resources for success in distance education as well as demonstrating that the College is committed to providing the necessary training, use of online tools, and increased student support. The identification of these needs are processed using evidence and representative dialog before implementation. (IV.A.1, IV.A.2, IV.A.5).

*The College's response to Standards IV.A.3 through IV.A.7 is the same for distance education as noted for face-to-face instruction and not discussed here.*

*The College's response to Standards IV.B and IV.C is the same for distance education as noted for face-to-face instruction and not discussed here.*

### Analysis and Evaluation

Honolulu CC meets the distance education component of this standard. The role of distance education at the College is overseen by a Distance Education Advisory Committee with membership from all constituent groups. (IV.A.1, IV.A.2). Leadership is provided by the Distance Education Coordinator. Distance education is a relevant topic

for faculty, administrative, and classified dialog. Student input on distance education is gathered directly from evidence such as surveys. Student input into governance decisions impacting Distance Education is carried out by student representatives on the relevant governance bodies.

## Evidence List – Distance Education

- DE.1 EP 5.204 Distance and Online Learning
- DE.2 Faculty DE Resources ([programs.honolulu.hawaii.edu/intranet/node/550](http://programs.honolulu.hawaii.edu/intranet/node/550))
- DE.3 HCC Distance Education Strategic Plan 2013-2018.pdf
- DE.4 DEAC ([programs.honolulu.hawaii.edu/intranet/node/333](http://programs.honolulu.hawaii.edu/intranet/node/333))
- DE.5 DEAC course approval procedures.pdf
- DE.6 DE-guidelines-course-development
- DE.7 DE-form for courseproposal.pdf
- DE.8 DE course recertification form.pdf
- DE.9 DE Faculty Orientation SPR17.pdf
- DE.10 DE-Faculty Orientation-FALL16.pdf
- DE.11 HCCP Distance Education.pdf
- DE.12 DEAC charter.pdf
- DE.13 Distance Education resource for students ([www.honolulu.hawaii.edu/distance](http://www.honolulu.hawaii.edu/distance))
- DE.14 RP 5.210 Distance Education and Offsite Instruction
- DE.15 DE-faculty-handbook.pdf

## Changes and Plans Arising Out of the Self-Evaluation

Changes Arising Out of the Self-Evaluation Process				
<i>Change, Improvement, and Innovation</i>	<i>Standard</i>	<i>College Leads</i>	<i>Timeline</i>	<i>Outcome</i>
Revised mission statement	I.A.1	Planning Council	Spring 2017	Mission better focuses on student learning and achievement and includes core values
Increase international students	I.A.2	Administration, Faculty, Student Services	Spring 2019 and ongoing	Higher capture rates of college going students from underserved groups
Increase enrollment of Native Hawaiian and other students from underserved populations	I.A.2 I.B.6	Administration, Outreach, Hulili Ke Kukui, Po'i Na Naru, Faculty, Student Services	Spring 2019 and ongoing	Higher capture rates of college going students from underserved groups
Strengthened sustainability efforts at the College	I.B.9 III.B.4	Sustainability coordinator	Spring 2018 (ongoing)	Increase the awareness and action about sustainability and connection to the strategic plan
Increase culture of assessment at the College	I.B.1-4 I.B.5 II.A.3 II.A.4	PPIR, Assessment Task Force, CCIE, CSSC, Administration	Spring 2019 (ongoing)	Elevate the level of discussion and engagement in data for decision-making
Improved alignment of general education and ILO outcomes	I.B.5, II.A.1	General Education Committee, CPC	Spring 2018	Improved connection of the role GE learning plays in program and certificate completion
Implemented Kualii Curriculum Management system	II.A.2	Committee on Programs and Curricula	Fall 2016	Moved curriculum process online for better record keeping and curriculum management
Consolidated SLO assessment documentation	II.A.3	Institutional Assessment Specialist	Fall 2017	Ensured documentation of all courses SLO assessment
Standardize format of SLO assessment reporting using assessment database	II.A.3	Institutional Assessment Specialist, CPC, VCAA, division chairs,	Spring 2019	More comprehensive assessment of courses and programs

Implement web database for all course syllabi	II.A.3	VCAA, CPC, division chairs	Spring 2019	Allow students to view syllabi for any course
Designed program to attract returning students	II.A.6	Counselors, Deans, VCAA	Spring 2018 (ongoing)	Unable to recruit enough students so rethinking approach
Improved focus on student pathways	II.C.1 II.C.5	Counselors, Deans, VCAA	Spring 2018	Coordinated discussions about discipline areas to move students to transfer and degree completion
Policy on policy review established	IV.B.5	Chancellor	Spring 2018	More systematic review of policies and procedures

## Quality Focus Essays

### *Introduction*

The Quality Focus Essay captures two key areas that Honolulu CC has identified for further study and innovation to improve student learning and achievement. As part of the self-evaluation process, college leaders, and Accreditation Steering Committee examined the institution's programs and services to identify areas where there is possibility for change, development, expansion and institutionalization of existing efforts that are producing positive results.

At the conclusion of the dialog and reflection on the evidence of meeting the standards, the accreditation team identified the following areas for a multi-year focus to improve student learning and achievement:

- Purposeful Engagement for Student Success
- Enhanced Support for Distance Education Students

The areas of focus were vetted with the college constituent group leaders for input and recommendations for action. The college supported a mindset of continuous improvement when drafting the action projects. The projects reflect a realistic review of present conditions at the college and a prioritized set of steps for improvement. All outcomes measuring progress on the projects were tailored to be observable and measurable. To the maximum extent possible, the college team connected the action projects to goals and outcomes that are part of the college strategic plan. In this way, progress on the areas of focus will also provide actionable evidence on progress on the college mission. The goal of the QFE is to discover good educational practices and identify areas in which the college can improve its programs and services for students.

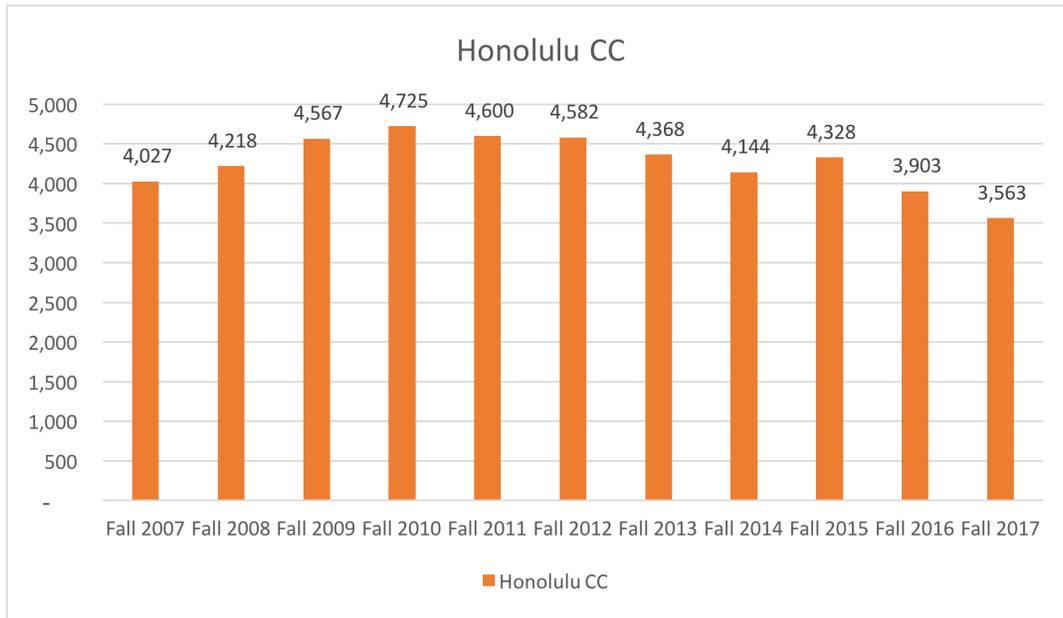
## **QFE 1 – Purposeful Engagement for Student Success**

### *Introduction*

Research shows that greater student engagement in their college experiences both within and outside of the classroom yield greater likelihood of reaching educational objectives. In addition, greater connection by employees in a learning organization increases self-efficacy and participation in institutional mission and purpose.

This connection of engagement with retention and persistence to goal attainment serves as the foundation for the institution's first action project. Honolulu CC already has participated in several national initiatives designed to increase success by students in obtaining post-secondary education credentials, all with the goal to contribute to the University of Hawaii's Hawaii Graduation Initiative and to reach our state's "55 by '25" goal, in which 55% of Hawaii's working age adults would have a 2 or 4-year college degree by the year 2025. For example, Honolulu CC first piloted student course registration through the degree audit system, STAR, in a proactive effort to have students register more easily. Honolulu CC also revamped their New Student Registration and Orientation to closely tie course-taking to work and career relevance. Although Honolulu CC has experienced tremendous success in meeting success goals in student graduation numbers and rates, including in disaggregated populations such as in Native Hawaiian students, STEM students, and transfer students, the college has also seen declining enrollment - both in new students entering the college as well as in continuing students seeking to persist in their studies.

Due in large part to the nature of the types of degrees and curriculum offered by the campus, Honolulu CC's enrollment has fluctuated over the past ten year period, directly impacted by the state's economic and employment trends. As Hawaii's economy has improved, more students and potential students have chosen to join the workforce instead of remaining in college.



Moreover, Honolulu CC has been challenged by low fall-to-fall persistence rates with programs ranging from 14% to 40% (average) to 93%. For some students, the low persistence rate indicates the opportunity for living wage jobs even after just one or two semesters in a career or technical field, such as in the sheet metal industry. For other students, however, leaving college without an industry-recognized credential or degree can be very detrimental, saddling them with tuition debt without the opportunity for economic mobility. Thus, in the completion pathway, clear goal identification and measured progress in the face of barriers are key areas of interest for the college.

### *The Role of Student Achievement Data*

The first action project has been informed by the progress and completion data reported in the student achievement data reported in the ISER as well as the institution set standards discussion. (See *Introduction, I.B.3, ER 11*). It is informed by the student success pathway initiative, which the State of Hawaii has adopted as ways to accelerate students towards attainment of their educational objectives.

Many of the students who attend Honolulu CC are first generation and may not be college ready. The focus on not just engagement, but purposeful engagement will increase success in the key momentum points of unit attainment, completion of gateway courses, and progress on general education requirements. In addition, population trends and demographics in the Honolulu service area are exhibiting a general decline in enrollment over time. Therefore, the successful capture of college-bound students and supporting their progress in the educational pathway are very important. As a result, the

focus of the work of this action project will address the importance of the retention of students with a subsequent focus toward degree/certificate attainment and finally program completion.

**Therefore, the desired goal of QFE #1 is to increase student persistence and success through *purposeful engagement* of faculty, staff, administrators, and students.**

The college recognizes the need to be a “student-ready college” in order to consistently enable all students to obtain a post-secondary education credential. As a result, Honolulu CC embarked on a pilot initiative in 2016 called Integrated Student Support (ISS) through *Achieving the Dream* to engage both teaching faculty as well as student services and academic support professionals in identifying students who could benefit from wrap-around support services in order to improve their retention and success in college. The initiative uses technology called Starfish to identify, flag and track students through the services provided to them. It also calls for consistent and involved engagement of all personnel throughout the college. Honolulu CC is now ready to provide wide-scale collective and purposeful engagement by all parts of the college to improve student success.

The *Honolulu CC Purposeful Engagement Model* is an extension of the ISS initiative - one that opens and integrates communication and referrals by and to teaching faculty, student affairs staff, and academic support staff in order to holistically address the academic, emotional, financial, and career needs of students with the goal to increase course, program, and degree completion. It will include curricular and degree development as well ([I.A.3](#), [I.B.44](#)).

**Goal #1:** Develop plans to document and increase faculty-to-student engagement strategies in both curriculum content and pedagogy

**Steps to be Taken**

- Inventory and document current student engagement strategies by faculty
- Create a comprehensive orientation for new faculty focused on Hon CC’s motto of being “student centered, student focused” philosophy that provides professional development on student engagement, including instructional designs and non-instructional support such as the ISS approach
- Develop new opportunities for professional development for current teaching faculty to learn to incorporate topics and content that purposefully engage students, which could include areas such as

- Culture-based education, Native Hawaiian principles such as those delivered through the Ho'ala Hou Title III grant (II.C.42)
- Sustainability (I.A.12)(Intro.18)
- Science research (Intro.19)
- Provide and promote successful teaching strategies for teaching faculty identified through assessment results and through research to promote retention. These strategies can help faculty members customize curricula to accommodate individual differences and learning preferences
- Provide training opportunities for lecturers to become engaged in the numerous campus initiatives that promote student success, including the ISS model and standardized use of the StarFish/MySuccess technology tool
- Cultivate links to community partners to foster service learning, internships and job placement opportunities related to certificate and credentialing options in these curricular focus areas
- Explore innovative practices to promote faculty-to-student relationship-building and early communication and feedback
- Actively promote use of the Starfish/MySuccess technology tool by all instructional and non-instructional faculty to identify and track student needs
- Share output and outcome data regularly with the focus on examining the impact of interventions and campus changes on various student populations. Encourage whole campus dialog about impacts and critically examine any disparate impacts

**Goal #2:** Increase strategic and integrated communication amongst and beyond student affairs and academic support professionals to provide comprehensive services to students

**Step to be Taken**

- Expand usage in Starfish/MySuccess technology tool to all student services offices so that instructional faculty can refer students to an array of support services (such as counseling/advising, retention services, library support services, career services, tutoring) as needed
- Explore opportunities for better and regular face-to-face and electronic communication amongst instructional and non-instructional faculty to discuss needs of specific students and to provide points of improvement

- Align assignments and teams by student or by program area to facilitate cross area relationships, sharing of information and a united approach to servicing students. This will assist in the management of in-class servicing, communication regarding service referrals and the overall understanding by students of supports as part of a holistic college experience
- Share output and outcome data regularly with the focus on examining the impact of interventions and campus changes on various student populations. Encourage whole campus dialog about impacts and critically examine any disparate impacts

**Goal #3:** Engage students early and continuously in academic, extra-curricular, socio-emotional, and work-based learning in and around the campus. Remove barriers to student entry and retention to promote learning and engagement.

### **Steps to be Taken**

- Continue existence of the newly formed Onboarding Committee to review and suggest improvements to existing practices as well as initiate new onboarding practices that promote student enrollment and persistence. These include the review and improvement of
  - the online application and application process
  - the medical vaccination policy
  - the orientation content and delivery
  - the new student registration content, timing, and delivery
  - the communication of math and English placement policies
- Review and analyze disaggregated populations of students (ex: returning adult students, Pacific Islanders, those requiring remedial/developmental education, etc.) who may need extra support services and develop targeted interventions
- Work with current students to explore new solutions to persistent barriers to student success, such as parking constraints, training for online course tools, testing center policies, etc.
- Increase student participation in leadership and extra-curricular clubs and organizations on campus
- Increase student employment on campus
- Provide formal opportunities for students who have successfully transferred from Honolulu CC to a baccalaureate institution to return and mentor current Honolulu CC students

- Deploy student engagement leaders to introduce students to a variety of campus services
- Explore use of non-credit and summer outreach programs as intentional recruitment and retention opportunities

**Goal #4:** Delete, revise and add infrastructure and policies with the goal to support student success via the purposeful engagement initiatives

**Steps to be Taken**

- Institute policy that has been proven to engage students based on research and best practice, such as mandating entry-level English and mathematics in the first year and completion of 30 credits in one year.
- Review real-time student-level data and predictive analytics to proactively reach out to students at high risk for not being retained
- Regularly review current communication and onboarding processes to students and develops practices to streamline communication in order to strategically engage students on only relevant and timely information
- Working with student services professionals, engage students early and continuously by linking their long-term career goals to their educational pathway
- Develop a student intake survey to strategically matching incoming students with engagers and other support offices early
- Drive system-wise policies that enable students to transfer to baccalaureate programs seamless and articulate courses from Honolulu CC

**Assessment**

*Measures of Performance*

- Collect annual numbers of students engaged in service learning, internship and independent studies opportunities
- Gather annual numbers of students attending Orientation and New Student Registration Workshops
- Measure increases or decreases in the use of the Starfish/MySuccess tool by instructional faculty, student services professionals, and others

- Number of professional development workshops related to teaching and content strategies
- Number of faculty attending the workshops
- Number of courses improved to include various teaching pedagogies and relevant, engaging content

*Measures of Effectiveness*

- Collect and analyze course completion rates, disaggregated by courses taught by trained faculty or by courses with altered content created to engage students
- Evaluate semester-by-semester retention rates
- Evaluate year-to-year persistence rates
- Conduct annual studies of continuing students to gain qualitative feedback to understand the impact and make improvements to Purposeful Engagement Model
- Conduct annual follow-up studies (e.g., interviews, focus groups, surveys) with faculty to understand issues and barriers to successful implementation of the Purposeful Engagement Model and to explore improvement strategies

**Timeline:**

**Year 1 Focus:**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Determine strategies, action steps, assessment	I.A.1, I.A.2, I.A.3 I.B.4 II.B II.C	Jul 2018	Oct 2018	Campus Student Success Council (CSSC), Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council	Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies.  Time for assessment coordinator and coaches.
Identify resources needed	I.B.1, L.B.4, I.B.5, I.B.9 III.A, III.B, III.D	Jul 2018	Oct 2018	CSSC, Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council	Needs assessment of the human, financial, physical and technology resources.
Inventory and document current student engagement strategies by faculty				Vice Chancellor of Academic Affairs, Academic Deans, FSEC	Dedicated time for administration to document current practices
Plan specific student engagement strategies	II.B II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C	July 2018	Oct 2018	CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Student Council	Time for faculty and educational to develop course and program strategies.
Plan specific instructional faculty strategies	II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14	July 2018	Oct 2018	Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee	Time for faculty and educational to develop pedagogical and methods improvement.
Convene Onboarding Committee to	II.C,	Aug 2018	Dec 2018	Onboarding Committee	The College anticipates no additional

continue review and improvements of onboarding practices					resources needed to complete this task.
Plan support services strategies (review of barriers to success, increase of student participation, increase of student employment)		July 2018	Oct 2018	CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty	Dedicated space and time for the discussion of out of class engagement strategies.
Plan admin strategies (review of best practices policy, review of student level data and predictive analytics, review of communication practices, etc.)		July 2018	Oct 2018	Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Administration, UHCC representatives	Most aspects of this task will be met by existing administration time and resources.
Recruit faculty to begin initial phase of engagement strategies	III.A.6, III.A.7, III.A.14	Aug 2018	Nov 2018	Faculty Senate, Deans/Division Chairs	Resources might include time for faculty to conduct the discussion and locating faculty participants.
Orientation for new faculty and lecturers, focused on best practices in student engagement	II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14	Aug 2018	Apr 2019	Chancellor, Vice Chancellor of Academic Affairs, Dean of Student Services, FSEC, CSSC	Resources for stipends, food, and other supports.
Begin Implementation of engagement strategies and guidance	I.C.1	Sep 2018	May 2019	CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Instructional Faculty	Resources may include assigned time by faculty, possible funding for tools, supplies, other supports.

Offer instructional faculty professional development (ongoing)	II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14	Aug 2018	Ongoing	Faculty Development Coordinator, ISS Coordinator, FSEC, Dean of Academic Support	Resources for possible stipends, food, and other supports.
Expand usage of the StarFish tool to all student services/academic support offices		Sep 2018	May 2019	Dean of Student Services, Dean of Academic Support, ISS Coordinator	The College anticipates no additional resources needed to complete this task.
Begin training in ISS model and use of the StarFish tech tool		Oct 2018	May 2019	ISS Coordinator, CSSC	The College anticipates no additional resources needed to complete this task.
Align student assignments to student support services by teams	II.C.2, II.C.3	Dec 2018	May 2019	Dean of Student Services, Dean of Academic Support, Vice Chancellor of Academic Affairs	The College anticipates no additional resources needed to complete this task.
Explore use of non-credit and summer outreach as intentional recruitment and retention opportunities	II.B. 3, II.B. 6	Nov 2018	May 2019	Non-Credit Programs Director, Dean of Student Services, Vice Chancellor of Academic Affairs	The College anticipates no additional resources needed to complete this task.
Gather assessment and feedback, and then document, with improvements planned	I.B.1, I.B.4, I.B.8, I.B.9	Sep 2018	May 2019	Institutional Assessment Specialist, PPIR, Dean of Academic Support	The College anticipates no additional resources needed to complete this task.
Prepare a report on the success of the program	I.B.4, I.B.5, I.B.7, I.B.8	May 2019	Jun 2019	Chancellor, Vice Chancellor of Academic Affairs, Dean of Student Services, FSEC, CSSC	Allocated time for administrators
Provide a town hall	I.B.8	Aug 2019	Aug 2019	Chancellor, Vice Chancellor	The College anticipates no

discussion on the program				of Academic Affairs, Dean of Student Services, FSEC, CSSC	additional resources needed to complete this task.
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**Year 2 Focus:**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Review strategies, action steps, assessment	I.A.1, I.A.2, I.A.3 I.B.4 II.B II.C	May 2019	Aug 2019	Campus Student Success Council (CSSC), Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council	Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies.  Time for assessment coordinator and coaches.
Determine if additional resources are needed	I.B.1, I.B.4, I.B.5, I.B.9 III.A, III.B, III.D	May 2019	Aug 2019	CSSC, Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council	Needs assessment of the human, financial, physical and technology resources.
Include improvements in student engagement leader strategies	II.B II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C	May 2019	Aug 2019	CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Student Council	Time for faculty and educational to develop course and program strategies.
Include improvements in faculty strategies	II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14	May 2019	Aug 2019	Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee	Time for faculty and educational to develop pedagogical and methods improvement.
Recruit additional faculty to expand engagement	III.A.6, III.A.7, III.A.14	July 2019	Aug 2019	Faculty Senate, Deans/Division Chairs	Resources might include time for faculty to conduct the discussion and

strategies					locating additional faculty participants.
Continue expansion usage of the StarFish tool to all student services/academic support offices		Aug 2019	May 2020	Dean of Student Services, Dean of Academic Support, ISS Coordinator	The College anticipates no additional resources needed to complete this task.
Cultivate community partners to foster service learning, internships, job placement opportunities	II.C.6	Aug 2019	May 2020	Career Services Coordinator, Dean of Academic Support, Faculty Members	Resources might include funding for transportation, meetings, food
Institute policies proven to engage students and increase retention and graduation	I.B.6, I.B.7, I.B.9	Nov 2019	May 2020	Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Administrative Services	Time to plan, coordinate, consult, implement policies
Orientation for student engagement leaders and participants	II.B II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C	Aug 2019	Sep 2019	Academic Deans, CSSC, Onboarding Committee	Possible resources to compensate students
Drive systemwide policies that enable students to transfer to baccalaureate programs	II.A.10	Aug 2019	May 2020	VC Academic Affairs, Academic Deans, ISS Coordinator	The College anticipates no additional resources needed to complete this task.
Gather feedback, and document, with improvements made	I.B.1, I.B.4, I.B.8, I.B.9	Sep 2019	Apr 2020	Assessment Coordinator, PPIR, Dean of Academic Support	The College anticipates no additional resources needed to complete this task.
Prepare a report on the success of the program	I.B.4, I.B.5, I.B.7, I.B.8	Apr 2020	May 2020	Academic Deans, CSSC, Onboarding Committee	Allocated time for administrators
Provide a town hall discussion on	I.B.8	May 2020	May 2020	Academic Deans, CSSC, Onboarding	The College anticipates no additional

the program				Committee	resources needed to complete this task.
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**Year 3 Focus:**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Review strategies, action steps, assessment from Years 1 and 2	I.B.4 II.B II.C	May 2020	May 2021	Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty	Time allotted for review and analysis of interventions
Determine if adequate resources are available	III.A, III.B, III.D III.C	May 2020	May 2021	Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty	Time allotted for review and analysis of interventions
Further involvement by more faculty across the campus in engagement strategies	II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14	August 2020	May 2021	Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee	Time for faculty to develop pedagogical and methods improvement.
Continued review of emerging best practices and improvement of current student and faculty strategies to improve success	II.B, II.C	May 2020	May 2021	Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty	Time allotted for review and analysis of interventions

## **QFE 2 – Enhanced Support for Distance Education Students**

### *Introduction*

The role, scope and access to online and virtual learning environments will only increase over the coming decade as students use technology to access postsecondary education. The desire to attend college through distance education is particularly challenging for students from traditionally underserved groups and for first generation students in general. Thus, the college finds itself at a critical balance point: offer online and distance education to meet increased student need and to implement support services in order to meet the needs of students in distance education courses.

### *The College Mission*

The Honolulu CC mission states that the College will provide “accessible educational opportunities through an engaging learning environment.” In addition, one of the College’s core values is that we are “Student-Centered and Student Focused –offering a supportive, high quality learning environment.” Therefore, the second goal for our Quality Focus Essay is to enhance student learning of students in Distance Education (DE) courses. The campus will be creating processes to improve support services for DE students, especially those students who do not come to campus in order to ensure that these students receive the necessary student support services. These efforts are primarily aimed at students enrolled in distance education courses, although evening students on campus should also benefit.

### *Supporting Student Services*

In the DE Supplement, the College indicates our desire to improve the success rates for students in DE courses. Using different measures, the student success rate for DE courses is either 64% or 78%. In both measures, however, the success rates for DE students lag behind students in face-to-face courses. Nationally, this gap in success is often estimated at an average of 10%. The College will enhance the support services accessible to students who do not come to campus in order to improve success in DE courses. Although the College has all its support services available for DE students, this initiative focuses on a more proactive approach to facilitate communication to and access by these students.

### *The Role of Student Achievement Data*

The current action project has been informed by the access and use of the student achievement data reported in the ISER. (*See Introduction*). Of particular note are the successful course completion rate differences between traditional and online/hybrid settings. Additionally, the uneven persistence/retention from term to term between students who take online courses and those of traditional modes of delivery. Finally, the college has selected as the focus of this study the extent to which outside supports for online courses could impact the within term success and across semester progress. The theory behind the analysis is that increased dedication to these tipping point measures will increase the likelihood of success in the college's terminal outcomes of degrees and certificates completion. Moreover, the focus on the distance education students will assist the college improve the aspiration goals in the institution set standards under the Hawaii community college taxonomy of indicators.

**Therefore, the desired goal of QFE is to increase use of support services and increase successful DE course completion.**

In the first year, the College will focus efforts in three areas of support for DE students:

- Counseling,
- College Achievement and Retention Experience (CARE),
- Writing Center.

In year two, the College will assess results, and based on these results, incorporate successful strategies to enhance other areas of support for DE students.

In year three, the goal will be to integrate necessary improvements in increasing accessibility to student support services as regular campus practice.

**Goal #1:** It is crucial that the College develop a reliable method to track the use of support services by students in distance education (DE). While the College uses MySuccess, a student support and retention system, the use of MySuccess is not standardized across all areas of the College that support students. The College will explore instituting a card-swipe system across campus areas offering student support that meets campus needs and is fiscally viable.

**Goal #2:** Develop and implement plans to increase use of support services for DE students and other off campus students such as evening students.

## COUNSELING

### **Outcomes**

Improve retention and student success of DE students. Increase the number of counseling sessions with DE students.

### **Steps to be Taken**

- Identify an online communication tool to support DE advising such as “Google hangouts”
- Department training on identified online communication tool to support DE advising
- Identify technology hardware needs
- Secure identified technology needs to support DE advising
- Department training on using identified technology hardware
- Provide professional development for Academic Counselors specific to strategies relating to student engagement and retention for DE Advising
- Investigate the merits of revamping Academic Counseling Website to enable students to connect to appropriate student support resources available to students in addition to counseling
- Investigate updating online New Student Registration to reflect best practices in DE advising trends and meeting student needs. Will include online modules to reflect pertinent content and material impacting student success that is covered in face-to-face New Student Registration sessions

## **College Achievement and Retention Experience (CARE)**

### **Outcomes**

Improve retention and student success of DE students. Increase the number of CARE interventions with DE students as well as coaching for DE students.

### **Steps to be Taken**

- Call all students enrolled in DE classes prior to the start of the semester in Fall 2018 and Spring 2019. CARE staff will provide outreach support discussing with students campus resources, preparing for success in DE courses, and opportunities to receive peer coaching
- Survey DE faculty regarding how to best support DE faculty and students. Based on survey results, CARE will provide additional support

## **COLLEGE WRITING CENTER**

### **Outcomes**

Improve retention and student success of DE students. Identify and increase the number of Writing Center appointments with DE students.

### **Steps to be Taken**

- Create a portal on Lualima through which DE students needing additional writing support will be able to access materials and services that are offered face-to-face in the Writing Center
- Explore using web conferencing tools with whiteboard features such as Zoom or Go-To Meeting, which have the added benefit of dedicated mobile apps that students can use with their phones

\*The target for the initiative is to serve at least 25 students in the Fall 2018 semester and an additional 25 in the Spring 2019 semester.

## **ASSESSMENT**

### *Measures of Performance*

- MySuccess Speed Note Data on student support referrals
- Website Counts on student support web pages
- Surveys from services provided by CARE
- Surveys from services provided by Writing Center

### *Measures of Effectiveness*

- Analyze results of standard department survey emailed to DE students after DE Advising session.
- Collect and analyze DE course completion rates
- Evaluate semester-by-semester retention rates for DE students
- Evaluate year-to-year persistence rates for DE students
- Conduct focus groups for DE students
- Conduct focus groups for DE faculty

**Timeline:**

**YEAR 1**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Determine strategies, action steps, assessment	I.A.1, I.A.2, I.A.3 I.B.1, I.B.2, I.B.4, I.B.8, I.B.9 II.A.1, II.A.7	July 2018	Aug 2018	Campus Student Success Council (CSSC), Vice Chancellor of Academic Affairs, DEAC, CARE, Counseling, Writing Center	Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.
Determine resources needed	I.B.5, I.B.7, I.B.9 II.A.16, II.B.1, II.B.3, II.C	July 2018	Aug 2018	Campus Student Success Council (CSSC), Vice Chancellor of Academic Affairs, DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE	Needs assessment of the human, financial, physical and technology resources.
Plan specific proactive strategies	II.B, II.C	July 2018	Aug 2018	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE	Needs assessment of the human, financial, physical and technology resources.
Prepare strategies	II.B, II.C	Aug 2018	Sep 2018	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE	Time for faculty and educational to develop course and program strategies.
Implement	II.B, II.C	Aug 2018	May 2019	DEAC,	Needs

strategies				Counseling, Writing Center, Deans, and Division Chairs, CARE	assessment of the human, financial, physical and technology resources
Gather feedback, and document, with improvements made	I.B.1, I.B.4, I.B.8, I.B.9	Sep 2018	Apr 2019	DEAC, Counseling, Writing Center, CARE, Deans, and Division Chairs	Dedicated space and time for the discussion of out of class engagement strategies
Prepare a report on the success of the program	I.B.4, I.B.5, I.B.7, I.B.8	Apr 2019	May 2019	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	The College anticipates no additional resources needed to complete this task.

**YEAR 2**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Determine strategies, action steps, assessment	I.A.1, I.A.2, I.A.3 I.B.1, I.B.2, I.B.4, I.B.8, I.B.9 II.A.1, II.A.7	July 2018	Aug 2018	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.
Determine resources needed	I.B.5, I.B.7, I.B.5, I.B.9 II.A.16, II.B.1, II.B.3, II.C	July 2018	Aug 2018	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Needs assessment of the human, financial, physical and technology resources
Plan specific	II.B, II.C	July 2018	Aug 2018	DEAC,	Dedicated

proactive strategies				Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	space and time for the discussion of out of class engagement strategies
Prepare strategies	II.B, II.C	Aug 2018	Sep 2018	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Time for faculty and educational to develop course and program strategies
Implement strategies	II.B, II.C	Aug 2018	May 2019	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Needs assessment of the human, financial, physical and technology resources
Gather feedback, and document, with improvements made	I.B.1, I.B.4, I.B.8, I.B.9	Sep 2018	Apr 2019	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Dedicated space and time for the discussion of out of class engagement strategies
Prepare a report on the success of the program	I.B.4, I.B.5, I.B.7, I.B.8	Apr 2019	May 2019	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	The College anticipates no additional resources needed to complete this task.

**YEAR 3**

<b>Tasks</b>	<b>Accreditation standard</b>	<b>Start date</b>	<b>Completion</b>	<b>Responsible parties</b>	<b>Resources</b>
Review strategies, action steps, assessment	I.B.4 II.B II.C	May 2020	May 2021	DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE	Dedicated space and time for the discussion of out of class engagement strategies

<p>Provide a means for continued improvement for student and faculty strategies</p>	<p>II.B, II.C</p>	<p>May 2020</p>	<p>May 2021</p>	<p>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</p>	<p>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</p>
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UNIVERSITY of HAWAII®

**KAPI'OLANI**  
COMMUNITY COLLEGE

**INSTITUTIONAL SELF EVALUATION REPORT 2018**  
*for* REAFFIRMATION OF ACCREDITATION





Kapi'olani NāpelakapuoKaka'e  
(December 31, 1834–June 24, 1899)

## QUEEN KAPI'OLANI

King David Kalākaua and Queen Julia Kapi'olani were the reigning monarchs of the Kingdom of Hawai'i from February 12, 1874, to January 20, 1891. Kapi'olani Community College bears the name of Queen Kapi'olani, and the College embodies her motto, “Kūlia i ka nu'u”, which means, “Strive for the highest.”

Queen Kapi'olani served the people of Hawai'i with deep commitment, especially in the areas of education and health. She established the Kapi'olani Home for Girls and the Kapi'olani Maternity Home, which thrives today as the Kapi'olani Medical Center for Women and Children. The College continues her legacy in education with a unique emphasis on preparing students to be health care providers for the State of Hawai'i and beyond.

---

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

From: Louise Pagotto, Interim Chancellor, Kapi'olani Community College

Kapi'olani Community College  
4303 Diamond Head Road  
Honolulu, Hawai'i 96816

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

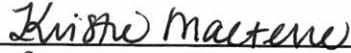
I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

**Signatures:**

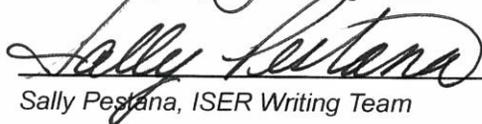
 Louise Pagotto, Interim Chancellor	5/4/18 (Date)
 Joanne Whitaker, Accreditation Liaison Officer and Co-Chair, Institutional Self-Evaluation, Kapi'olani Community College	5/4/2018 (Date)
 Sunyeen Pai, Co-Chair, Institutional Self-Evaluation, Kapi'olani Community College	5/3/2018 (Date)
 Ismael Salameh, Student Congress President	5.3.18 (Date)
 Candy Branson, Faculty Senate Chair	5-3-18 (Date)
 Keolani Noa, 'Aha Kalaualani Chair	5-3-18 (Date)
 Alissa Kashiwada, Staff Council Chair	05/03/18 (Date)

**Certification of the Institutional Self Evaluation Report**

  
Lynn Hamada, ISER Writing Team 4/26/2018  
(Date)

  
Kristie Malterre, ISER Writing Team 4-26-2018  
(Date)

  
Veronica Ogata, ISER Writing Team 4/26/18  
(Date)

  
Sally Pestana, ISER Writing Team 4-30-18  
(Date)

  
Mitsuyo "Lani" Suzuki-Severa, ISER Writing Team 4/27/18  
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Annie Thomas, ISER Writing Team 4/27/18  
(Date)

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## Preamble

### Our Student Success Culture: *No Ke Kauhale Ke Kuleana*

As champions of student success, we invite all students to experience a campus culture that truly supports their exploration, understanding, and achievement of their academic pursuits and their personal aspirations; a campus culture that models attitudes, behaviors, and values that foster a sense of belonging; and a place that provides access to a wealth of opportunities and resources for students to develop, thrive, and succeed.

Our student success culture derives from a long-standing commitment to that success, beginning with our adoption of Queen Julia Kapi‘olani’s motto as our own: *kūlia i ka nu‘u*, strive for the highest. The focus on that commitment was sharpened through the endeavors of the Student Success Council, launched in 2012-2013. Over the course of nine months, approximately 40 faculty members from different departments and disciplines researched best practices; visited exemplary institutions; conducted "talk story" sessions, surveys, and focus groups; convened committee meetings; facilitated sessions; and held an all-day retreat/work session. The broad based dialogue and rich conversations yielded a comprehensive report with 14 recommendations, 32 objectives, and 83 actions. However, and more importantly, the culmination of these extensive and intensive endeavors was the recognition that student success does not occur in a “center” or physical structure, but in a place, a community, where everyone is responsible for helping students succeed in their learning and in their lives.

For the past five years, our College has refocused its efforts on creating a student success campus and culture, where all members take responsibility, work together, and build a community that supports and celebrates students’ engagement, learning, achievement, and success - **No Ke Kauhale Ke Kuleana** (the responsibility of the community).

We are guided by the Student Success Council’s vision of *ne‘epapa*, transforming our campus community toward a collective culture that moves in unison to advance student success. We acknowledge that student success exists in a dynamic milieu, a community, where everyone takes responsibility for inspiring and supporting students to be successful in their learning and in their lives. Student success is found within the strong fibers that bind our community and encircle and uplift our students.

## **Introduction**

Kapi‘olani Technical School was established in central Honolulu in 1946, thirteen years before Hawai‘i statehood. In 1965, the technical school added a liberal arts program and became an open-door community college within the University of Hawai‘i (UH) System. It was renamed Kapi‘olani Community College and added the health sciences to its career education offerings.

In 1974, the University of Hawai‘i Board of Regents approved a relocation of the campus to 52 acres on the slopes of Lē‘ahi (Diamond Head). Eight acres were later designated for the Hawai‘i Film Studio, leaving the campus with 44 acres. The College serves primarily the City and County of Honolulu, but some career programs as well as distance education offerings attract students throughout the state, including some from underserved rural communities.

The College offers health programs at Leeward and Hawai‘i Community Colleges and at UH Maui College. The College has 19 programs with specific programmatic accreditations ([Intro-1](#)).

### **Four Major Developments at the College**

The College experienced four major developments since the last comprehensive review:

- 1) New Strategic Plan for 2015-2021
- 2) Alignment of Student Success Pathways with Strategic Plan measures
- 3) Enrollment declines
- 4) Chancellor’s unexpected departure in 2016

### **New Strategic Plan for 2015-2021**

First, in fall 2013, the College in conjunction and collaboration with the UH and UH Community College (UHCC) System, began a new Strategic Planning process ([Intro-2](#)).

This process included the development and publication of new mission, vision, and values statements in both Hawaiian and English and was completed in fall 2016 (see below):

#### **‘Ōlelo Nu‘ukia – Vision**

**He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.**

Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

#### **Ala Nu‘ukia – Mission**

**He hale hāmama ‘o Kapi‘olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho‘olako i nā kānaka ho‘ākea ‘ike e hiki aku i ka pahuhopu ‘imi na‘auao, ‘imi ‘oihana, a ho‘olaulā**

**‘ike. He loa‘a nā palapala a‘o, nā kēkelē mua puka, me nā polokalamu ho‘ili kula he kilohana wale e ho‘omākaukau i nā haumāna maoli, kūloko, kaumoku‘āna, kau‘āina no ka mua he lako.**

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

### **Nā lawena waiwai – Values**

**Ho‘ohanohano ‘ia ka ho‘ilina a ka Mō‘iwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:**

Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:

**Kūpono:** Practicing honesty and integrity with clarity in all relationships.

**Kuleana:** Sharing a common responsibility to support the future of our students, college, community, land, and sea.

**Mālama:** Protecting and perpetuating ancestral knowledge.

**Kūloa‘a:** Ensuring that the needs of our students are met with support and service.

**Kūlia:** Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Alaka‘i ‘ia mākou e kā mākou nu‘ukia like, lawena waiwai like, a me ka ho‘okō kuleana haumāna like ma o ke kāko‘o ‘i‘ini, ke a‘o, ka ho‘okō pahuhopu, me ka palapala ‘o Hawai‘i Papa o Ke Ao.

*We are guided by our shared vision, values and commitments and by the recommendations of Hawai‘i Papa O Ke Ao ([Intro-3](#)).*

### **Alignment of Student Success Pathways with Strategic Plan Measures**

Another major development was the alignment of Student Success Pathways (SSP) with the four strategic directions and 50 performance measures in the Strategic Plan for 2015-2021. In summer 2016, the UHCC system adopted the Student Success Pathways (SSP) model to organize the seven community colleges around a cohesive and unified agenda to maximize and scale efforts for student success. The College’s SSP model was shared with the Chancellor’s Advisory Council (CAC) in fall 2016. The Council was given an opportunity to provide feedback, and revisions were made. Additionally, in spring 2017, all departments, units, programs, and authorized governance organizations (a total of 53) completed a SSP template that delineates how each of these entities is contributing to student success and how their contributions align with the Strategic Plan.

## **Enrollment Declines**

The third major development was a decline in total enrollment from 7,816 in fall 2015 to 7,095 in fall 2017.

Enrollment patterns by ethnicity show some variation:

- 1) The African American or Black population decreased by 14, but remained 1.4 percent of total student population.
- 2) The American Indian or Alaskan Native population decreased by 6, but remained 0.3 percent of total student population.
- 3) The Asian student population decreased by 357 but, as a percent of total student population, increased slightly from 51.0 to 51.2 percent.
- 4) The Filipino student population increased by 12, and increased from 13.4 to 14.9 percent of total student population.
- 5) The Caucasian or White student population decreased by 72 but, as a percent of total student population, increased from 12.1 to 12.4 percent.
- 6) The Hawaiian/Pacific Islander student population decreased by 123 but, as a percent of total student population, increased from 18.7 to 18.8 percent.
- 7) The Native Hawaiian or Part-Hawaiian student population decreased by 136, and decreased slightly from 16.9 to 16.7 percent of total student population.
- 8) The Hispanic student population decreased by 29, and decreased from 1.8 to 1.5 percent of student population.
- 9) The Mixed Race student population decreased by 75 but, as a percent of total student population, increased from 13.8 to 14.1 percent.

<b>Table 1: Enrollment at Kapi‘olani Community College by Ethnicity Fall Semesters 2015, 2016, 2017</b>						
<b>Ethnicity</b>	<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
	<b>112</b>	<b>1.4</b>	<b>97</b>	<b>1.3</b>	<b>98</b>	<b>1.4</b>
	<b>26</b>	<b>0.3</b>	<b>19</b>	<b>0.3</b>	<b>20</b>	<b>0.3</b>
<b>Asian</b>	<b>3,988</b>	<b>51.0</b>	<b>3,875</b>	<b>52.5</b>	<b>3,631</b>	<b>51.2</b>
Filipino	1,047	13.4	1,068	14.5	1,059	14.9
Japanese	990	12.7	924	12.5	832	11.7
Mixed Asian	693	8.9	688	9.3	660	9.3
Chinese	600	7.7	606	8.2	563	8.0
Korean	394	5.0	353	4.8	301	4.2
Vietnamese	156	2.0	131	1.8	124	1.8
Asian Indian	34	0.4	28	0.4	22	0.3
Laotian	16	0.2	16	0.2	17	0.2
Thai	17	0.2	14	0.2	15	0.2
Other Asian	41	0.5	47	0.6	38	0.5
<b>Caucasian or White</b>	<b>949</b>	<b>12.1</b>	<b>852</b>	<b>11.5</b>	<b>877</b>	<b>12.4</b>
<b>Hawaiian/Pacific Islander</b>	<b>1,458</b>	<b>18.7</b>	<b>1,356</b>	<b>18.4</b>	<b>1,335</b>	<b>18.8</b>
Native Hawaiian or Part-Hawaiian	1,318	16.9	1,230	16.7	1,182	16.7
Micronesian (not Guamanian or Chamorro)	53	0.7	37	0.5	49	0.7
Samoan	27	0.4	26	0.4	26	0.4
Tongan	15	0.2	18	0.2	19	0.3
Guamanian or Chamorro	16	0.2	16	0.2	16	0.2
Other Pacific Islander	17	0.2	15	0.2	18	0.3
Mixed Pacific Islander	12	0.2	14	0.2	25	0.4
<b>Hispanic</b>	<b>138</b>	<b>1.8</b>	<b>108</b>	<b>1.5</b>	<b>109</b>	<b>1.5</b>
<b>Mixed Race (2 or more)</b>	<b>1,076</b>	<b>13.8</b>	<b>1,042</b>	<b>14.1</b>	<b>1,001</b>	<b>14.1</b>
<b>No Data</b>	<b>69</b>	<b>0.9</b>	<b>33</b>	<b>0.4</b>	<b>24</b>	<b>0.3</b>
<b>Total</b>	<b>7,816</b>	<b>100</b>	<b>7,382</b>	<b>100</b>	<b>7,095</b>	<b>100</b>

Source: Office for Institutional Effectiveness (OFIE) *Fall Enrollment Reports*

Note: Totals may not equal 100% due to rounding.

### Change in Leadership

The fourth major development was the unexpected departure in spring 2016 of the Chancellor after more than 35 years of campus leadership as Dean of Instruction, Senior Academic Dean, Vice Chancellor for Academic Affairs, and Chancellor. The UHCC System administration decided on the change and selected an internal candidate, a long-time faculty member and campus leader to guide the college as interim chancellor during this transition period. The change in leadership represented a pivot of the College to respond to calls from the campus for new directions.

On April 17, 2018, at a campuswide meeting, the Vice President for Community Colleges announced that he had recommended to the University President, the appointment of the Interim Chancellor as the next permanent Chancellor for Kapi‘olani Community College. The effective date of appointment is June 8, 2018.

### Summary Data on Service Area: Labor Market, Demographic, and Socioeconomic Context

The demographics of the Kapi‘olani CC service area indicate that the population comprising the pool from which traditional-aged transfer students and potential students would be drawn, now in high school, will decline between 2015 and 2020. The population between 25 and 54, typically the age group in which students may be focused on job skills retraining, is projected to decline as well. This trend will put negative pressure on enrollment. The population aged 55 and above is forecast to rise by ten percent between 2015 and 2020, which might indicate increasing demand for lifelong learning programs in the next decade. The population growth of those under 15 is forecast to be almost entirely in the group currently between the ages of five to nine. These potential students are not likely to have an effect on Kapi‘olani CC enrollment before 2030.

<b>Table 2: Honolulu County Population Estimates for 2015 and 2020</b>			
<b>Age Group</b>	<b>2015</b>	<b>2020</b>	<b>%Δ</b>
0-14	177,103	183,007	3.3
15-24	128,461	125,003	-2.7
25-54	381,938	377,612	-1.1
>=55	288,690	318,084	10.2

Source: Hawai‘i DBEDT Long Range Forecasts Table A-13

Figure 1 shows that the unemployment rate for the service area of the College, broadly defined as the City and County of Honolulu, has been steadily falling since the winter quarter of 2012. The Honolulu County unemployment rates declined from 6.6 percent in the first quarter of 2012 to 2.8 percent in the first quarter of 2017.

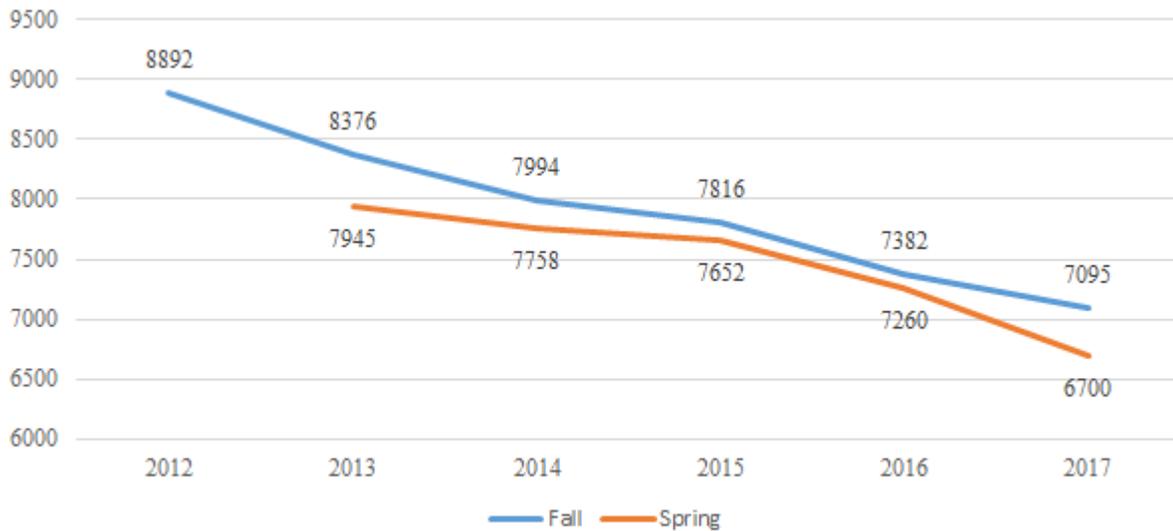
Falling unemployment rates and low unemployment also exert downward pressure on enrollment. Comparing Figure 1 to Figure 2 immediately following, it can be seen that enrollment at the College closely tracks the unemployment rate for Honolulu County.

**Figure 1: Honolulu County Unemployment Rate by Year and Quarter (2012-2017)**



Source: Hawai'i Department of Labor & Industrial Relations monthly and annual data. Table A4 Fig 1.

**Figure 2: Kapi'olani CC Enrollment by Year and Semester (2012-2017)**



Source: University of Hawai'i IRAO Fall and Spring 10 year Historical Headcount

The College serves a population that is diverse, with a majority self-identifying as solely Asian. Nearly 20 percent of the population is foreign born. Approximately eight percent of O'ahu residents are veterans, reflecting the large number of military installations and personnel stationed on O'ahu.

<b>Table 3: Honolulu County Demographic and Socioeconomic Profile</b>	
2016 Population Estimate (as of July 1, 2016) *	992,605
2015 ACS 5-Year Population Estimate	984,178
Median Age	36.9
Educational Attainment: Percent high school graduate or higher	90.9%
Total housing units	341,239
Median Household Income	74,460
Foreign Born Population	187,669
Individuals below poverty level	9.7%
Veterans	80,856
<b>Race and Hispanic Origin</b>	
Asian alone	419,451
Two or More Races	223,514
White alone	213,878
White alone, Not Hispanic or Latino	191,473
Hispanic or Latino (of any race)	91,036
Native Hawaiian and Other Pacific Islander alone	90,740
Black or African American alone	25,901
American Indian and Alaska Native alone	1,685
Some Other Race alone	9,009

Source: \* Census 2016 Population Estimates, 2011-2015 American Community Survey 5-year estimates

The Honolulu job market is highly dynamic and dominated by a tourism-oriented service industry, government, and health services. Students swirling in and out of part-time work and college is a common life course strategy, whether intentional or unintentional. As Table 4 below indicates, more than one job in four (27 percent) in the Honolulu county workforce is in “services” work, counting Retail Trade, Eating and Drinking, Other Services, Hotels, Food Processing, and Agriculture jobs. As Figure 3 shows, more than one-fourth (28 percent) of Honolulu job postings require only a high school diploma or some vocational training, and of those requiring vocational training, 75 percent require only 0-2 years of experience.

<b>Table 4: Honolulu County Civilian Total Jobs by Sector</b>			
	<b>2015</b>	<b>2020</b>	<b>2025</b>
<b>Total civilian jobs</b>	587,750	611,770	633,060
Government	113,570	116,450	119,340
Health services	59,600	64,140	68,570
Retail trade	57,220	58,200	59,000
Business services	49,090	52,720	56,240
Eating and drinking	43,540	45,330	46,920
Other services	36,800	38,090	39,210
Professional services	36,510	38,870	41,090
Mining and construction	30,130	31,930	32,720
Finance and insurance	25,950	26,900	27,750
Real estate and rentals	24,630	24,820	24,910
Transportation	20,950	21,580	22,060
Wholesale trade	17,240	17,600	17,900
Educational services	16,530	17,810	19,060
Hotels	15,450	15,710	15,890
Arts and entertainment	12,460	12,910	13,290
Information	9,490	9,960	10,320
Other manufacturing	8,400	8,440	8,450
Food processing	4,470	4,530	4,570
Agriculture	3,450	3,420	3,370
Utilities	2,260	2,350	2,420

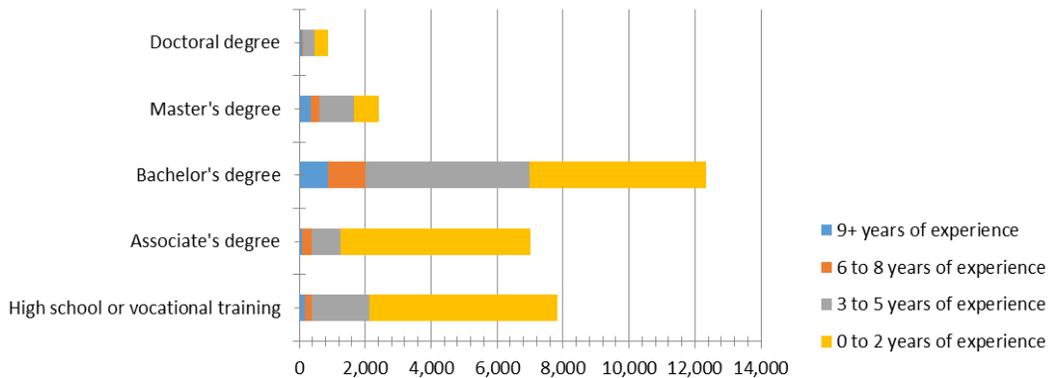
Source: Hawaii DBEDT Long Range Forecast 2010-2040 Table A-44.

The fastest growing job areas in Honolulu County are professional services and construction, in which occupations requiring scientific, math, and technology skills are predominant. In 2010, professional services and construction are two of the three industries that had 65 percent of the state's "green" jobs ([Intro-4](#)).

Table 5: Honolulu County Civilian Jobs: Annual Growth Rate by Sector			
	2010-2015	2015-2020	2020-2025
Total civilian jobs	0.9	0.8	0.7
Professional services	1.7	1.5	1.4
Mining and construction	1.6	1.5	1.3
Utilities	1.6	1.4	1.3
Health services	1.4	1.3	1.1
Information	1.4	1.2	0.5
Eating and drinking	0.2	1.0	0.7
Wholesale trade	0.9	0.8	0.7
Other services	0.7	0.8	0.6
Retail trade	0.8	0.7	0.6
Food processing	0.9	0.7	0.6
Transportation	0.8	0.7	0.6
Government	0.7	0.6	0.4
Business services	0.5	0.5	0.5
Agriculture	0.5	0.4	0.3
Other manufacturing	0.4	0.3	0.3
Educational services	0.4	0.3	0.2

Source: Hawaii DBEDT Long Range Forecast 2010-2040 Table A-44.

**Figure 3: Urban Honolulu MSA Jobs by Education and Experience**

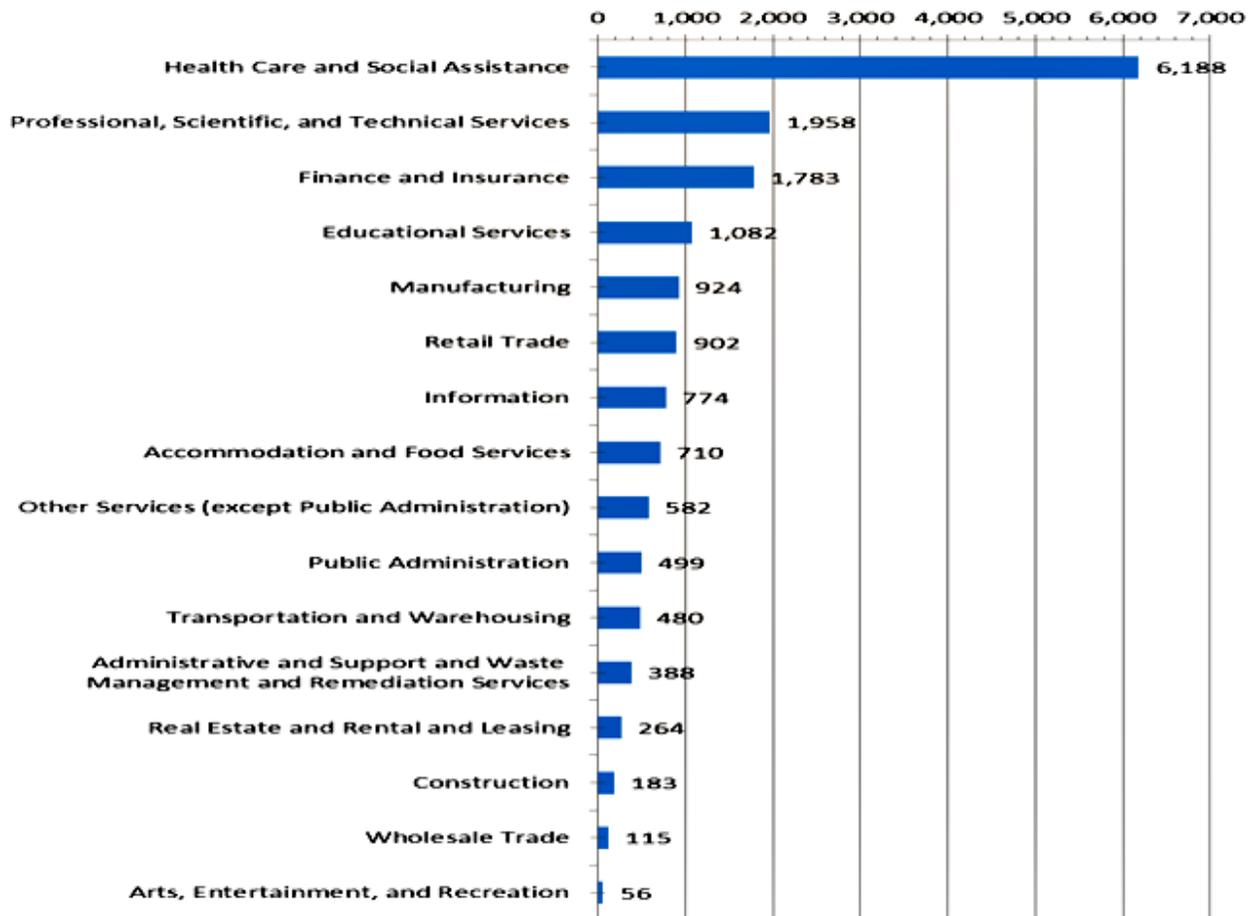


	High school or vocational training	Associate's degree	Bachelor's degree	Master's degree	Doctoral degree
9+ years of experience	184	86	871	355	78
6 to 8 years of experience	199	290	1,126	252	36
3 to 5 years of experience	1,741	886	4,997	1,065	343
0 to 2 years of experience	5,714	5,740	5,339	732	428

Source: Labor Insight Jobs (Burning Glass Technologies)

Kapi‘olani Community College is part of the gateway to living wage jobs in Honolulu. A living wage in Honolulu for a single adult in 2017 was approximately \$33,000 per year using the MIT living wage calculator. Approximately 68 percent of entry-level job postings (0-2 years of experience required) in the Urban Honolulu Metropolitan Statistical Area (MSA) required either an associate degree or bachelor’s degree for employment. The health care, professional and scientific fields, finance, and information sectors comprised the majority of these jobs.

**Figure 4: Job Openings Requiring Associate or Bachelor’s Degree for Entry  
(Urban Honolulu June 2016 through May 2017)**



Source: Labor Insight Jobs (Burning Glass Technologies) Urban Honolulu MSA

### **Evidence for Introduction**

- Intro-1 Kapi‘olani CC website, Program accreditation
- Intro-2 Strategic plan
- Intro-3 Hawai‘i Papa O Ke Ao plan
- Intro-4 Hawai‘i’s Green Workforce: A Baseline Assessment, 2010

## *Presentation of Student Achievement Data and Institution-set Standards*

The College focuses on student achievement at the institutional level through three data systems:

- 1) Institution-Set Standards
- 2) UHCC and UH Performance-Based Funding
- 3) Institutional Effectiveness Measures with Greater Disaggregation of Groups

The College also focuses on student achievement at the program level through the Annual Report of Program Data (ARPD), especially the effectiveness measures in that report.

Additionally, college innovations in STEM focus on achievement for Native Hawaiian and other underrepresented student groups in STEM degree completion and STEM transfer. College innovations in Civic Engagement focus on achievement for Service-Learning students.

As part of the UHCC system strategic planning process, the institution-set standards for student achievement were developed through an extensive dialogic process in collaboration with the colleges. The College was represented by the Student Congress president, the Faculty Senate chair, the director of the Office for Institutional Effectiveness, and the Chancellor in these once-per-semester discussions. The baseline numbers in the campus strategic plan for degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell Recipient degrees and certificates awarded, transfers to baccalaureate institutions, and IPEDS student success rates serve as the College's institution-set standards for student achievement. The institutional standard for course completion was set by an analysis of actual current course success at each campus.

The use of the selected metrics was informed by the ACCJC white paper on Standard I.B.3, which contemplates the creation of standards used by colleges that are part of an overall systemwide model. The UHCC model includes metrics at the institutional and program levels ([ISS-1](#)). Importantly, the measures include both baseline or floor levels of expected performance, as well as aspirational (stretch goals) for improvement. The College has integrated the accreditation expectations, state mandates and local success measures to make maximum meaning of the goal-setting process. (See I.B.3)

<b>Table 6: Successful Course Completion (Institutional-set Standard 1)</b>			
<b>Category</b>	<b>Reporting Years</b>		
	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Institution-set Standard	70.0%	70.0%	70.0%
Stretch Goal	75.0%	75.0%	75.0%
Actual Performance	71.6%	73.7%	72.2%
Difference Between Standard and Performance	1.6%	3.7%	2.2%
Difference Between Stretch Goal and Performance	-3.4%	-1.3%	-2.8%

*Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.*

Source: OFIE IEMs at a Glance ([ISS-2](#))

The College exceeded its Successful Course Completion Standard but this measure has stabilized over the last three years. The College is further examining the relationship between the course success rate and fall-to-spring re-enrollment rates.

The College met the Degrees and Certificates Completed ISS in FY 2016 and FY 2017.

<b>Table 7: Degrees and Certificates Completed (Standard 2)</b>			
<b>Category</b>	<b>Reporting Years</b>		
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
Institution-set Standard	1,347	1,347	1,347
Stretch Goal	N/A	1,414	1,485
Actual Performance	1,335	1,383	1,356
Difference Between Standard and Performance	-12	36	9
Difference Between Stretch Goal and Performance	N/A	-31	-129

*Associate degrees and certificates of achievement completed in one fiscal year.*

Data from UHCC Strategic Directions ([ISS-3](#), p. 13)

The College has renewed, through the Student Success Council, its focus on the degree and certificate completion of Native Hawaiian and Pell Grant students, as these completion numbers (See Tables 8 and 9 below) are below the ISS. (See, Checklist for Compliance with Federal Regulations and Related Commission Policies, Student Achievement.)

<b>Table 8: Native Hawaiian Degrees and Certificates Completed (Standard 3)</b>			
<b>Category</b>	<b>Reporting Years</b>		
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
Institution-set Standard	191	191	191
Stretch Goal	N/A	201	211
Actual Performance	189	191	186
Difference Between Standard and Performance	-2	0	-5
Difference Between Stretch Goal and Performance	N/A	-10	-25
<i>Associate degrees and certificates of achievement completed in one fiscal year for Native Hawaiians only.</i>			

Data from *UHCC Strategic Directions* ([ISS-3](#), p. 14)

<b>Table 9: Pell Recipient Degrees and Certificates Completed (Standard 4)</b>			
<b>Category</b>	<b>Reporting Years</b>		
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
Institution-set Standard	556	556	556
Stretch Goal	N/A	580	613
Actual Performance	542	580	547
Difference Between Standard and Performance	-14	24	-9
Difference Between Stretch Goal and Performance	N/A	0	-66
<i>Associate degrees and certificates of achievement completed in one fiscal year for Pell recipients only.</i>			

Data from *UHCC Strategic Directions* ([ISS-3](#), p. 15)

The College has had mixed success meeting the larger ISS goal of Transfers to Baccalaureate Institutions in FY 2016 with strong performance in two of the last three academic years, see Table 10 below. The measure is a volume measure as opposed to a percentage rate and impacted by college enrollments. Given the College's enrollment trends the variations might be explained by the trend tendencies. The College has begun conversations about whether the volume-based standards are properly set given current enrollment trends.

Table 10: Transfers to Baccalaureate Institutions (Standard 5)			
Category	Reporting Years		
	FY 2015	FY 2016	FY 2017
Institution-set Standard	1,327	1,327	1,327
Stretch Goal	N/A	1,349	1,397
Actual Performance	1,364	1,272	1,350
Difference Between Standard and Performance	37	-55	23
Difference Between Stretch Goal and Performance	N/A	-77	-47

*To UH and all 4-year campuses.*

Data from *UHCC Strategic Directions* ([ISS-3](#), p. 22)

As is shown in Table 11, the College has improved its IPEDS student success rate; however, the actual performance misses the target established by the institution-set standards by 0.5 percent.

Table 11: IPEDS Student Success Rate (Standard 6)			
Category	Reporting Years		
	FY 2015	FY 2016	FY 2017
Institution-set Standard	38.5%	38.5%	38.5%
Stretch Goal	41.1%	42.5%	43.9%
Actual Performance	37.8%	36.6%	38.0%
Difference Between Standard and Performance	-0.7%	-1.9%	-0.5%
Difference Between Stretch Goal and Performance	-3.3%	-5.9%	-5.9%

*Denominator of first-time, full-time freshmen enrolled in credit programs in a given fall semester. Numerator includes those in the denominator who earned a degree in 150% of program time, or transferred to another institution, or are still enrolled at institution.*

Data from *UHCC Strategic Directions* ([ISS-3](#), p. 23)

The institutional standard for licensure and certification examination success rates was initially established as the average pass rate for the various exams. This standard was modified during the development process to be either the average pass rate or the pass rate required by program accreditation standards, whichever is higher. According to UHCCP Policy 4.203 ([ISS-4](#)), “[t]he Perkins target is based on a negotiated level of placement within the state plan for Career and

Technical Education that includes an expectation of continuous improvement.” Typically the rate has a small incremental annual increase in value.

The UHCC System has established the licensure and certification examination success rate as the minimum required pass rate to meet accreditation requirements for programs or the average national or state pass rate for the programs that are not accredited. These rates can be found in Table 21.

Perkins IV core indicators include student placement in employment. The standard is set for the State of Hawai‘i for all programs and that is further discussed in Standard II.A. The established placement rate for the State of Hawai‘i in AY 2016 is 69 percent. Perkins target is based on a negotiated level of placement within the state plan for Career and Technical Education that includes an expectation of continuous improvement.

In 2015, the University of Hawai‘i Community Colleges formed a Student Success Council that organized the seven community colleges around a unified agenda to maximize and scale efforts for student success. The Council developed a Student Success Pathway based on intentionally-designed, clear and structured educational experiences that guide students from their point of entry to graduation, transfer and career.

**Figure 1. UHCC Student Success Pathway**



## UH Community Colleges' Student Success Pathway Model

Kapi'olani Community College's SSP model consists of six phases that provide benchmarks or pivot points in students' college journey where they need the most supports to succeed.

**Figure 2. Kapi'olani Community College Student Success Pathway**



“Connect” is part of the systemwide SSP model, so no changes have been made to that phase. “Prepare” has been added to focus on the UHCC student success initiatives: co-requisite models for math and English as well as Purpose First, which engages students early on in their college experience to select a career pathway. The College, in collaboration with the UH Institutional Research and Analysis Office (IRAO), also tracks the completion rates in the new College-Level Co-requisite model designed to advance a higher percentage of students through college-level math and English in their first academic year. “Engage, Learn, Achieve” has been included to align with the College’s brand. “Thrive” has been added to place emphasis on the students who complete their journey at the College and to ensure that the College is still supporting them in their successes and *for their productive futures* (from the Mission Statement [\(ISS-5\)](#)).

### Student Achievement and Performance-Based Funding Measures

The UHCC (Table 12, see below) and the UH System (Table 13, see below) provide additional funding to the College if it meets annual achievement targets. Note that in Table 12, degrees and certificates, Native Hawaiian degrees and certificates, Pell grant recipient degrees and certificates, and transfers are also measures for which the College has institution-set standards. While the institution-set standards establish a floor for the measure, the performance funding measures set improvement targets for each year of the Strategic Plan out to 2021. Note in Table 13 that the IPEDS measure is also a performance-based funding measure. Also, the transfer measure includes only transfers to UH baccalaureate campuses.

For the UHCC performance funding measures in the most recent year, the College earned an additional \$523,001, but had an unearned amount of \$876,147. For the UH performance measures, the College earned \$225,832 but had an unearned amount of \$362,286.

<b>Table 12: Performance-Based Funding for FY 2017 (Kapi'olani Community College)</b>						
<b>University of Hawai'i Community College Funding</b>						
<b>Measure</b>	<b>Base</b>	<b>Target</b>	<b>Actual</b>	<b>%</b>	<b>Weight</b>	<b>Amount</b>
Degrees & Certificates	1,347	1,414	1,356	53.7	35	\$263,179
Native Hawaiian Degrees & Certificates	191	201	191	0.0	10	\$0
STEM Degrees & Certificates	196	206	257	100.0	10	\$139,915
Pell Grant Recipient Degrees & Certificates (Include 4 Year Degrees)	556	584	580	85.7	10	\$119,907
Transfers to 4 Year (UH & Non UH)	1,327	1,349	1,273	0.0	35	\$0
Total Allocation						\$523,001
Unearned						(\$876,147)

## The Degrees and Certificate Completion

The baseline was set by averaging the completion numbers for FY 2013, 2014, and 2015.

<b>Table 13: Performance Funding for FY 2017 (Kapi‘olani Community College)</b>						
<b>University of Hawai‘i System Funding</b>						
<b>Measure</b>	<b>Base</b>	<b>Target</b>	<b>Actual</b>	<b>%</b>	<b>Weight</b>	<b>Amount</b>
Degrees & Certificates	1,347	1,414	1,356	54.0	30	\$81,454
Native Hawaiian Degrees & Certificates (Include 4 Year Degrees)	191	201	191	0.0	10	\$0
STEM Degrees & Certificates	92	97	127	200.0	10	\$101,066
Pell Grant Recipient Degrees & Certificates	556	584	580	86.0	10	\$43,312
Transfers to UH 4 Year	862	879	815	0.0	10	\$0
IPEDS Success Rate	38.5%	42.5%	36.6%	0.0	30.0%	\$0
Total Allocation						\$225,832
Unearned						(\$362,286)

## Student Achievement and Institutional Effectiveness Measures

Because the College is committed to the research-based finding that student engagement positively impacts student achievement and student learning, the institution tracks institutional effectiveness measures (IEM) for engagement, using results from the Community College Survey of Student Engagement (CCSSE) administered in even-numbered spring semesters, and achievement for all students, compared with Native Hawaiian, Filipino, Pacific Islander, and Pell Recipient students ([ISS-6](#)). (See I.B.5)

In fall 2015, 2016, and 2017, for all courses and college-level courses, success rates for All, Filipino, and Pell students are above the College’s ISS while Native Hawaiian and Pacific Islander success rates are below the College’s ISS.

<b>Table 14: Kapi'olani Community College Aggregate Course Success Rates</b>							
<b>Term</b>	<b>Demographic</b>	<b>All Courses</b>			<b>College-Level Courses (100 and above)</b>		
		<b>All</b>	<b>Pass</b>	<b>%</b>	<b>All</b>	<b>Pass</b>	<b>%</b>
<b>Fall 2015</b>	All Students	22,194	15,893	71.6	20,507	14,810	72.2
	Filipino	2,955	2,150	72.8	2,707	1,976	73.0
	Native Hawaiian	3,719	2,349	63.2	3,450	2,227	64.6
	Pacific Islander	418	235	56.2	362	209	57.7
	Pell	5,606	4,180	74.6	5,066	3,832	75.6
<b>Fall 2016</b>	All Students	21,010	15,496	73.8	19,890	14,709	74.0
	Filipino	3,020	2,290	75.8	2,885	2,196	76.1
	Native Hawaiian	3,401	2,225	65.4	3,248	2,140	65.9
	Pacific Islander	411	238	57.9	392	228	58.2
	Pell	4,827	3,675	76.1	4,534	3,467	76.5
<b>Fall 2017</b>	All Students	20,476	14,785	72.2	19,472	14,139	72.6
	Filipino	2,936	2,185	74.4	2,794	2,097	75.1
	Native Hawaiian	3,515	2,209	62.8	3,359	2,135	63.6
	Pacific Islander	460	249	54.1	430	237	55.1
	Pell	4,801	3,473	72.3	4,525	3,308	73.1
<p><i>*Successful grades (Pass) are A, B, C, CR and CR+. All grades exclude audits, credit by exam and record delays. Except for the exclusions, all Pacific Islander students (except Native Hawaiians and Part Hawaiian) enrolled at Kapi'olani Community College are included.</i></p>							

In spring 2016 and 2017, fall-to-spring re-enrollment rates, excluding graduates and/or transfers, increased for All, Filipino, Native Hawaiian, and Pacific Islander students, while Pell student re-

enrollment declined. In spring 2017 and 2018, fall-to-spring re-enrollment rates, excluding graduates and/or transfers, decreased for All, Filipino, Native Hawaiian, Pacific Islander, and Pell students.

<b>Table 15: Kapi'olani CC Re-enrollment from Fall to Subsequent Spring</b>					
<b>Term</b>	<b>Demographic</b>	<b>Fall Headcount</b>	<b>Re-enrollment Headcount</b>	<b>Percent Re-enrolled</b>	<b>Adjusted Percent Re-enrolled</b>
<b>Fall 2015</b>	All Students	6,399	4,546	71.0	75.2
	Filipino	875	652	74.5	77.9
	Native Hawaiian	1,033	699	67.7	71.0
	Pacific Islander	124	86	69.4	70.5
	Pell	1,405	1,153	82.1	87.0
<b>Fall 2016</b>	All Students	5,959	4,187	70.3	76.1
	Filipino	843	639	75.8	80.9
	Native Hawaiian	926	616	66.5	71.6
	Pacific Islander	107	79	73.8	75.2
	Pell	1,194	957	80.2	86.1
<b>Fall 2017</b>	All Students	5,804	4,028	69.4	74.7
	Filipino	871	648	74.4	77.9
	Native Hawaiian	917	612	66.7	70.2
	Pacific Islander	139	100	71.9	74.6
	Pell	1,148	913	79.5	85.1

*\*Fall headcount is defined as students enrolled and home-based at Kapi'olani CC. Percent re-enrolled is calculated by dividing fall semester headcount by re-enrollment headcount. Adjusted percent re-enrolled excludes graduates and/or transfers from fall headcount.*

For fall 2016 and 2017, fall-to-fall enrollment percentages, excluding graduates and transfers, increased for All, Filipino, Pacific Islander, and Pell students, while Native Hawaiian re-enrollment declined.

<b>Table 16: Kapi‘olani Community College Re-enrollment from Fall to Next Fall</b>					
<b>Term</b>	<b>Demographic</b>	<b>Fall Headcount</b>	<b>Re-enrollment Headcount</b>	<b>Percent Re-enrolled</b>	<b>Adjusted Percent Re-enrolled</b>
<b>Fall 2015</b>	All Students	6,399	3,058	47.8	58.3
	Filipino	875	460	52.6	62.5
	Native Hawaiian	1,033	462	44.7	52.6
	Pacific Islander	124	44	35.5	41.5
	Pell	1,405	728	51.8	64.6
<b>Fall 2016</b>	All Students	5,959	2,795	46.9	59.6
	Filipino	843	446	52.9	64.3
	Native Hawaiian	926	389	42.0	52.2
	Pacific Islander	107	55	51.4	59.1
	Pell	1,194	588	49.2	64.7

*\*Fall headcount is defined as students enrolled and home-based at Kapi‘olani CC. Percent re-enrolled is calculated by dividing fall semester headcount by re-enrollment headcount. Adjusted percent re-enrolled excludes graduates and/or transfers from fall headcount.*

For fall 2013 and 2014 cohorts, the percent of students earning a degree or certificate of achievement in a three-year period increased for all students and for Filipino and Native Hawaiian students but declined for Pell students.

<b>Table 17: Degrees and Certificates of Achievement Earned by Fall Kapi‘olani Community College Cohorts Within Three Academic Years</b>					
<b>Cohort Year</b>	<b>Demographic</b>	<b>Number in Cohort</b>	<b>Number in Revised Cohort</b>	<b>Number of Degrees/Certificates Awarded</b>	<b>%</b>
<b>Fall 2013</b>	All Students	1,297	1,234	209	15.5
	Filipino	146	143	18	12.6
	Native Hawaiian	231	225	18	8.0
	Pacific Islander	29	28	*	*
	Pell	475	457	69	15.1
<b>Fall 2014</b>	All Students	1,257	1,201	202	16.8
	Filipino	134	133	18	13.5
	Native Hawaiian	207	204	20	9.8
	Pacific Islander	25	24	*	*
	Pell	398	375	56	14.9
* Indicates populations with counts <10.					
<i>UH 4-Year Institutions include UH Mānoa, UH Hilo, UH West O‘ahu, and UH Maui College BAS Programs. Students in cohort are new, first-time students enrolled and home-based at Kapi‘olani CC. The revised cohort is the original cohort minus students who transferred to UH 4-Year institutions.</i>					

In Table 18 below, for the Fall 2013 and 2014 cohorts, the number of Filipino, Native Hawaiian, and Pacific Islander students who transferred to a UH four-year campus in a three-year period was less than 10. (Due to UH data governance policies, data are suppressed when the number of students is less than ten.) The percent of all students who transferred declined, while the percent of Pell students who transferred more than doubled from 7.2 to 14.9 percent.

<b>Table 18: UH 4-Year Transfers by Fall Kapi‘olani Community College Cohorts</b>				
<b>Within Three Academic Years</b>				
<b>Cohort Year</b>	<b>Demographic</b>	<b>Number of Students in Cohort</b>	<b>Number of Transfers from Cohort</b>	<b>%</b>
<b>Fall 2013</b>	All Students	1,297	120	9.3
	Filipino	146	*	*
	Native Hawaiian	231	*	*
	Pacific Islander	29	*	*
	Pell	475	34	7.2
<b>Fall 2014</b>	All Students	1,257	113	9.0
	Filipino	134	*	*
	Native Hawaiian	207	*	*
	Pacific Islander	25	*	*
	Pell	398	56	14.9
* Indicates populations with counts <10.				
<i>Number of transfers to UH 4-Year Institutions include the following: UH Mānoa, UH Hilo, UH West O‘ahu, and UH Maui College BAS Programs.</i>				
<i>Fall 2015 cohort data not available until fall 2018.</i>				

Between 2013-14 and 2016-17, the number of degrees and certificates completed by All, Filipino, Native Hawaiian, and Pacific Islander students decreased, but the number of degrees and certificates completed by Pell students increased.

<b>Table 19: Kapi‘olani Community College Degrees and Certificates of Achievement Awarded per Fiscal Year</b>				
<b>Demographic</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>	<b>FY 2015-2016</b>	<b>FY 2016-2017</b>
All Students	1,513	1,335	1,383	1,356
Filipino	196	169	191	174
Native Hawaiian	234	189	191	186
Pacific Islander	27	16	19	10
Pell	195	243	263	233

Between 2013-14 and 2016-17, the number of fall transfers for All, Filipino, Native Hawaiian, and Pell students increased, while the number of Pacific Islander transfers decreased from 12 to 11, with the 2015-16 number falling below 10.

<b>Table 20: Fall Transfers From Kapi‘olani Community College to UH 4-Year Institutions</b>				
<b>Demographic</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>	<b>FY 2015-2016</b>	<b>FY 2016-2017</b>
All Students	451	514	490	543
Filipino	43	60	62	61
Native Hawaiian	76	105	77	106
Pacific Islander	12	13	*	11
Pell	143	225	197	199

### **Student Achievement in Annual Reports of Program Data**

Twenty-three academic programs track student achievement through their annual program effectiveness measures, which include:

- 1) Course Success (also an ISS)
- 2) Fall to Spring Persistence (re-enrollment in IEMs) (also a Strategic Plan measure)
- 3) Fall to Fall Persistence (re-enrollment in IEMs) (also a Strategic Plan measure)
- 4) Certificates and Degrees Awarded (also an ISS) (also a Strategic Plan measure)
- 5) Transfers (also an ISS) (also a Strategic Plan measure) (See, I.B.7)

In Table 21 below, eight academic programs track student achievement through licensing exam pass rates. In AY 2014-15, four programs achieved pass rates of 100 percent, one achieved a 97 percent pass rate and another achieved an 89 percent pass rate. In AY 2015-16, all five reporting programs achieved a 100 percent pass rate. In AY 2016-17, all programs achieved a 100 percent pass rate with the exception of Medical Assisting, which had a 71 percent pass rate.

<b>Table 21: Licensing Exam Pass Rates for 8 Academic Programs at Kapi‘olani Community College</b>			
<b>Program</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-17</b>
Medical Assisting	89%	100%	71%
Medical Laboratory Technician	100%	93%	100%
Mobile Intensive Care Tech	100%	100%	100%
Nursing: Associates Degree in Nursing	88%	N/A	100%
Nursing: Practical Nursing	97%	N/A	100%
Occupational Therapist	80%	76%	100%
Physical Therapist Assistant	69%	100%	100%
Radiologic Technologist	100%	100%	100%
Respiratory Care	100%	93%	100%

\* Annual Reports of Program Data ([ISS-7](#))

**Student Achievement: National Community College Benchmark (NCCB) Reports**

The College participates in the NCCB Project in order to avail itself of comparative data on student achievement derived from 242 colleges nationally. Table 22 below summarizes strengths and weaknesses identified in the College’s 2017 NCCBP report.

<b>Table 22: NCCBP Identified Strengths and Weakness, 2017</b>			
<b>Strengths</b>	<b>Kapi‘olani Rank</b>	<b>Weaknesses</b>	<b>Kapi‘olani Rank</b>
Percent of Full-time, First-Time Students who Completed or Transferred in Six Years	93 <sup>rd</sup> Percentile (higher is better)	Percent of Students that Received a Passing Grade of those that Completed English Composition II	4 <sup>th</sup> percentile (higher is better)
Percent of Part-time, First-Time Students who Transferred in Six Years	92 <sup>nd</sup> Percentile (higher is better)	CCSSE Student Effort Benchmark	4 <sup>th</sup> percentile (higher is better)
Percent of Part-time, First-Time Students who Completed or Transferred in Six Years	87 <sup>th</sup> percentile (higher is better)		
Tuition and Fees as Percentage of Median Service Area Income	13 <sup>th</sup> percentile (lower is better)		

**Evidence for Student Achievement Data and Institutional-set Standards**

- ISS-1 UHCC Policy UHCCP #4.203 Institution-set Standards
- ISS-2 Kapi‘olani institutional effectiveness measures website
- ISS-3 UHCC Strategic Directions, fall 2017
- ISS-4 UHCC Policy UHCCP #4.203 Institution-set Standards
- ISS-5 Student Success website
- ISS-6 Kapi‘olani institutional effectiveness measures website
- ISS-7 Annual Report of Program Data (ARPD) home page

## *Organization of the Institutional Self-Evaluation Process*

In August 2016, the Interim Chancellor assigned the College's Accreditation Liaison Officer and the Interim Chancellor's Executive Assistant, Ms. Joanne Whitaker, and Dr. Sunyeen Pai, Digital Initiatives Librarian, to co-chair the 2018 Institutional Self-Evaluation Report (ISER).

During the months of August and September, the co-chairs visited the four Authorized Governance Organizations (AGOs), the Faculty Senate, the Staff Council, the Student Congress, and 'Aha Kalāualani (Native Hawaiian Council) to inform them of the ACCJC self-evaluation process and to request their support for the effort. An open meeting was held for the entire campus to talk about the two-year report-writing process for which the College was preparing.

During the planning of the ISER effort, the report co-chairs facilitated discussions about the positive aspects and lessons learned in the process of writing the 2012 ISER. Some of the recommendations for the 2018 report writing process were:

- Create smaller teams
- Have standard team leaders build their own teams to encourage commitment
- Design a flatter organizational structure to increase communication
- Inform the team members as to how their drafts are edited as their voices are crafted into a single report voice

Ten teams were created to address the standards. The team leads/principal writers were asked to join the report-writing effort. The co-chairs worked with the team leaders to add writers and investigators to their teams, resulting in an overall team of almost 40 volunteers. This number of volunteers was in great contrast to the 2012 team of 120 participants.

Weekly report meetings started in August 2016. The teams were asked to analyze their standards and use the guiding prompts to investigate how well the College was performing the functions addressed by the standards. Administrators, program heads, and others served as subject matter experts.

By January 2017, the report had identified a number of areas for improvement, and the co-chairs facilitated the starting of conversations that were needed for the College to continue its self-evaluation and process of continuous improvement.

The co-chairs felt strongly that faculty and staff on the ISER team needed to develop a deeper knowledge about accreditation. From fall 2016 through fall 2017, team members were sent to ACCJC trainings in Guam, Kapolei (on O'ahu, Hawai'i), San Francisco, the ACCJC Conference in Irvine, California, and the day-long ACCJC site visit training for colleges in the Pacific held at

Kapi‘olani Community College. Team members and key administrators were strongly encouraged to participate on evaluation teams and faculty, staff, and administrators were sent on over ten evaluation team visits. In September 2016, the assessment consultant Robert Pacheco was invited by the University of Hawai‘i Community College (UHCC) System to give a two-day workshop on accreditation and assessment. In March 2017, the College hosted an assessment workshop given by Linda Suskie, which was attended by over 60 representatives from all of University of Hawai‘i’s community colleges and other Pacific Island colleges.

In October 2016, the Office of Institutional Effectiveness administered a campus climate survey, called *Closing the Loop*, that queried faculty and staff about a number of subjects including leadership, physical resources, and governance. Survey questions related to accreditation matters were noted. This survey was then revised with input from the accreditation writing team and administered again in November 2017. The resulting report issued in spring 2018 is entitled *Getting Better at Getting Better*.

The co-chairs gave updates on the ISER to the Chancellor’s Advisory Council (CAC) at its monthly meetings. This Council is the broadest assembly of leaders from all areas of the College, including administration, departments, units, offices, and Authorized Governance Organizations. The co-chairs reported to the College at all faculty and staff convocations, which take place at the beginning of each fall and spring semester.

During the summer of 2017, as much of the heavy work of assembling evidence and interviewing subject matter experts was over, the tasks of analysis and evaluation and writing across the standards continued with a smaller team. Six members from the original writing team were asked to continue and a copy-editor joined the team.

The report draft, primarily reporting on *Evidence of Meeting the Standard* and identifying areas for improvement, was shared with the College in fall 2017. The second public draft was shared in March 2018. Beginning in March, the Interim Chancellor met with the co-chairs to review the draft for accuracy. In April 2018, the co-chairs led weekly campuswide informational sessions. The final draft was submitted to the Office of the Vice President for UHCC May 15, 2018.

The report was approved by the University of Hawai‘i Board of Regents June 8, 2018.

## **Phase I Team**

### **Standard I**

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DRAFT MAY 8, 2018

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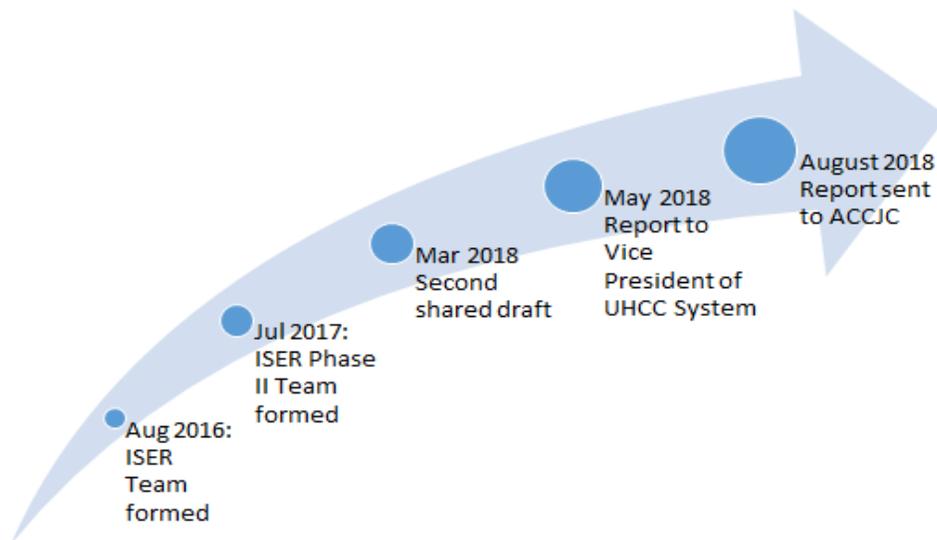
Marisa Yamada, Instructor, Center for Excellence in Learning, Teaching, and Technology

### **References**

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Ashley Kajioka, Digital Resources Librarian, Library and Learning Resources

### **Timeline**



## *Organizational Information*

The current organizational chart and functional statements are being revised to reflect a change in the structure of the campus developmental education courses and faculty to improve the overall successful completion of mathematics and English for developmental students. The mathematics and English faculty positions in Kahikoluamea (Developmental Education Department), which was under Student Affairs, were moved to the departments of Math/Sciences and Languages, Linguistics, and Literature (LLL), respectively, within the Kapi‘olani Community College Arts and Sciences unit of the Office for Academic Affairs to better reflect the College’s focus on student success and developmental education reform. The Student Affairs practitioners in Kahikoluamea were moved to support other initiatives across the College in the Student Affairs unit such as a counselor for online students.

In September 2012, the former Chancellor appointed a Foundations Taskforce to develop recommendations to improve the quality of student learning outcomes and student success in pre-college math and English courses. The number of students achieving success was declining. In addition, students were expending precious financial aid to complete courses with no college credit. In some cases, financial aid was depleted before students were able to complete their degrees. The Task Force’s recommendation in Spring 2013 was to consolidate the two levels of instruction: “Developmental courses in English and math should be organized in a common department with their college-level counterparts.” The recommendation was not implemented at that time.

In fall 2014, in order to prioritize strategies and implement them consistently throughout the community college system, the UHCC system established the Student Success Council (SSC), composed of representatives from faculty, administration, institutional research, Banner and the State of Hawai‘i public schools. One of the four focus areas to increase student success was developmental education. In AY 2014-2015, the University of Hawai‘i Community College’s Student Success Council redesigned the developmental education structure to include co-requisite models for teaching mathematics and English. Each community college was required to implement campus specific co-requisite courses to be offered in fall 2016. In fall 2016, the Interim Chancellor moved the developmental education faculty into the Arts and Sciences unit. For more information, see II.A.4.

The Administrative Staff Council is made up of ten members, nine of whom are in executive positions (E). The Administrative Staff Council meets on a weekly basis and advises the Chancellor. This group includes the Vice Chancellors for Academic Affairs, Student Affairs, and Administrative Services; the three Academic Program Deans, the Dean for the Office of Community and Continuing Education, the Student Affairs Coordinator, the Chancellor’s Executive Assistant, and the Chancellor. In addition, when appropriate, guests are invited to

inform the Council on specific topics. Any and all issues concerning the College are discussed at the Administrative Staff Council, and members are responsible for the two-way flow of information so that the college community is informed of administrative decisions, and so that these decisions are informed by the needs, ideas, and visions of the college community members. There are ten executive positions at the College. One of the executive's role is primarily to support the development of the Culinary Institute of the Pacific and therefore, is not one of the members of the Administrative Staff Council.

**Table 1. Kapi'olani Community College, Administrative Staff Council, Spring 2018**

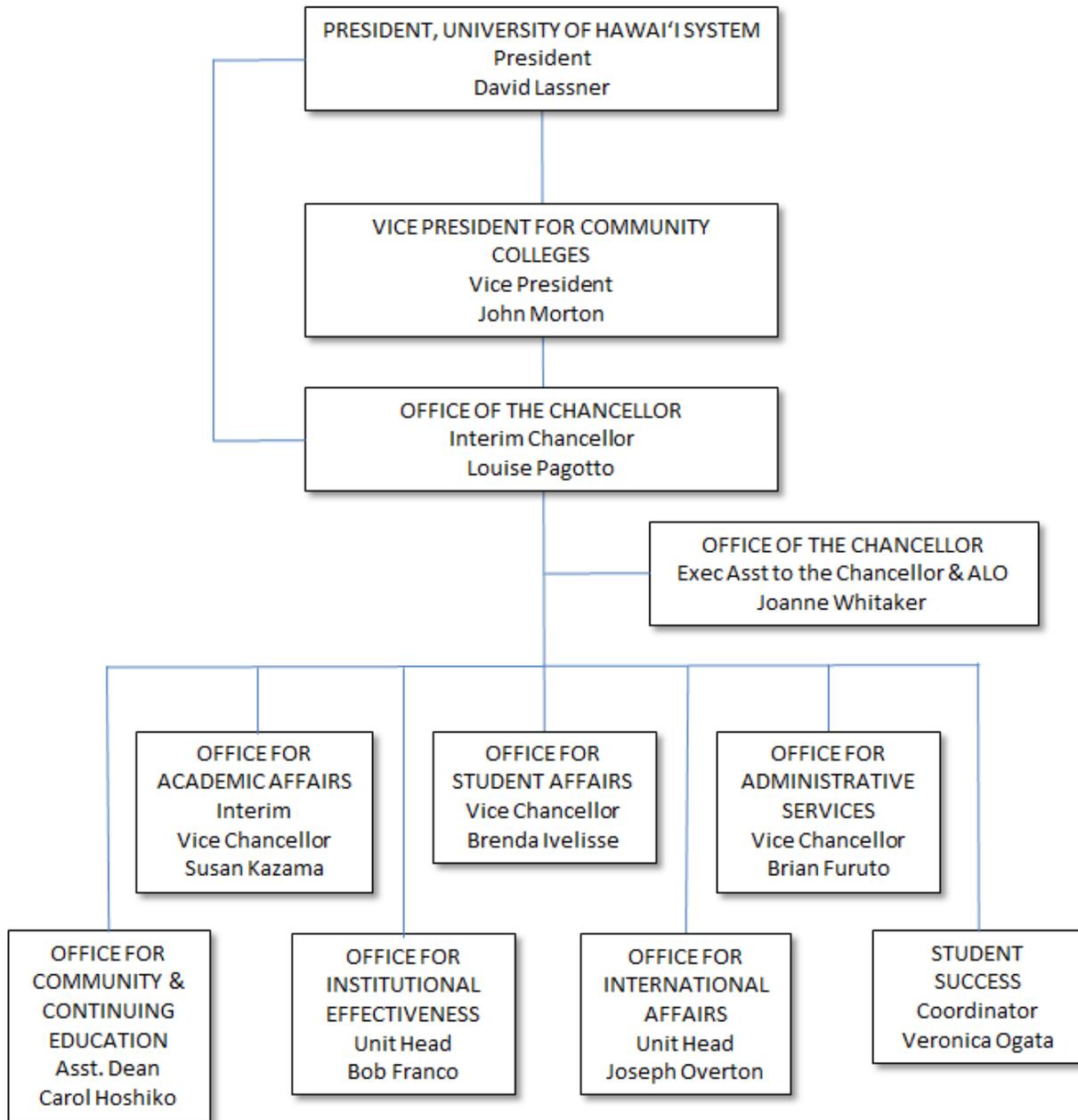
Administrator	Title	Highest Degree
Louise Pagotto (E)	Interim Chancellor <sup>1</sup>	PhD
Joanne Whitaker (E)	Executive Assistant to the Chancellor	MM
Susan Kazama (E)	Interim Vice Chancellor for Academic Affairs	MLS
Brian Furuto (E)	Vice Chancellor for Administrative Services	MBA
Brenda Ivelisse (E)	Vice Chancellor for Student Affairs	PhD
Nawa'a Napoleon (E)	Dean, Arts and Sciences	MA
John Richards (E)	Dean, Hospitality, Business, and Legal Education Academic Programs	CEC, CCA, CWPC, MBA
Aaron Koseki (E)	Acting Dean, Health Academic Programs	PhD, RRT
Carol Hoshiko (E)	Assistant Dean, Office for Community and Continuing Education	PhD
No'eau Keopuhiwa	Interim Student Affairs Coordinator	PhD

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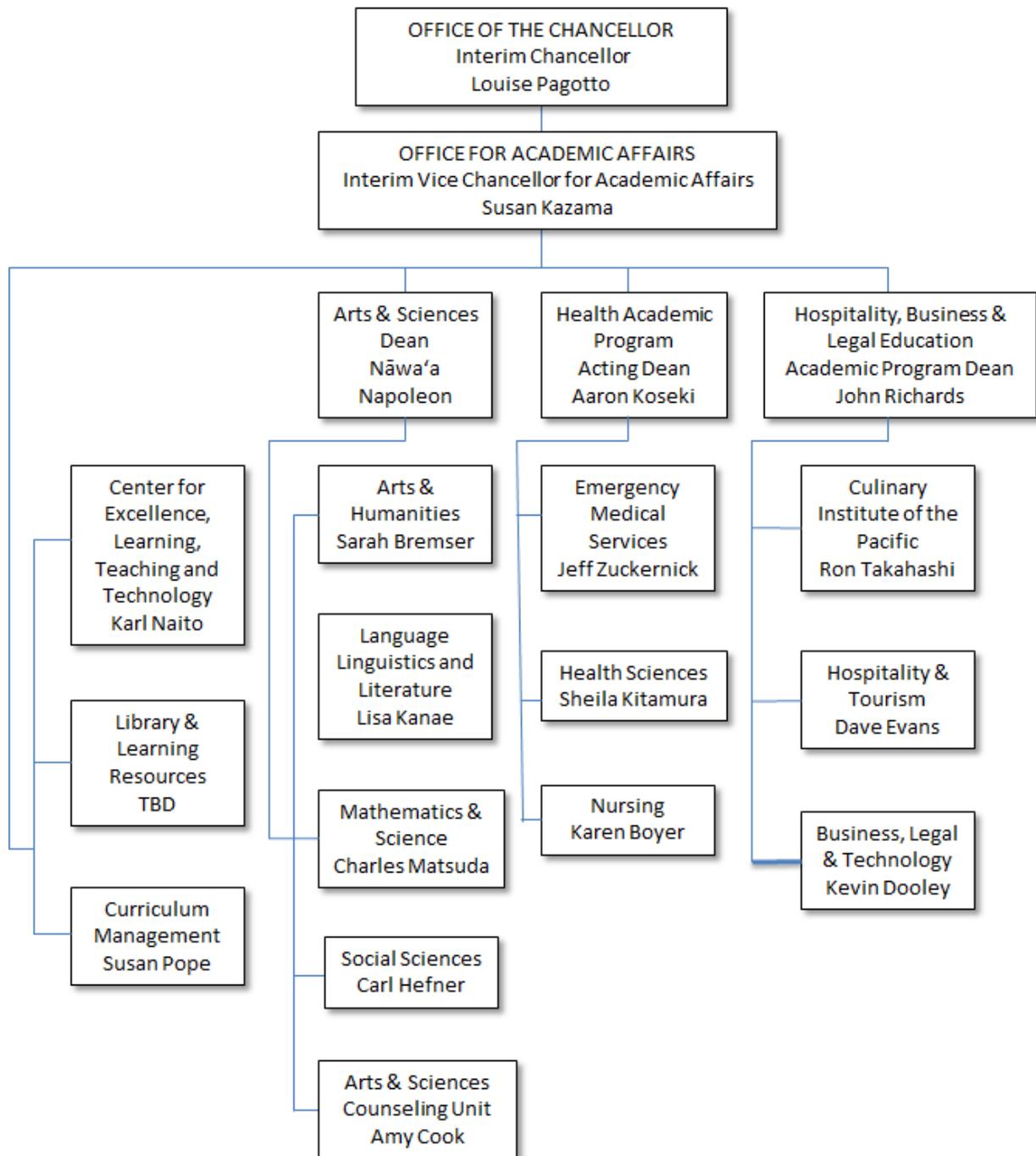
<sup>1</sup> The Vice President for Community Colleges recommended to the University of Hawai'i President the appointment of the Interim Chancellor as the permanent Chancellor for Kapi'olani Community College. The effective date of the appointment is June 8, 2018.

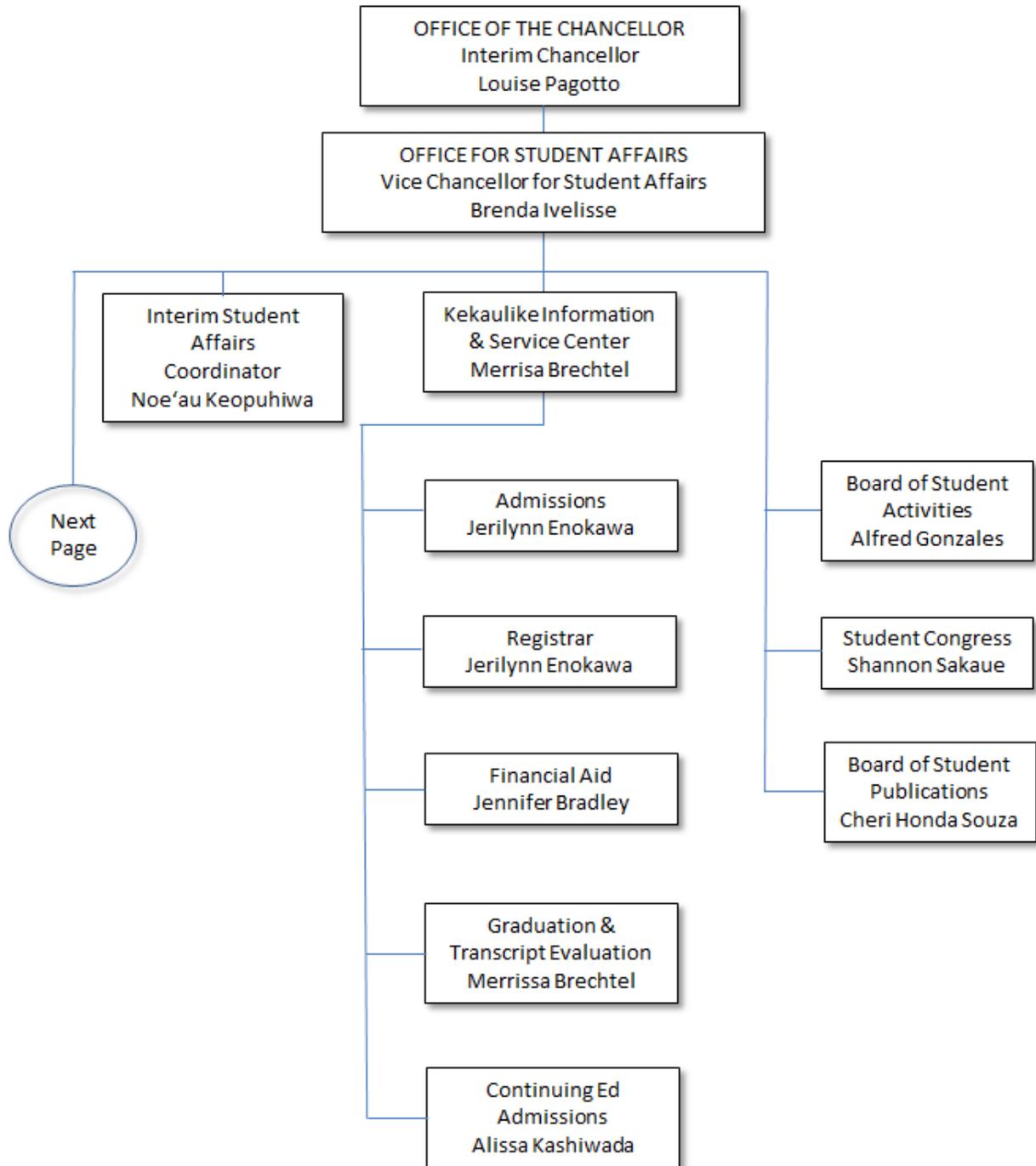
The College's official [organizational chart](#) and [functional statement](#) are listed on the University of Hawai'i Community Colleges' [website](#). The following charts include personnel names.

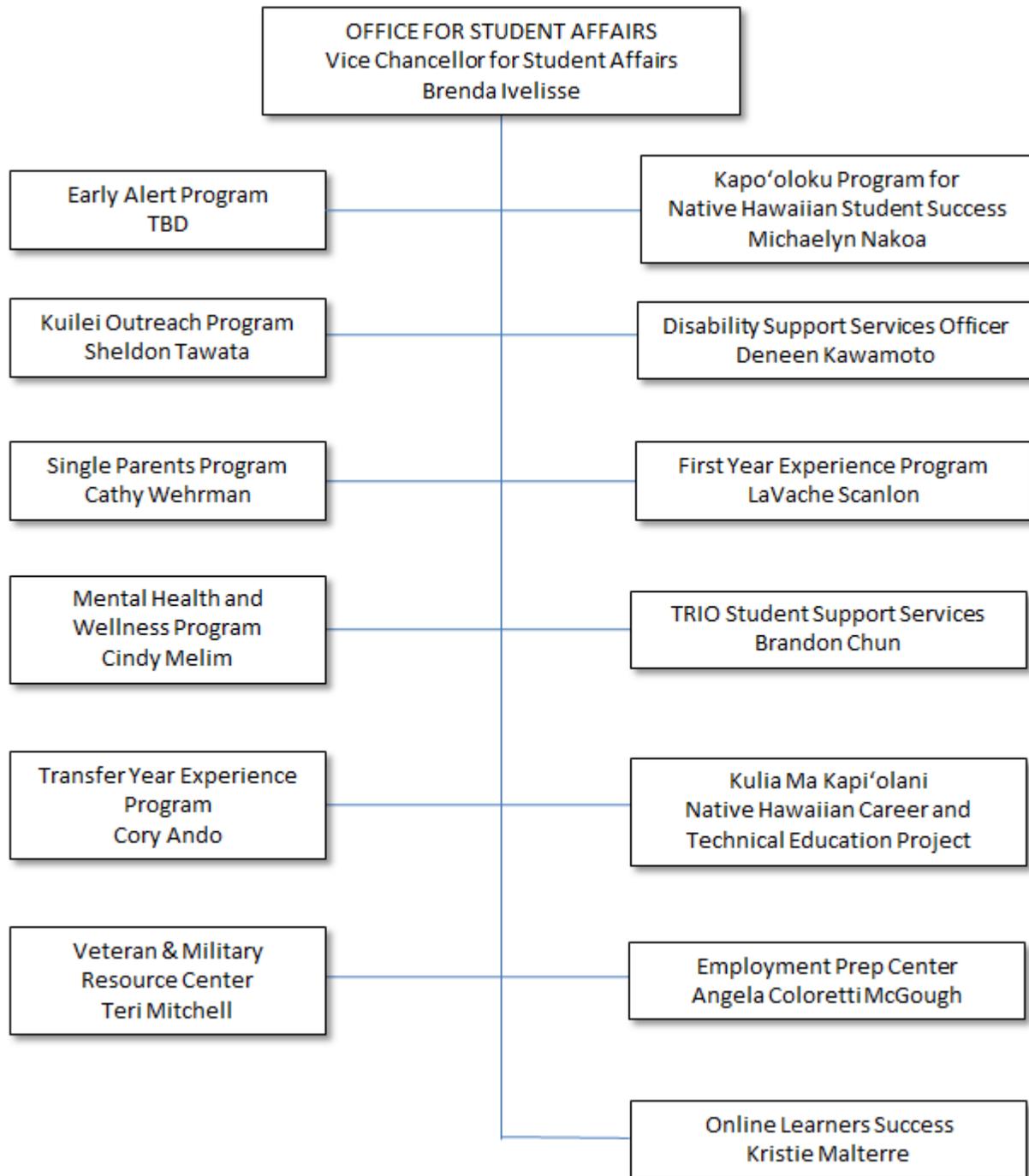
### 2018 Organizational Charts

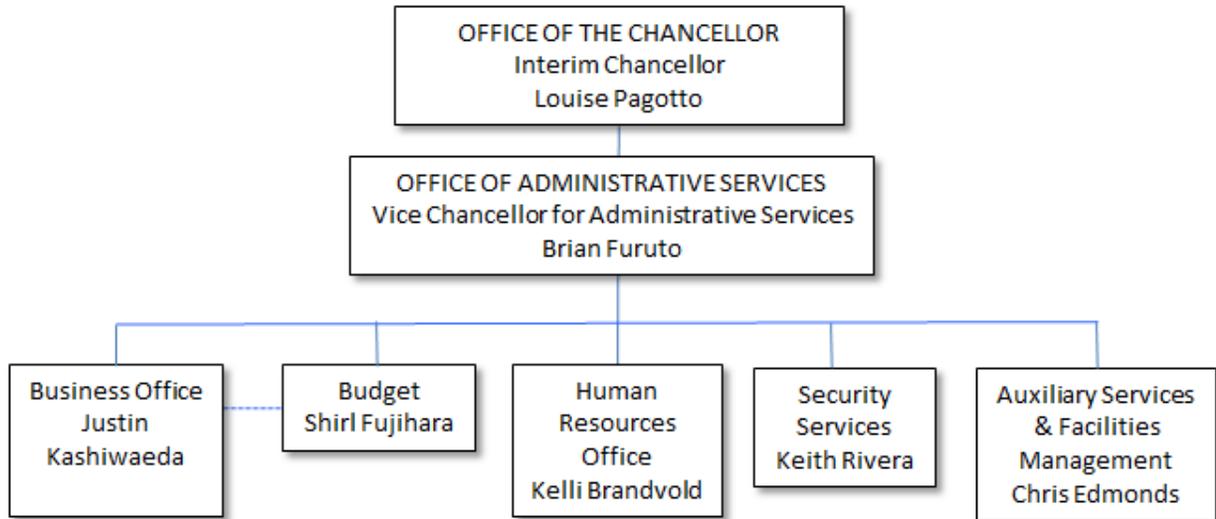


Updated  
4/22/2018









## Employee Profile

The gender profile for all employees is in Table 2 below. The female employees continue to outnumber the male employees slightly, mirroring the student body gender ratio. The faculty to lecturer ratio has generally remained the same with more full-time faculty than lecturers. The number of executives has remained constant since 2013 and the number of APT showing a small increase. APT are Administrative, Professional and Technical staff and civil service employees are clerical and secretarial positions.

**Table 2. Gender Profile for All Kapi‘olani Community College Employees**

Kapi‘olani Community College, All Employees												
	Total		Executive		APT		Civil Service		Faculty		Lecturer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FY '12-'13	633	100.0	9	1.4	72	11.4	86	13.6	249	39.3	217	34.3
Female	347	54.8	4	0.6	39	6.2	52	8.2	146	23.1	106	16.7
Male	286	45.2	5	0.8	33	5.2	34	5.4	103	16.3	111	17.5
FY '13-'14	655	100.0	10	1.6	82	13.0	97	15.3	248	39.2	218	33.3
Female	349	53.3	4	0.6	47	7.4	54	8.5	140	22.1	104	15.9
Male	306	46.7	6	0.9	35	5.5	43	6.8	108	17.1	114	17.4
FY '14-'15	658	100.0	10	1.6	79	12.5	93	14.7	260	41.1	216	32.8
Female	354	53.8	5	0.8	45	7.1	52	8.2	147	23.2	105	16.0
Male	304	46.2	5	0.8	34	5.4	41	6.5	113	17.9	111	16.9
FY '15-'16	652	100.0	10	1.6	86	13.6	87	13.7	263	41.5	206	31.6
Female	348	53.4	6	0.9	49	7.7	46	7.3	148	23.4	99	15.2
Male	304	46.6	4	0.6	37	5.8	41	6.5	115	18.2	107	16.4
FY '16-'17	659	100.0	10	1.6	96	15.2	85	13.4	264	41.7	204	31.0
Female	371	56.1	6	0.9	56	8.8	49	7.7	154	24.3	105	15.9
Male	288	43.9	4	0.6	40	6.3	36	5.7	110	17.4	99	15.0

The number of the College’s faculty by rank and gender (see Table 3) has stayed consistent since 2012 with a slight decrease in the number of faculty overall from the peak in AY 2014-2015.

**Table 3. Kapi'olani Community College Faculty by Rank and Gender**

Kapi'olani Community College Faculty, by Rank and Gender												
	Total		Professor		Associate		Assistant		Instructor		Lecturer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FY '12-'13	466	100.0	48	10.3	49	10.5	62	13.3	90	19.3	217	46.6
Female	252	54.1	25	5.4	27	5.8	36	7.7	58	12.4	106	22.7
Male	214	45.9	23	4.9	22	4.7	26	5.6	32	6.9	111	23.8
FY '13-'14	466	100.0	47	10.1	45	9.7	66	14.2	90	19.3	218	46.8
Female	244	52.4	25	5.4	25	5.4	36	7.7	54	11.6	104	22.3
Male	222	47.6	22	4.7	20	4.3	30	6.4	36	7.7	114	24.5
FY '14-'15	476	100.0	53	11.4	56	12.0	59	12.7	92	19.7	216	46.4
Female	252	54.1	27	5.8	34	7.3	33	7.1	53	11.4	105	22.5
Male	224	48.1	26	5.6	22	4.7	26	5.6	39	8.4	111	23.8
FY '15-'16	469	100.0	64	13.7	53	11.4	60	12.9	86	18.5	206	44.2
Female	247	53.0	31	6.7	34	7.3	33	7.1	50	10.7	99	21.2
Male	222	47.6	33	7.1	19	4.1	27	5.8	36	7.7	107	23.0
FY '16-'17	468	100.0	64	13.7	49	10.5	58	12.4	93	20.0	204	43.8
Female	259	55.6	32	6.9	32	6.9	36	7.7	54	11.6	105	22.5
Male	209	44.8	32	6.9	17	3.6	22	4.7	39	8.4	99	21.2

## **Certification of Continued College Compliance with Eligibility Requirements 1-5**

Kapi‘olani Community College has examined its policies and practices considering the expectations of the Eligibility Requirements (ERs) as required for the completion of the Institutional Self Evaluation Report. Requirement 1 through 5, inclusive, are summarized separately in this section; the analysis of the remaining ERs is included in the narrative responses to the standards, as relevant. Evidence demonstrating continued compliance with the ERs is included, as relevant.

### **1. Authority**

Kapi‘olani Community College is a public, two-year comprehensive community college operating under the University of Hawai‘i System of Higher Education and duly authorized by the State of Hawai‘i to award degrees and certificates appropriate for two-year institutions. The University of Hawai‘i Community College (UHCC) System is responsible for the quality of the community colleges and operates through a centralized office. All degrees, certificates and other awards granted by the College are duly approved by the College and the Board of Regents.

Kapi‘olani Community College began in 1946 as the Kapi‘olani Technical School at a time when Hawai‘i was still a territory of the United States. The innovative school was administered by the Territorial Department of Instruction with a strong academic focus on food service. But in 1959, as Hawai‘i was entering statehood, three additional programs were added: practical nursing, business education and dental assisting. In 1965 the College realigned its academic mission and joined the University of Hawai‘i Community College (UHCC) System. From its original home at the corner of Pensacola Street and Kapi‘olani Boulevard to its current location on the slopes of scenic Diamond Head, the College has established itself as a flagship institution in the UHCC System.

### ***Conclusion***

The College has continuously complied with Eligibility Requirement 1, Authority. The College is authorized to operate as a community college in the State of Hawai‘i and to award degrees by the UHCC and the Board of Regents, its governing board.

### ***Evidence***

- [E-1](#) Hawai‘i Constitution, Article X
- [E-2](#) HRS 304A-101
- [E-3](#) Board of Regents Policy RP 3.201
- [E-4](#) Board of Regents Policy RP 4.207
- [E-5](#) ACCJC Certificate of Accreditation

## **2. Operational Status**

Since its inception in 1946, Kapi‘olani Community College has been in continuous, uninterrupted operation. The College has a student headcount of 7,095 (fall 2017) and full time equivalent student count of 2,606. The College is a comprehensive two-year institution serving students with a wide variety of educational goals, including the first two years of post-secondary study (baccalaureate transfer pathway), associates degrees in workforce and career technical education fields, pre-collegiate courses to develop college readiness, and noncredit and community education. The pursuit of academic degrees is the principal reason for matriculation to the College.

College operations are robust and organized to best meet the College mission (see I.A). The College has an annual budget of approximately \$44,843,450 (FY17) with 253 full-time faculty and 10 administrative and 163 support staff.

### ***Conclusion***

The College complies and has continuously complied with Eligibility Requirement 2, Operational Status. The College is a viable and robust post-secondary educational institution in Hawai‘i with core faculty and staff to support its institutional mission.

### ***Evidence***

- [E-6](#) College Catalog
- [E-7](#) Class Schedule

## **3. Degrees**

Kapi‘olani Community College awarded 1,356 associate degrees and certificates in the 2016-2017 academic year. Associate degrees comprise traditional two-year courses of study, except for most health programs, which require prerequisite courses. The College maintains a catalog detailing the graduation and certificate unit requirements and student learning outcomes for all courses and programs, for all potential students. The College maintains a curriculum committee that operates under the Faculty Senate and handles all academic and professional matters, including the creation, implementation and evaluation of all curriculum. The College and University of Hawai‘i System’s Board of Regents approve all relevant programs of study through a system of oversight and review. (See II.A.)

### ***Conclusion***

The College complies and has continuously complied with Eligibility Requirement 3, Degrees. The College issues the associates degree as the principal award, which is a two-year course of

study. The College also awards certificates. All curriculum is created and approved through rigorous academic processes led by faculty, approved by the Chancellor. New programs are given final approval by the Board of Regents.

***Evidence***

- [E-8](#) College Catalog
- [E-9](#) Class Schedule

**4. Chief Executive Officer**

The College has a Chief Executive Officer (CEO) duly appointed by the Board with the exclusive and full-time responsibility to execute board policies. The CEO at Kapi‘olani Community College is the Chancellor. The University of Hawai‘i System, which includes seven community colleges and three universities, is led by a President. An interim CEO was appointed from June 2016 to June 2018. On April 17, 2018, the Vice President for Community Colleges announced that he had recommended to the University President, the appointment of the Interim Chancellor as the next permanent Chancellor for Kapi‘olani Community College. The effective date of appointment is June 8, 2018. The College notifies the accrediting commission of all executive leadership changes in a timely fashion. There are established UHCC System policies for the hiring and evaluation of the CEO. Delegation of authority to administer board policies is likewise governed by established board policy. (See IV.B.)

***Conclusion***

The College complies with Eligibility Requirement 4, Chief Executive Officer. The College is authorized to operate as a post-secondary educational institution in Hawai‘i and to award degrees by the University of Hawai‘i System and the State of Hawai‘i.

***Evidence***

- [E-10](#) Board of Regents Policy RP 2.202
- [E-11](#) UH Executive Policy EP 1.102
- [E-12](#) Board of Regents Policy RP 9.201
- [E-13](#) UH Executive Policy 9.212
- [E-14](#) Board of Regents Policy RP 9.212

**5. Financial Accountability**

The College's financial operations and systems are reviewed as part of the UHCC System both internally and via external audit performed by an independent certified public accountant. There were no findings from the external audit (See III.D.5) and findings from the internal audit have

been addressed (see III.D.7) . The UHCC applies generally accepted accounting principles for its operations and for audit. On a biennial cycle, the University of Hawai‘i’s budget is presented to and reviewed by the Board of Regents and presented to the State Legislature. The College’s operating budget approved by the Board of Regents for FY 2017 has a projected \$44,843,450 in unrestricted revenue to fund an unrestricted expenditure budget of \$44,093,544. All financial evaluations include a thorough review of internal financial systems, compliance with state and federal laws and regulations. Since the College is part of the UHCC System, all audits are examined by the UHCC and UH financial offices for further oversight and examination. The last audit was completed on December 15, 2016.

The College is also authorized to award financial aid under federal Title IV. The College follows the required components of the Title IV of the United States Code of Federal Regulations. The College conducts all audits and program or other review activities required by the USDE and addresses any findings. All required financial documents, program records, etc. are appropriately stored and maintained in secure college record keeping systems. The College has the fiscal and administrative capacity to timely address current and future financial obligations. Student loan default rates are well within the acceptable range defined by the USDE for our institution. (See IV.D. and Checklist for Compliance with Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance)

### ***Conclusion***

The College complies with Eligibility Requirement 5, Financial Accountability. The College is a financially stable state-supported institution that is subject to regular external audits and that has proper systems of internal controls to monitor financial and budgetary requirements.

### ***Evidence***

- [E-15](#) 2017 UH Independent Financial Audit
- [E-16](#) Title IV Authorization for Federal Aid DOE Federal Student Aid listing , code # 001613

## Continued Compliance with Federal Regulations and Commission Policies

As part of its self-evaluation, Kapi‘olani Community College has examined its continued compliance with the ACCJC policies established to implement the eligibility requirements, standards as well as Federal regulations. Special attention was given to the policies related to the college mission.

To report its findings, the College has recreated and embedded the ACCJC Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies into the ISER to evaluate the policies that must be separately addressed, namely:

- Policy on Rights and Responsibilities of the Commission and Member Institutions
- Policy on Institutional Degrees and Credits
- Policy on Transfer of Credit
- Policy on Distance Education and on Correspondence Education
- Policy on Representation of Accredited Status
- Policy on Student and Public Complaints against Institutions
- Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy on Institutional Compliance with Title IV

The College has also added a matrix that provides a self-evaluation narrative, evidence of compliance, and links to other relevant areas demonstrating compliance. A three-point rubric was used to justify the conclusions: “Meets”, “In Progress,” and “Does Not Meet” the compliance expectation. A score of “Meets” indicates that processes and practices satisfactorily address all the expectations. A score of “In Progress,” on the other hand, notes that processes and practices substantially meet most of the compliance requirements. A score of “Does Not Meet” notes that work is needed to substantially meet policy expectations. After careful analysis, the College was found to be in compliance with all commission policies and federal regulations

Three ACCJC policies are relevant to the re-accreditation process itself:

- Policies Embedded in the Accreditation Standards
- Policies Requiring Separate Coverage
- Policies Relevant to the Accreditation Process.

College compliance with these policies is noted in the ISER, specifically in Standard I.C., Institutional Integrity. The remaining Commission policies are embedded within and referenced substantive standards.

<p align="center"><b>Public Notification of an Evaluation Visit and Third-Party Comment</b></p> <p align="center">Regulation citation: 602.23(b)</p>	
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The public and college community have been invited to provide comment on the College with respect to the comprehensive visit via the web, in college literature, and at public events. <a href="https://www.kapiolani.hawaii.edu/accreditation/">https://www.kapiolani.hawaii.edu/accreditation/</a></li> <li>● The public has been encouraged to deliver their comments according to ACCJC expectations for authentication.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.C.5; I.C.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-1</a> College accreditation web page</li> <li>● TBD College web link, newsletters, and announcements</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Two:</b> <i>The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College has not received any notification of any third-party comments up to the time of the publication of the self-evaluation report. The College will continue to work with the Commission and the visiting team for any comments received between the time of the ISER and the college visit.</li> </ul>

	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.C.5; I.C.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● Comments from the public after the publication of the report will be reviewed with the site team.</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The Institution demonstrates compliance with the <u>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</u> as to third party comments.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● Kapi‘olani CC has provided substantial opportunity for college governance groups, students, and the community to make suggestions to improve college operations.</li> <li>● The Chancellor has led communications in the local and business community in sharing the upcoming visit and the opportunity to share comments.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.C.5; I.C.12, Standard IVB.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● No third-party comments have been received by the college. Evidence of comments made after publication of the self-evaluation report will be shared upon receipt.</li> </ul>

<p align="center"><b>Standards and Performance with Respect to Student Achievement</b></p> <p align="center">Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]</p>	
<p>Kapi'olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>● The College, in association and cooperation with the system office, has established institution-set standards at the college level of analysis for planning and institutional improvement.</li> <li>● Successful Course Completion as a metric is one of the measures of institutional performance via Hawai'i System Policy.</li> <li>● The Institution Set Standards were discussed and reviewed by the College governance process in cooperation with the UHCC Vice President's Office.</li> <li>● The College uses floor, or baseline, measures and aspirational goals for college analysis.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.A.2, I.B.2; I.B.3, I.B.5</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution Set Standards</li> </ul>
<p>Kapi'olani CC Self- Assessment</p>	<p><b>Item Two:</b> <i>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</i></p>

<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College has included programmatic level analysis for employment using licensure passage, program completion, and employment rates. Goal setting is connected to the floor and aspirational analysis.</li> <li>● Institution set standards for CTE programs are included in the ACCJC Annual Report.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Standard I.B.2; I.B.3, II.A.1, II.A.13, II.A.14</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution Set Standards</li> <li>● <a href="#">F-2</a> ACCJC annual reports</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● Kapi‘olani CC regularly evaluates progress on its mission through its strategic plan review.</li> <li>● Multiple college settings are used to convey information as well as twice yearly visits to the College by the UHCC Vice President.</li> <li>● Institutional Set Standards are also shared with all College departments and units to connect with the student success pathway work at the College.</li> <li>● Program Review fuels the review of institutional performance.</li> </ul>

	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.B.2; I.B.3, I.B.5, I.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution Set Standards</li> </ul>
<p>Kapi'olani CC Self-Assessment</p>	<p><b>Item Four:</b> <i>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College has met all but three of the institutional-set standards. Plans have been created for addressing the College performance pursuant to UHCC policy.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.B.2; I.B.3, I.B. 6, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution Set Standards</li> </ul>

<p style="text-align: center;"><b>Credits, Program Length, and Tuition</b></p> <p style="text-align: center;">Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)</p>	
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College’s policies and procedures conform to a generally accepted standards for higher education for associates degree pursuant to Hawai‘i and federal regulations.</li> <li>● Credit hour practices are monitored as part of the campus-based curriculum review process.</li> <li>● UHCC policy (UHCCP #5.228) has established administrative procedures to determine a credit hour that generally meets commonly accepted academic expectations.</li> <li>● All programs and courses are approved by the Faculty Senate. The UH Board of Regents approves all new programs.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Standard II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 9, 10, 12</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-3</a> UHCC Policy UHCCP #5.228. Credit Hour.</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Two:</b> <i>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College has established policies and procedures for the definitions of credit hour that align with commonly accepted practices at the collegiate level and comply with UHCC policy UHCCP #5.228.</li> <li>● All programs and courses are developed and updated by faculty and approved at the College by the Chancellor. New programs are approved by the UH Board of Regents.</li> <li>● The College has an established curriculum committee that reviews the technical requirements and content in all new and existing courses and programs.</li> </ul>

	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Standard II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 9, 10, 11, 12</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-3</a> UH Executive Policy EP 5.228. Credit Hour.</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Kapi‘olani CC is an open admission two-year institution. Tuition is a uniform rate of \$126 per credit with additional fees for student activities, student government, and student publications.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard I.B.2; I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-4</a> UH Executive Policy EP 6.202. Tuition-Setting Procedures</li> <li>• <a href="#">F-5</a> Kapi‘olani CC website, Tuition and Fees</li> <li>• <a href="#">F-6</a> Kapi‘olani CC catalog, p. 29</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Four:</b> Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Certain programs include courses that have been designed to follow Federal standards for clock-to-credit-hour conversions. These are typically internships, practica or clinical courses: Respiratory Care (RESP 222), Mobile Intensive Care Technician (MICT 330), Physical Therapy Assistant (PTA 252), and Medical Laboratory Technician (MLT 242). Federal regulations require that one semester/trimester credit hour is equal to at least <b>37.5 clock hours</b> of instruction. The College exceeds federal standards as most courses that are based on</li> </ul>

	<p>clock hours actually conform to the formula used for classroom-delivered laboratory courses, where one credit is equivalent to 45 hours over the semester.</p>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Standard II.A.9</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Not Applicable</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Five:</b> The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i>.</p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College has established policies and procedures to define credit hour that align with commonly accepted practices for higher education and comply with UHCC Policy UHCCP #5.228.</li> <li>● All programs and courses are approved by faculty and ultimately approved at the College by the Chancellor. New programs are approved by the UH Board of Regents.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.B.2; I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-7</a> Board of Regents Policy RP 5.201. Instructional Programs</li> <li>● <a href="#">F-8</a> UH Executive Policy EP 5.228. Credit Hour;</li> <li>● <a href="#">F-9</a> UH Executive Policy EP 5.201. Approval of New Academic Programs and Review of Provisional Academic Programs</li> <li>● <a href="#">F-10</a> UH Executive Policy EP 5.203, University of Hawai‘i Program Credentials.</li> <li>● <a href="#">F-11</a> UHCC Policy UHCCP 5.203. Program Credentials: Degrees and Certificates</li> </ul>

<b>Transfer Policies</b> [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]	
Kapi‘olani CC Self-Assessment	<b>Item One:</b> <i>Transfer policies are appropriately disclosed to students and to the public.</i>
Meets	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● UHCC and University of Hawai‘i policies on the transfer of credit are current and available in the catalog and college website.</li> <li>● The evaluation process and the necessary information for students to complete the process are included on the college website and catalog.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-12</a> Kapi‘olani CC website, transfer tab</li> <li>● <a href="#">F-13</a> Kapi‘olani CC 2017-2018 catalog, p.14</li> </ul>
Kapi‘olani CC Self-Assessment	<b>Item Two:</b> <i>Policies contain information about the criteria the institution uses to accept credits for transfer.</i>
Meets	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College catalog and College website specify the practices and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit.</li> <li>● The College establishes the criteria for acceptance of upper-division coursework to meet associate degree requirements and policy on the use of upper-division coursework.</li> </ul>

	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-14</a> Kapi‘olani CC website, Transferring to KCC</li> <li>● <a href="#">F-15</a> Kapi‘olani CC 2017-2018 catalog, p. 50</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> The institution complies with the <i>Commission Policy on Transfer of Credit</i>.</p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>● To evaluate and grant transfer credit, College faculty, counselors, students, and staff use articulation practices in place in the University of Hawai‘i Community College system.</li> <li>● The UHCC system office assists in the articulation of Kapi‘olani CC courses with the University of Hawai‘i system and in the streamlining of transfer between institutions.</li> <li>● College counselors and transcript evaluators use evaluation systems for coursework taken within institutions of higher education in the United States.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.A.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 20</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-16</a> Kapi‘olani CC website, transfer tab</li> <li>● <a href="#">F-17</a> Kapi‘olani CC 2017-2018 catalog, p.14</li> <li>● <a href="#">F-18</a> Kapi‘olani CC website, Transferring to KCC</li> <li>● <a href="#">F-19</a> Kapi‘olani CC 2017-2018 catalog, p. 50</li> </ul>

<p style="text-align: center;"><b>Distance Education and Correspondence Education</b></p> <p style="text-align: center;">[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]</p>	
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● All Kapi‘olani CC distance credit courses are distance education, not correspondence education, in alignment with USDE definitions.</li> <li>● The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education.</li> <li>● The College has a Faculty Senate Distance Education Committee that provides insight and recommendations to the governance bodies on methods to maximize learning in virtual and hybrid settings.</li> <li>● Professional development is in place to teach students and faculty on how best to teach and learn in the virtual environment.</li> <li>● All class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes.</li> <li>● Discipline faculty in academic programs complete program review, which includes program-level success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.B.1; II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-20</a> Distance Education Plan</li> <li>● <a href="#">F-21</a> Faculty Senate Distance Education Committee website</li> </ul>

<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Two:</b> <i>There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed)</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>● At Kapi‘olani CC, all class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes..</li> <li>● Faculty subject matter experts review content, implementation and design.</li> <li>● Faculty and administration have access to enrollment metrics disaggregated for online as well as face-to-face modes of delivery.</li> <li>● Program review, the venue for dialogue about success in online courses, takes place during faculty meetings and in discussions between faculty department leads, the deans and the vice chancellor for academic affairs.</li> <li>● The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education and include regular and substantive interaction initiated by the instructor.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.B.1; II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-22</a> Distance Education Plan</li> <li>● <a href="#">F-23</a> Faculty Senate Distance Education Committee website</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in distance education or correspondence education course or program, and for ensuring that student information is protected.</i></p>

<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College uses software and other internal practices for online, hybrid and web-enhanced classes. Platforms are established for communication, progress tracking and evidence of stored learning.</li> <li>● Distance education faculty use one or more of the following methods to reaffirm identity:             <ul style="list-style-type: none"> <li>○ proctored testing</li> <li>○ virtual face-to-face meetings</li> <li>○ close attention to changes in writing style</li> </ul> </li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.B.1; II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-24</a> Distance Education Plan</li> <li>● <a href="#">F-25</a> Faculty Senate Distance Education Committee website</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Four:</b> <i>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● Distance Education resource needs are captured through program review, departmental analysis and strategic planning. There is also a Distance Education Plan.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard II.A.1, II.B.1; II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-26</a> Distance Education Plan</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Five:</b> <i>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</i></p>

Meets	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• The College has a Faculty Senate Distance Education Committee and a Distance Education Coordinator that support online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.</li> <li>• The Center for Excellence in Learning, Teaching and Technology (CELTT) supports professional development for the College’s learning management system and platform to enhance online, hybrid, and on-campus instruction.</li> <li>• All class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes.</li> <li>• The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard II.A.1, II.B.1; II.C.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 9, 15, 17</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-27</a> Substantive Changes for Distance Education October 2011, appendices available upon request.</li> </ul>

<p><b>Student Complaints</b></p> <p>[Regulation citations: 602.16(a)(1)(ix); 668.43.]</p>	
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</i></p>
Meets	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• The catalog describes the policy of student grievances on page 62 and directs a student to contact the department chair if the grievance cannot be resolved with the faculty member. It describes next steps and states that copies of the grievance procedures are available at the Office of the Vice Chancellor for Student Affairs. The <i>Academic Grievance Procedures</i> are on the college website and they set forth the grievance process and the methods to resolve and initiate the grievance and other complaint processes.</li> </ul>

	<ul style="list-style-type: none"> <li>• The college catalog is updated for changes, amendments and improvements to the student grievance process.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-28</a> Kapi‘olani CC 2017-2018 catalog, p. 62</li> <li>• <a href="#">F-29</a> Kapi‘olani CC website, Policies</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Two:</b> <i>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The student complaint files for the previous accreditation cycle are available to the site team for review.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• Complaint files provided upon request</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Complaint files and records are safely maintained on the main campus student services division.</li> </ul>

	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Four:</b> <i>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The College lists all of the required information from the ACCJC on the College’s main accreditation page.</li> <li>• The College lists all the programmatic accreditors and licensing agencies that sanction, approve or license the institution (with complaint links) on the college accreditation page.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Not Applicable.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-30</a> ACCJC accreditation webpage</li> <li>• <a href="#">F-31</a> Program accreditation webpage</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Five:</b> <i>The institution demonstrates compliance with the <b>Commission Policy on Representation of Accredited Status</b> and the <b>Policy on Student and Public Complaints Against Institutions</b>.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The student complaint process is established by Board policies and college practice, and procedures are found in the College catalog and on the website.</li> <li>• The catalog describes the policy of student grievances on page 62 and directs a student to contact the department chair if the grievance cannot be resolved with the faculty member. It describes next steps and states that copies of the grievance procedures are available at the Office of the Vice Chancellor for Student Affairs. The <i>Academic Grievance Procedures</i> are on the college website and they set forth the grievance process and the methods to resolve and initiate the grievance</li> </ul>

	and other complaint processes.
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.B.2; I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-32</a> Kapi‘olani CC 2017-2018 catalog, p. 62</li> <li>● <a href="#">F-33</a> Kapi‘olani CC website, Policies</li> </ul>

<p><b>Institutional Disclosure and Advertising and Recruitment Materials</b></p> <p>[Regulation citations: 602.16(a)(1))(vii); 668.6.]</p>	
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item One:</b> <i>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● Integrity is ensured through having various methods and procedures to provide information to students and the public with oversight review on all literature disseminated about programs and services to the public.</li> <li>● The college catalog and website accurately provides the College’s contact information. These are also provided in the class schedules. The catalog and website also provide the college mission statement, purpose and objectives, and entrance requirements and procedures.</li> <li>● The catalog and website are revised and reissued regularly for currency and relevance.</li> </ul> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.C.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-34</a> Kapi‘olani CC 2017-2018 catalog</li> <li>● <a href="#">F-35</a> Kapi‘olani CC website</li> </ul>

<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Two:</b> <i>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>● Kapi‘olani Community College clearly and accurately displays relevant student and college information in all publications and advertising in the catalog, on the web, and in promotional literature. All documents and web pages are reviewed regularly for accuracy and completeness by college staff.</li> <li>● The term “accredited” is used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.C</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 21</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">F-36</a> Kapi‘olani CC 2017-2018 catalog</li> <li>● <a href="#">F-37</a> Kapi‘olani CC website</li> </ul>
<p>Kapi‘olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</i></p>
<p>Meets</p>	<p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>● All the required information from the ACCJC is on the College’s main accreditation page.</li> <li>● Programmatic and state approved professional bodies, and organizations that accredit, approve or license the institution, and identifies a link for any student complaints.</li> </ul>
	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard I.B.2; I.B.3, II.A.1</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 11</li> </ul> <p><b>Additional Evidence</b></p>

	<ul style="list-style-type: none"> <li>● <a href="#">F-38</a> ACCJC accreditation webpage</li> <li>● <a href="#">F-39</a> Program accreditation webpage</li> </ul>
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<b>Title IV Compliance</b>	
[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]	
Kapi'olani CC Self-Assessment	<b>Item One:</b> <i>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</i>
Meets	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>● The College oversees and ensures Title IV compliance internally and in partnership with the UHCC.</li> <li>● The Financial Aid Office staff conducts regular compliance requirement checks pursuant to USDE regulations.</li> <li>● The most recent audit of the College's programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>● Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>● None</li> </ul>
Kapi'olani CC Self-Assessment	<b>Item Two:</b> <i>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.</i>

<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• No issues have been raised with the College’s Financial Aid procedures and processes or the UHCC by the United States Department of Education.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10.</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p>Kapi’olani CC Self-Assessment</p>	<p><b>Item Three:</b> <i>The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• Kapi’olani CC’s default rates on student loans fall within the acceptable range under federal guidelines and parameters.</li> <li>• According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. Kapi’olani Community College’s three-year cohort default rates (CDRs) during the last published cohort years were 14.9 percent in 2014, 11.5 percent in 2013, and 11.8 percent in 2012.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p>Kapi’olani CC Self-Assessment</p>	<p><b>Item Four:</b> <i>Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</i></p>

<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• All contracts with outside companies, software providers and service providers are governed by UH Board of Regents policy and all power of termination remains with the College as a condition of contract approval.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10, II.B</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-40</a> - UH Executive Policy EP 8.200 Policy on Contracts and Signing Authority</li> </ul>
<p>Kapi'olani CC Self-Assessment</p>	<p><b>Item Five:</b> <i>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</i></p>
<p>Meets</p>	<p><b><i>Analysis and Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• The College ensures compliance with Title IV responsibilities and expectations through its Financial Aid Office in cooperation with the administrative services division of the college and the UHCC.</li> <li>• Student Services conduct regular and systematic compliance evaluation using USDE guidelines. The Financial Aid Office staff also attend regular professional development from the the USDE and the University of Hawai'i System to ensure the College complies with current Title IV financial aid regulations.</li> <li>• The most recent audit of the College's programs took place June 20-24, 2016; Oct 12, 2016. There were no findings and no recommended corrective action plans.</li> </ul> <hr/> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• See Response to Standard III.D.10</li> </ul> <p><b>Eligibility Requirements</b></p> <ul style="list-style-type: none"> <li>• Eligibility Requirement 5</li> </ul> <p><b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F-41</a> US DOE FSA Closeout</li> </ul>

## Glossary, Acronyms, Cross References

### Table of Terms

Acronym/Term	Definition
AGOs	Authorized Governance Organizations
ARF	Allocation Request Form
ARPD	Annual Report of Program Data
BOR	Board of Regents, the governing board for the University of Hawai‘i System
CAC	Chancellor’s Advisory Council, the College’s most representative standing council advising the Chancellor. This council is composed of department heads, unit heads, members of the Administrative Staff, representatives of Authorized Governance Organizations and other key personnel; the CAC advises the Chancellor on policy and planning and other matters and serves as a communication channel for the Chancellor and the College.
CAAC	Counseling and Academic Advising Council
CPR	Comprehensive Program Review (three year review)
CTE	Career and Technical Education
General Fund	Funds allocated by the State Legislature
ILO	Institutional Learning Outcome
LRDP	Long Range Development Plan. This is a campus physical plant development plan approved by the Board of Regents, unfunded as of 2014 and planned to begin 2020.
OCET	Office of Continuing Education and Training

OFIE	Office of Institutional Effectiveness. This office supports collegewide strategic planning, research on institutional and program effectiveness, and grant applications.
PAIR	Planning and Assessment Integration with Resource Allocation process
PLO	Program Learning Outcome
RTRF	Research Training and Revolving Funds
SAO	Service Area Outcome
SLO	Student Learning Outcome
SSP	Student Success Pathway
TFSF	Tuition and Fees Special Fund
UH BOR	University of Hawai‘i Board of Regents
UHCC	University of Hawai‘i Community Colleges
VCAA	Vice Chancellor for Academic Affairs
VCAC	Vice Chancellor’s Advisory Council. A committee composed of all Vice Chancellors and department chairs, unit heads, and program heads.
VCAS	Vice Chancellor for Administrative Services
VCSA	Vice Chancellor for Student Affairs

## Cross referencing conventions

Cross Reference	Examples
References to Eligibility Requirements	(ER 11)
References to the Checklist for Federal Requirements	(See Checklist)
References to other standards	(See II.A.)



# KŪPONO

‘O ka wai hi‘iaka ma mua,  
ma hope ka ‘awa.

*The water first, and then the ‘awa.*



UNIVERSITY of HAWAII\*  
**KAPĪ‘OLANI**  
COMMUNITY COLLEGE

An Equal Opportunity/Affirmative Action Institution

\*‘Ōlelo no‘eau: Nāwā‘a Napoleon / Images: Kapulani Landgraf

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## Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### I.A. Mission

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**I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

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### Evidence Of Meeting The Standard

#### *History and Purpose*

Queen Kapi’olani (1834–1899) envisioned a thriving Hawai’i that strives for excellence.

The College carries her name with pride. Her motto, Kūlia i ka Nu’u, “Strive for the highest,” unifies the College’s vision, values, and mission statements and sets the standard for student learning. The vision, values and mission statements drive planning and decision-making while serving as a continuously evolving set of ideals against which the effectiveness of the College is measured and improved (I.A.1-1, p. 4). As an indigenous-serving institution, the vision, values, and mission are articulated in both Hawaiian and English, the two official languages of the state of Hawai’i.

#### Kapi’olani Community College Mission

*He hale hāmama ‘o Kapi’olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho’olako i nā kānaka ho’ākea ‘ike e hiki aku i ka pahuhopu ‘imi na’auao, ‘imi ‘oihana, a ho’olaulā ‘ike. He loa’a nā palapala a’o, nā kēkelē mua puka, me nā polokalamu ho’ili kula he kilohana wale e ho’omākaukau i nā haumāna maoli, kūloko, kaumoku’āna, kau’āina no ka mua he lako.*

Kapi’olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai’i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

*UH BOR on March 23, 2017*

To implement the mission, the College sets goals that align with the mission and goals of the larger University of Hawai‘i System and the University of Hawai‘i Community College System (I.A.1-2). The College also sets goals that are unique to the institution. These goals inform the College strategic plan, which takes a longer-term view of the vision. The College monitors its progress in meeting the goals of its mission and regularly evaluates its processes so that the College can meet changing student needs (see I.B.5).

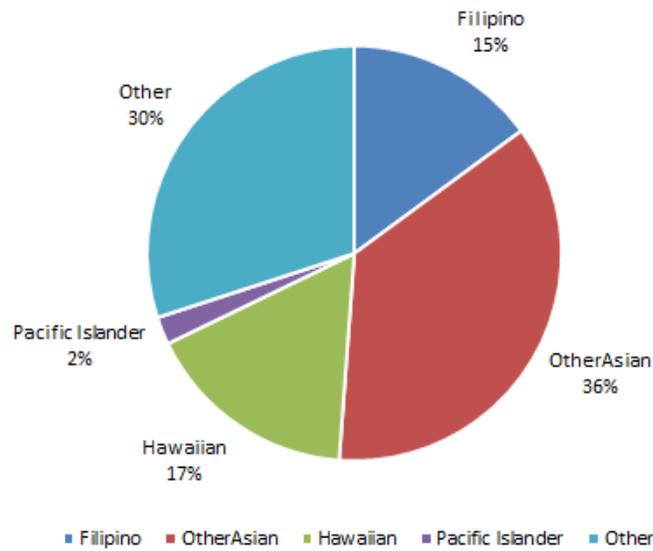
Kapi‘olani Community College, one of the seven community colleges in the University of Hawai‘i Community Colleges (UHCC), is an open-door, community-based institution which enables its diverse students to attain their highest educational potential as they develop a firm foundation for lifelong learning and contributions to their communities. The College is committed to providing a range of academic, career, and technical programs and support services designed to promote student engagement, student learning, and student achievement for success (I.A.1-3). The College measures progress through its strategic plan (I.A.1-4).

### *The Students the College Serves*

Kapi‘olani Community College serves a wide range of students, with particular emphasis on indigenous Native Hawaiian students. For example, approximately 17 percent are Native Hawaiian; 51 percent are Asian, with 15 percent being Filipino. Pacific Islander students comprise 2 percent. Figure 1 displays enrollment at the College by general ethnic category. The College offers a wide range of educational programs, including transfer programs, career and technical education (CTE) and pre-collegiate studies.

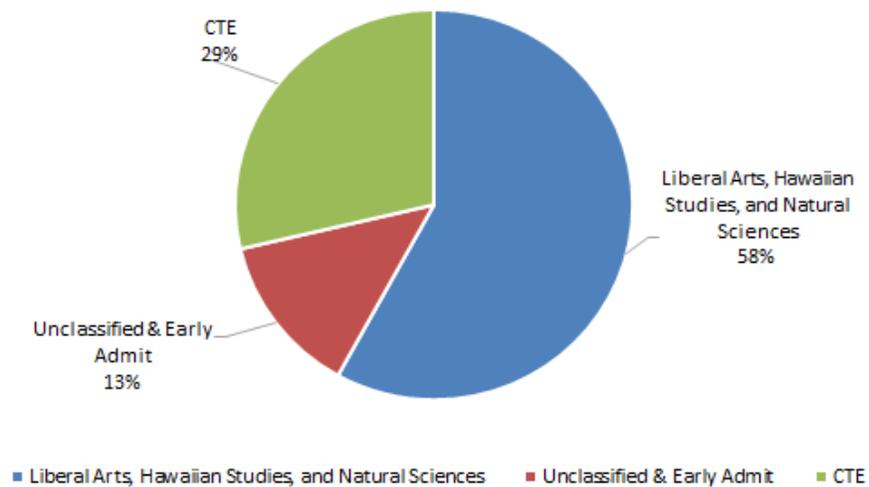


**Figure 1. Fall 2017 Enrollment by Ethnicity**



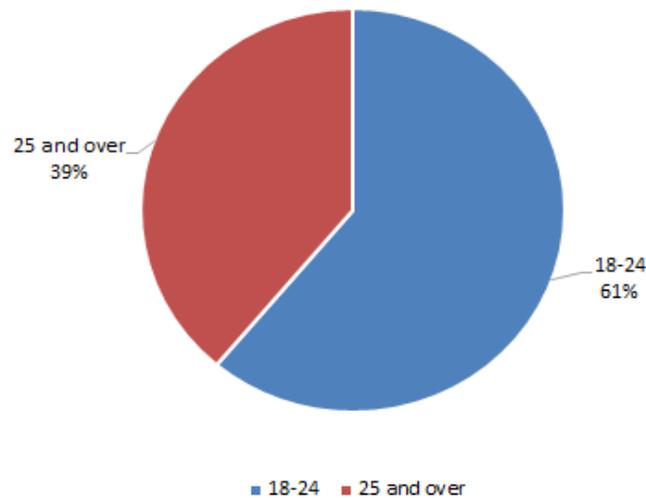
The College Strategic Plan, which operationalizes the College mission, specifically identifies Native Hawaiian, Pacific Islander and Filipino students as underrepresented subgroups. Figure 2 displays the enrollment by educational objective (I.A.1-5).

**Figure 2. Fall 2017 Enrollment by Educational Objective**



Many students who attend the College are recent high school graduates and are traditional community college students. Figure 3 displays enrollment at the College by traditional age categorization.

**Figure 3. Fall 2017 Enrollment by Traditional Age Status**



Additionally, approximately two-thirds of the students are traditional students (under 25 years of age). Mirroring national trends, about sixty percent of students are female.

### ***The Awards the College Offers***

The College offers flexible degrees and certificates to match the educational objectives of students. For systemwide data reports, the community college academic programs are categorized as pre-professional (transfer programs, typically in the Arts & Sciences) and Career and Technical Education (typically entry-level workforce programs, although many CTE programs now also offer transfer pathways to baccalaureate degrees).

There are three pre-professional degrees and sixteen CTE degrees. Over the past three academic years, the College has awarded over 4,200 degrees and certificates. Credit, non-credit, and continuing education programs of study are highlighted on the College’s website ([I.A.1-6](#), [I.A.1-7](#), and [I.A.1-8](#)) and list the degrees and certificates offered. The College prepares students for national licensure or certification in ten fields. Table 1 displays the degrees and certificates awarded and a breakdown by Filipino, Native Hawaiian, Pacific Islander, and Pell students.

**Table 1. Kapi‘olani Community College Degrees and Certificates of Achievement Awarded**

Students	2013-2014	2014-2015	2015-2016	2016-2017
All Students	1,513	1,335	1,383	1,356
Filipino	196	169	191	174
Native Hawaiian	234	189	191	186
Pacific Islander	27	16	19	10
Pell	517	476	527	428

Approximately 1,500 students have transferred to University of Hawai‘i (UH) four-year institutions during the same academic period, as shown in Table 2.

**Table 2. Fall Transfers From Kapi‘olani Community College to UH 4-Year Institutions**

Students	2013-2014	2014-2015	2015-2016	2016-2017
All Students	451	514	490	543
Filipino	43	60	62	61
Native Hawaiian	76	105	77	106
Pacific Islander	12	13	7	11
Pell	159	204	166	199

### *Our Commitment to Student Learning and Success*

The College views student learning as one of three foundational elements to the student experience. The Kapi‘olani Engagement, Learning, and Achievement (KELA) Model depicts the critical importance and interactivity of Student Engagement, Student Learning, Student Achievement, and overall Student Success. It also frames how the College assesses its efforts in supporting its students in achieving student success (ER 6). Figure 4, *Kapi‘olani Engagement, Learning, and Achievement Model* in I.B.1, depicts these relationships.

### **Analysis and Evaluation**

The mission reflects the College’s strong commitment to student engagement, learning, and achievement. The mission describes the institution’s broad educational purposes and its intended student population. The College has created programs and pathways to address the diverse needs of its students by offering numerous degrees and credentials.

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**I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

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## Evidence of Meeting the Standard

### *Actionable Data to Meet the Mission*

The College uses data, both qualitative and quantitative, from a wide variety of sources, to determine whether and to what extent it is meeting its mission (see I.B.2, I.B.3, I.B.5).

Progress on the mission is measured using data to track how the College is meeting the educational needs of the students. The KELA model (see I.B.1) frames the types of data collected to track progress looking at student engagement, student achievement, and learning outcomes.

**Engagement** is the foundation that drives student learning and achievement. The College monitors student engagement by surveying its students every two years with the Community College Survey of Student Engagement (CCSSE). The College analyzes the survey results to look for areas to improve in its services.

Student **learning** outcomes assessment takes place throughout instruction at the course, program, and institutional levels, in student service units such as counseling (see II.C.1, II.C.2), and in academic support units (see II.B.3). Data from outcomes assessment are collected in Taskstream, an assessment management system. Outcomes assessment data are used in reports such as the Annual Report of Program Data (ARPD) and the three-year Comprehensive Program Review (CPR) for evaluation and planning purposes.

Student **achievement** is recorded and measured at the program level through the Annual Report of Program Data (see I.B.5, II.C.1) and at the institutional level through progress on the strategic plan and the UH system and UHCC system performance funding measure levels (see I.A.2, I.B.3). Data tracking strategic plan objectives are reported using the collegewide Strategic Plan Scorecard. Data tracking performance measures set by UH and UHCC are reported annually by the UHCC Vice President (ER 6).

This data reporting structure makes possible institution-wide dialogue regarding the College's progress on meeting its mission, as detailed in the 2015-2021 Strategic Plan ([I.A.2-1](#)). For a complete list of the ways the College tracks student engagement, learning, and achievement see [I.A.2-2](#).

### ***Mission Directs Institutional Priorities to Meet Student Need***

The mission drives the institutional priorities of open access, career and lifelong learning, and student success through engagement, learning, and achievement. The College has dedicated resources to multiple programs supporting access to higher education for broad and diverse populations, such as the Lunalilo Scholars Program, the co-curricular initiative, and the programs for Native Hawaiian students (see II.C). In support of career and lifelong learning, the College has invested heavily in learning pathways, transfer to four-year institutions, and workforce development and continuing education programs. In support of student success through engagement, learning, and achievement, Student Success Pathways has operationalized the KELA model in a way that has engaged the entire campus.

### **Analysis and Evaluation**

The institution measures progress in achieving its mission through an analysis of quantitative and qualitative data from outcomes assessment, Annual Reports of Program Data (ARPD), Comprehensive Program Reviews (CPR), Kapi‘olani CC Strategic Plan Scorecard Reports, University of Hawai‘i Community College system data, and Student Success Pathway reports. The institution uses this analysis to improve how it meets the educational needs of its students. While the College believes it meets this accreditation standard, there is an opportunity to review student learning in more formal and systematic ways to better meet the College mission and has made this goal part of Area

## **STUDENT SUCCESS**

Not many community college students foster five children in their last semester.

\*Makana’s story began seven years ago as a single man on academic probation, struggling to balance a complicated home life and school. Realizing he needed help he contacted a counselor saying, “I am overwhelmed and could use a serious talk. I really want to continue my education.” His counselor referred him to resources for Native Hawaiian students, like Kapo’oloku and Kūlia Ma Kapi’olani, and introduced him to instructors and volunteer opportunities in the community.

Near the end of his Associate Degree program, a family tragedy struck and Makana took custody of five small children. He asked for support and the campus rallied around him, providing extra time in his classes, donations collected by counselors, and childcare provided by staff members. This man with tattoos and a colorful past is loved by instructors, tutors, peers - and the middle school students he mentors! Several years later and despite all odds, Makana proved his commitment to learning with a 4.0 GPA in his Information Technology major.

At commencement all five children cheered as he crossed the stage. He has since received numerous job offers and today he still has custody of the children. Nevertheless, he plans to continue his education and earn a Bachelor’s degree.

Makana inspires peers to persevere in college and to ask for help. His advice to other students: “Make every effort count!” Recently he wrote to his counselor: “You are always there when I need help figuring anything out and I could never thank you enough. I am forever grateful to have you as well as many others help us through the hardest part of our lives.”

\*The student’s name has been changed for privacy.

of Focus One in the Quality Focus Essay (QFE) to foster and increase engagement in learning assessment.

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**I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

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### Evidence of Meeting the Standard

The College’s programs and services are aligned with its mission, which guides decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The mission is included in the Strategic Plan, the document that guides the College.

#### *The Mission*

The mission identifies populations that the College serves, including indigenous, local, national, and international student populations. It highlights open access, career and lifelong learning, and student success.

#### *Open Access to a Broad and Diverse Population*

The College is an indigenous-serving institution that has developed multiple services to support the Native Hawaiian community. The Kapo‘oloku Program ([I.A.3-1](#)) for Native Hawaiian Student Success focuses on the engagement, learning and achievement of indigenous students. Project Olonā ([I.A.3-2](#)) perpetuates cultural knowledge and values and supports an interest in scientific endeavour. The Native Hawaiian Career and Technical Education (CTE) program assists ([I.A.3-3](#)) Native Hawaiian students who are pursuing degrees in CTE programs to both graduate and find employment in their chosen fields.

Our College is a leader in international student education. The Paul S. Honda International Center, funded in part by the Honda Foundation, offers professional services in the areas of

### INTERNATIONAL FESTIVAL



*“It’s always educating to see what other cultures value, and what they find important. It’s important as a student and someone of their own culture to respect and consider other cultures too.”*

academic and transitional support to students from countries throughout the world, with the majority coming from Japan, China, and Korea ([I.A.3-4](#)). The International Café ([I.A.3-5](#)) is an award-winning service learning program where students network, learn about world cultures, and enhance their global competencies and skills.

Other populations identified by the College's mission statement are served by programs such as the Lunalilo Scholars ([I.A.3-6](#)), which provides opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. The Center on Responsive Education (CORE; [I.A.3-7](#)) prepares educational professionals and paraprofessionals to be educationally, culturally, and linguistically responsive to individual and group needs—specializing in differentiated instruction and universal design. TRIO ([I.A.3-8](#)) assists students who meet one or more of the following criteria: low-income, first-generation in college, or documented disability. The Kuilei Outreach Program ([I.A.3-9](#)) facilitates the transition of local middle and high school students to the College.

#### *Career and life-long learning goals*

To support students who wish to transfer to University of Hawai'i four-year campuses, the dual admission/dual enrollment Ka'ie'ie Degree Pathway Program ([I.A.3-10](#)) promotes learning and achievement pathways to UH Mānoa. Similar dual admission/dual enrollment agreements have been signed with the other two UH four-year institutions. Transfers to UH West O'ahu are facilitated by Mānanawai ([I.A.3-11](#)), and Ho'omi'i ([I.A.3-12](#)) assists students who wish to transfer to UH Hilo.

Students who are preparing to enter the labor market or refresh job skills can use the services of the Employment Prep Center ([I.A.3-13](#)), which provides students and alumni career preparation

## INTERNATIONAL FESTIVAL (CONT.)

With the largest population of international students among all of the community colleges (approximately 700 international students in fall 2017), the International Festival brings together students, faculty, staff, and local community members for the 4-day annual event. Activities include presentations and demonstrations by international students along with invited guest speakers, artists, and cultural experts. At the 2017 Festival, 2,400 attendees learned how to write their name in Japanese, played the traditional sport of Myanmar, enjoyed a performance of Japanese taiko drums or Balinese dancers, and listened to popular music from Japan, Korea, China, Spain, or Hawaii – and that was just on the first day!

In March 2018, the Kapi'olani Community College International Festival celebrated its 30<sup>th</sup> consecutive year, evidence of the college's ongoing commitment to serving Hawaii's diverse communities and to providing quality international learning experiences for Kapi'olani students.

Festival participants gain a greater understanding of their own culture in relation to other cultures, as reflected in these student comments:

*"Talking about my country was an awesome feeling. This motivated me to go back to my country and look at the problem from a world point of view."*

*"We can learn the cultures in the world at school, but lectures don't tell everything about them. The most precious point of the International Festival is that we can learn the cultures through people who grew up in the cultures and understand them well."*

and employment services. Students' career exploration is supported by the UHCC System's Hawai'i Industry Sectors website ([I.A.3-14](#)), which provides real-time data on industry demands and job opportunities for the state. The College's Office of Continuing Education and Training ([I.A.3-15](#)) provides lifelong learning experiences through Culinary Arts, Global Learning and Development, and Health Education.

### ***Guiding decision-making, planning, and resource allocation***

The College's Planning and Assessment Integration with Resource Allocation (PAIR) policy, KOP #1.111 ([I.A.3-16](#)), ensures that participatory decision making, planning, and resource allocation are aligned with the mission and strategic plan. For a more complete discussion of the resource allocation process, see III.D.

Annually, the Vice Chancellor for Administrative Services sends a budget survey ([I.A.3-17](#)) to department chairs and unit heads to assist in planning and budgeting for the College. This survey ties the planning process to the Allocation Request Form submissions, the Student Success Pathway, the Annual Report of Program Data, and student learning to ensure alignment with the mission. All of these planning processes tie resource allocation to the institutional mission (for more detail, see III.D).

### **Analysis and Evaluation**

The College requires all programs to articulate how they and their respective services are aligned with the mission statement of Kapi'olani Community College as part of Annual Reports of Program Data and the three-year Comprehensive Program Reviews. The mission statement guides institutional decision-making, planning, and resource allocation through policy and budget planning. The mission serves as the foundation that guides the creation of institutional plans and the allocation of resources to address goals for student learning and achievement. Campus resources and practices that support dynamic learning and engagement clearly align with the College mission.

A more distinct timeline and cycle for course, program and general education review would improve the alignment to the learning component of the mission. This goal is included in the College's Quality Focus Essay.

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**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

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### **Evidence of Meeting the Standard**

The College articulates its mission in a widely published statement approved by the University of Hawai'i System's Board of Regents (governing board). The College's mission statement is periodically reviewed and updated as necessary.

### ***Publishing the mission statement***

The College's current mission statement was approved by the Board of Regents (BOR) on March 23, 2017, and posted on the College website ([I.A.4-1, live link](#)). The mission and the 2015-2021 Strategic Plan were emailed to the campus' leaders in the Chancellor's Advisory Council (CAC). The members of the CAC shared the mission and the plan with their constituents. The Interim Chancellor announced the BOR approval on her website, "The Chancellor's Corner" ([I.A.4-2, live link](#)). The mission is also articulated on page 4 in the College's Annual Report ([I.A.4-3](#)) and is referred to in campus presentations, both electronic and in print form. The mission and vision statements are also displayed on posters in each classroom.

### ***Periodic Review for Currency and Relevance***

The College began revising the previous mission statement and strategic plan in fall 2013. The new 2015-2021 strategic plan was completed by spring 2016 and the revised mission statement was completed in November 2016. The strategic plan, which directly supports the mission statement, is reviewed regularly and will be next reviewed in April 2018 ([I.A.4-4](#)). (ER 6)

## **Analysis and Evaluation**

The College articulates its mission in a widely published statement approved by the governing board. The College's mission statement is periodically reviewed and updated as necessary.

### **EVIDENCE for I.A.**

- I.A.1-1 Kapi'olani CC strategic plan, 2015-2021
- I.A.1-2 University of Hawai'i Community Colleges webpage
- I.A.1-3 Kapi'olani CC 2017-2018 catalog
- I.A.1-4 Kapi'olani CC strategic plan, 2015-2021
- I.A.1-5 OFIE Fall 2017 Enrollment Report, 2017-06
- I.A.1-6 Kapi'olani CC website, Credit programs
- I.A.1-7 Kapi'olani CC website, Non-credit programs
- I.A.1-8 Continuing education website
- I.A.2-1 Kapi'olani CC strategic plan, 2015-2021
- I.A.2-2 Tracking Engagement, Achievement, and Learning
- I.A.3-1 Kapo'oloku Program website
- I.A.3-2 News Project Olonā
- I.A.3-3 Native Hawaiian Career and Technical Education website

- I.A.3-4 Honda International Center report, 2015
- I.A.3-5 International Cafe website
- I.A.3-6 Lunalilo Scholars website
- I.A.3-7 CORE website
- I.A.3-8 Kapi‘olani CC website, TRIO
- I.A.3-9 Kuilei website
- I.A.3-10 Ka‘ie‘ie Degree Pathway Program website
- I.A.3-11 UHWO articulation agreement
- I.A.3-12 UH Hilo articulation agreement
- I.A.3-13 Employment Prep Center website
- I.A.3-14 Hawai‘i Industry Sectors website, Occupation Profile
- I.A.3-15 Office of Continuing Education and Training website
- I.A.3-16 Kapi‘olani CC KOP #1.111, Resource Allocation (PAIR)
- I.A.3-17 VCAS annual budget survey form
- I.A.4-1 Mission statement
- I.A.4-2 Chancellor's Corner website
- I.A.4-3 Annual Report 2016-2017
- I.A.4-4 CAC calendar of plan reviews

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**1.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

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### **Evidence of Meeting the Standard**

The College holds substantive and collegial dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These dialogues occur within the Chancellor’s Advisory Council ([I.B.1-1](#)), the Administrative Staff Council, and the Vice Chancellors’ Advisory Council, as well as the four authorized governance organizations. The mission, the campus Strategic Plan, and the Student Success Pathways model guide these discussions. Dialogues also occur at department and discipline meetings, professional development events, and trainings provided by the Assessment Coaches.

### ***Student Learning Outcomes Assessment***

The College is committed to assessing student learning outcomes in all courses and programs on a regular basis. The process for outcomes assessment for instructional faculty and counselors is supported by Assessment Coaches, who foster dialogue among faculty on student learning and success. Through professional development opportunities provided through SLO Fridays, they offer shared discussions of books and articles, and open conversation. They provide face-to-face assistance and online support. The coaches also maintain a website with news, updates, and how-to videos, and other supporting materials ([I.B.1-2](#), [live link](#); [I.B.1-3](#)).

Additional discussions occur at the Faculty Senate Student Learning Outcomes Assessment Committee, where faculty support colleagues' efforts to continuously improve student learning through sound assessment principles, processes and practices ([I.B.1-4](#)). This committee developed the Course Level Assessment Plan ([I.B.1-5](#)) and Course Level Assessment Guide ([I.B.1-6](#)) to guide course assessment.

The Counseling Assessment Leaders Group discusses best practices in counseling assessment, creates shared rubrics, and updates shared student learning outcomes. Share-outs take place amongst counselors to discuss best practices and challenges in assessment (see II.C.2).

Following guidelines established in prior years, the most recent version of the Guidelines for Tenure and Promotion (2017-2018), under Primary Responsibilities for faculty, the UHCC provides guidelines to faculty to discuss, in their dossiers, the assessment and evidence of student learning ([I.B.1-7](#), page 12). The Faculty Senate has also provided guidance to faculty in the reporting of their work on outcomes assessment.

### ***Student Equity***

Kapi'olani Community College is committed to the promotion of student success for all students, regardless of race, gender, age, disability, or economic circumstance. Along with representing the diversity of cultures in the state of Hawai'i, the College has a sizeable international student population with approximately ten percent of students coming from other countries, enriching the already intercultural fabric of the campus. The College continues to strive towards identifying and providing services and resources to address achievement gaps and to provide equal and open access to all students. The College sustains collegial dialogue about student equity among student, faculty, staff, and administration through meetings and initiatives such as SALT (Student Affairs Leadership Team), Student of Concern Reporting System, Student Success Council, LGBTI safe zone training, Title IX training, English as a Second Language C4ward (a professional development community of practice, Collaborative Circle for Creative Change), and Student Congress. Dialogue is sustained through meetings as well as through the assessment process.

The College's Strategic Plan and Institutional Effectiveness Measures (IEMs, see KELA model discussion below) track student achievement for groups historically under-represented in

Hawai‘i higher education: Native Hawaiians, Filipinos, and Pacific Islanders, as well as lower income Pell recipients. IEM data for these groups drill down to course success and fall-to-spring and fall-to-fall re-enrollment rates, and extends to a three-year timeline for certificate and degree completion and transfer rates.

### ***Academic quality***

Student achievement and academic quality are part of the College’s mission and are major discussion topics. The program review reports, the Annual Report of Program Data (ARPD) and the Comprehensive Program Review (CPR), are where programs examine their progress.

In the Annual Report of Program Data (ARPD, [I.B.1-8](#)), instructional, counseling and academic support departments and units provide an annual assessment of program activities, achievements, and plans as they relate to the College’s Strategic Plan Goals and Outcomes.

The Comprehensive Program Review (CPR) draws from ARPDs and reports a three-year view of the program’s health and plans as related to the College’s Strategic Plan Directions and Measures. The CPR analyzes (1) trends in program strengths and weaknesses in demand, efficiency, and effectiveness over the previous three years, and (2) projects the strategies to improve effectiveness and overall program health in the subsequent three years. For example, the Information Technology Program’s CPR discusses program health and examines assessment of program learning outcomes ([I.B.1-9](#)). The CPRs are posted on the Office for Institutional Effectiveness (OFIE) program review website ([I.B.1-10](#), [live link](#)).

The College uses the ARPD and CPR as well as their data-gathering processes for dialogues informed by data and uses analysis of course learning outcomes to inform and analyze program learning outcomes. This assessment in turn is discussed in the ARPD, which frames program planning. The results of the assessment of program student learning outcomes are included in the ARPD to integrate assessment, program planning and evaluation.

A Strategic Plan Scorecard ([I.B.1-11](#)) is produced each spring and provides an at-a-glance view of progress toward annual established benchmarks, strategic directions, and campus mission. Achievement measures are updated on the census freeze dates each semester. These achievement measures are disaggregated for Native Hawaiian, Filipino, Pacific Islander and Pell recipients.

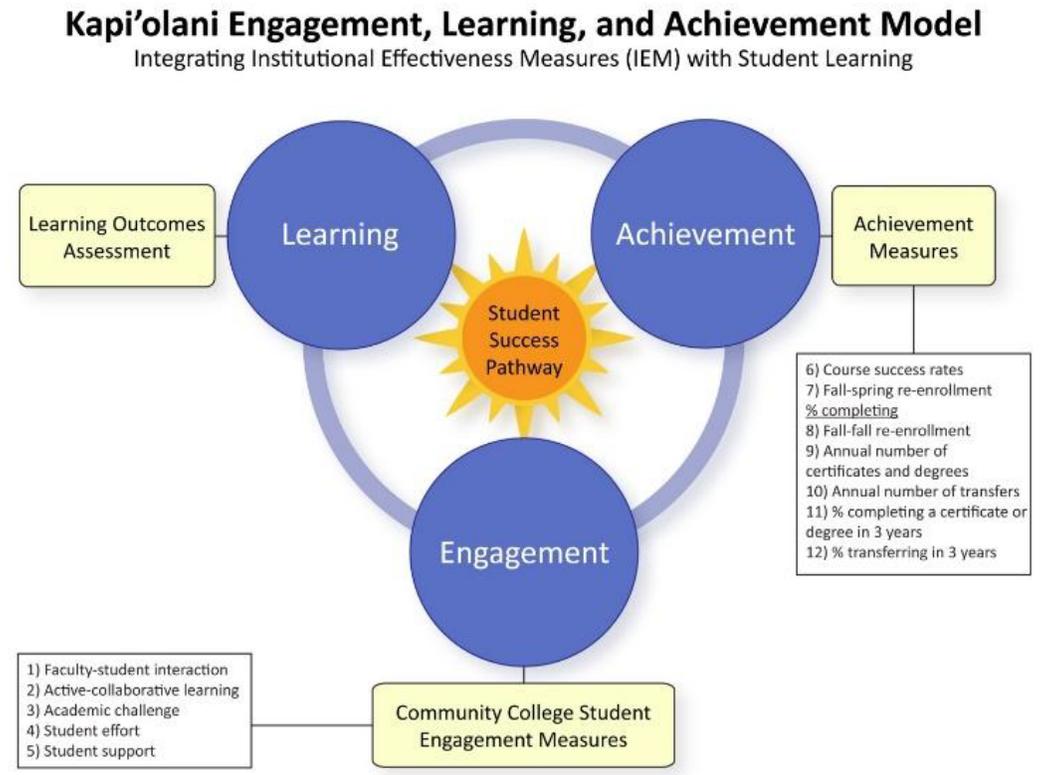
Engagement measures are updated every two years with the completion of the Community College Survey of Student Engagement (CCSSE), with reports posted at the OFIE website ([I.B.1-12](#)). Learning assessment reports update the College’s effort at deepening student learning.

### ***Institutional effectiveness and continuous improvement of student learning and achievement***

All these discussions can be mapped to the College’s multi-faceted evaluation framework known as the KELA—Kapi‘olani Engagement, Learning and Achievement—model, with the

Student Success Pathways playing a central role. This model was developed by the Office for Institutional Effectiveness to track continuous improvement in student success through engagement, learning, and achievement as stated in the campus Mission (see I.A.1, I.A.2). Figure 4 depicts the KELA model as implemented at the College.

**Figure 4. Kapi‘olani Engagement, Learning, and Achievement Model**



Data from the sources described above such as the ARPD, the Annual Strategic Plan Scorecards, and the CPRs inform dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

In addition, the Office for Institutional Effectiveness provides institutional research briefs and works closely with many campus programs to provide annual cyclical reporting targeting their data needs. Annual and semesterly cyclical reports are provided to departments, units, programs and services such as the Disability Support Services Office, TRIO, external grants, Honda International Center, Deans List, and Phi Theta Kappa Honors ([I.B.1-13](#)).

In the last few years, the College has increased opportunities for sustained dialogue to take place and contribute to the larger discussion of institutional effectiveness through various group meetings as well as the assessment process.

## Analysis and Evaluation

The College holds substantive and collegial dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College is improving the documentation of these discussions and making them more easily accessible. Plans for improvement are in the Changes and Plans document.

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### **1.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

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## Evidence of Meeting the Standard

The College articulates and assesses student learning outcomes for all instructional programs and student and learning support services. Program level assessment is guided by UHCC Policy 5.202 ([I.B.2-1](#)) and the College's K5.202 ([I.B.2-2](#)).

### *Assessment of Instructional Programs*

At Kapi'olani Community College, student learning outcomes are defined and assessed for all courses and instructional programs. Student learning outcomes are faculty-driven. Faculty are provided guidelines with clearly articulated options for assessing student learning at the program level ([I.B.2-3](#), [I.B.2-4](#)). Course and program student learning outcomes are developed, articulated, and made evident in the curriculum proposal and review process. Learning outcomes all programs are found in the College catalog, such as those for the Accounting program ([I.B.2-5](#)). Program student learning outcomes are also identified and assessed in the the Annual Report of Program Data (ARPD), as in the ARPD for the Hospitality and Tourism Program ([I.B.2-6](#)) and the Comprehensive Program Review for Accounting ([I.B.2-7](#)). (ER 11; see II.A)

### *Assessment of Student and Learning Support Services*

Kapi'olani Community College defines and assesses student learning outcomes for both student and learning support services (see II.C.2).

Counseling and advising programs across campus have agreed upon and shared student learning outcomes, with different counseling units focusing on specific outcomes based on their mission and student population. These outcomes are assessed on a shared three-year cycle with the goal of continuous improvement ([I.B.2-8](#); see II.C.2). Assessment leaders for each counseling/advising "cluster," who represent all counselors/advisors on a Counseling Assessment Leaders group, ensure assessment-focused dialogue and sharing between and among counseling and advising units ([I.B.2-9](#)). Counseling and advising units organized under

Student Affairs are included in the Student Affairs Comprehensive Program Review (CPR) process. Counseling and advising units organized under academic units are included in those respective CPR processes (see II.C.). Examples of ways that the College has defined and assessed student learning outcomes for its student support programs can be found in the ARPD ([I.B.2-10](#)), the CPR ([I.B.2-11](#)), the Counseling and Advising Student Learning Outcomes Assessment Rubrics ([I.B.2-12](#)), and Taskstream records of their assessment efforts ([I.B.2-13](#)).

Learning support programs also complete Annual Reports of Program Data, focusing on the demand, efficiency, and effectiveness of tutoring, testing, library ([I.B.2-14](#)), and technology learning support services ([I.B.2-15](#)). The metrics are typically defined in terms of the services provided by the unit. The ARPDs for technology and tutoring also include student feedback on their satisfaction and use of learning support services provided by the most recent results of the CCSSE survey (Community College Survey of Student Engagement). In addition, the library regularly assesses student learning outcomes, which is discussed in detail in II.B.3.

For more detailed information on assessment of student and learning support services see II.B. and II.C.

## **Analysis and Evaluation**

The College articulates and assesses student learning outcomes for all instructional programs and student and learning support services.

The College provides solid evidence that it defines and assesses student learning outcomes across its instructional programs and its support services. The College has procedures and processes in place for the assessment of student learning outcomes as well as support for assessment activities conducted by faculty, both instructional and non-instructional. The College is currently strengthening its focus on reporting and analysis of student assessment data through its continued transition to Taskstream, the online assessment management system. The College recognizes that enhancing the existing assessment process will lead to improved student learning, which is one of the six pillars of the Student Success Pathways. As a result, the College has included this goal as part of the Quality Focus Essay.

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**1.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information (ER 11).**

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### Evidence of Meeting the Standard

The College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

#### *Institution-Set Standards for Student Achievement*

Kapi‘olani Community College uses a framework for student achievement set by the University of Hawai‘i Community College (UHCC) system. UHCC Policy 4.203 ([I.B.3-1](#)) establishes a common standard for all seven campuses to define and assess student achievement for continuous improvement. These standards are an important component of maintaining quality within the community college system. The policy includes a baseline standard and an aspirational standard aligned with system and college strategic plan targets (ER 11).

Most of the institution-set standards for student achievement were developed through an extensive dialogic process within the UHCC system strategic planning process. The College was represented by the Student Congress president, the Faculty Senate chair, the Director of the Office for Institutional Effectiveness, and the Chancellor in these once-per-semester discussions. The baseline numbers in the campus strategic plan for degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell Recipient degrees and certificates awarded, transfer to baccalaureate institutions, and IPEDS student success rate serve as institution-set standards for student achievement ([I.B.3-2](#)). The institutional standard for course completion was set by an analysis of actual, current course success at each campus. (see Chapter 1, Introduction.)

The institutional standard for licensure and certification examination success rates was initially established as the average pass rate for the various exams. This approach was modified during the development process in consultation with the community college faculty senate chairs to be either the average pass rate or the pass rate required by program accreditation standards, whichever is higher. With respect to Perkins standards, per UHCC Policy 4.203 ([I.B.3-3](#)), “[t]he Perkins target is based on a negotiated level of placement within the State plan for Career and Technical Education that includes an expectation of continuous improvement.” Typically, the rate has a small incremental annual increase in value.

Aside from the Institution-Set Standards aligned with those of the UHCC System, the College has its own college-specific standards, framed by its mission, which it is tracking with the Strategic Plan Scorecard. These standards, or performance measures, are indicated by an asterisk (\*). For example, there are specific measures for the Associate in Science/Natural

Sciences on page 3 ([I.B.3-4](#), p. 3). Another example is the campus's sustainability initiative ([I.B.3-5](#)), which addresses Strategic Direction IV.E.

### ***Assessment and Publication of Data for Continuous Improvement***

The College has tracked and reported student achievement data continuously since 2010 in annual reports to ACCJC ([I.B.3-6](#)) and, as of 2012, through the Office for Institutional Effectiveness (OFIE) Strategic Plan Scorecard ([B.3-7](#)).

Prior to the establishment of the UHCC systemwide policy, the College had used a 75 percent baseline course success rate to measure and report student achievement data. The student achievement data include course success rates, licensure rates and job placement rates. The College also conducts an Annual Report of Program Data (ARPD, [I.B.3-8](#)) and a three-year comprehensive program review ([I.B.3-9](#)) for every instructional, student services, and academic support program to track continuous growth and improvement.

All of these reports are publicly available on college or UH system websites. UHCC Policy 5.202, Review of Established Programs ([I.B.3-10](#)), and the College policy on program review are currently being revised, following the recently approved UH Executive Policy EP 5.202 (see IV.A.4). The College's revised policy will integrate with the Student Success Pathway, which aligns with the Strategic Plan outcomes. The revised policy will include alignment with institution set standards. (ER 11)

### **Analysis and Evaluation**

The College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

Kapi'olani Community College uses a framework for student achievement established by the UHCC system for the community colleges ([I.B.3-11](#)). The College has tracked, analyzed, and reported student achievement data for continuous improvement through a comprehensive process as illustrated in the ACCJC Annual Reports, ARPD, and CPR reports. Finally, the College has published this information through the college website. The College meets this standard by using institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

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**1.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

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### Evidence of Meeting the Standard

The College utilizes assessment data to coordinate its institutional processes to support student learning and achievement.

#### *Use of Assessment Data*

The College demonstrates a commitment to using data and evidence to shape initiatives and institutional processes to support and bolster student learning and success. Institutional examples of these activities fall into three general areas: Academic Affairs, Student Affairs, and General Campus Affairs.

#### *Academic Affairs*

After years of participating in Achieving the Dream and based on extensive data collection on the historical performance of students in developmental English and math, the UH Community College system launched an initiative to promote and accelerate the success of students in such courses in Summer 2015. Implementation of a limited set of accelerated and co-requisite models was left to individual campuses. To smoothly transition into these co-requisite models, the College's developmental math and English faculty conducted formative and summative assessment to measure factors such as appropriateness of placement, norming of assessment data in terms of level of curriculum, and streamlining or improving the assessment process ([I.B.4-1](#), [I.B.4-2](#)).

In 2014, faculty developed the Aloha Writers' Kiosk, designed to support emerging writers. Ongoing direct and indirect assessments of student work and tutoring services provided a rich basis for scaling up the service when the Study Hub became operational in 2016. In Spring 2017, the Study Hub conducted a direct assessment of artifacts sourced through the tutoring center; this study showed that the Study Hub directly improved student learning in key metrics. Thus, Study Hub was shaped by assessment data directly tied to student learning and achievement ([I.B.4-3](#)).

#### *Student Affairs*

Assessment Summaries ([I.B.4-4](#)) for each counseling and advising unit across the College are documented in the College's Taskstream assessment tool and are shared through regular assessment dialogue within and between all counseling and advising units. Regular "share outs" of counseling and advising assessment experiences and summaries are scheduled through venues such as "Counseling Assessment Cafés," roundtables, etc.

Dialog about the assessment results occurs at the program level, which then fuels next steps to continue the cycle of continuous learning and improvement. The Comprehensive Program Review (CPR) for Student Affairs ([I.B.4-5](#)) aligns program outcomes and assessment with the College's strategic goals and is completed every three years.

### *Campuswide measures*

In September 2012, the former Chancellor appointed a Foundations Taskforce to develop recommendations to improve the quality of student learning outcomes and student success in pre-college mathematics and English courses. The taskforce identified an increasing performance gap between students who were successful in their math and English courses and those who were not. In November 2013, the Faculty Senate established an Ad Hoc Student Success Committee (SSC) and tasked the members with crafting a vision for creating a student success center on campus. This vision evolved into a vision for a student success culture, not bound by a physical building (I.B.4-6). Compiling input from across campus, the SSC integrated 14 recommendations, 32 objectives, and 83 actions into the document titled “Pouhana” (I.B.4-7). This work continues with the Queen Kapi‘olani Student Success Council, and the framework developed for engaging all members of the College to work toward student success continues to have a powerful influence in goal-setting and resource allocation at the College (I.B.4-8).

Several institution-set standard performance measures have not seen appreciable increases in the last two years. Because the College has seen significant campuswide engagement to support student success with the Student Success Pathways model, the Interim Chancellor is asking all units to address performance measures in this year’s Student Success Pathways plans, as appropriate. This approach is addressed in the Quality Focus Essay on Engagement.

### **Analysis and Evaluation**

The College utilizes assessment data to coordinate its institutional processes to support student learning and achievement.

The College demonstrates a commitment to building an evidence-based practice of continuous improvement through the variety and breadth of closing the loop initiatives discussed in this section. Assessment and achievement information is available on the OFIE website. Assessment data are entered into Taskstream. Additional coordination will be provided by the assessment coordinator position, who will be responsible to address assessment goals, improvement measures, and strategies for all components of the institution. The College is working toward a more systematic approach in using data for overall improved student learning. The College has included this objective in the Quality Focus Essay going forward.

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**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

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### Evidence of Meeting the Standard

The College tracks student achievement measures in relation to institution-set standards, the Strategic Plan Scorecard, the KELA model, Annual Reports of Program Data, and ACCJC/WASC Reporting.

Engagement, learning, and achievement—central concepts in the campus mission—are tracked through the KELA framework. The Strategic Plan scorecard tracks progress on campus strategic directions, which are aligned with the mission statement ([I.B.5-1](#)). Annual Reports of Program Data (ARPD) disaggregate course success and fall-to-spring re-enrollment rates for distance education students. ARPDs also disaggregate degree and certificate completion by Native Hawaiian students and Pell recipients. Program Reports explicitly align with the College’s mission to “prepare students for their productive futures.”

In 2017-2018, the Office for Institutional Effectiveness (OFIE) conducted a meta-assessment of the ARPD Program Analyses to assess and evaluate the quality of the program review reports generated by the various instructional programs ([I.B.5-2](#), OFIE reports). The meta-assessment raised important questions that will be addressed as the College revises its program review policy, following the revision of the UH Board of Regents executive policy and the UH Community College policy (see IV.A.4).

The College has a rigorous and systematic schedule of assessment by which it measures the accomplishment of its mission. The mission statement is included in all major planning and assessment documents. Since 2012, the College has followed an assessment schedule that requires Course Assessment Plans (CAP), Course Learning Reports (CLR), Learning Assessment Schedule and Reports (LASR), an Annual Report of Program Data (ARPD), and Comprehensive Program Reviews (CPR) ([I.B.5-3](#)). Starting in Fall 2016, the document-based CLR, LASR, and CAP reporting structure was replaced by the web database Taskstream Assessment Management System (AMS). This change was due to feedback from faculty regarding the document-based system, resulting in an investigation into a better method to store, analyze, and report data ([I.B.5-4](#)). In 2014, the Taskstream AMS was selected ([I.B.5-5](#)). Taskstream provides the College with a centralized, streamlined way to collect, generate, and aggregate data about student learning outcomes at both the course and program level.

The College measures the progress on the mission through program review. A Comprehensive Program Review (CPR) is done every three years. The CPR incorporates data from other review processes—such as the ARPD, CLR, and CAP—and each program learning outcome must be assessed at least once every three years ([I.B.5-6](#); Examples: [I.B.5-7](#) and [I.B.5-8](#)). The College’s program review process is cyclical as it incorporates systematic, ongoing evaluation of programs and services using data on student learning and achievement, which are used for improvement, planning, and re-evaluation. The CPR includes assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and

assessment of planned program improvements. CPRs also incorporate results from program learning outcomes from the previous three ARPDs and must show steps for improvement based on these results and the previous ARPD recommendations. ARPD data for instructional and student services programs are generated centrally by the UHCC Office for Academic Policy and Planning.

The institutional assessment measures mentioned above, along with Scorecard Reports and University of Hawai'i Community College system data, provide institutional data and evidence on student achievement, which is available via OFIE and the UHCC system office. This information includes disaggregated data on targeted sub-populations, such as STEM, Native Hawaiians, Pacific Islanders, Filipinos, Pell Recipients, and students in pre-collegiate courses. These data are used for program review and decisions relating to program improvement, program modification, and/or budgeting purposes. In addition, improvement along these measures is tied to performance funding from the UHCC system.

Along with the other UHCC campuses, the College implemented the Student Success Pathway (SSP), which is aligned with the College's strategic plan measures and which directly affects resource allocations through alignment with ARPDs, CPRs, and other documents. Pathway teams were created for each phase of the pathway, with over 100 faculty and staff contributing to these teams, which are led by Pathway Leaders from a wide representation on campus and who are not directly tied to administrative offices ([I.B.5-9](#)). The SSP also received input from all four Authorized Governance Organizations. Through this effort, all departments and programs have completed an SSP Template that maps their specific progress on implementing strategies to meet the SSP institutional outcomes and measures ([B.5-10](#), [B.5-11](#)).

## **Analysis and Evaluation**

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement using disaggregated quantitative and qualitative data for analysis by program type and mode of delivery.

This analysis is completed through a regular schedule of assessment reported in various instruments, such as ARPDs, CPRs, and the Student Success Pathway model ([I.B.5-12](#)). The collection and analysis of student learning outcome and achievement data take place in Course Learning Reports, OFIE reports, and the Strategic Plan Performance Measures Scorecard. Quantitative and qualitative data are disaggregated for analysis by program type, and program achievement data are disaggregated by mode of delivery in the ARPD. The College would like to revisit the mapping of student learning outcomes and service area outcomes to the larger learning outcomes at the institutional level to better assess progress on the mission. To meet this goal, the College has added this outcome in the Quality Focus Essay.

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**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

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### Evidence of Meeting the Standard

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluates the efficacy of those strategies.

#### *Disaggregating Learning and Achievement Findings*

The College has aligned its strategic planning directions with those of the UH and UHCC system, including the special focus on Filipinos, Pacific Islanders, and Pell grant recipients (low income students regardless of ethnicity). As the College is designated by the U.S. Department of Education as a Native Hawaiian-serving institution and it is committed to the plans included in Hawai'i Papa o Ke Ao ([I.B.6-1](#)), its strategic directions also include a special focus on Native Hawaiian students. UHCC system has also commenced a new developmental education acceleration initiative; thus, the College, already strongly committed to developmental education, has now embraced a new acceleration model for pre-college courses. The College and the UHCC system identify significant trends among subpopulations of students by monitoring disaggregated data on relevant measures in the strategic plan scorecard and through the College's institutional effectiveness measures (see ISER section, *Presentation of Student Achievement Data and Institution-set Standards*). Native Hawaiian trends are also evident in Annual Reports of Program Data ([I.B.6-2](#)). If the trend reveals that more support is needed to ensure that subpopulations are meeting performance expectations, then the College implements either targeted measures to support that subpopulation or promotes existing or new general student success measures (e.g. the Study Hub or the online tutoring system, Brainfuse). Upon analyzing trends, performance expectations, and achievement data, the College has instituted several new campus-wide initiatives and targeted programs, while continuing to support and improve existing programs, to better help with the overall success of its sub-populations. These initiatives are discussed below.

#### *Closing Gaps*

**Developmental Education:** counselors and instructors specializing in developmental education support for pre-college level students identified strategies based on student learning outcomes data ([I.B.6-3](#)). For example, in spring 2015, instructors and counselors together created the Learning Plan ([I.B.6-4](#), [I.B.6-5](#)), which was implemented in all ENG 22 pre-college classes. In fall 2016, the UHCC system implemented a new acceleration model for developmental education to increase persistence, lessen the financial burden of college, and streamline and shorten the path to college-level courses to increase persistence levels. To help with this innovative movement, campus representatives, including the chair of the College's previously established Student Success Council, joined UHCC colleagues to support new co-requisite (accelerated) classes, equip classrooms with needed technology, fund professional development, and implement embedded tutoring in pre-college classes.

**Filipino Students:** Based on the success gaps attested in Strategic Scorecard data, the College initiated student support activities to better engage Filipino students and better support their academic success. The College offered a Filipino Women Writers class in Spring 2016, has two advisors committed to the Bayanihan Filipino student club, and hosted the Pamantasan conference in Spring 2017, which focuses on Filipino challenges, student success for Filipino students, and leadership training for Filipino faculty and staff. ([I.B.6-6](#), [I.B.6-7](#), [I.B.6-8](#), [B.6-9](#), [I.B.6-10](#))

**Native Hawaiian and Pacific Islanders:** With the aim of being a model indigenous-serving institution and recognizing the success gaps in achievement by Native Hawaiian students, the College has a long standing commitment to the success of its Native Hawaiian students. The College supports a curriculum that teaches through a Hawaiian lens and framework ([I.B.6-11](#)), such as focusing on ‘aina-based (culture-based) learning ([I.B.6-12](#)). The institution also recently created the Kapo‘oloku Program for Native Hawaiian Student Success ([I.B.6-13](#), [I.B.6-14](#)), the Ka Pohaku Kihī Pa‘a Writing Mentor Program, the Lunalilo Scholars Program ([I.B.6-15](#)), and Kūlia ma Kapi‘olani ([I.B.6-16](#)), a Native Hawaiian Career and Technical Education project.

**STEM:** The College’s Science, Technology, Engineering and Math program received a Tribal Colleges and Universities Program (TCUP) grant from the National Science Foundation (NSF) in 2007, which allowed it to establish the Associate in Science in Natural Science (ASNS) degree in 2011. Since that first grant, the College has been successful with other NSF funded grants to promote Native Hawaiian success in STEM programs ([I.B.6-17](#)). Enrollment of Native Hawaiian students in STEM has remained steady over the past five years, despite a drop in overall enrollment at the College. Furthermore, Native Hawaiian students are over-represented in the STEM majors. The College is the lead campus of a community college systemwide grant funded through NSF’s Louis Stokes Alliance for Minority Participation solicitation, which will allow the College to address the educational needs of additional student subpopulations ([I.B.6-18](#)).

Additional needs of these subpopulations and the remaining subpopulations are also addressed in the following interventions that benefit all students. Since the last accreditation, the College has invested in student support services that target writing and math, such as the Study Hub ([I.B.6-19](#)) and Brainfuse ([I.B.6-20](#)). The UHCC system allocated \$500,000 to the College to support pre-collegiate math and English ([I.B.6-21](#)). The College is also successfully using the new UH STAR Guided Pathway System, which identifies academic pathways and goals, lists the requirements for the student’s major, provides a detailed look at the student’s progress, gives access to transcripts, and assists with scholarship opportunities. The College has also designated a Starfish coordinator to assess and implement the Starfish system to notify counselors of at-risk students. The College continues to support existing programs such as the Maida Kamber Center for Career Exploration, Transfer and Graduation Services ([I.B.6-18](#)), First Year Experience ([I.B.6-19](#)), TRIO-Student Support Services ([I.B.6-20](#)), Honda International Center ([I.B.6-21](#)), Disability Support Services Office ([I.B.6-22](#)), Student Parents Program ([I.B.6-23](#)), Veterans Affairs Center ([I.B.6-24](#)), and Kuilei Outreach Program ([I.B.6-25](#)).

## Analysis and Evaluation

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluates the efficacy of those strategies. The College currently collects learning outcomes data for subpopulations, but in pilot and targeted formats. The expansion of the disaggregation of learning results to reveal differences in performance among groups, particularly for underrepresented students, is a critical goal of the College. To build critical mass to examine disparate learning, the College has included this task as part of the assessment action project in the Quality Focus Essay.

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**I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

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## Evidence of Meeting the Standard

The College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of mission.

### *Evaluation of policies and practices*

The Policy, Planning, and Assessment Council (PPAC) became the Chancellor's Advisory Council (CAC) in 2013. The CAC is composed of leaders of instructional programs and administrative and educational support units, as well as representatives from the four authorized governance organizations (AGOs, see IV.A.2). It serves as an integrative and centralized mechanism for discussion, analysis, and recommendation related to college policy and planning. The CAC has the responsibility for review and recommendation to the Chancellor concerning campus policies and periodic revisions of the policies.

Per the revised 2017 charter ([I.B.7-1](#)), the CAC is responsible for (1) reviewing and making recommendations on campus policies, those that align with Board of Regents, UH and UHCC policies and those that are specific to Kapi'olani Community College and (2) monitoring updates and revisions to campus policies and updating the policies on Kapi'olani Community College's websites, as needed.

In 2017, the CAC passed K1.100, the Policy on the Policy Development Process ([I.B.7-2](#)), which defines the Council's role in reviewing and voting on policies. New or revised policies can be initiated and drafted by any office, subject-matter-expert, or individual responsible for the policy implementation or oversight using the College's policy template.

### ***Programs and Support***

The College evaluates its instructional programs and student support services through comprehensive program reviews (CPR), which are undertaken every three years. CPRs are informed by annual reports of program data (ARPDs, [I.B.7-3](#)), which evaluate instructional as well as student services and learning support programs. Both evaluation processes follow procedures as described in the University of Hawai‘i Community Colleges Policy UHCCP #5.202 ([I.B.7-4](#)), which establishes a coordinated system-wide program review process that meets the requirements of Board of Regents and Executive policies, external mandates, and standards of good practice. The College’s policy, K 5.202 ([I.B.7-5](#)), establishes campus-specific procedures for the review of instructional, student services, learning support, and administrative services programs. Program reviews are conducted by the faculty and staff in the program, based on agreed-upon measures and program plans. The Chancellor is responsible for oversight of the program review process, including monitoring evaluation and improvement processes and procedures for course, program, general education, and institutional student learning outcomes, and assessing the results and completion of program reviews for all departments and units.

In addition to the progress on the mission using program review, the College evaluates the program review process itself. In August 2017 and February 2018, the Director of the Office for Institutional Effectiveness (OFIE) conducted a meta-evaluation of program review effectiveness using a random sample of the College’s ARPDs to gauge how well they reflected an effective use of data, a focus on students, outcomes assessment, and planning. The results of the studies are being used to inform the system’s efforts to revise program review processes and procedures. Future program review processes call for multiple methods of assessment to triangulate areas of improvement. ([I.B.7-6](#)).

### ***Resource Management***

In 2014, the College issued the Participation in College Decision-Making Processes policy (KOP.1.112, [I.B.7-7](#)) and the Planning and Assessment Integration with Resource Allocation Policy (KOP.1.111, [I.B.7-8](#)) to ensure that faculty, staff, and students have a substantive and clearly-defined role in institutional governance and a substantial voice in College policies, planning, and budget; and to provide a transparent and participatory planning, assessment, and resource allocation process related to strategic planning, program outcomes, and the mission. The CAC’s Budget and Planning Work Group works to ensure alignment of resource allocation with the College’s mission and communicates key budgetary decisions to various campus constituencies. Each department/unit produces an annual budget as well as a five-year budget plan, which must reflect ARPD data and department action plans. Additional requests for allocations can be made through an Action Request Form, which was instituted in 2014 and revised in 2017 to ensure that all requests are related to the Student Success Pathways and/or Strategic Plan.

### ***Governance***

The College evaluates its governance processes primarily through periodic discussions at meetings of the CAC and Authorized Governance Organizations (AGOs, [I.B.7-9](#)). The CAC approved a review process flowchart ([I.B.7-10](#)) that shows how institutional policy is vetted. The biennial campus climate survey ([I.B.7-11](#)) requests feedback on the effectiveness of the various governance organizations as well as the effectiveness of administrators.

## Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of mission. The College regularly evaluates its policies and practices related to instructional programs, student and learning support services, and governance via review by Authorized Governance Organizations and the Chancellor's Advisory Council. These reviews ensure the effectiveness of institutional policies and practices in supporting academic quality and accomplishment of the mission. Administration, faculty and staff continue to develop and revise campus-specific policies relating to resource management, planning, and assessment. To monitor and assess the effectiveness of these policies across departments, units, programs, and authorized governance organizations, the College has included this in the Quality Focus Essay.

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**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

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## Evidence of Meeting the Standard

The College broadly communicates the results of all its assessment activities to establish a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### *Communication of the results*

Results of assessment and evaluation activities are available to all College constituents via websites. The College maintains an accreditation website that reports on college accreditation ([I.B.8-1](#)) and archives ACCJC accreditation reports back to 2006 ([I.B.8-2](#)) and reports on the status of program accreditations ([I.B.8-3](#), [I.B.8-4](#)). Every semester, the Vice President for the University of Hawai'i Community Colleges (UHCC) visits each community college campus and gives an overview of each campus' performance in the context of larger environmental factors and overall UHCC System performance ([I.B.5](#), [I.B.6](#)). His presentations are shared from the website of the Office for Institutional Effectiveness (OFIE). The OFIE website ([I.B.8-7](#)) also provides access to the College's Strategic Plan, three-year Comprehensive Program Reviews, Strategic Plan Performance Measure Scorecards, and institutional surveys that range from student engagement (CCSSE) to enrollment. The UHCC System's Annual Report of Program Data website houses the annual reports of the College's instructional, student services, and learning programs. These reports contain program assessment data and planning information. ([I.B.8-8](#)). The Student Success Pathways (SSP) initiative asks all departments, units, and programs to plan, implement, and evaluate action plans that fall into the six phases of the pathway and are aligned with the College's Strategic Plan ([I.B.8-9](#)). A SSP plan template ([I.B.8-10](#)) is distributed to the entire campus and regular updates and assessments are submitted.

Assessment and evaluation activities are communicated through the College's *News and Events* bulletin, emails, meetings, and websites to all College constituents. For example, the Chancellor's Advisory Council (CAC) serves as the entity for communication with constituents across the College. The Council members are responsible for disseminating information to their areas through meetings and emails as well as reporting concerns and issues from their areas back to the Council. Composed of leaders of instructional programs and administrative and educational support units, as well as representatives from the four Authorized Governance Organizations (AGOs), the CAC has the primary responsibility for communicating the results of the progress of various planning and assessment activities. The CAC agendas and meeting materials are emailed to all members for dissemination among their constituencies as well as published in the online *News and Events*. The meeting minutes are sent to CAC members and archived in the 'Ohana intranet website. Since spring 2018, the CAC minutes have also been disseminated to the entire campus through publication in *News and Events* ([I.B.8-11](#)).

The Student Learning Outcomes committee posts minutes of their monthly meetings to the Faculty Senate website ([I.B.8-12](#)), which is accessible to all members of the College as well as the external community. A summary of committee activities is presented to the Faculty Senate at the end of each academic year, and Senators are tasked with communicating Faculty Senate proceedings to the department/unit they represent.

The Director of the Office for Institutional Effectiveness (OFIE) is a member of the CAC and regularly makes presentations to the CAC and other standing Advisory Councils, AGOs, and Campus Forums. For example, in October 2017, he visited with the Vice Chancellors' Advisory Council (VCAC, composed of all Vice Chancellors, deans, department chairs, and unit heads) to brief them on Institution-set Standards and presented a rubric on a planned two-phase assessment of the Annual Report of Program Data reporting process ([I.B.8-13](#)). OFIE's final report of the assessment of program review was presented in spring 2018 ([I.B.8-14](#)). In fall 2017, campus policies and plans were centralized on the College's main website and on the intranet site, 'Ohana ([I.B.8-15](#), [I.B.8-16](#)).

### ***Setting appropriate priorities***

The College sets its priorities through three main documents, which provide a shared understanding of the College's strengths and weaknesses: the College's Strategic Plan 2015-2021 ([I.B.8-17](#)), the Annual Reports of Program Data (ARPD, [I.B.8-18](#)) and the Comprehensive Program Reviews (CPRs), which include recommendations for improving outcomes ([I.B.8-19](#)). In addition, the budgeting process (PAIR) and five-year budget plan that each department and unit creates connect campus priorities to resource allocations through various discussion venues, including the Chancellor's Advisory Council. ([I.B.8-20](#); [I.B.8-21](#)). From 2016, the Student Success Pathway plans ([I.B.8-22](#)) allow each department, unit, and program to identify specific tactics to achieve the College's goals.

## **Analysis and Evaluation**

The College broadly communicates the results of all its assessment activities to establish a shared understanding of its strengths and weaknesses and sets appropriate priorities by means of websites, committees, presentations and forums, bulletins and newsletters, and campus-wide

assessment activities. Evidence of a shared understanding of the institutional strengths and weaknesses and priority-setting based on this information includes strategic planning, program review and planning, administrative goal-setting, and budget planning. Continuing to improve campuswide communication has been included in the Quality Focus Essay.

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**I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

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### **Evidence of Meeting the Standard**

The College conducts continuous, systematic evaluation and planning by integrating program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for programs and services and for human, physical, technology, and financial resources.

#### ***Continuous and Systematic Evaluation***

The Annual Reports of Program Data and Comprehensive Program Review are the primary tools for the College's continuous and systematic evaluation and planning processes.

The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to the accomplishment of its mission and the improvement of institutional effectiveness and academic quality. The College's program review policy includes two components: 1) Annual Report of Program Data ([I.B.9-1](#)) and 2) Three-Year Comprehensive Program Review ([I.B.9-2](#)). All instructional, student services, academic support, administrative services, and continuing education programs collect and evaluate data annually. These data are evaluated in the CPR, which includes an analysis of program alignment with the mission, program strengths and weaknesses, evidence of quality, evidence of student learning, resource sufficiency, and recommendations for improving outcomes. Program review results are used for decisions relating to program improvement, program modification, and budgeting.

In 2016, the Taskstream Assessment Management System (AMS) was procured to provide a centralized, streamlined way to collect, analyze, and align student learning outcomes data at the course, program, and institutional levels. Taskstream improves the College's ability to track improvement, thereby measuring institutional effectiveness and academic quality. The results of this analysis inform planning and resource allocation and guide the College in improving institutional effectiveness and carrying out its mission (ER 19).

In 2016, the College launched the Student Success Pathway (SSP) Plan ([I.B.9-3](#), [I.B.9-4](#)), a six-phase path to student success, from students' initial contact with the institution through completion of degree and beyond into workplace and lifetime achievement. Each phase of the plan is aligned with the UH System, UHCC, and College Strategic Plans ([I.B.9-5](#), [I.B.9-6](#), [I.B.9-7](#)), as well as institutional outcomes and measures. Every department, unit, and program at the College is tasked with mapping how their work fits into the pathway and addresses one or more institutional outcomes; resource requests are made to carry out the planned strategic actions.

### ***Long Range to Short Term Needs***

The College's Long Range Development Plan (LRDP) is a 10-year master plan linking the physical planning process with campus programmatic and institutional goals; it also serves as a guide for future project development studies and capital improvement projects. The College's LRDP was last approved by the Board of Regents in 2010 after an extensive and collaborative development process that involved campus members as well as community stakeholders ([I.B.9-8](#)). In 2018, the LRDP is scheduled to be reviewed and updated per the UHCC timeline.

The Strategic Plan ([I.B.9-9](#)) describes a six-year plan for meeting performance outcomes set by the UH Community Colleges. Department and unit five-year budget plans are another tool for mid-range institutional planning ([I.B.9-10](#)). Short-range needs are accommodated by the fiscal year budget request ([I.B.9-11](#)), and allocation request forms (ARFs) ([I.B.9-12](#)). ARFs may address either short-term or long-term needs. Requests for resources must be tied to program and department/unit planning and aligned with the College's mission.

According to the 2017 revised Planning and Assessment Integration with Resource Allocation (PAIR) process, the submission of ARFs is a bottom-up process to allocate additional funding beyond base operational needs. ARFs may be submitted by any constituent on campus. All ARFs must be tied to the strategic plan and student success pathway for consideration. Multiple meetings and town halls are conducted to ensure participation by all constituents throughout the budgeting process ([I.B.9-13](#)).

Effective May 2018, funded requests require a report at the end of the fiscal year detailing how the allocation improved learning or service outcomes. Administrators meet with constituents to consolidate department/unit requests and reach consensus on top priorities before ARFs are submitted. See III.D.1. for more information on the PAIR process. (ER 19)

The Technology Plan 2013-2017 provided a roadmap for addressing project prioritization and key issues facing technology deployment and use at the College. The plan was updated annually based upon the changing needs of students and institutional priorities. The Technology Plan was revised for 2018-2021 ([I.B.9-14](#), see III.C.1). The Technology Plan is aligned with the goals of the Strategic Plan of the College and the University of Hawai'i Community College System. The Technology Plan guides the allocation of technology resources in support of student learning and institutional effectiveness at the College.

In the area of human resources, College prioritizes maintaining the high caliber and staffing levels of faculty and staff who are essential to the quality of educational programs and services and to achieving its institutional mission and purposes. Vacancies are tracked on a spreadsheet and reviewed by the Administrative Staff quarterly or more frequently, if necessary. A revised

procedure for filling vacancies was approved at the Chancellor's Advisory Council meeting in May 2018 ([I.B.9-15](#)).

Finally, all essential plans and processes are reviewed annually and tracked through the Chancellor's Advisory Council's Charter, Attachment A, "Calendar to Review Plans", ensuring continuous, systematic evaluation and planning ([I.B.9-16](#), p. 4).

### **Analysis and Evaluation**

The College conducts continuous, systematic evaluation and planning by integrating program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-, and long-range needs for programs and services and for human, physical, technology, and financial resources. The College engages in systematic planning by means of the ARPDs, CPRs, the Student Success Pathway, and the Taskstream Assessment Management System. Each of these tools are guided by the Strategic Plan, which is annually evaluated to measure institutional effectiveness and achievement of mission. Short- and long-range resource planning has been taking place through the LRDP, Strategic Plan, five-year budget plan, fiscal year budget request, and the PAIR process and the ARFs. The SSP, launched in 2016, provides a framework for aligning all of these various planning tools and documents.

### **EVIDENCE for I.B.**

- I.B.1-1 CAC meeting notes, 9.26.2017
- I.B.1-2 Assessment at Kapi'olani Community College website
- I.B.1-3 SLO Fridays Professional Development Series AY 2015-2016 Summary
- I.B.1-4 Faculty Senate Student Learning Outcomes Assessment Committee website
- I.B.1-5 Course Level Assessment plan
- I.B.1-6 Course Level Assessment Guide
- I.B.1-7 Guidelines for Tenure and Promotion (2017-2018)
- I.B.1-8 Annual Report of Program Data (ARPD) home page
- I.B.1-9 Comprehensive Program Review (CPR) Information Technology, 2016-2019
- I.B.1-10 Office for Institutional Effectiveness (OFIE) program review webpage
- I.B.1-11 Strategic plan scorecard, 2017
- I.B.1-12 Office for Institutional Effectiveness (OFIE) CCSSE webpage
- I.B.1-13 Office for Institutional Effectiveness (OFIE) research reports webpage
- I.B.2-1 UHCC Policy UHCCP #5.202 Review of Established Programs
- I.B.2-2 Kapi'olani CC Policy K5.202 Review of Established Programs

- I.B.2-3 Course Level Assessment Guide
- I.B.2-4 Course Level Assessment plan
- I.B.2-5 Kapi'olani CC 2017-2018 catalog, p. 379
- I.B.2-6 Annual Report of Program Data (ARPD) HOST, 2016
- I.B.2-7 Comprehensive Program Review (CPR) for Accounting, 2013
- I.B.2-8 Counseling units SLO matrix, 2017
- I.B.2-9 Counseling Assessment Leaders Meeting Notes, 1.17.2018
- I.B.2-10 Annual Report of Program Data (ARPD) Student Services, 2016
- I.B.2-11 Comprehensive Program Review (CPR) for Student Affairs, 2016-2019
- I.B.2-12 Counseling Learning Assessment - PLG, SLO, Rubric Feedback
- I.B.2-13 Student Services Taskstream Reports
- I.B.2-14 Annual Report of Program Data (ARPD) Library, 2015
- I.B.2-15 Annual Report of Program Data (ARPD) CELTT, 2015
- I.B.3-1 UHCC Policy UHCCP #4.203 Institution-set Standards
- I.B.3-2 National Center for Education Statistics: Kapiolani CC
- I.B.3-3 UHCC Policy UHCCP #4.203 Institution-set Standards
- I.B.3-4 Strategic plan scorecard, 2017, p. 4
- I.B.3-5 Sustainability plan, 2017
- I.B.3-6 ACCJC annual reports
- I.B.3-7 Strategic plan scorecard, 2017
- I.B.3-8 Annual Report of Program Data (ARPD) home page
- I.B.3-9 Office for Institutional Effectiveness (OFIE) program review webpage
- I.B.3-10 Kapi'olani CC Policy K5.202 Review of Established Programs
- I.B.3-11 UHCC Policy UHCCP #4.203 Institution-set Standards
- I.B.4-1 English and Math Completion Ratios
- I.B.4-2 UHCC Math & English Redeisgn - Interim Report
- I.B.4-3 Program Learning Report, Study Hub
- I.B.4-4 Student Services Taskstream Reports
- I.B.4-5 Comprehensive Program Review (CPR) for Student Affairs, 2016-2019
- I.B.4-6 Pouhana
- I.B.4-7 The Student Success Journey
- I.B.5-1 Strategic plan scorecard, 2017

- I.B.5-2 ARPD Meta-Assessment Report
- I.B.5-3 Assessment at Kapi'olani Community College website
- I.B.5-4 Faculty Senate memo, assessment, 9.13.2013
- I.B.5-5 Adoption of an Assessment Management System
- I.B.5-6 Office for Institutional Effectiveness (OFIE) CPR webpage
- I.B.5-7 Comprehensive Program Review (CPR) HOST, 2016-2019
- I.B.5-8 Comprehensive Program Review (CPR) Information Technology, 2016-2019
- I.B.5-9 Student Success Council membership
- I.B.5-10 Student Success Pathway plans, 2017
- I.B.5-11 Memo from Chancellor, SSP, 3.20.2017
- I.B.5-12 Student Success Pathway website
- I.B.6-1 Hawai'i Papa O Ke Ao plan
- I.B.6-2 Annual Report of Program Data (ARPD) MLT, 2015
- I.B.6-3 Comprehensive Program Review (CPR) Kahikoluamea, 2013-2016
- I.B.6-4 ENG 22 Learning Plan brochure
- I.B.6-5 ENG 22 Learning Plan form
- I.B.6-6 ENG 272F syllabus
- I.B.6-7 Registered Independent Organizations webpage
- I.B.6-8 Bayanihan Facebook page
- I.B.6-9 Kapi'o News article, Bayanihan Filipino student club
- I.B.6-10 Pamantasan conference webpage, 2017
- I.B.6-11 Chancellor's Corner Issue No. 5 website
- I.B.6-12 Kalāhū website
- I.B.6-13 Kapi'olani CC website, Kapo'oloku
- I.B.6-14 Kapo'oloku presentation
- I.B.6-15 Lunalilo Scholars website
- I.B.6-16 Kulia ma Kapi'olani website
- I.B.6-17 STEM fact sheet
- I.B.6-18 STEM webpage
- I.B.6-19 Study Hub schedule
- I.B.6-20 Brainfuse flier
- I.B.6-21 Email from IVCAA, UHCC grant for development education

- I.B.6-22 Kapi'olani CC website, Transfer
- I.B.6-23 Kapi'olani CC website, Student parents webpage
- I.B.6-24 Kapi'olani CC website, Veteran & Military Resource webpage
- I.B.6-25 Kapi'olani CC website, Dual Credit webpage
- I.B.7-1 Chancellor's Advisory Council charter
- I.B.7-2 Kapi'olani CC Policy K1.100 Policy on the Policy Development Process
- I.B.7-3 Annual Report of Program Data (ARPD) home page
- I.B.7-4 UHCC Policy UHCCP #5.202 Review of Established Programs
- I.B.7-5 Kapi'olani CC Policy K5.202 Review of Established Programs
- I.B.7-6 ARPD Meta-Assessment Report
- I.B.7-7 Kapi'olani CC KOP #1.112, Participation in College Decision-Making Processes
- I.B.7-8 Kapi'olani CC KOP #1.111, Resource Allocation (PAIR)
- I.B.7-9 Authorized Governance Organizations intranet webpage
- I.B.7-10 Decision Making Flowchart
- I.B.7-11 Campus Climate Survey, Getting Better at Getting Better
- I.B.8-1 Kapi'olani CC website, ACCJC accreditation
- I.B.8-2 Kapi'olani CC website, ACCJC accreditation archives
- I.B.8-3 Kapi'olani CC website, program accreditation timeline
- I.B.8-4 Kapi'olani CC website, program accreditation
- I.B.8-5 UHCC Strategic Directions, fall 2017
- I.B.8-6 UHCC Strategic Directions, spring 2018
- I.B.8-7 Office for Institutional Effectiveness (OFIE) website
- I.B.8-8 Annual Report of Program Data (ARPD) home page
- I.B.8-9 Student Success website
- I.B.8-10 Student Success Pathways plan template
- I.B.8-11 CAC meeting minutes
- I.B.8-12 Faculty Senate SLO Committee website
- I.B.8-13 OFIE email on meeting with VCAC
- I.B.8-14 ARPD Meta-Assessment Report
- I.B.8-15 Kapi'olani CC website, policy and plans
- I.B.8-16 'Ohana intranet, policy and plans

- I.B.8-17 Strategic plan
- I.B.8-18 Annual Report of Program Data (ARPD) home page
- I.B.8-19 Office for Institutional Effectiveness (OFIE) CPR webpage
- I.B.8-20 Academic Year 16-17 Budget Process Flowchart
- I.B.8-21 Allocation Request Form Process Summary Spring 2015
- I.B.9-1 Annual Report of Program Data (ARPD) home page
- I.B.9-2 Office for Institutional Effectiveness (OFIE) CPR webpage
- I.B.9-3 Student Success website
- I.B.9-4 Student Success plan template, 2018-2019
- I.B.9-5 University of Hawai'i Strategic Directions, 2015–2021
- I.B.9-6 UHCC Strategic Directions 20015-2021
- I.B.9-7 Strategic plan
- I.B.9-8 Long range development plan (LRDP) website
- I.B.9-9 Strategic plan
- I.B.9-10 Five-year budget plan form
- I.B.9-11 Annual budget request instructions
- I.B.9-12 Allocation request form (ARF)
- I.B.9-13 Academic Year 16-17 Budget Process Flowchart
- I.B.9-14 Kapi'olani CC Technology Plan, FY 2018-2021
- I.B.9-15 Kapi'olani CC Procedure K9.495, Vacancy Procedure
- I.B.9-16 Chancellor's Advisory Council (CAC) Charter, 2017

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**I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

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### **Evidence of Meeting the Standard**

The College assures the clarity, accuracy, and integrity of the information provided to current and prospective students, personnel, and all other persons or organizations with a vested interest in the mission of the College through its written materials and publications, its online presence, and its public information announcements.

### ***Accurate and Accessible***

The mission statement is prominently displayed on the College's website ([I.C.1-1](#)) and in all classrooms and is in the course catalog ([I.C.1-2](#), p.1).<sup>2</sup> Information on educational programs ([I.C.1-3](#))<sup>3</sup> and student support services ([I.C.1-4](#)) can be found on the College's website and in the course catalog, as well ([I.C.1-5](#), [I.C.1-6](#), page 14). This information is also shared in New Student Orientation (NSO, [I.C.1-7](#)) and New Employee Orientation (NEO) . Program learning outcomes can be found in the course catalog, as exemplified by Accounting ([I.C.1-8](#)). (ER 20)

When the catalog is produced, the Office of Academic Affairs sends all departments a preview copy of the courses and programs sections of the catalog, with a request to proofread applicable sections, with the goal of ensuring the accuracy and currency of catalog information. In fall 2016, Faculty Senate issued a resolution asking to institutionalize a window of at least ten days during which departments and programs may review catalog information for accuracy prior to publication. The Interim Chancellor approved this request June 8, 2017 ([I.C.1-9](#)). This process decreases the chances of error in the documents and affords more individuals the chance to identify and correct errors. (ER 20)

The College is currently working on a process whereby the Quali Curriculum Management System will feed course and program information directly into catalog production. The College appraises students of all programs and services through a variety of supports including orientation, assessment and matriculation services (see II.C).

### ***Academic Quality and Accreditation Status***

The College provides accurate information electronically to students, faculty, staff, and the public about its accreditation status with the ACCJC ([I.C.1-10](#))<sup>4</sup> and program accreditors ([I.C.1-11](#)) and in print in the catalog ([I.C.1-12](#), p. 30). (ER 20; See Checklist For Compliance).

## **Analysis and Evaluation**

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations with a vested interest in the mission of the College through its written materials and publications, its online presence, and its public information announcements. The College provides accurate information to students, faculty, staff, and the public about its accreditation status with all of its accreditors, including the ACCJC, through its website and catalog.

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<sup>2</sup> See, Policy of Public Disclosure and Confidentiality in the Accreditation Process.

<sup>3</sup> See, Policy on Institutional Degrees and Credits.

<sup>4</sup> See, Policy on Public Disclosure and Confidentiality in the Accreditation Process.

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**I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

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### Evidence of Meeting the Standard

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, and procedures.

#### *Course catalogs are current and comprehensive*

The College online catalog is annually updated with the latest version published in time for students to use as they register in the spring for fall classes. Current and previous college catalogs are downloadable and printable. The catalog provides precise, current, and accurate information ([I.C.2-1](#)). (See Checklist for Compliance, Credit, Program Length, and Tuition)

The catalog also outlines requirements for admission, including the cost of education, such as student fees and other financial obligations. Similarly, the catalog includes requirements for degree and certificate attainment, graduation, and transfer. Lastly, the catalog provides an overview of the major policies affecting students (ER 20):

- Academic regulations, such as academic honesty (p. 63)
- Non-discrimination (p. 66)
- Transfer (See Checklist for Compliance, Transfer Policies) (p. 16, 18, 28)
- Acceptance and transfer of credits (See Checklist for Compliance, Transfer Policies) (p. 33, 40, 54, with details included for specific degrees)
  - Transcripts (p. 33, 40, 54, with details included for specific degrees)
  - Withdrawal (p. 41-42)
  - Grievance and complaint procedures (p. 66, See Checklist for Compliance, Student Complaints)
    - Sexual harassment (p. 65, See Checklist for Compliance, Student Complaints)
    - Refund of fees (p. 44, See Checklist for Compliance, Title IV)

Archived digital collections of college catalogs from 1966 forward are also available on the college’s dspace repository website ([I.C.2-2](#)).

#### *Varied Instructional Methods*

In the catalog’s Policies and Regulations, the section titled “A Commitment to Integrated Learning and Teaching” states that instruction in all modalities includes “high quality interaction between instructional faculty and students” and “student support services are provided for students in all courses in face-to-face or technology-mediated sessions” ([I.C.2-3](#)).

### Analysis and Evaluation

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, and procedures. The catalog is the seminal document which establishes a

relationship between the college and the student with respect to attainment of a degree or other award, conditions for support and services, and student expectations. College faculty and staff through institutional processes review all requirements, supports and services annually, and provide notification to current and prospective students for successful matriculation and attainment of educational outcomes.

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**I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

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### **Evidence of Meeting the Standard**

The College communicates matters of academic quality to multiple constituents, including current and prospective students and the public, as well as faculty and staff, by systematically publishing the results of student learning and achievement assessments through multiple sources.

The Vice President for Community Colleges reports on the University of Hawai‘i Community Colleges Strategic Directions 2015-2021 each semester at each community college. The onsite presentation is open to all faculty and staff ([I.C.3-1](#)). PowerPoint presentations are available on the University of Hawai‘i Community College System website ([I.C.3-2](#)) under the Presentations tab.

The College’s K5.202 Review of Established Programs ([I.C.3-3](#)) is based on UHCC System’s UHCCP #5.202 ([I.C.3-4](#)) and provides a framework for reporting student learning and student achievement. The program review policy is primarily implemented with two reports, the 1) Annual Report of Program Data (ARPD, [I.C.3-5](#)) and the 2) Comprehensive Program Review (e.g., the CPR for Culinary Arts, [I.C.3-6](#)). These reports, which are posted online and available to the public, discuss assessment of learning outcomes and provide plans for improvement. (ER 19)

The College’s 2016-2017 Scorecard on the attainment of Strategic Plan outcomes is available to the public at the Hawai‘i Graduation Initiative website ([I.C.3-7](#)). Scorecards provide data on key progress measures such as Time and Credits to Degree, and leading indicators that impact completion. They encourage campuses to set intermediate goals, initiate strategies based on data-driven decision making, and establish a baseline for future performance. (ER 19)

The College collects student achievement data on course success rates ([I.C.3-8](#)), persistence, completion and transfer and publishes the information on the Office for Institutional Effectiveness (OFIE) website ([I.C.3-9](#)). Achievement data for all and differentiated groups (i.e., Filipino, Native Hawaiian, Pacific Islander, Pell recipients) are provided, consistent with performance measures set forth by the University of Hawai‘i Community Colleges (ER19). Assessment results are communicated to campus and stakeholders through the Chancellor’s Advisory Council (CAC) and CAC listserv.

## Analysis and Evaluation

The College communicates matters of academic quality to multiple constituents, including current and prospective students and the public, as well as faculty and staff, by systematically publishing the results of student learning and achievement assessments through multiple sources. Student learning outcome findings are shared through annual program review. Attainment of course level outcomes are contained in college data systems. Academic quality is shared through reports of progress on the strategic planning goals, the institution set standards and larger system goals in a variety of public settings. Opportunity for comment and feedback is provided and institutional improvements to processes and practices is a result of the discussion of progress on the mission through the larger institutional plans. The college in evaluating its SLO processes in particular, has determined that more focused attention to faculty engagement in the process and increased access to data would improve student learning. As a result, the college has included this goal in the Quality Focus Essay Action Project One, Assessment.

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### **I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

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## Evidence of Meeting the Standard

The College describes the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees.

The College provides detailed, clear, up-to-date, and accurate information for all of its degrees and certificates, including their purpose, content, course requirements and expected learning outcomes. The College's website provides information about its credit and non-credit programs ([I.C.4-1](#)), including degrees and certificates and the purpose of the programs. This information is also available through the online college catalog ([I.C.4-2](#)), which includes content, course requirements, and program learning outcomes. The STAR Guided Pathway System helps students see what courses they need to take, get suggestions on the order in which to take their courses, learn how long it will take to earn a degree, and register for classes ([I.C.4-3](#)).

## Analysis and Evaluation

The College describes the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees in the college catalog, departmental websites and college literature and brochures. Educational planning for successful completion are reviewed at various milestones on the educational pathway. Educational counselors assist students in understanding the expectations for degrees and certificates, and provide information to students to make informed decisions about their educational pathways. These processes are evaluated as

a part of program review and improvements are included in resource allocations where appropriate.

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**I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

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### **Evidence of Meeting the Standard**

The College regularly reviews and posts institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Policies and procedures include Board of Regent policies (RP 1-12), Executive policies (EP 1-12), University of Hawai‘i Community College policies, and College policies. System policies indicate whether or not the College should develop its own version of the policy and procedures to implement them. Current policies and plans are available on the college website ([I.C.5-1](#)).

In spring 2017, a Chancellor’s Advisory Committee (CAC) “disappearing” workgroup was established for a short term to develop procedures by which campus policies would be systematically developed, reviewed, and revised ([I.C.5-2](#)). Summer and fall of 2017, the CAC evaluated its processes for regular review of policies and procedures. In fall 2017, the CAC voted on accepting a proposed Policy on Policy Development. Since then, the Governance policy, the Animals on Campus policy, the Facility Use policy, and vacancy procedures (formerly policy) have been in development and review ([I.C.5-3](#)). In addition, based on review and dialogue with its constituencies, the Council created a calendar of review to ensure currency and relevance of all pertinent plans ([I.C.5-4](#))

A detailed discussion of the UH System’s method of regular review of policies and procedures is contained in Standard IV.C. and IV.D.

### **Analysis and Evaluation**

The College regularly reviews and posts institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. University of Hawaii and UH Community College policies are reviewed under a set calendar. Campus policies and procedures are reviewed by the CAC for currency and relevance and improvements are made based on qualitative feedback and survey results in annual climate and campus surveys. Findings are examined on a regular basis by the college’s Office for Institutional Effectiveness (OFIE) and reports are duly uploaded to campus intranet and public site as appropriate.

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**I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

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### **Evidence of Meeting the Standard**

The College provides students with information about the total cost of attending the College.

The Board of Regents (BOR) establishes tuition and fees through BOR policy RP 6.201 ([I.C.6-1](#)). Information from the cost of tuition to the cost of supplies is readily available in various locations and formats including the college catalog and the college web page titled “Cost of Attendance” ([I.C.6-2](#)). The college bookstore web page publishes the cost of required textbooks.

Program fees and other costs unique to specific programs are included in program descriptions in the college catalog and on program web pages of the college website. The College Catalog ([I.C.6-3](#)) outlines expenses such as resident and nonresident tuition (p. 37), cost of course materials and supplies, special professional program fees for nursing, health sciences, and Emergency Medical Services programs (p. 44).

The Bookstore website lists textbook costs ([I.C.6-4](#)). The College Financial Aid Office ([I.C.6-5](#)) is responsible for communicating this information to current and prospective students and provides a price calculator ([I.C.6-6](#)) for students.

The College’s Class Availability website lists all classes offered by semester and during summer sessions ([I.C.6-7](#)). Instructors and lecturers whose courses incorporate Open Educational Resources (OER), online resources, library resources, faculty-authored materials, or any combination of no-cost resources can ask their department secretaries to add the “Textbook Cost: \$0” designation to their class section in Banner ([I.C.6-8](#)). The description will appear on the class availability website to accurately inform current and prospective students of expenses ([I.C.6-9](#)).

### **Analysis and Evaluation**

The College provides students with information about the total cost of attending the College. The College’s website and the catalog are sources of information, supplemented by information and advice from the financial aid office. Students are provided timely information of public and private sources of financial support. Costs of books are provided by the bookstore and lab fees and additional course costs are likewise displayed for students on the website and catalog. Other guides and tips for financing higher education is shared with students by other departments on campus whose charge is to help reduce financial barriers to degree completion such as the Lunalilo Scholars Program (see II.C).

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**I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

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### **Evidence of Meeting the Standard**

The University of Hawai‘i Administrative Rules, Title 20, Chapter 2 Statement on Rights and Responsibilities of the University of Hawai‘i Community ([I.C.7-1](#)) address the right to freedom of conscience for the academic community. The College follows the University of Hawai‘i Community Colleges Statement on Professional Ethics for faculty, adopted in July 2006 (UHCCP #5.211, [I.C.7-2](#)). The policy outlines the expectations for faculty responsibilities related to their professional conduct. Per UHCCP 5.211, all new faculty hires are to be provided a copy of the statement. In addition, the College’s commitment to academic freedom for faculty and students is found in the college catalog with the following statement ([I.C.7-3](#), p. 31). (ER 13)

The University of Hawai‘i includes its commitment to academic freedom and the open pursuit of knowledge in its collective bargaining agreement with the faculty (Article IX, [I.C.7-4](#)). (ER 13)

### **Analysis and Evaluation**

The College uses and publishes governing board policies on academic freedom and responsibility, making clear its support for an atmosphere in which faculty and students benefit from intellectual freedom. Policies are available at the UH Community College website, the College catalog and in the University of Hawai‘i faculty union contract. Academic freedom is a primary area of deference at the college to support free thinking from all perspectives and viewpoints.

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**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

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### **Evidence of Meeting the Standard**

The College establishes and publishes comprehensive policies and procedures that promote honesty, responsibility, and academic integrity for administrators, faculty, and staff, and for students, appropriate behavior, academic honesty, and consequences for dishonesty. The College’s policies are aligned with and supportive of policies set by the UH Board of Regents,

the UH System, and the University of Hawai'i Community College system, all of which articulate the system's expectations for all constituencies.

Controls are in place to discourage dishonesty. For example, the Testing Center uses multiple authentication procedures to verify the identity of the student taking a test, including a review of the student's ID card and, in the case of online tests, login authentication. The University of Hawai'i course management system, Lulima (Sakai), which hosts many of these online tests, requires authentication of student identity by user ID and password ([I.C.8-1](#) , p. 21, 35). Examples of relevant policies are listed below:

***Board of Regents policies***

- Board of Regents Policy RP 12.201: Ethical Standards of Conduct for administrators, faculty, and staff ([I.C.8-2](#))

***UH System policies***

- UH Executive Policy EP 12.214: Conflicts of Interest and Commitment ([I.C.8-3](#))
- UH Executive Policy EP 7.208: Systemwide Student Conduct Code ([I.C.8-4](#))

***UHCC policies***

- UHCC Policy UHCCP #5.211: Statement on Professional Ethics (Faculty) ([I.C.8-5](#)). The College includes this statement in its catalog on p. 31 ([I.C.8-6](#)).

***Kapi'olani Community College policies***

- Kapi'olani CC Student Conduct Code ([I.C.8-7](#))

## **Analysis and Evaluation**

The College establishes and publishes comprehensive policies and procedures that promote honesty, responsibility, and academic integrity, including student behavior, academic honesty, and the consequences for dishonesty. Codes of ethics are stated in Board of Regents, University of Hawai'i and UH Community College policies to guide student, faculty, board and employee conduct with appropriate consequences for breaches of the ethics codes.

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**I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

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## **Evidence of Meeting the Standard**

As stated in I.C.7. and I.C.8., policies are in place to reinforce the practice of academic freedom and professionalism. Faculty distinguish between personal conviction and professionally accepted views in a discipline. Faculty Senate discussions focus periodically on the notion of

opinion versus fact. In addition, department meetings and faculty evaluations consider the notion of free and open exchange of ideas in and out of the classroom. These ideas are reinforced in the faculty-focused collective bargaining agreement between the Board of Regents and the UH Professional Assembly ([I.C.9-1](#)).

### **Analysis and Evaluation**

Faculty distinguish between personal conviction and professionally accepted views in a discipline. Included in the student learning outcomes for courses as well as in the general education pathway and at the institutional learning levels, faculty assess student critical thinking skills to ensure that students similarly can distinguish logical thinking and argument versus personal opinion. Conversations about critical thinking and learning takes place at the departmental levels, in faculty senate discussions, and as a part of learning assessment analysis and program review.

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**I.C.10. 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 and student handbooks.**

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### **Evidence of Meeting the Standard**

As a public educational institution and part of the University of Hawai‘i System, the College is an open access learning institution that does not attempt to instill any specific beliefs, faith-based world views for its students, staff, faculty, and administrators

### **Analysis and Evaluation**

Not applicable

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**I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

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### **Evidence of Meeting the Standard**

The College does not operate in foreign locations; this standard is not applicable.

## Analysis and Evaluation

Not applicable

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**I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

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## Evidence of Meeting the Standard

The College complies with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission and is committed to maintaining this compliance in the future.

This compliance is best evidenced by the decades of timely submission of accreditation self-studies, responsiveness to accreditation concerns and recommendations, and positive accreditation reviews ([I.C.12-1](#)). The College has made appropriate efforts to notify the college, community and students of the self-evaluation process and the peer review team visit in 2018. Most recently, as of the 2012 Accreditation Self Evaluation Report, the College effectively responded to nine recommendations by 2014 through the collaborative work of the Chancellor, the Authorized Governance Organizations, faculty, staff, and students ([I.C.12-2](#))<sup>5</sup>. The College has an Accreditation Liaison Officer, who updates the college community. Documents from earlier accreditation cycles, including action letters and evaluation reports are posted on the college website and/or are kept in the office of the Accreditation Liaison Officer.<sup>6</sup> (ER 21, See Checklist.

## Analysis and Evaluation

The College complies with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission and is committed to maintaining this compliance in the future. All relevant information is kept on the college website for public access and review or in the Chancellor's office. The college accreditation liaison officer remains the point

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<sup>5</sup> See, Policy on Public Disclosure and Confidentiality in the Accreditation Process.

<sup>6</sup> See, Policy on Rights and Responsibilities of ACCJC and Member Institutions.

of contact for college and community questions about accreditation and academic quality. All public comments about accreditation are shared with the college leadership for review. All annual reports, periodic reports and other accreditation documents including self evaluation reports are available online.

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**I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

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### **Evidence of Meeting the Standard**

The College demonstrates integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself consistently to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

The College has many decades-long working relationships with external agencies for practicums, clinicals, internships, externships, and fieldwork. It has ongoing agreements with external grantors, including federal and state agencies. The length and strength of these relationships reflect the College's honesty and integrity in its work with external agencies. For example, Kūlia ma Kapi'olani is part of the Native Hawaiian Career & Technical Education project, funded through a grant from the U.S. Department of Education. This program has been in existence for over 20 years and has recently been extended ([I.C.13-1](#)).

In addition, the College partners with Hawai'i P-20 Partnerships for Education, a State Department of Education initiative, supporting early college admissions through the Early College High School Program. Early College brings University of Hawai'i instructional faculty into public high schools to teach college-level coursework and enables participating students to earn credit to satisfy requirements at both. As of 2014, the College has had MOAs with several community high schools ([I.C.13-2](#)).

The College has Master Agreements with a number of the major hospitals in the state. These Master Agreements are periodically reviewed by UH General Counsel and the hospital's legal team. Master agreements with hospitals may cover several programs, including Nursing, Emergency Medical Technician Program, Respiratory Care Practitioner Program, Medical Laboratory Technician Program, Occupational Therapy Assistant Program, Dental Assisting Program, and Physical Therapist Assistant Program. In addition to the Master Agreements, there are program specific agreements with hundreds of employers who participate as clinical training sites for the various individual Nursing, Health Sciences, and EMS programs. These agreements are the result of decades of relationship building work done by the health education faculty.

They result in the College's health education programs graduating highly sought after health professional by the employers of Hawai'i and the U.S. mainland ([I.C.13-3](#), [I.C.13-4](#)).

The College, as a Native Hawaiian serving institution, has had a decades-long relationship with the Federal Department of Education's Title III Program to strengthen programs that promote and support student success. In this current accreditation cycle, the College has received approximately \$16 million in funding.

The College responds responsibly and in a timely fashion to program accreditor concerns. For example, the Dental Assisting Program received several recommendations following an October 2014 site visit by the Commission on Dental Accreditation. The issues were addressed as soon as the recommendations were made official and the program's accreditation status was changed to "approval without reporting requirements" in February 2016 ([I.C.13-5](#)).

The College is in good standing with all of the agencies that accredit the professional programs ([I.C.13-6](#)). Program accreditation status can be found at official accrediting sites, for example, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for Medical Lab Technician ([I.C.13-7](#)).

Lastly, the College communicates its ACCJC accreditation status with the community using its College website ([I.C.13-8](#)).

## Analysis and Evaluation

The College demonstrates integrity in its relationships with external agencies, including compliance with regulations and statutes. In contracts with state, local and federal agencies through memorandums of understanding, grant documents and other agreements, the college keeps stewardship of public funds, the maintenance of public trust and honesty and fair dealing first and foremost. It describes itself consistently to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

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**I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

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## Evidence of Meeting the Standard

The College is committed to high quality education, student achievement, and student learning above all other objectives. All employees fall under UH EP 5.214 and sign conflict of interest statements annually ([I.C.14-1](#)). Employees must disclose employment at non-college locations. The UH has an independently elected Board of Regents, which has only oversight and

directional authority. The administration of all policies is the responsibility of the Chief Executive Officer, the President of the University of Hawai‘i System, who also signs a conflict of interest disclosure each year. Similarly, the members of the Board of Regents and all University of Hawai‘i system administrators sign a conflict of interest statement annually and report on their finances annually to the State Ethics Board. Violations of the conflict of interest statements are enforced through existing employment contracts and other legal remedies available to the College ([I.C.14-2](#)).

## Analysis and Evaluation

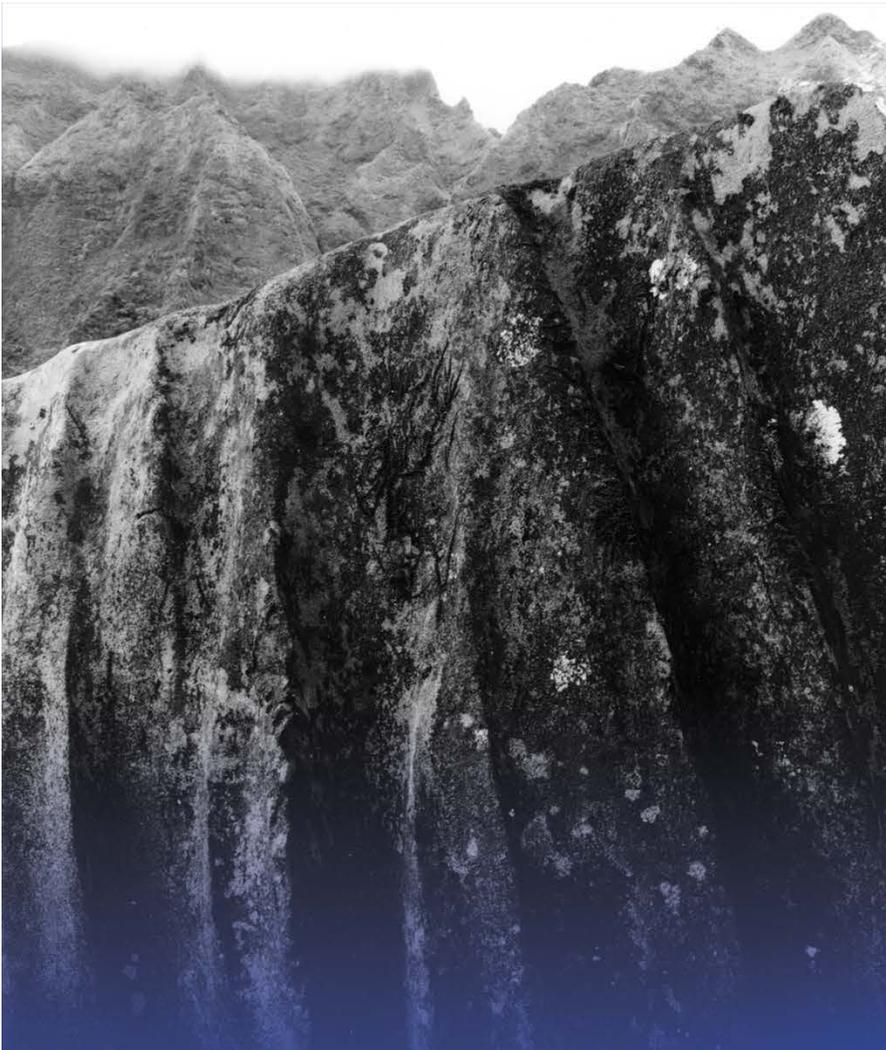
The College is committed to high quality education, student achievement, and student learning above all other objectives. The college is a public, open-access institution and discloses all financial and legal information through proper channels and via transparent documentation. The college manages public funds through a well-established hierarchy of internal and external review. All fiscal activities are to meet the college mission and the legislative purpose of two-year institutions in University of Hawai‘i system.

### EVIDENCE for I.C.

- I.C.1-1 Kapi‘olani CC website, Mission
- I.C.1-2 Kapi‘olani CC course catalog, 2017-2018, p. 1
- I.C.1-3 Kapi‘olani CC website, Academic Programs
- I.C.1-4 Kapi‘olani CC website, Student Support Services
- I.C.1-5 Kapi‘olani CC website, General Catalog
- I.C.1-6 Kapi‘olani CC 2017-2018 catalog, p. 14
- I.C.1-7 Kapi‘olani CC website, New Student Orientation
- I.C.1-8 Kapi‘olani CC course catalog, 2017-2018, p. 379
- I.C.1-9 Interim Chancellor memo, Catalog Accuracy Policy, 6.7.2017
- I.C.1-10 Kapi‘olani CC website, ACCJC accreditation
- I.C.1-11 Kapi‘olani CC website, Program accreditation
- I.C.1-12 Kapi‘olani CC course catalog, 2017-2018, p. 30
- I.C.2-1 Kapi‘olani CC course catalog, 2017-2018
- I.C.2-2 Kapi‘olani CC course catalog archive
- I.C.2-3 Kapi‘olani CC course catalog, 2017-2018, p. 7
- I.C.3-1 UHCC Strategic Directions, fall 2017

- I.C.3-2 Office for the Vice President of UHCC website
- I.C.3-3 Kapi‘olani CC Policy K5.202 Review of Established Programs
- I.C.3-4 UHCC Policy UHCCP #5.202 Review of Established Programs
- I.C.3-5 Annual Report of Program Data (ARPD) home page
- I.C.3-6 Comprehensive Program Review (CPR) Culinary Arts, 2016-2019
- I.C.3-7 Hawai‘i Graduation Initiative, Campus scorecards
- I.C.3-8 Strategic plan scorecard, 2017
- I.C.3-9 Office for Institutional Effectiveness (OFIE) planning webpage
- I.C.4-1 Kapi‘olani CC website, Academic Programs
- I.C.4-2 Kapi‘olani CC website, General Catalog
- I.C.4-3 Kapi‘olani CC website, STAR
- I.C.5-1 Kapi‘olani CC website, Policies and Plans
- I.C.5-2 CAC Policy Work Group minutes, 3.14.2017
- I.C.5-3 Interim Chancellor memo, Follow up on the Four Policies, 1.23.2018
- I.C.5-4 CAC calendar of plan reviews
- I.C.6-1 Board of Regents Policy RP 6.201
- I.C.6-2 Kapi‘olani CC website, Cost of Attendance
- I.C.6-3 Kapi‘olani CC course catalog, 2017-2018, p. 37
- I.C.6-4 Kapi‘olani CC bookstore website
- I.C.6-5 Kapi‘olani CC website, Financial Aid
- I.C.6-6 Kapi‘olani CC website, Net Price Calculator
- I.C.6-7 Kapi‘olani CC website, Class Availability
- I.C.6-8 Open Kapi‘olani website
- I.C.6-9 Kapi‘olani CC website, Textbook \$0
- I.C.7-1 University of Hawai‘i Administrative Rules, Title 20, Chapter 2
- I.C.7-2 UHCC Policy UHCCP #5.211 Statement on Professional Ethics (Faculty)
- I.C.7-3 Kapi‘olani CC course catalog, 2017-2018, p. 31
- I.C.7-4 UH Professional Assembly contract, Article IX, Academic Freedom
- I.C.8-1 Distance Education Plan

- I.C.8-2 Board of Regents Policy RP 12.201, Ethical Standards of Conduct
- I.C.8-3 UH Executive Policy EP 12.214, Conflicts of Interest and Commitment
- I.C.8-4 UH Executive Policy EP 7.208, Systemwide Student Conduct Code
- I.C.8-5 UHCC Policy UHCCP #5.211, Statement on Professional Ethics (Faculty)
- I.C.8-6 Kapi‘olani CC 2017-2018 catalog, p. 31
- I.C.8-7 Kapi‘olani CC website, Student Conduct Code
- I.C.9-1 UH Professional Assembly contract, Article IV, Faculty Professional Responsibilities and Workload
- I.C.12-1 Kapi‘olani CC website, ACCJC accreditation
- I.C.12-2 Kapi‘olani CC website, ACCJC accreditation archives
- I.C.13-1 Kapi‘olani CC website, Kūlia ma Kapi‘olani
- I.C.13-2 MOA, Kaimukī High School
- I.C.13-3 Affiliation agreement, Hawaii Pacific Health
- I.C.13-4 Master affiliation agreement, Queen's Medical Center
- I.C.13-5 CODA accreditation report, 2016
- I.C.13-6 Kapi‘olani CC website, program accreditation timeline
- I.C.13-7 National Accrediting Agency for Clinical Laboratory Sciences for Medical Lab Technician
- I.C.13-8 Kapi‘olani CC website, ACCJC accreditation
- I.C.14-1 UH Executive Policy E5.214, Conflicts of Interests
- I.C.14-2 Board of Regents Bylaws, 2017, Article X, Conflicts of Interests



# KULEANA

Ho'olei 'ia ka 'ōnohi  
'ula e nā pali Ko'olau.

*The rainbow-hued clouds are raised by the Ko'olau cliffs.*



UNIVERSITY of HAWAII  
**KAPĪ'OLANI**  
COMMUNITY COLLEGE

An Equal Opportunity/Affirmative Action Institution

'Ōlelo no'eau: Nāwa'a Napoleon / Images: Kapulani Landgraf

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## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **II.A. Instructional Programs**

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**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

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### **EVIDENCE OF MEETING THE STANDARD**

All instructional programs, regardless of location or means of delivery, are offered in fields of study that align with the College's mission, are appropriate to higher education, and culminate in achievement of student learning outcomes, degrees, certificates, employment, or transfer to other higher education programs.

#### ***Courses and Programs***

As a full-service community college, the College offers the well-established curriculum of a two-year institution. ([II.A.1-1](#)). The courses and programs are proposed and approved following system and college policies and procedures. Their academic soundness and appropriateness to both university-wide and campus missions are reviewed as part of the initial approval process and subsequent program review processes. All instructional programs at the College are offered in fields of study consistent with its mission ([II.A.1-2](#)).

The College follows traditional program expectations including:

- All associate degrees are a minimum of 60 credits of college-level courses.
- Pre-professional associate degrees in Liberal Arts, Hawaiian Studies, and Natural Sciences are equivalent to the first two years of baccalaureate study ([II.A.1-3](#), p. 152).

These degrees are aligned and articulated with baccalaureate majors at the University of Hawai‘i at Mānoa, University of Hawai‘i West O‘ahu, and the University of Hawai‘i at Hilo, as well as other universities ([II.A.1-4](#), p. 14).

- Academic Subject Certificates in Associate in Arts degrees are comprised of transfer-level courses with a coherent focus of study ([II.A.1-5](#), p. 197).
- Associate in Science degrees in career and technical education (CTE) prepare students for entry-level positions in the workforce in areas such as Accounting, Culinary Arts, Hospitality, Travel and Tourism, and Nursing. In some cases, CTE Associate degrees have baccalaureate transfer pathways. Program outcomes and curricula in CTE areas are presented to advisory boards for alignment with employers’ needs. ([II.A.1-6](#))
- Certificates of Achievement in CTE disciplines and credit and non-credit Certificates of Competence are offered to meet the workforce needs of regional and state businesses and employers. ([II.A.1-7](#))
- Pre-collegiate, foundation skills courses are offered for second language learners and for those who enroll underprepared to produce collegiate-level work. ([II.A.1-8](#), page 23)

Course numbering conventions, guided by UHCC Policy 5.300, facilitate and promote transparency and standardization of course numbering across the University of Hawai‘i Community Colleges ([II.A.1-9](#)). This policy also clearly specifies, by numbering convention, which courses within the UH system will transfer as baccalaureate-level credit. The College also offers a variety of courses through distance education, either fully online or in a hybrid format where some portion of the classes is delivered face-to-face and some portion delivered online ([II.A.1-10](#)). In order to fully support online offerings, a separate Distance Education Plan was developed to address the manner and method of supporting and expanding digital platforms for learning ([II.A.1-11](#)).

All courses and programs have defined student learning outcomes (SLOs) that are consistent with the College’s mission and are documented in the College catalog (ER 9) ([II.A.1-12](#), p. 379, [II.A.1-13](#), p. 82). Course learning outcomes are mapped to program outcomes in Taskstream ([II.A.1-14](#)). Program outcomes are assessed on a regular basis and the results are documented in the Annual Reports of Program Data (ARPD, [II.A.1-15](#)). As stated in the course catalog, students must earn a cumulative grade point ratio of 2.0 to be in good academic standing and to be eligible to earn a degree or certificate ([II.A.1-16](#), p. 62). In addition, students are required to earn a grade of “C” or higher in all courses required in a program to be eligible to graduate with a degree or certificate in that program, thereby assuring that students attain a satisfactory level of mastery of course and program outcomes.

Every course has specific and measurable SLOs, regardless of location or modality. Course, program, and institutional SLOs are listed in the Catalog. Faculty are required to include in their syllabi course SLOs and assignments and activities that will be evaluated.

The College ensures that programs and services are high-quality and appropriate to the mission through several College processes, including the Annual Report of Program Data (ARPD) and a cyclical five-year curriculum review process that includes review and approval of program and student learning outcomes. Discipline-based faculty document and review assessment methods in Taskstream (under Assessment Plan: Assessment Strategy), during the process of outcomes assessment (ER 11). Until fall 2016, the results of outcomes assessment were documented in Course Learning Reports, archived in digital and paper format in departmental folders and stored in the Academic Affairs office. Since that time, results are archived in Taskstream (Standing Requirements: Course Learning Reports) ([II.A.1-17](#)).

## ANALYSIS AND EVALUATION

Kapi‘olani Community College, as part of the University of Hawai‘i System, is a postsecondary higher education institution with an established curriculum and role as a two-year institution. All programs and courses go through a rigorous curriculum approval process. In accordance with the standard, all instructional programs, regardless of location or means of delivery, are offered in fields of study that align with the College’s mission, are appropriate to higher education, and culminate in achievement of student learning outcomes, degrees, certificates, employment, and transfer to other higher education programs.

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**II.A.2. Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

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## EVIDENCE OF MEETING THE STANDARD

Faculty ensure that the content and methods of instruction meet academic and professional standards and expectations by systematic evaluation and improvement of their courses, programs, and related services to assure currency, improved strategies, and promotion of student success.

### *Content and Methods of Teaching*

The College’s faculty are responsible for ensuring that the content of all credit courses and certificate and degree programs, including career and technical education and distance education, meet accepted academic and professional standards and expectations. In order to manage this process, faculty use the Quali Student Curriculum Management System (KSCM, [II.A.2-1](#)). Faculty input data such as course title, course description, content, contact hours, type of course (e.g., lecture, lab, clinical), student learning outcomes, methods of instruction, methods of evaluation, texts/materials, requisites, and recommended preparation into KSCM.

Data from KSCM are used to program the STAR GPS registration pathway. The College's Faculty Senate Curriculum Committee provides training materials with guidelines for faculty submitting their course and program proposals ([II.A.2-2](#), [II.A.2-3](#)).

In addition, to ensure that course and program submissions meet accepted academic and professional standards and expectations, there are multiple layers of review, depending on the type of submission. Experimental courses go through three levels of review. New or revised courses go through ten levels of review. The approved course archived in KSCM becomes the official course outline of record and establishes the baseline standard for content, including SLOs, and methods of instruction and assessment for the course. New certificates and degree programs go through a more comprehensive and lengthy review and approval process.

The College's K5.201 Curriculum Review Guidelines and Timeline, Section E: Levels of Review, outlines the different levels of review according to the type of approval required ([II.A.2-4](#)). The KSCM built-in workflow shows the status of the course and/or program proposal's current level of review and approval status.

As evidenced in its meeting minutes and end-of-year reports ([II.A.2-5](#)), the Curriculum Committee conducts a thorough review of curriculum and carries out robust discussions about the quality of each course and program proposal. Once the Curriculum Committee approves curriculum, the appropriate program Dean, the Vice Chancellor for Academic Affairs, and the Chancellor also review and approve all curriculum submissions. New certificate and degree programs are reviewed and approved by the above entities, and final approval is given by the University of Hawai'i's Board of Regents ([II.A.2-6](#)). Extensive feedback, as needed, is provided at each level of review ([II.A.2-7](#)).

### ***Continuous and Systematic Improvement***

Faculty ensure currency and quality of their course and program content and delivery by submitting their programs and courses through the multi-level rigorous review and approval process at least once every five years, as stated in the College's K5.201 Curriculum Review Guidelines and Timeline, Section C: Currency of Curriculum ([II.A.2-8](#)).

Furthermore, faculty are required to regularly and systematically review their programs (both instructional and non-instructional) and services as part of their Annual Report of Program Data (ARPD) and their Comprehensive Program Review (CPR) processes, as established by UHCC Policy #5.202: Review of Established Programs ([II.A.2-9](#)) and the College's K5.202: Review of Established Programs ([II.A.2-10](#)). UHCC Policy #5.202 states that "[a]ll programs shall prepare annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once every five years in accordance with the schedule established by the College." Program deans are responsible for reviewing the effectiveness of the system Program Review process and recommending changes to improve the outcomes of the process. The Vice

Chancellors, deans, and/or program directors are responsible for reviewing the measures and content (e.g., program health indicators, benchmarks, recommendations for improvement, achievement of outcomes) of the program review in their respective areas and for ensuring that the review provides the information necessary for program assessment and improvement. Extensive feedback, as needed, is provided at all levels of review.

In both the ARPD and CPR processes, department chairs, program coordinators/directors, faculty, and, in applicable cases, advisory council and community members have rich dialog about best practices, current trends, up-to-date teaching and learning strategies, and improvements to promote program and student success. Feedback gathered from these discussions is used to inform program decisions reported in the CPRs. Examples include Library & Learning Resources ([II.A.2-11](#)); Medical Assisting Program ([II.A.2-12](#)); Student Affairs ([II.A.2-13](#)); and Natural Sciences ([II.A.2-14](#))

Two prime examples of informed program decisions resulting in curricular innovations and improvements are: (1) the redesign and integration of foundational English and math ([II.A.2-15](#)) and (2) the increased number of course sections using Open Educational Resources (OER) ([II.A.2-16](#)). Other curricular advancements that demonstrate the faculty commitment to continuous improvement and the promotion of student success are: (a) the creation of Advanced Professional Certificates in Culinary Arts, Hospitality Operations Management, and Information Technology ([II.A.2-17](#), p. 422, [II.A.2-18](#), p. 508, [II.A.2-19](#), p. 386); and (b) articulation agreements with four-year institutions to accept lower-division courses as equivalent to upper-division courses in the completion of baccalaureate degrees (KCC articulation agreements, [II.A.2-20](#)). All UH System articulation agreements are listed at the UH System website ([II.A.21](#)).

Furthermore, Executive Policy E5.209, UH System Transfer & Intercampus Articulation ([II.A.2-22](#)), ensures that the College's course, certificate and/or degree program articulation agreements across the UH system include sufficient content and length, and require appropriate levels of quality and rigor in recognized higher education field(s) of study. These requirements are vetted carefully before agreements are established. This process allows the College to keep certificate and degree programs current as fields of study evolve. Executive Policy E5.209 stipulates that each campus of the UH System has the authority and responsibility to determine its own curriculum, degree requirements, and related academic policies, and ensure the integrity of its campus-based credentials. As a result, each campus' unique curriculum reflects the needs of its community and the knowledge, skills, interests, and educational philosophy of its faculty, staff, and administration.

Finally, the College has a Faculty Development Council ([II.A.2-23](#)), where faculty can request funding for professional development training and opportunities to engage in deep

conversations about teaching and learning, and best practices with their local, national, and international colleagues. Other opportunities to improve courses include Creative Circles for Collaborative Change (C4wards, [II.A.2-24](#)), integrating Undergraduate Research Experiences (URE, [II.A.2-25](#)), Hawai'i place-based, culture-based learning ([II.A.2-26](#)), and Title III Consortium Fellowships ([II.A.2-27](#)).

## ANALYSIS AND EVALUATION

Faculty ensure that the content and methods of instruction meet academic and professional standards and expectations by systematic evaluation and improvement of their courses, programs, and related services to assure currency, improved strategies, and promotion of student success.

The College is widely and consistently engaged in dialog centered on the review and improvement of course and program curricula to meet academic and professional standards. Kualii Student Curriculum Management System (KSCM) and Taskstream currently serve as the College's repository of course and program descriptions, discussion of teaching methods, SLOs, PLOs, ILOs and assessment data on all courses and programs. An extensive review of course and program proposals includes scrutiny of the course description, content, contact hours, type of course, SLOs, methods of instruction, methods of evaluation, and texts/materials, along with rationale for proposal, resources needed, alignment with the College's Strategic Plan, and impact to other departments or programs. The review processes of the Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR) further provide for systematic evaluation and improvement of programs and services to ensure currency, improved strategies, and promotion of student success. Faculty receive extensive feedback at multiple levels, including the highest level from the University of Hawai'i's Board of Regents, when warranted, to ensure quality and the achievement of academic and professional standards and expectations.

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**Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

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## EVIDENCE OF MEETING THE STANDARD

The College has established procedures to regularly identify and assess learning outcomes for courses, programs, certificates, and degrees. Course syllabi for students are created using the course outline of record. Officially approved course outlines of record include student learning outcomes for each course. Students in every class section receive a course syllabus that includes

learning outcomes which have been approved and archived in the Quali Student Curriculum Management system ([II.A.3-1](#)).

### ***Established Institutional Procedures***

The College has established policies and procedures for identifying and assessing learning outcomes at the course, program, certificate, and degree levels ([II.A.3-2](#); [II.A.3-3](#)). The College's Course Level Assessment Plan, originally approved in 2010, was updated and approved by the College's Faculty Senate on February 1, 2016 ([II.A.3-4](#)). Programs are assessed through established guidelines, and reports of the results of learning outcomes assessment are included in the Annual Reports of Program Data (ARPD) ([II.A.3-5](#)) and Comprehensive Program Reviews (CPRs) ([II.A.3-6](#)).

### ***Course Assessment***

At the course level, the College embraces assessment as a means to systematically examine the degree to which students attain the course learning outcomes as evidenced through demonstrated student learning. Faculty assess student performance using both indirect methods such as focus group interviews, student surveys, and course evaluations and direct methods such as exams, portfolios, essays, and performances; and then fine-tune aspects of the course/curriculum, when applicable, with the ultimate goal of improving overall educational quality and achieving improved student learning. Assessment results may suggest curriculum modifications, exploration of various pedagogical tasks, and/or adjustments to assessment practices. The end result is an iterative cycle of improvement. Courses complete an assessment cycle every five years ([II.A.3-7](#)).

In fall 2014, the College purchased Taskstream ([II.A.3-8](#)), a cloud-based assessment management system that includes an in-depth, customizable system to archive the results of student learning outcomes assessment. The College invested in Taskstream to better capture and effectively use assessment results in course and program improvements. Prior to Taskstream, the College collected assessment information (a) in Curriculum Central (the College's former curriculum management system, [II.A.3-9](#)) and (b) in MS Word documents, which were archived on department repository sites. Consequently, both avenues resulted in assessment information remaining static. Both methods for archiving the results of learning outcomes assessment are described below.

Prior to Taskstream, faculty completed their Course Learning Reports (CLRs) and Course Assessment Plans (CAPs) for all active courses in MS Word documents. The CLRs on file for each course are in accordance with the plan laid out in the CAP. CAP and CLR information is reflected in each department's Learning and Assessment Schedule and Report ([II.A.3-10](#)) Completion and submission of these reports conformed to a schedule ([II.A.3-11](#)).

Department chairs and/or program/discipline coordinators ensured that faculty members responsible for assessing learning outcomes in their courses had a CAP and that they followed the plan outlined in it, as well as a CLR (when applicable) on file.

Program/discipline faculty chose from several options delineated in the Course Level Assessment Plan. In addition, faculty followed a six-step assessment process for each course learning outcome ([II.A.3-12](#)).

Currently, faculty are at different stages in using Taskstream. Some are (a) inputting their course and program information directly into this new system, (b) linking their SLOs to their assessment methods, and (c) mapping their SLOs to PLOs. Others are developing their assessment plans, reviewing their results, and implementing improvement strategies to increase student success.

As discussed in Standard II.A.2, the College has a multi-level process to review course proposals that must include SLOs in order to be approved by the department, Curriculum Committee, Faculty Senate, administrators, and if applicable, other key entities (e.g., Foundations Board, General Education Board, and External Advisory Committee).

Course SLOs are stated on course syllabi ([II.A.3-13](#)) and are also housed in Quali Student Curriculum Management, the College's curriculum management system ([II.A.3-14](#)). Course syllabi for students are created using the course outline of record. These outlines establish the baseline standard for content, including SLOs, and methods of instruction and assessment for all courses. In most career and technical education programs, the content and outcomes included in course outlines are aligned with the accreditation standards of their respective professional agencies.

Through Taskstream, faculty are aligning their instructional strategies and methods of evaluation to course SLOs, PLOs, general education outcomes, and ILOs ([II.A.3-15](#)). As faculty create and examine this alignment, they are able to see if their methods are sound or if improvements need to be made prior to implementation. Once implemented, the improvements can be measured for their effectiveness.

### ***Program Assessment***

UHCC Policy 5.202 requires that programs (a) assess whether or not students are meeting program outcomes, accompanied by a summary of evidence; (b) analyze degree completion and retention data with actions to increase these areas, if warranted; (c) report performance on outcomes, key benchmarks, external factors, and plans for improvement; and (d) examine quality of program indicators (e.g., student performance on external exams, alignment with economic demand, student employer satisfaction). All programs are required to complete an annual report of program data and performance on the above areas and a comprehensive program review every three years ([II.A.3-16](#)).

### ***Degree Assessment***

The College offers both associate in science and associate in arts degrees. The current degree outcomes for the two associate in arts degrees, Liberal Arts and Hawaiian Studies, correspond to the existing General Education outcomes, scheduled to be reviewed as part of the Quality Focus Essay. The mapping of course and program outcomes to General Education outcomes was completed in Curriculum Central, the previous curriculum management system. To minimize unnecessary duplication of effort, faculty were not required to transfer this mapping to Taskstream. Rather, the mapping and subsequent assessment will be undertaken based on the revised, not current, General Education outcomes.

The associate in science degree outcomes include five skills that mirror the General Education outcomes plus two outcomes specific to career and technical education programs: recognize relevance of career choices to lifelong learning and demonstrate competence in a selected program of study ([II.A.3-17](#), p. 76). These degree outcomes, too, will be revised and input into Taskstream, thereby making possible the mapping from course and program outcomes and the reporting of assessment.

### ***Acting on Findings***

At both the course and program levels, all department and discipline faculty are responsible for (a) collaboratively developing learning outcomes, (b) creating and implementing plans and methods for assessment, (c) assessing student achievement of outcomes, (c) dialoguing about the results, and (d) generating and carrying out improvement strategies to increase student success. Learning outcomes are measured using a wide variety of assessment methods such as research assignments, field projects, presentations, demonstrations, portfolios, and examinations. While faculty continually engage in assessing student learning, as stated earlier, assessment occurs on a five-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success. Assessment results are also used to inform program reviews ([II.A.3-18](#)).

## **ANALYSIS AND EVALUATION**

The College has established procedures to regularly identify and assess learning outcomes for courses, programs, certificates, and degrees. Officially approved current course outlines of record include student learning outcomes for each course. Every class section receives a course syllabus that includes learning outcomes from the College's approved course outlines of record ([II.A.3-19](#), [II.A.3-20](#)). All course SLOs are also published in the College's catalog.

Kapi'olani Community College recognizes its role to maximize student learning and achievement in fulfillment of its mission. The College has identified two action projects in the Quality Focus Essay (Assessment and Engagement) that are designed to augment the access to and review of student learning findings as well as to augment engagement with the institution to

develop non-classroom student connections. Both action projects are framed in the College's existing student success pathways initiative.

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**II.A.4. If the institution offers pre-collegiate level curriculum it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

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#### EVIDENCE OF MEETING THE STANDARD

The College distinguishes pre-collegiate level curriculum and provides students with the necessary knowledge, skills, and supports to progress and successfully complete the college-level curriculum.

##### *Helping Students Become College Ready*

UHCC Policy 5.300 ([II.A.4-1](#)) distinguishes pre-collegiate level curriculum (not transferable to the baccalaureate level) from college-level curriculum through its required Course Numbering Convention. Courses numbered 1-99 are considered to be pre-collegiate. This system policy facilitates transparency and promotes standardization of course numbering across the UH Community Colleges. The College's catalog also indicates pre-collegiate curriculum from college-level curriculum through its course-numbering system. Since its inception, the College has continually focused on serving pre-college students, specifically in English and math. Students placing into a pre-college English or math course were required to complete one or two levels of courses before entering a college-level English or math course, depending on their scores on a standardized placement test. For example, if a student placed two levels below college on the math placement test, he/she would need to successfully complete MATH 24 and MATH 25 before taking MATH 100 or higher. Reports on this practice indicated (1) students were taking pre-college courses multiple times before passing and (2) the student rate of persisting to a college-level English and math course was consistently very low ([II.A.4-2](#)). In addition, pre-collegiate courses were not coordinated across the UH system with common course titles, numbering, and learning outcomes.

In summer 2015, the UH Community College system made the decision to adopt a co-requisite model where pre-collegiate courses were combined to reduce the levels or offered as co-requisites to the college-level course with additional support for students. To better integrate the new pre-collegiate and collegiate course delivery options, the College dissolved its pre-college department, Kahikoluamea, and re-integrated faculty teaching foundational math and English back into the math/sciences and English departments. In addition, the UHCC system ([II.A.4-3](#)) worked on English ([II.A.4-4](#)) and math ([II.A.4-5](#)) models to standardize course titles, numbers, and SLOs.

### ***Movement Toward a Co-requisite Model: Supporting Students in Succeeding in College-level Curriculum***

UHCC Policy 5.213 provides guidelines and practices to help students succeed in college-level courses through co-requisite models, thereby shortening the time to completion ([II.A.4-6](#)). The policy requires that students complete college-level English and math within their first 30 credits. In fall 2016, the College implemented an accelerated, co-requisite model. Students are now able to complete developmental and college-level courses within one year if they were placed two levels below college or within one semester if they were placed one level below college. English and math faculty across the UHCC system worked toward adopting the same course titles, numbers, and learning outcomes. Furthermore, faculty across the system agreed to new options for placement. Accuplacer replaced COMPASS at the end of 2016 as the standardized testing instrument, and multiple placement options were introduced (e.g. high school GPA, course grades in selected high school courses). These multiple options made it possible for colleges to select the option that most benefited students' placement levels ([II.A.4-7](#), [II.A.4-8](#)).

The credit hours for co-requisite courses are determined in the same way as college-level courses. To better support successful student completion of the co-requisite courses and the implementation of the English and math models, all co-requisite courses are offered face to face. Students registering for courses during their first 30 credits will be automatically advised by the STAR system to take the appropriate math and English courses. In addition, faculty and staff who coordinate New Student Orientations and First Year Experience help with dissemination of this information. Counselors also meet with students to assist them to fulfill their academic priorities in the most efficient manner.

### **ANALYSIS AND EVALUATION**

The College distinguishes pre-collegiate level curriculum and provides students with the necessary knowledge, skills, and supports to progress and successfully complete the college-level curriculum. The College has examined relevant data on college readiness and has an established pre-collegiate curriculum in math and English. Given the high percentage of students arriving at the institution not ready to complete college level work, the College devotes an appropriate number of its course offerings each semester to enroll all students at their various points on the completion pathway. To supplement the co-requisite courses offered, the College offers wide and varied tutorial and other support for students.

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**II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

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## EVIDENCE OF MEETING THE STANDARD

### *Appropriate Length, Breadth and Depth*

UHCCP 5.203 Program Credentials: Degrees and Certificates ([II.A.5-1](#)) ensures that all degrees require a minimum of 60 baccalaureate-level credits and that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials. This system-wide policy also sets credit requirements for various certificates. UHCC Policy 5.200: General Education ensures that all programs include a breadth of knowledge, regardless of mode of delivery, requiring a minimum of 15 credits of General Education, consisting of one course in each of the following areas: communication, quantitative reasoning, arts and humanities, natural sciences, and social sciences ([II.A.5-2](#)). Associate in Arts degrees consist almost entirely of General Education courses, with 12 credits in the Foundation areas (writing, quantitative reasoning, and global-multicultural issues), as well as 19 credits in three major discipline areas: arts and humanities (6 credits), natural sciences (7 credits) and social sciences (6 credits). Furthermore, all two-year degrees include introductory-level courses numbered 100-199 which, in most cases, serve as prerequisites for 200-level courses, and allow students to develop their depth of knowledge in the disciplines. For students to gain further depth of knowledge in a particular area, all degree programs other than consist of a focused study in at least one area of inquiry.

In addition to attaining general education competencies, students completing career and technical education degrees will have demonstrated technical and professional competencies that meet employment and other applicable standards and will be prepared for external licensure and certification as appropriate to the area. All of the College’s career and technical education programs are accredited or endorsed by professional agencies, except for New Media Arts, for which there is no accrediting agency, but which is in compliance with the above policies. These professional organizations prescribe the length, breadth and depth of degrees and programs to meet industry and professional standards.

### *Rigor, Sequencing, and Time to Completion*

In terms of rigor, the College’s associate degrees and certificates require a cumulative 2.0 GPR (grade point ratio) or higher, in accordance with UHCC Policy 5.203. Degrees require that students must earn a “C” or higher in each major course required for the degree. Faculty

evaluate student work for all degrees and certificates to confirm that course and program learning outcomes have been met ([II.A.5-3](#)). Semester credits or equivalent, course sequencing, and length/time requirements for each degree and certificate program are maintained in the College's curriculum management system (see Standard II.A.2) and published in the College's catalog ([II.A.5-4](#)). The College does not offer baccalaureate degrees.

The College's multi-level and rigorous development, review, and approval process, facilitated by the College's Faculty Senate Curriculum Committee, ensures that all courses, degrees, and programs are developed by faculty experts in the discipline as well as other key stakeholders (e.g., advisory board members, external accrediting bodies, administrators). This extensive review informs discussion through each level of the process regarding appropriate content, outcomes, assessment methods, and rigor. Instructional and evaluation methods, as well as course sequencing in program proposals, are also thoroughly examined (see Standard II.A.2 for details).

The review and approval process is the same for all modes of delivery. Department chairs and faculty members discuss and determine whether courses and programs are appropriate to be offered in distance education (DE) mode, using a set of suggested procedures and a DE Eligibility Worksheet, approved by the Faculty Senate DE Committee in fall 2017 ([II.A.5-5](#)). The College's Teaching Online Preparation Program (TOPP, see II.A.7) requires faculty to include a set of quality measures in the course before it is offered in this delivery method ([II.A.5-6](#)).

The College's General Education Board, in collaboration with department faculty and the Curriculum Committee, ensures compliance with ER 12 (General Education) by verifying that all degree programs integrate a substantial component of general education that (a) fosters breadth of knowledge and stimulates intellectual inquiry, (b) explores fundamental areas of knowledge, and (c) encompasses levels of quality and rigor appropriate to higher education ([II.A.5-7](#)).

Recent implementation of the STAR GPS registration system required a thorough analysis of course sequencing in all the two-year degree programs. From 2014-2016, instructional and counseling faculty collaborated to review each two-year degree to detail the course sequences, semester-by-semester, that will optimize student completion of degrees and certificates in a timely manner. These detailed plans were then formalized into rules and input into the STAR program, which now directs students' choices of courses when they register. The choices presented to students are determined by the optimal sequences developed by faculty.

The College strives to be sure that students are aware of the processes necessary to complete their program of choice. This support begins with the College's New Student Orientation ([II.A.5-8](#)) and specific program orientations/informational sessions ([II.A.5-9](#); [II.A.5-10](#), [II.A.5-11](#)), and is ongoing throughout the students' journey via support and guidance from faculty,

counselors ([II.A.5-12](#)), staff, student handbooks ([II.A.5-13](#)), advising sheets ([II.A.5-14](#)), peer mentorship ([II.A.5-15](#)), and transfer workshops ([II.A.5-16](#)).

### *Synthesis of Learning*

For students in the Associate in Arts degree programs, the synthesis of learning is best seen in the assignments and evaluations designed in the 200-level courses, where students are expected to apply the general concepts learned in the introductory courses to the more specific disciplinary knowledge presented in the sophomore-level courses.

All associate in science degrees in the Career and Technical Education (CTE) disciplines require at least one course that allows students to demonstrate mastery of the program learning outcomes and synthesize the learning they have attained in individual courses. For all CTE programs, this course is an internship, clinical placement or practicum. In internships, students are placed in industry settings, where industry professionals assess and evaluate students' attainment of program outcomes. For students in the health academic programs, the synthesis of learning is evidenced in clinical placements. In some programs, such as nursing and respiratory care, instructional faculty are onsite with students at all times. In other disciplines, students are in the workplace, guided by preceptors. In all instances, an industry professional evaluates the students' performance. This evaluation is a factor in determining the students' overall performance in that course.

## STEM FOR ALL

The disparity for women and select ethnicities within STEM fields is pervasive and systemic. Recognizing the complexity and scope of this national problem, the College has taken continuous and incremental action to remove barriers to STEM fields. Kapi'olani CC provides a wide range of in-class and extramural undergraduate research experiences (UREs), accompanied by subsequent presentation and travel support throughout the science disciplines.

In 2006, the College created an ongoing Summer Bridge Program focused on building college-level math skills. Students become immersed in multidisciplinary science projects with the expectation that they will exit the program more skilled and confident in pursuing extramural research, eager to continue their success in a STEM pathway. Robin Kaai, a Native Hawaiian student, is one of many memorable graduates of the program.

After gaining lab bench skills, Robin joined the campus Biotechnology Research Team with both confidence and trepidation. He found supportive student and faculty mentors quickly, and the next year he was asked to screen viruses in search of mouse-free antibodies. Within just one year, Robin was presenting his research at local and national science conferences. The culmination of his work, and his masterful articulation of it, led to two separate awards while competing against four-year student challengers across the UH System. He then accepted an internship at the National Institutes of Health.

Robin has since finished undergraduate school and is working in the health field while applying to medical school. He attends weekly campus research meetings during which he mentors students who are now in his place, thus giving back to his community. STEM students across the disciplines emulate Robin and inspire others in turn to strive for the highest and to become leaders in their fields. turn to strive for the highest and to become leaders in their fields.

## ANALYSIS AND EVALUATION

The College's degrees and programs follow practices common to higher education that include appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that the minimum requirement for an associate degree is 60 semester credits or equivalent.

All courses and programs are generated and implemented by faculty with expertise in relevant disciplines. The College's Faculty Senate Curriculum Committee reviews and approves new courses and programs against criteria that verify learning outcomes, robustness of study, and assessment measures.

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**II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

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## EVIDENCE OF MEETING THE STANDARD

The College's courses are scheduled in a systematic way to support students in completing their certificate and degree programs in a timely manner.

The established curricula in the College's associate degree and certificate programs prescribe the optimal sequence of courses to promote timely completion. These sequences are programmed into the STAR Guided Pathway System ([II.A.6-1](#)) and are presented to students as they register. Academic planning with campus counselors, academic advisors, and program directors assists students in following these pathways toward completion for a certificate and/or degree program. All students enrolled in programs in Health Sciences, Nursing, and Emergency Medical Services enroll full time and follow established sequences for each semester, which, for most programs, also includes summer.

While the courses in the Arts and Sciences programs are sequenced and programmed into the STAR Guided Pathway System, department chairs have flexibility in course offerings and the students have more flexibility in course-taking sequences. The department chairs in this unit rely on course-taking patterns from prior semesters and closely monitor enrollment during the registration period to adjust course offerings, as needed. The department chairs and deans are provided with enrollment data in real time on the number of students who are waitlisted for classes and the sections that are seeing soft enrollments. The information allows them to make adjustments to open up new sections, combine sections, and cancel sections, helping them to optimize the use of facilities as well as instructional staffing and to clear any barriers to timely completion of degrees and certificates. If students are not able to take one or more courses that are programmed into the STAR Guided Pathway System (GPS), they are able to switch with other courses within their pathway and the STAR GPS system will adjust all future semester

course plans for that student to account for the change.

In addition, to promote students' progress to timely completion, the College offers accelerated course sequencing. For example, to assist Science, Technology, Engineering and Math (STEM) majors to complete the math requirements, the College offers accelerated math courses, scheduling sections of sequential courses in eight-week modules rather than 16-week semester-long courses. The faculty have also initiated an even more accelerated schedule: three courses (MATH 103, 135 and 140) in one 16-week semester to allow students to prepare for calculus the following semester. Accelerated course sequencing is also a feature of some language offerings. For example, students enrolled in American Sign Language have the option to complete a 101 and 102 sequence in the fall term, and a 201 and 202 sequence in the spring term, thereby completing their two-course Associate in Arts language requirement in their first semester, and the four-course language requirement in some baccalaureate degrees at the University of Hawai'i at Mānoa in one academic year ([II.A.6-2](#)).

To accommodate various students' different situations, the College offers face-to-face, hybrid, and online classes, as well as classes in the evenings in certain high-demand areas. In addition to offerings in the regular fall and spring academic semesters, the College offers high-demand courses in two six-week summer sessions.

In 2016, the College, along with the other University of Hawai'i community colleges, utilized Ad Astra to complete an analysis of facilities utilization and course scheduling based on room functionality and capacity, classes scheduled in the rooms, and course offerings over a one-year period. The results of Ad Astra's data analysis were presented to department chairs and administrators ([II.A.6-3](#)). For example, in 2016, Ad Astra findings indicated that course offerings fell within acceptable standards and did not create barriers to completion. However, the data showed that room utilization "could be improved upon." Room use during primetime scheduling was at capacity, and the recommendation was to offer more evening classes. To address this recommendation, the College maintained its current evening schedule, but distributed its instruction by increasing the offerings of online classes. According to Ad Astra's analysis, a number of classes did not follow the predominant schedule blocks, and this "off-grid scheduling" was creating "moderate" waste. Thus, to eliminate "waste," the department chairs reviewed their schedules to ensure that the majority of three-credit lecture classes and lab classes began/ended within the established scheduling blocks. However, given the nature of some classes such as extended culinary labs and English for Speakers of Other Languages (ESOL) classes, "off-grid scheduling" could not be completely eliminated.

## **ANALYSIS AND EVALUATION**

The College's courses are scheduled in a systematic way to support students in completing their certificate and degree programs in a timely manner. The College's student success pathway

efforts are taking steps to minimize the time to degree and to accelerate progress from pre-collegiate to college-level work. The patterns on how students choose courses, enrollment trends, and degree requirements are reviewed regularly by Department Chairs, Deans, and the Vice Chancellor for Academic Affairs. Schedules are reviewed and adjusted accordingly, and student needs are paramount when generating new class schedules.

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**II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

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### EVIDENCE OF MEETING THE STANDARD

The College's 2015-2021 Strategic Plan ([II.A.7-1](#)) reflects a commitment to closing the achievement gaps for certain identified populations: Native Hawaiians, Pacific Islanders, Filipinos, and Pell recipients. The Strategic Plan also illustrates a clear focus on improving the access and success of certain demographic groups, such as recent high school students and working adults. The College utilizes multiple delivery teaching methods and learning support services to provide equity in success for all students.

#### *Delivery Modes*

The College offers various delivery modes to address student access to learning. The same course may be offered face-to-face, online or as a hybrid course. In certain programs, face-to-face courses are offered in various geographic locations. For example, the College's Nursing program is offered at Leeward Community College for the convenience of students on the west side of the island. Emergency Medical Services programs are regularly offered at Maui College and Hawai'i Community College, and at Kauai Community College, as needed.

Another offsite delivery method is the College's Kuilei Outreach Program, an early college dual-credit program that provides an opportunity for high school students to earn both high school and college credits simultaneously. It allows students to graduate with college credits, better prepares them for the rigors of college/university coursework, and shortens the duration in obtaining a degree post high school graduation. Currently, agreements have been created with several public schools (Kaimuki High School, Kalani High School, Radford High School), a private school (Kamehameha Schools-Kapalama Campus), and a Hawaiian immersion school (Kula Kaiapuni 'O Ānuenuē).

All of the College's Career and Technical Education (CTE) programs deliver instruction via work-based learning approaches such as internships, practica, and clinicals. As research has shown, internships are key to building experience for a student or recent graduate. Internships

provide an opportunity for the student to learn more about the field or industry and apply theories and concepts learned in the classroom to real life situations. Employers are much more likely to hire someone with internship and work experience. Students may learn about internship opportunities through the Employment Prep Center ([II.A.7-2](#)) and programs such as Kulia ma Kapi‘olani, which assists Native Hawaiian students who are pursuing degrees in CTE programs to both graduate and find employment in their chosen fields ([II.A.7-3](#)). Several programs, mostly in Health Sciences and Nursing, require a practicum or clinicals as a fulfillment of the associate degree.

The College has a significant population of Generation Z and Y students, who often have high levels of technological fluency. These students are also taking classes alongside students who are parents, students who are challenged by long commutes to school, and students who are working part-time and full-time jobs. To address students’ needs, the College has developed both online and hybrid courses. In fall 2016, the College developed its first Distance Education Plan in response to a recommendation from the Faculty Senate to the Interim Chancellor to coordinate a systemic improvement of distance education. An interim Distance Education Coordinator was appointed. One focus of the College’s Distance Education Plan, endorsed at the Chancellor’s Advisory Council meeting on May 2, 2017 ([II.A.7-4](#)), was a need for professional development in online pedagogy. To respond to this identified need, the campus developed the Teaching Online Preparation Program ([II.A.7-5](#)) for faculty who are teaching online for the first time. Another focus was to increase the support for online students as their needs are distinct in many ways from face-to-face students through the development of “Success for Online Learners” or SOL program ([II.A.7-6](#), see III.A.14).

### ***Teaching Methodologies***

Many faculty use high-impact practices including ‘āina-based (culture-based) learning, gamification of courses, undergraduate research, flipped classroom, and service learning as teaching methodologies, in order to further encourage student engagement.

An example of ‘āina-based learning is the College’s ProjectOLONā, an intensive six-week summer bridge program for recent Hawai‘i high school graduates interested in exploring careers in Science, Technology, Engineering, and Mathematics (STEM). To help students establish a strong math and science foundation, students are mentored by college faculty and student peers in a supportive and engaging environment. The program encourages ‘āina-based learning through perpetuation of Hawaiian culture and values along with studying Ho‘ohuihui La‘au (Medicinal Plants). ProjectOLONā also helps to close Native Hawaiian student success gaps in all STEM degrees and certificates and four-year transfers ([II.A.7-7](#), [II.A.7-8](#)).

Gamification, the integration of game elements into non-game experiences to influence end-use behavior, is a strategy that is being implemented at the College. Faculty in several departments including Hospitality and Languages, Linguistics and Literature have designed and tested gamification features for instruction and student support services. These tools have been

employed in highly contextualized web-based learning environments using virtual worlds and web-based applications ([II.A.7-9](#)).

Since fall 2014, undergraduate research has been an active teaching methodology for science faculty, and recently has been used by faculty in other disciplines, even in courses not usually associated with the application of the scientific method. This methodology provides students the opportunity to interact closely with faculty, work with peers who share their passion for active learning, and in some cases, develop industry or community connections. At the end of the semester, students' work culminates with a poster session where students present their research to the campus. In fall 2017, students from STEM, English, Communications, Economics, Health Sciences and Project Olonā participated in this event ([II.A.7-10](#)).

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. Zoology, dental assisting, linguistics, nursing, and psychology faculty, among others, have successfully flipped their classrooms ([II.A.7-11](#)). The College has a Flipping C4ward group (professional development community of practice) ([II.A.7-12](#), see II.A.2) that consists of faculty who already use or are interested in flipping their classrooms. They meet regularly to discuss the benefits and challenges of this teaching/delivery approach.

Service learning is a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth and civic responsibility. The Service-Learning Pathways' mission is to reduce the severity of social problems facing Hawai'i's local communities. From 1995 to May 2017, 12,883 Kapi'olani Community College students contributed 289,879 hours to the community, averaging 22.5 hours per student ([II.A.7-13](#), [II.A.7-14](#)).

### ***Learning Support Services***

The College provides learning support services to address the changing needs of students in support of equity in success for all students. For example, the College's newly renovated Learning Center and the STEM Center provide on-campus students face-to-face tutoring (see II.B). Live tutors are available in Math, Writing, Reading, Introductory Anatomy & Physiology, Nursing, Biology, Chemistry, Physics, Organic Chemistry, Introductory Accounting, Economics, Finance, Statistics, and Spanish. For off-campus and online learners, Brainfuse provides 24/7 online tutoring services for all students at no charge to them. More than 4,000 students per year take advantage of the Brainfuse tutoring service.

The College provides learning support services through a number of different programs such as the Disability Support Services Office, TRiO, the Student Parents program, Honda International Center, and the Military Veterans Program (see II.C). In addition, the College addresses the diverse needs of its student population through unique programs such as the Lunalilo Scholars

Program, which provides opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. The Kapo‘oloku Program for Native Hawaiian Success and Kulia ma Kapi‘olani, a Native Hawaiian Career and Technical Education project, focus on learning support for the Native Hawaiian student population. For example, students in Kulia ma Kapi‘olani are eligible to receive funding for off-campus experiential opportunities where they can expand their knowledge of themselves and their chosen majors by attending conferences, workshops, and seminars.

## ANALYSIS AND EVALUATION

The College utilizes multiple delivery modes, teaching methods and learning support services to support the diverse and changing needs of all students and enhance success for all students.

Kapi‘olani Community College has identified multiple target populations including Native Hawaiian, Pacific Island, and Filipino students, underserved, high school students, and the working adult.

The College utilizes face-to-face, distance education (DE), and hybrid delivery as its main delivery methods. With the rapidly growing DE modality, the College’s TOPP program supports faculty in meeting the needs of online learners by ensuring effectiveness of course delivery. Brainfuse provides 24/7 support for online learners and for all students who are unable to utilize the face-to-face tutoring services.

The College provides support for utilizing high impact practices including ‘āina-based (culture-based) learning , service learning, flipped classrooms, gamification, and summer bridge programs.

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**II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

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## EVIDENCE OF MEETING THE STANDARD

The College does not use any departmentwide course and/or program examinations. However, the College’s Career and Technical Education (CTE) Programs do offer students the opportunity to take external industry qualifying (practice) examinations to prepare for licensure or certification, but these do not affect students’ placements. CTE national certification program examinations are validated and quality controlled by each of their accreditation boards and requirements. Program examinations for certifications or licensures are dictated by program

accreditors and developed by nationally certified test boards. Students in CTE programs are required to take their program examinations at nationally certified test centers. These boards and centers follow strict guidelines to ensure validity and reliability, and to reduce test biases.

The College follows UHCC Policy #5.302 Assessment of Prior Learning ([II.A.8-1](#)) in awarding college credit for students' prior learning experiences. Two options have been primarily used: (1) examinations based on course content and (2) a rubric-based review and assessment of a portfolio submitted by the applicant. Both options determine the attainment of the course learning outcomes for which the student is seeking credit, and information is on the website ([II.A.8-2](#)) and in the catalog ([II.A.8-3](#), p. 55).

## ANALYSIS AND EVALUATION

The College does not offer departmentwide course and/or program examinations. The College follows UHCC policy in awarding college credit for students' prior learning experiences. Prior learning is assessed on a case-by-case basis by College faculty in the relevant programs.

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**II.A.9. The institution awards credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

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## EVIDENCE OF MEETING THE STANDARD

The College awards credit, degrees, and certificates based on student attainment of learning outcomes; units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers a number of courses based on clock hours, following federal standards for clock-to-credit hour conversions.

### ***Awarding Credit, Degrees, and Certificates based on Student Attainment of Learning Outcomes***

All certificates and degrees have learning outcomes that are tied directly to course outcomes. Students must demonstrate a satisfactory attainment of the course learning outcomes to pass the course and thus to pass the program.

The issuance of an Associate degree requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all transfer-level courses applicable toward the degree. In addition, a grade of "C" or higher is required in all courses required for the specific program.

Faculty are required to include the course Student Learning Outcomes (SLOs) in their syllabi, corresponding to the outcomes in the approved course outline of record, and to develop assignments that directly assess the SLOs. Faculty assess the achievement of course SLOs through a variety of assessment methods such as exams, quizzes, presentations, demonstrations, essays, journals, and field work and assign an appropriate letter grade or other grading option(s) (see II.A.1). Capstone courses, practica, internships, advanced clinical/field courses, or externships provide a culminating experience for students to effectively demonstrate the culmination of knowledge, skills, and dispositions gained in various degree and certificate programs such as New Media Arts (ART 293/294), Medical Assisting (MEDA 215), Informational Technology (ITS 293), Occupational Therapy Assistant (OTA 270/271), Dental Assisting (DENT 208), and Education (ED 294). ([II.A.9-1](#), ART 293, p. 108; MEDA 215, p. 270, ITS 293, p. 228) (ER 10)

Instructors provide grades for each assessment activity culminating into one final course grade that is posted through the students' portal in STAR (see II.A.5). Faculty create course and program proposals, including the associated learning outcomes, that are vetted through a multi-layer review and approval process supported by the College's curriculum management system ([II.A.9-1](#)). Related assessment methods and results of the assessment are documented in Taskstream ([II.A.9-2](#)). Students who successfully achieve the course learning outcomes through completion of course assignments and other assessment instruments earn credit for the course. Because course SLOs are mapped to program SLOs, students who successfully earn credit in required courses will ultimately meet the program learning outcomes and earn their degrees and certificates. These practices are consistent with current accepted norms in higher education.

The College's catalog ([II.A.9-3](#), p. 60) outlines policies for grading and the awarding of degrees and certificates based on attainment of learning outcomes. The standard A-F grading scale, used in most classes to designate a student's level of achievement, can be found in the College's catalog on page 61. In place of a letter grade, credit/no credit (CR/NC) is sometimes an option, provided the course is not part of general education and major requirements. Some of the required courses have mandatory credit/no credit grading, e.g. EMT 110 (emergency medical technician internship) and EMT 193 (emergency medical technician intermediate internship.) The CR grade is the equivalent of a "C" or higher; however, CR/NC grades are not included in the grade point ratio. Pass/fail options can be used for pre-collegiate courses. All students are provided with appropriate information regarding the awarding of academic credit via the College's catalog and other avenues (e.g., advising sheets, counseling sessions, course syllabi).

### *Units of Credit*

To comply with federal standards and to align with generally accepted practices for degree-granting institutions of higher education, the College follows UH System Executive Policy EP 5.228 ([II.A.9-4](#)) and UHCC Policy 5.228 ([II.A.9-5](#)), which clearly define units of credits and the process by which such credits are awarded. These policies ensure “reliability and accuracy of the assignment of credit hours to activities earning academic credit” (p. 1). These policies are consistent with the Carnegie unit model, which is generally accepted in higher education.

In accordance with UHCC Policy 5.228, a credit is defined as “45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.)” (p. 2). In general, this reflects the expected work a student, prepared for the class, would need to achieve the intended student learning outcomes.

In the process of curriculum review, proposers must provide information on the course credits, instructional method, and number of contact hours. During the review process, reviewers ensure that the credit-to-contact hour ratio when measured against the instructional method conforms to the following formula ([II.A.9-6](#), p. 52):

1 credit = 1 hour of lecture per week in a 16-week semester

1 credit = 2 hours of lecture/lab per week in a 16-week semester

1 credit = 3 hours of lab per week in a 16-week semester

1 credit = 3-4 hours of clinical per week in a 16-week semester

### *Federal Standards for Clock-to-Credit-Hour Conversions*

Certain programs include courses that have been designed to follow federal standards for clock-to-credit-hour conversions. These are typically internships, practica or clinical courses such as Respiratory Care (RESP 222), Mobile Intensive Care Technician (MICT 330), Physical Therapy Assistant (PTA 252), and Medical Laboratory Technician (MLT 242). Federal regulations require that one semester/trimester credit hour is equal to at least 37.5 clock hours of instruction ([II.A.9-7](#)). The College exceeds federal standards as most courses that are based on clock hours actually conform to the formula used for classroom-delivered lab courses, where one credit is equivalent to approximately 45 hours of instruction over the 16-week semester.

## **ANALYSIS AND EVALUATION**

The College awards credit, degrees, and certificates based on student attainment of learning outcomes; units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers courses based on clock hours, following federal standards for clock-to-credit hour conversions. However, the College

exceeds federal standards as most courses conform to the formula used for classroom-delivered lab courses.

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**Standard II.A.10. 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. (ER 10)**

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### **EVIDENCE OF MEETING THE STANDARD**

The institution has clear transfer-of-credit policies and articulation agreements that certify that the learning outcomes for transferred courses are comparable to its own courses and appropriate to its mission. Additionally, the university prioritizes and integrates systemwide articulation and transferability in all academic planning as described in the UH System Integrated Academic & Facilities Plan ([II.A.10-1](#), p. 2).

#### ***Transfer-of-Credit Policies and Communication with Students***

The College's Kekaulike Information and Service Center (KISC), in consultation with faculty discipline experts, counselors, program coordinators, and/or department chairs, is primarily responsible for evaluating transfer credits in accordance with system policies and procedures, expected comparable learning outcomes, as well as generally accepted practices in higher education. Transfer students complete a Transcript Evaluation Request Form to start the transfer-of-credit process ([II.A.10-2](#)). All evaluated and accepted transfer credits are then recorded in the students' Banner academic record to facilitate the mobility of students without penalty within the University of Hawai'i system and other higher education institutions. Executive Memorandum No. 06-05, Updated Executive Policy E5.209: Student Transfer and Inter-Campus Articulation ([II.A.10-3](#)), Memorandum of Agreement Transfer of General Education Core Requirements ([II.A.10-4](#)), and the University of Hawai'i System Course Transfer Database ([II.A.10-5](#)) guide the awarding of course credit, degrees and certificates. This searchable Course Transfer Database contains course equivalencies/evaluations for all UH campuses, as well as other colleges and universities. Using this database, students are able to discern if the courses they have taken at another college or university are transferable to the UH system and whether or not the transferred course meets degree requirements or is equivalent to a UH course. While only a guide, since transferability of any course is not guaranteed until an official transfer of credit is completed, this database assists students' decisions regarding transfer and time to certificate/degree completion.

The College accepts credits only from institutions fully accredited by U.S. regional accrediting associations, providing that such credits are substantially equivalent to courses at the College. Credits earned at institutions accredited by other recognized U.S. accrediting associations may be accepted for courses applicable only to certificates and A.S. Career and Technical Education degrees. Guidelines provided by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation are used in the evaluation of institutions and credits earned outside the U.S. The mode of delivery for transfer courses does not play a role in the acceptance of transfer credits. (ER 10)

Transfer-credit policies are communicated between campuses and with students in a variety of ways. The College's catalog is available online and is used by counselors in communicating these policies to students. Counseling regarding transfer of credits is also available for all students via various on-campus and distance methods. Transfer-specific services and pathways available directly to students are detailed in the College's catalog ([II.A.10-6](#), p. 16-27). In 2013, the University of Hawai'i at Mānoa (UHM) hired the first Transfer Specialist to work with students interested in transferring to UHM. The Transfer Specialist communicates with all interested students regardless of their chosen transfer institution and regularly advises them on the transfer of their coursework, plans for transfer, and overall transfer issues. Communication regarding transfer to any of the above institutions is completed in the following ways ([II.A.10-7](#)):

- 5 workshops per semester: The Transfer Specialist, Ka'ie'ie (UH Manoa) Coordinator, and an Admissions Officer offer workshops to provide an overview of transfer requirements and the ways to transfer.
- Walk-in and by-appointment advising: The Transfer specialist is available on campus three days per week to meet with students regarding their transfer plans.

To facilitate the transfer of courses taken at the baccalaureate level to the UH Community College system, the UH four-year and two-year institutions developed UHCC Policy 5.206 Reverse Transfer policy. It allows community college students who transferred to a UH four-year institution before completing their Associate in Arts or Associate in Science in Natural Science degree to obtain that credential while progressing toward their bachelor's degree. This policy ensures a systematic process that leads to an automatic credit review and awarding of these associate degrees to students who have met the community college program requirements after transferring to a UH four-year institution ([II.A.10-8](#)).

The College also has guidelines for transfer of credits for international students for courses taken within and outside of the U.S. International students who completed coursework from an institution within the U.S. and are seeking transfer of credits to the College are required to have an official transcript mailed directly from their previous institution in the U.S. to the admissions and records office or Honda International Center ([II.A.10-9](#)). For students who took courses

outside of the U.S, the process is similar, except that these students are required to attend a comprehensive international student transcript evaluation workshop in order to maximize the transfer of coursework taken overseas that can be applied toward students' degree programs at the College ([II.A.10-10](#)).

### ***Certification and Comparability of Expected Learning Outcomes for Transferred Courses***

In addition to adhering to system policies, the College certifies and awards transfer credits based on attainment of comparable course learning outcomes. Faculty discipline experts determine if the learning outcomes of transfer courses are comparable to the outcomes the College determines students need to achieve successful completion of such courses. If available, completed assignments, course syllabi, as well as the final course grade are used as indicators of students' mastery of the course and its learning outcomes.

The College also recognizes that learning experiences outside the traditional college setting can provide college-level competency and a means to assess these experiences through examinations, portfolios, and records of non-college courses and training, such as articulation with high schools and prior learning assessments ([II.A.10-11](#), p. 54-56).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and follow all system guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with system guidelines, policies, practices, and procedures.

### ***Articulation Agreements***

The Office of the Vice Chancellor for Academic Affairs (VCAA) is the point of contact for course, program and degree pathway articulation agreements at the College. The VCAA's office consults with the appropriate faculty and department chair to discuss a Memorandum of Agreement (MOA) that includes specific details of the agreement. Instructors and counselors from the partner institutions review course equivalency and learning outcomes of the program. Upon agreement, the MOA is signed by faculty, department chairs, program coordinators, and administrators. The agreement will be in effect from the date signed and evaluated based upon the review dates specified in the agreement. The College has numerous articulation agreements with higher education institutions based upon patterns of enrollment between institutions and the mission of the College ([II.A.10-12](#), Articulation Agreements within the UH System).

## **ANALYSIS AND EVALUATION**

The institution has clear transfer-of-credit policies and articulation agreements that certify that the learning outcomes for transferred courses are comparable to its own courses and appropriate to its mission.

Criteria for evaluating student learning for credit are clearly stated in the College catalog; are consistent with system policies, procedures, and practices; and adhere to standard practices in higher education. Students are informed about transfer of credit policies both on the College website and the catalog, as well as by appropriate counselors, faculty, and staff. The College's Kekaulike Information and Service Center (KISC), in consultation with faculty, counselors, program coordinators, and/or department chairs, is primarily responsible for evaluating transfer credits in accordance with system policies and procedures, expected comparable learning outcomes, as well as generally accepted practices in higher education to facilitate mobility of students between institutions without penalty. The College has clear policies and strong articulation agreements with reputable, accredited universities based upon patterns of enrollment between institutions and the mission of the College. These agreements state specifically and clearly the requirements that students need to transfer smoothly and seamlessly.

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**II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

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#### **EVIDENCE OF MEETING THE STANDARD**

The College ensures that appropriate program-level student learning outcomes for all programs include communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

#### ***Program-Level Student Learning Outcomes***

All degrees at the College require at least 15 credits of General Education courses. Through this requirement, the College ensures that students acquire communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The College's general education (GE) learning outcomes are adapted from the Association of American Colleges and Universities' (AAC&U) LEAP Essential Learning Outcomes. These outcomes also serve as the program learning outcomes for the Associate in Arts degree, which primarily consists of GE courses. As stated in the College's catalog, each of the College's associate degree programs share the following general education learning outcomes ([II.A.11-1](#), p. 27):

- **Thinking/Inquiry:** Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

- **Communication:** Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
- **Self and Community/Diversity of Human Experience:** Evaluate one's own ethics and traditions in relation to those of other people and embrace the diversity of human experience while actively engaging in local, regional and global communities.
- **Aesthetic Engagement:** Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- **Integrative Learning:** Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

These learning outcomes, including other program-specific outcomes that address the above areas, are integrated into both transfer programs and career and technical education programs. These outcomes, derived from a wide range of diverse courses, foster intellectual and social growth, and provide a foundation for lifelong learning. Courses that address these outcomes emphasize communicative and interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively and productively with others, and to contribute to the wellbeing and vitality of the community.

All students completing a degree must complete courses that address the above learning outcomes as a part of degree requirements, and the College has determined appropriate courses to meet each area. Students pursuing an Associate in Science in CTE programs must demonstrate mastery in the following GE areas: communication, quantitative literacy, arts and humanities, natural sciences and social sciences and are typically required to take at least one course in each area. Students pursuing an Associate in Arts (A.A.) degree, on the other hand, must complete the following requirements for communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, and engaging in diverse perspectives ([II.A.11-2](#), p. 74):

#### **FOUNDATION REQUIREMENTS**

The foundation requirements are intended to give students skills and perspectives that are fundamental to undertaking higher education.

Written Communication: 3 credits

Symbolic Reasoning: 3 credits

Global and Multicultural Perspectives: 6 credits (from two of three groups)

### **DIVERSIFICATION REQUIREMENTS**

The diversification requirements are intended to assure that every student has exposure to different domains of academic knowledge, while at the same time allowing flexibility in choice of courses for students with different goals and interests.

Arts and Humanities: 6 credits (from two of three groups: Arts, Humanities, and Literature and Language)

Biological Sciences: 3 credits

Physical Sciences: 3 credits

Laboratory Science: 1 credit

Social Sciences: 6 credits (from two different disciplines)

Within the total 60 credits, the A.A. degree also requires students to complete the first level (101 and 102) of a second language (8 credits); Oral Communication (3 credits); Writing Intensive (6 credits); and a course in Hawaiian, Asian and Pacific Issues (3 credits); and electives.

Certificate programs do not necessarily include General Education requirements, since certificates typically prepare students for entry-level jobs in the workplace. However, each certificate may include these competencies as appropriate to the certificate program level and subject area. Programs offered through Continuing Education that result in a credential include program learning outcomes ([II.A.11-3](#), p. 28).

In 2016, in reviewing the College's institutional learning outcomes, the College's General Education Board and key faculty members began a dialogue about the key learning outcomes that are important for all students to achieve, regardless of length of program or certificate. These discussions culminated in the revision and narrowing of the College's existing Institutional Learning Outcomes (ILOs) to four ILOs, which were recommended for approval by the Chancellor's Advisory Council in January 2018 ([II.A.11-4](#)). These new ILOs are also adapted from the Association of American Colleges and Universities' (AACU's) LEAP Essential Learning Outcomes. The ILOs were published in the 2018-2019 course catalog and are as follows:

Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, Kapi'olani Community College students are able to:

**ILO 1:** Use critical and creative thinking and reasoning.

**ILO 2:** Communicate clearly and appropriately.

**ILO 3:** Demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture.

**ILO 4:** Make contributions to their communities. ([II.A.11-5](#), p. 29)

### *Engaging in Diverse Perspectives*

The College is committed to promoting students' ability to engage diverse perspectives as demonstrated by ILO 3, above. Students enrolled in an Associate in Arts degree attain this outcome through degree requirements: Global & Multicultural Perspectives (6 credits); Hawaiian, Asian, and Pacific Issues Focus (3 credits); and Hawaiian/Second language (8 credits).

To satisfy the Global and Multicultural Perspectives requirement, a course must ([II.A.11-6](#)):

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

In order for a course to be designated as a Hawaiian, Asian, and Pacific Issues course, two-thirds of the class must meet and satisfy specific hallmarks, developed by the University of Hawai'i at Mānoa and used by all the UH community colleges: ([II.A.11-7](#)):

**Hallmark 1:** The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.

**Hallmark 2:** The course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.

**Hallmark 3:** The course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions.

**Hallmark 4:** The course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Proficiency in Hawaiian or a second language is an integral part of the University of Hawai‘i and the University of Hawai‘i Community Colleges’ missions to ([II.A.11-8](#), [II.A.11-9](#)):

*“promote distinctive pathways to excellence, instruction, research, and service while fostering a cohesive response to...participation in the global community;”*

*“embrace its unique responsibilities to the indigenous people in Hawai‘i and to Hawai‘i’s indigenous language and culture...ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture;” and*

*“prepare students for the global workplace.”*

#### **ANALYSIS AND EVALUATION**

The College includes in all of its programs as appropriate, student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program specific learning outcomes. Associate degree programs address the College’s general education learning outcomes, which also serve as program learning outcomes for the Associate in Arts degree. The Associate in Science degree programs are required to include courses that meet the General Education learning outcomes to ensure that students acquire the above competencies, skills, and abilities. Program student learning outcomes and general education learning outcomes are published in the College catalog for all degrees and certificates.

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**Standard II.A.12: The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The Institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social science. (ER 12)**

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## EVIDENCE OF MEETING THE STANDARD

The College's philosophy of General Education is found in the catalog, ([II.A.12-1](#), p. 27):

### PHILOSOPHY OF GENERAL EDUCATION

Ma ka hana ka 'ike. (Pukui 227)

"In working, one learns."

Knowledge in ancient Hawai'i was gained through discipline, work, observation of nature, and an abiding respect for spirit, earth, and life. Human beings demonstrated wisdom and skills not by how much they claimed to know, but by their actions and deeds.

He pūko'a kani 'āina. (Pukui 100)

"A coral reef that grows into an island"

A coral reef is a community of interconnected beings; as each being grows and contributes to the whole, the community becomes healthy and firmly established.

General education, integrated into both transfer programs and career and technical programs, provides a foundation for lifelong learning. This foundation consists of diverse courses that, in combination, foster intellectual and social growth. Courses required for general education emphasize communicative and interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively

## SUSTAINABILITY IN THE CURRICULUM

The College has become a leader in sustainability curriculum and planning for the UH system, thanks to the impassioned effort of a few faculty members who blend environmental concerns with intellectual curiosity and pedagogy. "How does the concept of "sustainability" change what and how we teach?" "How do we prepare students for careers that do not yet exist in a constantly shifting global context?"

and productively with others, and to contribute to the wellbeing and vitality of the community. Learning outcomes are characterized by the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation.

***The College’s degrees have a component of general education, including appropriate SLOs and competencies.***

All the College’s Associate in Arts and Associate in Science degrees have a component of general education ([II.A.12-2](#), p. 73), including appropriate SLOs and competencies to prepare students in civil engagement, for life-long learning and application, and with a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences, based on faculty expertise, as stated in the College catalog. Career and Technical Education (CTE) Associate in Science degrees include a minimum of 15 credits of General Education (GE) ([II.A.12-3](#), p. 76), and Associate in Arts degrees of 60 credits consist primarily of GE courses. The GE outcomes address the skills necessary for lifelong learning and the application of learning (see II.A.11).

All degrees, whether transfer or CTE, address the broad areas of knowledge. CTE degrees are required to include one course in each of these areas: arts and humanities, natural sciences, and social sciences, as well as one course each in communication and mathematics/quantitative reasoning.

## SUSTAINABILITY IN THE CURRICULUM (CONT.)

An art professor, curious about design thinking and systems thinking, used a sabbatical to create a new course, “Intro to Creative Thinking.” This popular course is one of only 8 such courses in the U.S.

A Culinary professor created a campus herb garden fertilized by a traditional compost pile. Today the department integrates food waste management into its kitchen protocols and the initiative supports two large bio-composters.

Several writing and ESOL faculty developed sustainability-focused writing courses. Students in these sections work with research librarians to use academic journals, government reports, and films in areas of climate change, plastics in the ocean, and water rights.

Working with a local farm, a Microeconomics instructor redesigned a course around local issues related to fisheries management.

Based on UN Sustainable Development Goals, the Kapi’olani Service & Sustainability Learning Program supports faculty efforts to keep their courses relevant to Hawai’i’s sustainable future and to connect students to community partners.

In working towards the goal of infusing 75 courses with sustainability content, 47 initial courses created an impetus for the “Sustainability Course” designation across the University of Hawai’i System.

During Earth Week numerous faculty open their sustainability-focused classes to any student or member of the community. Faculty also host interdisciplinary talk-story sessions to help colleagues develop sustainability assignments.

Associate in Arts degrees are required to include two in each of these areas as well as 18 credits of electives, typically in these same areas. (ER 12)

### ***Faculty Expertise***

The College has instituted five governing bodies:

- a. The General Education Board is made up of representative faculty who serve on the Foundations Board, Writing Intensive (WI) Board, Hawaiian, Asian, & Pacific (HAP) Issues Board, and Diversification Boards, and faculty who teach Hawaiian/Second Language courses. The General Education Board serves as a mechanism to have engaged discussions, address any related issues, streamline processes, etc.
- b. The Foundations Board consists of faculty representation from the courses that meet the Foundations requirements: Global & Multicultural Perspectives (FG), Symbolic Reasoning (FS) and Writing (FW),
- c. The Writing Intensive (WI) Focus Board comprises faculty who teach WI courses.
- d. The Hawaiian, Pacific, and Asian Focus (HAP) Board includes key faculty who have expertise and have taught HAP-designated courses.
- e. The Diversification Board involves faculty representing the various diversification areas.

These boards convene approximately once a month or when necessary to review courses, facilitate the application for approval process, and approve courses that will be designated as meeting the General Education or graduation requirements. The chairs of these boards are also the College representatives at the system level, where systemwide issues, policies, and procedures are addressed.

Faculty seeking to have their course approved to meet a General Education or graduation requirement complete an application that outlines how their course meets the Hallmarks ([II.A.12-4](#)) required to be designated a Foundations, WI, or HAP course. Each board also supports faculty through the application process from submittal to revision (if needed) and final approval.

Currently, the College's Diversification Board is being restructured to include a broader representation of faculty from pertinent disciplines (i.e., arts, humanities, literature, social sciences, biological sciences, and physical sciences) and to create a fair and equitable process. At present, the diversification review and approval process rests with the related departments. For example, only faculty in the Arts & Humanities department review and approve the course proposals seeking a diversification designation in that area. Approval is based on whether or not a course(s) meets the hallmarks of the Diversification area.

- UH General Education Information for Faculty ([II.A.12-5](#)). This website provides information on all Foundations, Diversifications, WI, and HAP Hallmarks and support for faculty who are applying for a course designation.
  - The College's Foundations Board Laulima Site. (Password protected) This site houses all Foundations meeting minutes, course proposals, applications with Foundation Hallmarks, and information regarding Foundations at the College.
  - The College's WI/WAC Website ([II.A.12-6](#)) This website houses WI applications with hallmarks, application support, WI assessment, and WI resources.

## ANALYSIS AND EVALUATION

The College's degrees have a component of general education, including appropriate SLOs and competencies to prepare students for civil engagement, lifelong learning and application, and a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences. Courses that are approved for designation as General Education courses meet established hallmarks, with appropriate SLOs and competencies based on review by faculty with the requisite expertise. The general education course sequence is embedded in each degree in alignment with transfer expectations of the University of Hawai'i and many private universities. Course credits for each content area in associate in arts degrees are aligned with expectations at baccalaureate institutions for depth and breadth of coverage.

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**II.A.13. All degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

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## EVIDENCE OF MEETING THE STANDARD

The College's Associate in Arts and Associate in Science degree programs generally consist of at least one area of inquiry. These programs include specialized courses that address key theories and practices within the field of study, and have specific learning outcomes and competencies that provide students with comprehensive knowledge and skills.

The Associate of Arts in Liberal Arts is an interdisciplinary degree, with learning outcomes related to the broad areas of a liberal education. In addition to the interdisciplinary Liberal Arts degree, the College has developed Liberal Arts concentrations, where 100- and 200-level courses within an area of inquiry meet baccalaureate degree requirements. After a careful

analysis of baccalaureate degree requirements and existing 100- and 200-level courses, the College has approved the following concentrations ([II.A.13-1](#), p. 541):

Associate of Arts Liberal Arts: Art Concentration  
Associate of Arts Liberal Arts: Business Administration Concentration  
Associate of Arts Liberal Arts: Deaf Studies/Deaf Education Concentration  
Associate of Arts Liberal Arts: Economics Concentration  
Associate of Arts Liberal Arts: Elementary Education Concentration  
Associate of Arts Liberal Arts: English Concentration  
Associate of Arts Liberal Arts: Family Resources Concentration  
Associate of Arts Liberal Arts: History Concentration  
Associate of Arts Liberal Arts: Psychology Concentration  
Associate of Arts Liberal Arts: Secondary Education Concentration

The Associate in Arts in Hawaiian Studies provides a clear, explicit, coherent pathway for students intending to transfer into the Hawaiian Studies major at a baccalaureate institution. The program provides curricula that focus on Hawaiian culture and knowledge ([II.A.13-2](#), p. 525).

All Associate in Science (A.S.) degrees, particularly the CTE programs, focus on at least one area of inquiry. A minimum of 45 credits in the degree are devoted to the courses in the major or courses that support the major to prepare students for entry into the workforce or to transfer to applied science degrees at University of Hawai'i West O'ahu (UHWO). Curriculum development for all CTE programs includes consultation with industry professionals to identify the knowledge and skills expected of entry-level workers. As detailed in the College's catalog, the A.S. curricula include both introductory courses, as well as 200-level, and sometimes 300-level, courses where the students develop mastery of foundational concepts and skills. Selected examples are shown below.

The Associate in Science in Natural Science is a transfer degree that includes explicit, focused curricular pathways designed to meet the requirements of broad areas of baccalaureate science and engineering degrees. This degree has four concentrations ([II.A.13-3](#), p. 586):

Associate in Science Natural Science: Biological Sciences Concentration  
Associate in Science Natural Science: Engineering Concentration  
Associate in Science Natural Science: Information & Communication Technology Concentration  
Associate in Science Natural Science: Physical Sciences Concentration

The Associate in Science in New Media Arts with a Specialization in Animation or Interface Design focuses on specific areas of inquiry in the fields of digital media design, computer

animation, and industries that require advanced skills in multimedia design and production. The program is intended to prepare students at the mastery level for a career in digital design or production ([II.A.13-4](#), p. 602).

The Associate in Science for Educational Paraprofessionals with a Concentration in Second Language Teaching focuses on two areas of inquiry in the fields of education and English as a Second Language. This degree program offers specialized courses in theories and practices that prepare students to work with English Language Learners. ([II.A.13-5](#), p. 577)

### ANALYSIS AND EVALUATION

In developing curricula for its Associate in Science and Associate in Arts degree programs, the College allows for both specificity and breadth of outcomes in at least one area of inquiry. The College ensures that the courses that make up the degree are in a focused area of study and include foundational knowledge and skills as well as opportunities for students to develop mastery of those concepts and skills. Courses consist of specific learning outcomes and competencies, including key theories and practices within the field of study. For the general Associate in Arts in Liberal Arts, the curriculum addresses the broad, interdisciplinary areas traditionally found in liberal education programs.

## SECOND LANGUAGE TEACHING (SLT)

The SLT Program is a small program that trains students interested in becoming second language tutors, second language teaching assistants, and – with further education – second language teachers. The program also helps English as a Second Language (ESL) teachers and assistants already working in the field update and refine their skills.

Programs like SLT are usually housed in universities – within teacher colleges, linguistics departments, or TESOL departments at the 3<sup>rd</sup> and 4<sup>th</sup> year levels, and are rarely found in community colleges. Nevertheless, all Kapi’olani CC SLT courses meet the general education requirements of the 2-year degree framework and simultaneously create pathways for our students to transfer for BA degree completion. This was challenging! Instead of attempting to articulate SLT courses individually, we negotiated three transfer pathways via the Second Language Studies (SLS) Department at UH Manoa (UHM), the College of Education (COE) at UH Manoa, and the TESOL Program at Hawaii Pacific University (HPU) when students complete the entire SLT Program. For each of these unique transfer pathways, SLT graduates receive upper-division credit for their SLT Program coursework and service learning taken at Kapi’olani CC, thus shortening their bachelors’ degree graduation time.

Rachel is a first-generation Korean immigrant who plans to teach English and Korean to U.S. high school students. She transferred from Kapi’olani CC to the SLS Department at UH Manoa where she recently completed her MA degree and is pursuing her teaching license.

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**II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

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**EVIDENCE OF MEETING THE STANDARD**

In addition to the College's institutional accreditation, all but one of the career and technical education degree programs go through a comprehensive, rigorous external accreditation process to ensure that CTE graduates meet the technical and professional standards necessary for their field and are adequately prepared for employment, licensure, and certification.

***Meeting Employment Standards, Preparation for Certification and Licensure***

The New Media Arts degrees are the exception. No external agency accredits these programs, though the College's program is regularly reviewed by local industry professionals. All other CTE programs at the College maintain accreditation with various external bodies ([II.A.14-1](#)):

- American Culinary Federation
- American Dental Association Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs
- National Accrediting Agency for Clinical Laboratory Sciences
- Accreditation Council for Occupational Therapy Education
- Commission on Accreditation in Physical Therapy Education
- Joint Review Committee on Education in Radiologic Technology
- Committee on Accreditation for Respiratory Care
- Accreditation Commission for Education in Nursing
- National Accrediting Agency for Clinical Laboratory Sciences
- Accreditation Commission for Programs in Hospitality Administration
- Research Chefs of America

**SECOND LANGUAGE TEACHING (SLT)  
(CONT.)**

Quitney is a third generation Latino-American from Texas who plans to teach English to immigrant elementary school children in the U.S. She was our first transfer student to the COE's new Multilingual Learner (MLL) Program. Quitney completed her course requirements in Spring 2018 and expects to finish her licensing requirements this fall.

Eric is a military veteran who served in Central and South America. He sought a practice-focused program where he could maximize his VA benefits. He was our first SLT student to transfer to HPU, where he completed his BA degree in TESOL in just three semesters. Eric is now teaching ESL to adults in Colombia.

The paralegal degree is approved by the American Bar Association, which endorses but does not accredit programs.

The College’s CTE programs offer nine degrees that require national licensure: Medical Assisting, Medical Lab Technician, Nursing (Registered Nurse, RN), Nursing Licensed Practical Nurse (LPN)-to-RN, LPN, Occupational Therapy Assistant, Physical Therapy Assistant, Radiologic Technician, and Respiratory Care Practitioner. The most recent data show that these licensure programs have met or surpassed the institutional standard for examination pass rates. Perkins indicators for (1P1) CTE students’ attainment of the technical skills required by the program and (2P1) CTE students’ attainment of industry-recognized credentials, certificates or degrees goals have been consistently exceeded. The table below provides the most recent data. A complete list of examination pass rates is found in the ACCJC Annual Reports ([II.A.14-2](#)).

Kapi’olani CC Performance	2009 - 10		2010 - 11		2011 - 12		2012 - 13		2013 - 14	
	standard	actual								
1P1: Technical Skills Attainment	<b>90.05</b>	96.93	<b>90.10</b>	95.77	<b>90.00</b>	97.07	<b>90.00</b>	96.90	<b>91.00</b>	95.06
2P1: Credential, Cert, or Degree	<b>44.50</b>	48.85	<b>45.00</b>	56.35	<b>50.00</b>	52.79	<b>55.00</b>	70.24	<b>47.00</b>	57.17

All CTE programs collaborate with their advisory boards, which comprise various industry professionals. CTE faculty regularly share with them curricular developments, solicit input to better prepare program graduates for the working environment and provide an avenue for additional feedback in maintaining program currency. For example, to strengthen their program, the Hospitality faculty recently met with their advisory board to discuss recruitment efforts, retention strategies, career advancement opportunities, and training needs for their students ([II.A.14-3](#)). As another example, faculty from the IT/Cybersecurity Program asked their advisory board members for the types of certifications the industry is seeking. As a result, many of the College’s ITS classes, such as ITS 124 (Network+), ITS 144 (A+), ITS 122 (Security+), and ITS 222 (Certified Ethical Hacker) are aligned with industry certifications ([II.A.14-4](#)). Finally, the Culinary Arts Advisory Board suggested that the Culinary Arts Program faculty pursue a dual-credit program with the high schools. Consequently, the College is in the process of signing an “Early College” Memorandum of Understanding with the Hawai’i Department of Education ([II.A.14-5](#), p. 5).

An important initiative in developing curricula that meet industry standards has been the involvement of all the University of Hawai’i Community Colleges (UHCC) in a partnership with Hawai’i’s most vital industry sectors. Per the Hawai’i Industry Sectors website , “[o]ne of the University’s initiatives is to engage with industry partners to develop industry-led curriculum that will imbue graduating students with the marketable skills for which businesses are looking.” Additionally, as a result of involvement with the Hawai’i Industry Sectors initiative, the UHCC system office developed a labor market tool that provides access to up-to-

date labor market data and connections to the educational programs in the UHCC system that provide pathways to those targeted occupations ([II.A.14-6](#)). The online tool allows students and others to conduct labor market research and make informed decisions in crafting their paths to successful careers. CTE faculty utilize this tool to share information with their students and/or assign students to research data on job market trends, salary, required education and skills, and the number of available jobs both statewide and nationally. Students are able to explore multiple related occupations at one time. For example, students interested in nursing can compare the differences and similarities between a practical nurse, a registered nurse, and a nurse practitioner. The College's Employment Prep Center Coordinator assists in connecting students and alumni to industry jobs available in the state ([II.A.14-7](#)).

## ANALYSIS AND EVALUATION

CTE graduates meet the employment standards necessary for their field and are adequately prepared for employment, certification and licensure.

This adequate preparation is accomplished by ensuring periodic review of programs for appropriate content, by active discussion with advisory committees members on program improvement, by monitoring licensure/certification pass rate to meet or exceed established standards, and by providing information to students in selecting a major and connecting students to employers upon graduation. Through the use of advisory experts in the workforce areas, curriculum is examined and refined for currency and relevance.

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**II.A.15. 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.**

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## EVIDENCE OF MEETING THE STANDARD

The College provides appropriate, timely and seamless avenues for enrolled students to complete their education when programs are dissolved or significantly modified.

### *Elimination of Programs or Significant Change of Program Requirements*

UHCC Policy #5.202: Review of Established Programs ([II.A.15-1](#)), and the Board of Regents Policy RP 5.201: Instructional Programs ([II.A.15-2](#)), address the termination of programs and significant changes of program requirements.

New programs are initially approved by the Board of Regents (BOR) as provisional. In accordance with Policy RP 5.201, after one cycle as a provisional program (two years for certificates, four years for associate degrees), a program may be approved as established. Once approved either as provisional or established, all programs are required to prepare an annual

report documenting performance outcomes, key benchmarks, critical external factors, and planned improvements. In addition, all programs are required to complete a comprehensive assessment, currently at least once every three years. Based on the results of annual reports and program reviews, the College may determine that a program should be “stopped out” or eventually terminated. Such programs may no longer meet the requirements of baccalaureate institutions or may no longer serve student needs, or the needs of business, industry, or community. The Chancellor may approve program “stop-outs” for up to two years. Other program stop-outs and program terminations are approved by the University of Hawai‘i System President, often following program challenges with student enrollment, retention, and completion, and other factors as listed above. Nonetheless, if a provisional program(s) is struggling but demonstrates a community workforce need, the program may be extended and asked to pursue its action plan(s) outlined in its most recent annual report or program review ([II.A.15-3](#)). One example involves an A.S. in Second Language Teaching, which was continued to support a workforce need. This need is now met by an A.A. which leads to transfer to the UH College of Education, so this year the A.S. in SLT will be stopped out. Established programs that are out of date or nonproductive based on a program review are also terminated in the same manner. An annual report on program actions, which includes program terminations, is submitted to the Vice President for Academic Planning and Policy.

Significant changes to a provisional or established program such as deviations from its original intent, purpose, or design must be granted by the UH Board of Regents. If a program is determined to have undergone significant changes, a shorter comprehensive program review cycle may be requested.

The procedures to terminate a program or make significant changes to program requirements are also the same for programs providing distance education courses.

### ***Appropriate, Timely, and Seamless Avenues to Completion for Enrolled Students***

The above policies state that the College will honor commitments made to students already enrolled in programs for up to two-years following program termination. During this time, no new students are accepted into the program. Once a program is identified for termination, the chancellor, vice chancellors, and deans will inform appropriate counselors, academic advisors, program coordinators, instructional faculty, and staff, who will regularly communicate and work with students to ensure a seamless completion of their program requirements or to transition into a related program with full credit transfer or credit substitution in a timely manner with minimum disruption.

Continuously enrolled students in programs that will be terminated or have been significantly changed have the right to continue to follow the original program requirements stated in the College’s catalog or may petition to graduate with different requirements when required program courses for a student’s intended program are no longer offered. Relevant counselors

and program coordinators assist students in modifying their education plans to address significant program changes or selecting a new program. However, if students have not been continuously enrolled in a program that is being terminated or significantly changed, they must complete the requirements of a new program or the revised program.

The College retains full-time tenured faculty of terminated programs to teach courses within their qualifications in other departments or units, coordinate or lead campus' initiatives/projects, develop and oversee a new program, or work with the Chancellor to find an appropriate fit within the College that aligns with the faculty's credentials and experience.

### ***Exercise and Sports Science (ESS) Program***

After a decline in the number of majors and facing instructional space and equipment constraints, the Exercise and Sports Science program was stopped-out effective May 30, 2013 (ESS Program Stop-out Approval from President Greenwood, 2013 ([II.A.15-4](#))). Letters were immediately sent by the Program Coordinator to students who received admission notification in spring 2013 informing them of the stop-out and advising them of alternative academic pathways.

Despite many program improvement initiatives, including conversion to selective admission and implementation of a one-year cohort-based model, the ESS Associate in Science degree program and Certificate of Achievement were terminated effective May 30, 2016 ([II.A.15-5](#), ESS Program Termination Request to President Lassner ([II.A.15-6](#))). There were no ESS majors at the time of program termination that needed to be accommodated.

## **ANALYSIS AND EVALUATION**

The College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption, when programs are terminated or program requirements are significantly changed.

The College requires a Comprehensive Program Review every three years, as well as an Annual Report of Program Data. It is during these self-assessment efforts that programs identify necessary program modifications or termination. When it is deemed that programs must be terminated to best serve the College's students, operate most efficiently, and adjust to meet community workforce needs, the College ensures that all (continuing) impacted students have the opportunity to complete their education and continue on their academic or career pathway. In the case of terminated programs, program coordinators and other administrators are able to personally reach out to impacted students to ensure their continuance or assist with any necessary transitions. Also available to students are academic and career advising with the College's counseling units.

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**II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, Career Technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

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## EVIDENCE OF MEETING THE STANDARD

Kapi‘olani Community College routinely evaluates all instructional programs regardless of delivery mode or location to continuously improve the quality and currency of all programs and courses to enhance learning outcomes and achievement for students.

### *Evaluating and Improving the Quality*

The quality of programs, including collegiate ([II.A.16-1](#)), pre-collegiate ([II.A.16-2](#) 2015), Career and Technical Education ([II.A.16-3](#)) and transfer programs ([II.A.16-4](#)), is evaluated annually in the Annual Report of Program Data (ARPD) and more comprehensively every three years with the Comprehensive Program Review (CPR). Continuing Education is subject to review every three years with a CPR.

The ARPD utilizes standardized measures that address relevancy, appropriateness, achievement of program student learning outcomes, currency, program demand and efficiency, distance education for completely online classes, assessment of planned program improvements, future planning, and attainment of Perkins indicators, when appropriate,

According to UHCC Policy 5.202 and the College’s K5.202: Review of Established Programs ([II.A.16-5](#)), the Comprehensive Program Review is intended to provide a regular assessment of the effectiveness of degree and non-credit/continuing education programs in areas such as overall program health and efficiency, analysis of external factors impacting a program, assessment, assessment findings, and plans/actions for program improvements.

The planning actions for program improvement that result from the analyses included in both ARPDs and CPRs form the basis for requests for additional resources, if needed. The allocation request form requires that any requests be tied back to explicit action items in these program review documents.

### *Evaluating and Improving the Currency of Courses*

All credit courses, including pre-collegiate courses, must be reviewed for currency every five years (see II.A.2). The timeline to assess course learning outcomes is tied to the curriculum review timeline, where all courses must be reviewed every five years. Therefore, all course student learning outcomes are reviewed and assessed every five years and revised, if necessary. (see II.A.3).

The Office of Continuing Education and Training has grown its programming to address current community needs for training in industries such as optometry, banking, pharmacy, culinary, and community health ([II.A.16-6](#), [II.A.16-7](#)) while offering opportunities for financial support and apprenticeships for its students.

## ANALYSIS AND EVALUATION

Kapi‘olani Community College routinely evaluates all instructional programs regardless of delivery mode or location and continuously improves programs and courses to enhance learning outcomes and achievement for students.

Improvement are achieved by evaluating programs and courses on a routine basis; by ensuring programs utilize the same evaluation criteria as prescribed in UHCC Policy 5.202; by tying funding to program reviews and improvement plans; and by assessing the effects of the improvement plans and re-initiating the evaluation process.

### Evidence for II.A.

- II.A.1-1 Kapi‘olani CC website, General Catalog
- II.A.1-2 UH Executive Policy EP 5.201, Approval of New Academic Programs and Review of Provisional Academic Programs
- II.A.1-3 Kapi‘olani CC 2017-2018 catalog, p. 525
- II.A.1-4 Kapi‘olani CC 2017-2018 catalog, p. 18
- II.A.1-5 Kapi‘olani CC 2017-2018 catalog, p. 570
- II.A.1-6 Kapi‘olani CC 2017-2018 catalog, p. 374
- II.A.1-7 Kapi‘olani CC 2017-2018 catalog, p. 374
- II.A.1-8 Kapi‘olani CC 2017-2018 catalog, p. 27
- II.A.1-9 UHCC Policy UHCCP #5.300 Course Numbering Convention
- II.A.1-10 Kapi‘olani CC website, Distance Learning
- II.A.1-11 Distance Education Plan
- II.A.1-12 Kapi‘olani CC 2017-2018 catalog, p. 379
- II.A.1-13 Kapi‘olani CC 2017-2018 catalog, p. 82
- II.A.1-14 HIST 151 course and program SLO map
- II.A.1-15 Annual Report of Program Data (ARPD) home page
- II.A.1-16 Kapi‘olani CC 2017-2018 catalog, p. 62
- II.A.1-17 Taskstream homepage
- II.A.2-1 Kual Curriculum Management course report
- II.A.2-2 Faculty Senate Curriculum Committee cheat sheet

- II.A.2-3 Faculty Senate Curriculum Committee instructions
- II.A.2-4 Kapi‘olani CC Policy K5.201 Curriculum Review Guidelines and Timeline
- II.A.2-5 End of year Curriculum Committee report, AY 2016
- II.A.2-6 Board of Regents Policy RP 5.201, Instructional Programs
- II.A.2-7 UH Executive Policy EP 5.201, Approval of New Academic Programs and Review of Provisional Academic Programs
- II.A.2-8 Kapi‘olani CC Policy K5.201 Curriculum Review Guidelines and Timeline
- II.A.2-9 UHCC Policy UHCCP #5.202 Review of Established Programs
- II.A.2-10 Kapi‘olani CC Policy K5.201 Curriculum Review Guidelines and Timeline
- II.A.2-11 Comprehensive Program Review (CPR) for Library and Learning Resources, 2016
- II.A.2-12 Comprehensive Program Review (CPR) for Medical Assisting, 2016
- II.A.2-13 Comprehensive Program Review (CPR) for Student Affairs, 2016-2019
- II.A.2-14 Comprehensive Program Review (CPR) for Natural Sciences, 2016-2019
- II.A.2-15 Student Success Council UHCC website
- II.A.2-16 Kapi‘olani CC website, Textbook \$0
- II.A.2-17 Kapi‘olani CC 2017-2018 catalog, p. 422
- II.A.2-18 Kapi‘olani CC 2017-2018 catalog, p. 508
- II.A.2-19 Kapi‘olani CC 2017-2018 catalog, p. 386
- II.A.2-20 Kapi‘olani CC Articulation Agreements
- II.A.2-21 Articulation Agreements within the UH System
- II.A.2-22 UH Executive Policy EP 5.209, UH system Student Transfer and Inter-Campus Articulation
- II.A.2-23 Faculty Development Council Policy, 2016
- II.A.2-24 C4WARD Announcement
- II.A.2-25 URE Announcement
- II.A.2-26 Mihalana‘au website
- II.A.2-27 Title III Consortium Fellowships announcement
- II.A.3-1 Kual Curriculum Management course learning outcomes
- II.A.3-2 UHCC Policy UHCCP #5.202 Review of Established Programs
- II.A.3-3 UHCC Policy UHCCP #5.200 General Education in All Degree Programs
- II.A.3-4 Course Level Assessment Plan
- II.A.3-5 Annual Report of Program Data (ARPD) home page
- II.A.3-6 Office for Institutional Effectiveness (OFIE) program review webpage

- II.A.3-7 Kapi‘olani CC Policy K5.201 Curriculum Review Guidelines and Timeline
- II.A.3-8 Adoption of an Assessment Management System
- II.A.3-9 Curriculum Central Archive
- II.A.3-10 Learning Assessment Schedule and Report (LASR)
- II.A.3-11 Kapi‘olani CC Policy K5.201 Curriculum Review Guidelines and Timeline
- II.A.3-12 Course Level Assessment Plan
- II.A.3-13 Syllabus for Ethnic Studies 101
- II.A.3-14 Course in Kualu Curriculum Management: HOST 259
- II.A.3-15 Taskstream login page
- II.A.3-16 UHCC Policy UHCCP #5.202 Review of Established Programs
- II.A.3-17 Office for Institutional Effectiveness (OFIE) program review webpage
- II.A.3-18 COM 201 syllabus
- II.A.3-19 FSHE 185 syllabus
- II.A.4-1 UHCC Policy UHCCP #5.300 Course Numbering Convention
- II.A.4-2 English and Math Completion Ratios
- II.A.4-3 UHCC VPAA Memo, Student Success Council, Grading Options Recommendations, 2.18.2016
- II.A.4-4 English Model - Co-Requisite
- II.A.4-5 Math Model
- II.A.4-6 UHCC Policy UHCCP #5.213 Co-Requisite
- II.A.4-7 UHCC VPAA Memo, Student Success Council, Cognitive Assessment Options Recommendations, 2.18.2016
- II.A.4-8 Testing Center webpage, Alternative Placement
- II.A.5-1 UHCC Policy UHCCP #5.203. Program Credentials: Degrees
- II.A.5-2 UHCC Policy UHCCP #5.200 General Education in All Degree Programs
- II.A.5-3 UHCC Policy UHCCP #5.203. Program Credentials: Degrees
- II.A.5-4 Kapi‘olani CC 2017-2018 catalog, p. 374
- II.A.5-5 Worksheet for Determining Course DE Eligibility
- II.A.5-6 TOPP Online Course Self-Assessment
- II.A.5-7 UHCC Policy UHCCP #5.200 General Education in All Degree Programs
- II.A.5-8 Kapi‘olani CC website, New Student Orientation
- II.A.5-9 Nursing Information
- II.A.5-10 Medical Assisting Program Information

- II.A.5-11 Health Careers Counseling Information
- II.A.5-12 Kapi‘olani CC website, Advising & Counseling Directory
- II.A.5-13 Phlebotomy Program Student Handbook
- II.A.5-14 BLT Education Department Marketing advising sheet
- II.A.5-15 Kapi‘olani CC website, Student Success Peer Mentors
- II.A.5-16 Kapi‘olani CC website, MKC Newsletter: Vol 7
- II.A.6-1 Kapi‘olani CC website, STAR
- II.A.6-2 Kapi‘olani CC website, Class Availability
- II.A.6-3 Ad Astra report, 2017
- II.A.7-1 Strategic plan
- II.A.7-2 Kapi‘olani CC website, Employment Prep Center
- II.A.7-3 Kapi‘olani CC website, Kūlia ma Kapi‘olani
- II.A.7-4 Distance Education Plan
- II.A.7-5 ‘Ohana website, Teaching Online Prep Program (TOPP)
- II.A.7-6 Success for Online Learners website
- II.A.7-7 Project 'Olonā website
- II.A.7-8 News Project 'Olonā
- II.A.7-9 Presentation on Gamification
- II.A.7-10 Student Undergraduate Research Fair, fall 2017
- II.A.7-11 PSY 250 syllabus
- II.A.7-12 Flipping C4WARD poster
- II.A.7-13 Annual Report 2016-2017, p. 9
- II.A.7-14 Kapi‘olani Service & Sustainability Learning Program
- II.A.8-1 UHCC Policy UHCCP #5.300 Prior Learning Assessment Program
- II.A.8-2 Kapi‘olani CC website, Prior Learning Assessment
- II.A.8-3 Kapi‘olani CC 2017-2018 catalog, p. 55
- II.A.9-1 Kapi‘olani CC 2017-2018 catalog
- II.A.9-2 Taskstream homepage
- II.A.9-3 Kapi‘olani CC 2017-2018 catalog, p. 60
- II.A.9-4 UH Executive Policy #5.228, Credit Hour
- II.A.9-5 UHCC Policy UHCCP #5.228, Credit Hour
- II.A.9-6 Kapi‘olani CC 2017-2018 catalog, p. 56
- II.A.9-7 Hours/Minutes of Instruction per Semester
- II.A.10-1 Integrated Academic and Facilities Plan for the UH System

- II.A.10-2 Transcript Evaluation Request Form
- II.A.10-3 UH Executive Policy EP 5.209, UH system Student Transfer and Inter-Campus Articulation
- II.A.10-4 Memorandum of Agreement Transfer of General Education Core Requirements
- II.A.10-5 UH System Course Transfer Database
- II.A.10-6 Kapi‘olani CC 2017-2018 catalog, p. 16
- II.A.10-7 Ka‘ie‘ie Degree Pathway Program website
- II.A.10-8 UHCC Policy UHCCP #5.206 Reverse Transfer
- II.A.10-9 Kapi‘olani CC website, International or Non-Resident Students
- II.A.10-10 Articulation Agreements with International Institutions
- II.A.10-11 Kapi‘olani CC 2017-2018 catalog, p. 54
- II.A.10-12 Articulation Agreements within the UH System
- II.A.11-1 Kapi‘olani CC 2017-2018 catalog, p. 27
- II.A.11-2 Kapi‘olani CC 2017-2018 catalog, p. 74
- II.A.11-3 Kapi‘olani CC 2017-2018 catalog, p. 28
- II.A.11-4 Chancellor Memo, Approval of the ILOs, 3.13.2018
- II.A.11-5 Kapi‘olani CC 2018-2019 catalog, p. 29
- II.A.11-6 Foundations - Global & Multicultural Perspectives
- II.A.11-7 Hallmarks of Hawaiian, Asian, & Pacific Issues Classes
- II.A.11-8 General Education Requirements
- II.A.11-9 University of Hawai‘i Community Colleges Mission
- II.A.12-1 Kapi‘olani CC 2017-2018 catalog, p. 27
- II.A.12-2 Kapi‘olani CC 2017-2018 catalog, p. 73
- II.A.12-3 Kapi‘olani CC 2017-2018 catalog, p. 76
- II.A.12-4 Instructor-based Focus Designation Proposal Form
- II.A.12-5 General Education
- II.A.12-6 Kapi‘olani CC website, Writing Intensive
- II.A.13-1 Kapi‘olani CC 2017-2018 catalog, p. 541
- II.A.13-2 Kapi‘olani CC 2017-2018 catalog, p. 525
- II.A.13-3 Kapi‘olani CC 2017-2018 catalog, p. 586
- II.A.13-4 Kapi‘olani CC 2017-2018 catalog, p. 602
- II.A.13-5 Kapi‘olani CC 2017-2018 catalog, p. 577
- II.A.14-1 Kapi‘olani CC website, program accreditation

- II.A.14-2 ACCJC annual reports
- II.A.14-3 HOST Advisory Board Meeting Minutes
- II.A.14-4 IT Advisory Board Meeting Minutes
- II.A.14-5 KCC Culinary Arts Advisory Committee Meeting Minutes
- II.A.14-6 Hawai'i Industry Sectors
- II.A.14-7 Kapi'olani CC website, Employment Prep Center
- II.A.15-1 UHCC Policy UHCCP #5.202 Review of Established Programs
- II.A.15-2 Board of Regents Policy RP 5.201, Instructional Programs
- II.A.15-3 Office for Institutional Effectiveness (OFIE) program review webpage
- II.A.15-4 Chancellor Memo, Notification of Program Stop Out, 5.22.2013
- II.A.15-5 ARPD Exercise and Sports Science, 2015
- II.A.15-6 VCAA Memo, Request to Terminate AS Degree and CA, 5.30.2016
- II.A.16-1 ARPD Information Technology, 2016
- II.A.16-2 ARPD Remedial/Developmental Math, 2015
- II.A.16-3 ARPD Hospitality and Tourism, 2016
- II.A.16-4 ARPD Natural Science, 2016
- II.A.16-5 Kapi'olani CC Policy K5.202 Review of Established Programs
- II.A.16-6 Office of Continuing Education and Training brochure
- II.A.16-7 Office of Continuing Education and Training website

## **II.B. Library and Learning Support Services**

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**II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

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### **EVIDENCE OF MEETING THE STANDARD**

Kapi‘olani Community College supports student learning and achievement by providing sufficient library and learning support services for students, personnel responsible for student learning, and educational programs, regardless of location and means of delivery.

#### ***General Library Services***

The College’s Library and Learning Resources Unit, staffed by 18 employees, is comprised of the Library, Testing Center, the Lamakū Learning Center, and an open computer lab ([II.B.1-1](#)). The library sees an average of 344,492 people through its doors per year during its 62 weekly hours of service ([II.B.1-2](#)). Consistently, over the past accreditation cycle, at least 75 percent of students surveyed Agree or Strongly Agree that they are satisfied with the library services offered ([II.B.1-3](#)).

#### ***Library Collections***

Students, faculty, and staff use the Library’s website to search for books, ebooks, articles, DVDs, streaming video, and more ([II.B.1-4](#)). The Library collections are sufficient in terms of quantity, currency, depth, and variety. The Library regularly purchases recently published materials to support the curriculum. Students can find resources to help themselves get started with college, write an argumentative paper for ENG 100, or complete assignments in their disciplines. The Library sees an average of 35 circulations, electronic books used, and full-text journal articles downloaded per student and faculty FTE per year for a total of 150,505 books borrowed and articles downloaded in 2016-17 ([II.B.1-5](#)).

Students, faculty, and staff also have access to resources from other UH System Libraries. See Standard II.B.4 for more information about Intrasystem Loan (ISL) agreements. Librarians purchase current titles on an ongoing basis, and database subscriptions provide access to the most current news and journal sources. With the curriculum in mind, librarians select a variety

of sources to meet the needs of the campus. The Library uses the College's program review system to evaluate its efficiency and program effectiveness, and creates plans for improvements and resource allocations [\(II.B.1-6\)](#).

***Library Instruction and Student Learning Support***

The Library offers resource and information literacy instruction sessions for courses from a wide variety of disciplines. These sessions are customized to the instructor's course assignment and can vary in length from a part of one class period to four sessions, held on subsequent class days or spread throughout the semester [\(II.B.1-7\)](#). For online courses, librarians create online subject guides and online modules in the campus' learning management system to support learning. As a response to evolving Association of College Research Libraries standards for information literacy, the Library has developed and piloted a three-credit information literacy course [\(II.B.1-8\)](#).

Librarians provide one-on-one support to the campus community through Reference Desk services. Reference Librarians also take phone calls and emails from students, including those taking courses via distance education [\(II.B.1-9\)](#).

The Library organizes academic support workshops to help students succeed in college through its Secrets of Success (SOS) program [\(II.B.1-10\)](#). Workshops include taking notes in college, Microsoft Word basics, career exploration, and scholarship writing, among others.

Established in fall 2015, the Study Hub in the Library provides tutoring services to all students primarily for, but not limited to, math and writing. Peer tutors, volunteer instructional faculty, and community volunteers provided roughly 4,760 contact hours in its first year of operation to over 940 unduplicated students (22 percent of student FTE). The Study Hub received College Reading & Learning Association (CRLA) Level I Certified Tutor Certification in 2017 ([II.B.1-11](#)) ([II.B.1-12](#)). In 2017, the Study Hub was moved to the second floor and became part of the Lamakū Learning Center. Following recommendations from the National College Learning Center Association's definition of a learning center, Lamakū supports KCC's diverse student population by providing access to an array of academic support services. In AY 2017-18, tutoring in the Study Hub continued as other activities, e.g. Tai Chi, Well-Being Sessions, and Makerspaces, were offered to nurture the holistic academic growth of students. The center's adaptive, interactive space promotes inclusive learning and fosters engagement while striving to develop lifelong learners. Other tutoring centers around campus include the STEM Center ([II.B.1-13](#)), Business, Legal, and Technology Lab ([II.B.1-14](#)), and TRiO ([II.B.1-15](#)), which serve students in their programs. These specialized tutoring centers provide discipline specific or targeted support to students in the areas where they are most served, adding to the depth and variety of support across campus.

Students who are unable or prefer to not see a tutor in person can receive online support

## THE BIRTH OF THE LAMAKŪ LEARNING CENTER

### Spring 2017

"We're gonna look like tutoring *ninjas*!"

With a bundle of long-sleeved, black t-shirts in hand, a peer writing tutor from the Study Hub of Lama Library dashes off to share the "good news" with her co-workers. They will soon be moving upstairs to assist students in a newly renovated learning center *and* they will be looking sleek in their redesigned uniforms while doing so!

Meanwhile, a construction team surveys the upstairs space. The project, they understand, is significant for student success and the timeframe for completion relatively short: only three months to transform 23,000 square feet into an interactive, multi-faceted learning environment. The race is on!

### Midsummer 2017

The summer passes slowly on campus for a skeleton crew of peer tutors and faculty mentors who continue to assist students. Though less crowded in the summer, the challenge is the same as each student grapples with a particular area of study, from standard deviation to MLA citation to oral presentation. Hearing the intermittent grinding of carpet installation overhead, the tutors and mentors smile and reassure students that the racket is indeed a sign of progress.

### Fall 2017

"Pi'o ke ānuenuē..."

The final words of the Open House blessing chant reverberate through the second floor of Lama library. Students discover the new center has resumed its academic tutoring services, now much expanded, along with holistic offerings of well-being. Tai Chi Tuesday

from Brainfuse Tutoring or the Online Learning Academy. Brainfuse Tutoring provides tutoring on topics such as writing, math, accounting, chemistry, economics, and nursing. About 4,000 students utilize Brainfuse each year as it is available 24/7 for all students ([II.B.1-16](#)). In addition, the University of Hawai‘i at Mānoa’s Online Learning Academy (OLA) is freely available to students and provides English, math, and science tutoring ([II.B.1-17](#)). A study examining 2013-2015 online tutoring usage found that “retention rates for College students who utilized online tutoring were 11% higher than the retention rates of College students as a whole.” ([II.B.1-18](#)).

## THE BIRTH OF THE LAMAKŪ LEARNING CENTER (CONT.)

sessions unfold in the open flex space. Maker spaces pop up to promote sustainable crafting. A Zombie Escape Room materializes, to be followed by a Santa-themed room.

Lamakū Learning Center, with its potential to spark creativity, inquiry and understanding, with its dedicated team of peer tutors, faculty mentors and community volunteers, is now open.

### ***Computer Laboratories***

Computer labs exist throughout the campus and include the Kōpiko Business, Legal, and Technology (BLT) Lab, STEM lab, Mānele Lab, Economics Lab, and the Co-Requisite Lab ([II.B.1-19](#)). Some labs are restricted to students within specific programs. The largest open computer lab is the Lama Open Lab located in the Library, with ample desktops and printing services. The Library also circulates laptops for all-day use.

### ***Testing***

The campus’ Testing Center provides 56 hours a week of proctored placement testing, testing for distance education, make-up testing, and accommodations (ADA) testing ([II.B.1-20](#)). From FY 2015 through 2017, the center has administered an average of 28,597 tests. To increase accessibility, the center has a mutual proctoring understanding with other campuses in the system, through which students at each campus may take proctored tests at campuses convenient to them ([II.B.1-21](#)).

## ANALYSIS AND EVALUATION

Kapi‘olani Community College supports student learning and achievement by providing sufficient library and learning support services for students, personnel responsible for student learning, and educational programs, regardless of location and means of delivery.

Students have ample ways to access information and services. Physical library resources can be made available to students home-based at other campuses, including those taking online courses, via IntraSystem Loan. Librarians travel to classes, create online guides, and answer

reference questions via phone and email. Resources accessible 24/7 regardless of location include the Library's many online resources (over 163,601 full text online books, streaming educational videos, and 27,477 full-text journal, magazine, and newspaper titles), Brainfuse online tutoring, and the Online Learning Academy. Students taking courses via distance education are fully supported by these online services and resources.

The campus has shown an increased focus on developing adequate tutoring options for students, most recently with the establishment of the Study Hub to provide tutoring for all students. There is evidence of an effort to create collaboration and coordination among tutoring centers across campus (see Standard II.B.3).

The campus is cognizant of the need to continue exploring ways to increase remote options for library instruction and academic support, as noted in the campus' Distance Education (DE) Plan ([II.B.1-22](#), p. 22 ).

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**II.B.2. 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.**

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**EVIDENCE OF MEETING THE STANDARD**

Kapi'olani Community College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission through the expertise of its faculty and learning support services staff.

The LLR's mission statement notes, "The mission of the Library and Learning Resources unit at the College is to support the vision of Kapi'olani Community College by providing an innovative environment for learning and research." This support includes providing "access to and instruction in the use of informational tools and resources (KCC Library Mission)." ([II.B.2-1](#)) The selection of educational materials (print and online books, magazines, journals, databases, and videos) and equipment (computers, software, etc.) supports the mission of the College to provide "open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i." ([II.B.2-2](#))

***Educational Materials***

The College's library materials, including print and online books, magazines, journals, films, and databases, are selected by librarians, with recommendations from instructional faculty, to support student learning. As stated in the library's Collection Development Policy ([II.B.2-3](#)), materials are selected to support the College curriculum. Liaison librarians communicate regularly with the faculty in their assigned disciplines to be aware of curriculum needs. They

also meet with departments undergoing professional accreditation to discuss subject coverage within the library's collection ([II.B.2-4](#)). In addition, the course curriculum approval workflow includes a notification to the Head Librarian in order to flag new materials needed for courses ([II.B.2-5](#)).

Liaison librarians consult standard review sources and professional journals, such as Library Journal, Booklist, and Publisher's Weekly, to assess the quality and relevance of materials before purchase, and encourage faculty and students to submit purchase requests ([II.B.2-6](#)). In addition, the Library provides sufficient resources to meet programmatic accreditor expectations for the programs offered at the College, including Occupational Therapy Assistant ([II.B.2-7](#)), Dental Assisting ([II.B.2-8](#)), Surgical Technology ([II.B.2-9](#)), and Nursing ([II.B.2-10](#)).

The Library also emphasizes collecting materials relevant to Hawai'i and hired a Hawaiian Resource Specialist in 2013 who has the appropriate expertise to select materials related to Hawai'i and Hawaiian culture. This expertise is significant in fulfilling the College's vision to be a model indigenous serving institution.

The Library has two unique collections that add to the diversity of materials it provides. The Game Collection consists of a variety of international board games, including the Chinese game Mahjong and the Hawaiian game Kōnane, that students can use anywhere in the library. This collection supports student engagement, lifelong learning, and curriculum in culture/language courses. The Library also has a Seed Stand, which librarians and staff maintain for students to freely take vegetable and flower seeds to grow at home, and they leave extra seeds for others to take. The library considers the seed exchange program a learning resource that supports the curriculum, lifelong learning, and campus sustainability initiatives.

In 2016, in response to student requests and to support student learning, the Library significantly expanded its Course Reserves collection by using Title III grant funds to purchase almost every course textbook. The Library also completed a large deselection/weeding project in 2016-2017 to remove outdated books from the collection to improve its access and use by students.

### ***Learning Equipment***

Kapi'olani CC Library selects and maintains a variety of educational equipment to support student learning, including desktop computers for the open computer lab and Testing Center, Microsoft software, laptops for the Study Hub tutoring center, printers, a scanner, and laptops for students to borrow ([II.B.2-11](#)). It strives to update its equipment every three years.

Representatives of the library meet twice a month with IT staff to discuss future trends, new technology feasibility studies, technology upgrades, and problems. This group is called KAP-IT-Lib. Members of KAP-IT-Lib include the Head Librarian, the network and server administrator for the College, the Electronic Resources Librarian (who represents the interests

of the Reference Librarians), the Research Specialist who supports the open lab, and the Digital Initiatives Librarian (who supervises the Research Specialist, represents the interest of the Testing Center, and helps support the library's servers). KAP-IT-Lib occasionally consults with UH System ITS on software recommendations [\(II.B.2-12\)](#).

The Research Specialist conducts ongoing needs assessments regarding the open lab and makes recommendations for hardware and software changes. The KAP-IT-Lib group takes suggestions from the Library staff and outside departments regarding provision of additional software applications for the computer lab.

## **ANALYSIS AND EVALUATION**

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission through the expertise of its faculty and learning support services staff.

The Library has a clear Collection Development policy that outlines selection criteria for materials to support the College curriculum and student learning. Librarians are responsible for the selection and maintenance of these materials.

A committee of librarians and IT specialists collaborate to select and maintain equipment such as computers and software to support the College curriculum and student learning. The selection of educational equipment and materials clearly supports the College's mission to provide "open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i."

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**II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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## **EVIDENCE OF MEETING THE STANDARD**

Kapi'olani Community College continuously evaluates its library and learning support services and makes appropriate changes to improve, ensuring that student learning outcomes and students' needs are met.

### ***Evaluation and improvement of library services***

The KCC Library continuously evaluates its services using a variety of indicators. Library use data is submitted annually for the Annual Report of Program Data (ARPD), which includes the

results of the Community College Survey of Student Engagement (CCSSE), conducted in even-numbered years ([II.B.3-1](#)). Data collected include circulation statistics, number of hits on the library homepage, reference questions answered, and other indicators of demand, efficiency, and effectiveness. The Head Librarian submits a Comprehensive Program Review every three years that responds to the data collected, summarizes library activities, and outlines goals for moving forward ([II.B.3-2](#)). In addition, an annual library survey asks students and other users to rate and provide commentary regarding their satisfaction with the library hours, staff, services, and resources ([II.B.3-3](#), [II.B.3-4](#)). The results over the past few years show that the library is successful in meeting student needs, but improvements can always be made ([II.B.3-5](#)). For example, after reference librarians noted an increase in requests for textbooks. They expanded a textbook reserve collection using a grant to purchase almost every textbook to be available for in-library use.

Instruction librarians have developed student learning outcomes for library instruction sessions and regularly assess these outcomes using student surveys, faculty surveys, and evaluating student work ([II.B.3-6](#)). Instruction librarians submit annual assessment reports to the Head Librarian and meet to discuss assessment results and strategies for improvement. Based on assessment results and in-class observations, the librarians identify next steps for improvement ([II.B.3-7](#)) ([II.B.3-8](#)) ([II.B.3-9](#)).

Librarians systematically use evaluation results as the basis for improvement. For example:

- In AY 2014-15 the Information Literacy Librarian used a rubric to evaluate student work in library sessions for Family Resources and Psychology courses and found only 63 percent of students were strong in achieving the SLO “Students will be able to evaluate information and its sources critically.” She developed prompts and modeling to ensure deeper critical analysis of sources, and has noted an increase in the number of students who have achieved this SLO since implementing these changes.
- In AY 2013-14, the Hawaiian Resource Specialist noted that students in HWST 270 were having trouble evaluating authors in an annotated bibliography assignment, with only 37 percent having strong proficiency in this area. She incorporated a greater focus on evaluation of sources in her instruction and the following year 55 percent achieved strong proficiency, and 33 percent were approaching. She is continuing to focus on this area to increase proficiency.
- The Learning Resources Librarian observed in an ENG 100 class that students were having difficulty in selecting a focused research topic, so she developed a graphic organizer to help guide their topic selection.

### ***Evaluation and improvement of other learning support services***

#### ***The Study Hub***

The Study Hub, a tutoring center that primarily helps students with math and writing skills,

was established in the library in fall 2015 in response to a recommendation made by the Student Success Committee to “create and furnish a Reading and Writing Center, Math Lab, and designated spaces for tutoring for all students in all subjects at all levels”[\(II.B.3-10](#), p. 5). The Study Hub evaluates its services in a variety of ways. It uses the software StarFish Retention Solutions for sign-in and data collection. StarFish provides data on the number of student visits, the number of unduplicated students, tutor contact hours, and courses for which the students are being tutored each semester. In AY 2015/16, over 940 unduplicated students (22 percent of student FTE) used the Hub, including 25 percent of the developmental writing and math student population.

Students who receive support from the Study Hub are asked to complete an online survey to evaluate the service [\(II.B.3-11\)](#) [\(II.B.3-12\)](#). In addition, embedded tutoring for writing courses is evaluated by surveying the participating faculty [\(II.B.3-13\)](#), and the peer tutors submit a self-evaluation [\(II.B.3-14\)](#) to provide feedback and ideas for improvement.

In summer 2016, the Information Literacy librarian engaged in discussion with instructional faculty about assessment of the center and collaborated with them to develop draft student learning outcomes for the service and identify possible assessment methods. A new Learning Center Coordinator was hired in November 2016 to take over management of the Study Hub (now part of the Lamakū Learning Center) and is working towards establishing and improving assessment methods for tutoring services. In spring 2017, pre- and post- writing assignments collected the previous semester were analyzed in a collaborative workshop of peer tutors and faculty to assess tutoring impacts and identify areas for improvement [\(II.B.3-15\)](#)

The Lamakū Learning Center also evaluates the effectiveness of its Well-Being Sessions via survey [\(II.B.3-16\)](#).

### ***Other Tutoring Services***

The College also provides a variety of tutoring services which operate independently across campus. These services include tutoring for students in Accounting, Information Technology, Economics, STEM, TRiO, and Ka Pōhaku Kihī Pa‘a Native Hawaiian Academic Advancement Program. Although the campus completes an Annual Report of Program Data (ARPD) for tutoring, the ARPD does not include all tutoring sites on campus [\(II.B.3-17\)](#). Each tutoring service has their own structure to collect data, and in spring 2017, in an effort to collaborate campus-wide, various academic support (tutoring and mentoring), coordinators convened to share information concerning their programs/services and student populations [\(II.B.3-18\)](#). A follow-up meeting was held later in the semester to discuss standardized data collection via Starfish/MySuccess, including a demonstration highlighting the advantages of this web-based tool [\(II.B.3-19\)](#). In spring 2018, all campus tutoring and several mentoring programs began to co-host monthly “Rise & Shine” events to increase students’ awareness of available support [\(II.B.3-20\)](#).

### ***SOS Workshops***

The SOS (Secrets of Success) program provides workshops on college success, job readiness, technology, library resources, and other topics relevant to student success. The SOS Program Coordinator evaluates these workshops with an evaluation form distributed to every attendee. The 2016-17 SOS assessment data shows that the student satisfaction rate is high. The SOS Coordinator has also used the evaluation results to improve the scheduling and/or marketing of the workshops and provides feedback to presenters if necessary ([IIB.3-21](#)) ([IIB.3-22](#)).

### ***Testing Center***

The Testing Center collects usage data and evaluates its services annually via a student survey. These results are reported in an end of year report as well as in the ARPD ([II.B.3-23](#), [II.B.3-24](#)).

The Testing Center worked on a special project with the First Year Experience program in AY 2014-15 to improve its services, maximize effective testing for students, and accommodate additional testing in the summer for students hoping to enroll in the fall ([II.B.3-25](#)). In response to a rise in cheating, several solutions were investigated and a video surveillance system was installed. In addition, use of the online Students of Concern form to report cheating incidents improved the campus' follow-up with students. The Office of the Vice Chancellor for Student Affairs reviews all Students of Concern reports and checks if students who are reported for cheating are being reported for other concerns by other offices and faculty ([II.B.3-26](#)). This helps to identify students who may be having repeated incidents across the campus and provides a basis by which to plan solutions.

### ***Learning Support Equipment***

Data on usage of the open computer lab and responses on the annual library survey related to the lab are compiled and shared in an annual report by the Digital Initiatives librarian.

Problems with the open lab are reported in an online reporting log and at twice-monthly KAP-LIB-IT meetings. IT problem reports have resulted in improving firewall protection for the campus, replacement of the print card vending and reader systems, and adding software such as Acrobat Pro and plug-ins to support MyMathLab and My IT Lab ([II.B.3-27](#)).

## **ANALYSIS AND EVALUATION**

Kapi'olani Community College continuously evaluates its library and learning support services and makes appropriate changes to improve, ensuring that student learning outcomes and student needs are met. Survey results are compiled and shared on the library website. Instruction librarians regularly assess student learning outcomes for their library workshops and make changes to improve instruction based on assessment results.

Tutoring services offered in the library are evaluated via survey and student work. In addition, the Learning Center Coordinator has spearheaded the increased collaboration of tutoring

services across campus. Other learning support services such as the Testing Center, the SOS Program, and learning support equipment are regularly evaluated to make sure student needs are met and the services are improved.

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**II.B.4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

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#### EVIDENCE OF MEETING THE STANDARD

The College maintains and documents formal agreements or contractual arrangements when collaborating with other institutions or other sources, and ensures effectiveness, security, maintenance, and reliability of its services

##### *Collaboration on Electronic Resources.*

The College maintains formal agreements with database vendors ([II.B.4-1](#), [II.B.4-2](#)) and collaborates with the UH system and Hawai'i Public Library System to provide library services such as the Hawai'i Voyager library catalog and shared databases through the Hawai'i Library Consortium ([II.B.4-3](#)), the Community College Library Consortium, and Medical Libraries Consortium of Hawai'i (MLCH). These e-resources are evaluated via usage statistics, cost, and an annual spring survey. When evaluating database renewals, the Reference team annually looks at a summary prepared by the Electronic Resources Librarian that shows usage statistics and cost of each database. In the 2017 LLR spring survey of students, 92 percent agreed or strongly agreed with the statement: *I get enough articles from the library databases to meet my class needs* ([II.B.4-4](#)). (ER 17)

##### *Collaboration on IntraSystem Loan*

Library users can transfer items from other UH System libraries through IntraSystem Loan at no cost. The UH Libraries IntraSystem Loan committee discusses, revises, and maintains a listing of its policies ([II.B.4-5](#)). In the 2017 LLR spring survey of students, 90 percent agreed or strongly agreed with the statement: *I am generally satisfied with obtaining items from other UH Libraries via KCC Library (IntraSystem Loan).*

### ***Collaboration on Learning Support***

The College partners with the UHCC system to provide Brainfuse as an online tutoring service to support students in a wide range of subjects ([II.B.4-6](#), [II.B.4-7](#)). Students also have free access to English, math and science tutoring via the Online Learning Academy, which is provided by UH Mānoa at no cost to the College ([II.B.4-8](#)).

### ***Security***

Library users use their UH username and password to log in to Library computers. Library electronic databases also require UH username and password login when users are off campus to ensure that users are affiliated with the College. Library materials are tagged with 3M strips that sound when sensitized and leaving the Library through its security gates.

### ***Effectiveness, Maintenance, and Reliability***

The Library and Learning Resources evaluates the effectiveness of its services on a regular basis, providing maintenance when necessary to ensure reliability. See Standard II.B.3 for more details.

## **ANALYSIS AND EVALUATION**

The College maintains and documents formal agreements or contractual arrangements when collaborating with other institutions or other sources, and ensures effectiveness, security, maintenance, and reliability of its services. The Library has an appropriate number of staff to fulfill the needs of library and other learning for the students. The College has partnerships with local libraries, archives, and information resources, which support unique needs. All contracts and arrangements remain under the supervision of the library for evaluation of effectiveness and quality.

### **Evidence for II.B.**

- II.B.1-1 Library and Learning Resources Staff Directory
- II.B.1-2 Patron Count for Library Building - KCC Lama Library
- II.B.1-3 Library Survey
- II.B.1-4 Library and Learning Resources website
- II.B.1-5 UH Library Council Statistics with Consortial Data, 2017
- II.B.1-6 ARPD Library, 2015
- II.B.1-7 Library Instruction Statistics, 7.1.2015-6.30.2016
- II.B.1-8 IS 297P syllabus
- II.B.1-9 Library Reference Desk Statistics
- II.B.1-10 Secrets of Success website
- II.B.1-11 Study Hub website

- II.B.1-12 CRLA Level I Certified Tutor
- II.B.1-13 STEM website
- II.B.1-14 BLT lab website
- II.B.1-15 Kapi‘olani CC website, TRIO
- II.B.1-16 LLR website, Brainfuse
- II.B.1-17 Online Learning Academy
- II.B.1-18 The Impact of Online Tutoring on Retention, Success and Graduation Rates at the University of Hawai‘i Community Colleges, 2016
- II.B.1-19 Kapi‘olani CC website, Technology
- II.B.1-20 Testing Center website
- II.B.1-21 End of Year Statistics Report, Workgroup ITT, FY 2017
- II.B.1-22 Distance Education Plan
- II.B.2-1 LLR website, Mission Statement
- II.B.2-2 Kapi‘olani CC website, Mission
- II.B.2-3 LLR website, Collection Development
- II.B.2-4 Hawai‘i & Pacific Resources @ Lama Library
- II.B.2-5 Faculty Senate Workflow for Regular Courses in AY 2017-2018
- II.B.2-6 Kapi‘olani Community College Library - Recommendation for Library Materials
- II.B.2-7 Library OTA Resources, 2012
- II.B.2-8 Library Dental Assisting Resources, 2014
- II.B.2-9 Library Surgical Technology Resources, 2014
- II.B.2-10 Library Nursing Resources, 2013
- II.B.2-11 End of Year Statistics Report, Workgroup ITT, FY 2017
- II.B.2-12 Information Technology Team FY 2017 Achievements and FY 2018 Goals
- II.B.3-1 ARPD Library, 2017
- II.B.3-2 Comprehensive Program Review (CPR) for Library and Learning Resources, 2016
- II.B.3-3 LLR website, Library Survey
- II.B.3-4 Library survey, user comments
- II.B.3-5 Library survey, Data Comparison, 2014-2016
- II.B.3-6 Library Instruction Student Learning Outcomes
- II.B.3-7 Library Instruction Student Learning Outcome Assessment Report, AY2016
- II.B.3-8 Library Instruction Student Learning Outcome Assessment Report, AY2015

- II.B.3-9 Library Instruction Student Learning Outcome Assessment Report, AY2014
- II.B.3-10 Student Success Ad Hoc Committee Report
- II.B.3-11 Study Hub Feedback form
- II.B.3-12 Student Hub Student feedback
- II.B.3-13 Post-Visit Survey: Embedded Tutoring
- II.B.3-14 Spring 2017 Embedded Tutoring survey for tutors
- II.B.3-15 Programmatic Learning Report, Study Hub, Writing Mentorship
- II.B.3-16 Feedback Survey: Well-Being Sessions, Fall 2017
- II.B.3-17 ARPD, Tutoring, 2015
- II.B.3-18 Minutes, Tutoring at Kapi‘olani Community College, 3.13.2017
- II.B.3-19 Starfish Info Session
- II.B.3-20 Rise & Shine flyer
- II.B.3-21 Secrets of Success (SOS) Workshop evaluation form
- II.B.3-22 SOS Assessment
- II.B.3-23 ARPD, Testing Center, 2015
- II.B.3-24 End of Year Statistics Report, Workgroup ITT, FY 2017
- II.B.3-25 Information Technology Team FY 2017 Achievements and FY 2018 Goals
- II.B.3-26 Cheating in the Testing Center
- II.B.3-27 Information Technology Team FY 2017 Achievements and FY 2018 Goals
- II.B.4-1 Master Agreement: Encyclopedia Britannica Database License Subscription
- II.B.4-2 Agreement for Services: Learning Express
- II.B.4-3 EBSCO Database Package for Hawai‘i Library Consortium, 2016-2020
- II.B.4-4 LLR 2017 Survey
- II.B.4-5 University of Hawai‘i Libraries Intrasystem Lending Policies
- II.B.4-6 LLR website, Brainfuse
- II.B.4-7 Brainfuse contract modification
- II.B.4-8 Online Learning Academy

## II.C. Student Support Services

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**II.C.I. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

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### EVIDENCE OF MEETING THE STANDARD

Kapi‘olani Community College regularly evaluates the quality of student services in support of student learning and the College’s mission. The College provides counseling and advising services through a decentralized organizational model, with counselors assigned to departments in three academic clusters, based on the programs they offer:

Cluster 1: Business, Legal, and Technology Education; Culinary Arts; and Hospitality.

Cluster 2: Emergency Medical Services, Health Sciences, and Nursing

Cluster 3: Arts and Sciences (four departments: Arts and Humanities; Languages, Literature, and Linguistics; Math and Natural Sciences; and Social Sciences). The counselors in the Maida Kamber Center provide career, transfer and graduation services.

Other counselors are assigned to targeted populations serving student needs in programs including

1. First-Year Experience
2. Transfer-Year Experience
3. Native Hawaiian CTE Kulia ma Kapi‘olani
4. Native Hawaiian Student Success
5. Kuilei Outreach Program (High School Outreach Program)
6. Disabilities Support Services
7. Student Parent Program
8. TRiO Student Support Services
9. Veterans and Military Resource Center
10. Mental Health and Wellness
11. Online Learner Success
12. Employment Prep Center
13. Retention/Early Alert

(see II.C.5. for descriptions of these services for targeted populations.)

In this decentralized model, student services personnel in the academic clusters share the responsibility for student success with instructional faculty. Discussions about student access, progress, learning, and success take place in department meetings.

To promote collaboration and ensure communication across the various counseling units, the counselors meet in the Counseling and Academic Advising Council (CAAC). The CAAC is responsible for discussion, analysis and recommendations on issues related to (a) academic advising; (b) student engagement, development, and success; and (c) professional standards and practice. (See II.C.5.)

The chair of the CAAC serves on the Chancellor's Advisory Council (CAC) in order to promote collegewide discussions about student access, progress, learning, and success from a Student Services point of view.

Student support areas include enrollment services (i.e. admissions, registration, financial aid), counseling and advising services (academic programs, targeted populations), disability services, career and job placement services, and student life.

The College evaluates its student support services primarily through program review. Additionally, services are evaluated through the review of grants and initiatives, the Community College Survey of Student Engagement (CCSSE), and the Student Success Pathways.

### ***Program Review***

#### *Annual Report of Program Data and Comprehensive Program Review*

The College's student support services are provided in a variety of delivery methods. Each program has goals for the year and is evaluated primarily through the Annual Report of Program Data (ARPD) (II.C.1-1) and the three-year Comprehensive Program Review (CPR) (II.C.1-2), which are directly aligned with the College's mission and Strategic Plan.

Student Affairs submits a single ARPD encompassing all student support services that fall under the Vice Chancellor for Student Affairs. Academic programs submit ARPDs that include counseling and advising provided within those respective programs and that fall under the Vice Chancellor for Academic Affairs. Once reviewed and approved by the respective Vice Chancellors, the reports are released on the University of Hawai'i Community College ARPD system website (II.C.1-1).

The data and analysis provided in the ARPD allow for monitoring of program improvement. The ARPD also serves to justify, inform, and prioritize budget requests made within the College's Planning and Assessment Integrated with Resource Allocation (PAIR) process with the aim of supporting students and the mission of the College.

### ***Grants and Initiatives***

The College also evaluates its services and programs through its participation in state initiatives and federal grants designed to meet student needs. Some programs require additional assessment and external review, including TRiO Student Support Services and Kūlia ma

Kapi'olani, supporting Native Hawaiian students in Career and Technical Education programs. These programs are evaluated annually according to state and/or federal regulations ([II.C.1-4](#) and [II.C.1-5](#)).

In addition, programs supported with grants secured by the College are reviewed and evaluated on a regular basis. These programs include the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, Gear Up (Hawai'i P-20 Partnerships for Education), and Lunalilo Scholars.

### ***Community College Survey of Student Engagement (CCSSE)***

The College's regular participation in the CCSSE provides a secondary form of evaluation of its student support services. The frequency with which students use identified support services such as career counseling, disability services, and advising is examined, as is students' perceived satisfaction and rating the importance of those services. CCSSE reports are used to identify patterns emerging in the analysis of the data, such as the pattern that part-time students were significantly less likely to use learning resources as compared with full time students ([II.C.1-6](#)).

### ***Student Success Pathways***

All student support services and programs under the direction of the Vice Chancellor for Student Affairs evaluate the quality of their services and programs through monitoring and assessing of their student success strategies via their Student Success Pathway plans ([II.C.1-7](#)). Faculty and staff report their progress on a quarterly basis and make changes for

## **LUNALILO SCHOLARS PROGRAM**

Meet Maria, a 27-year old single parent when she entered Kapi'olani CC in Spring 2013. A month later she withdrew from school after a motorcycle accident left her with several broken bones and a brain injury. Struggling with short-term memory issues, Maria felt detached from those around her, finding it challenging to remember certain events in her life. Attending the Lunalilo summer bridge program helped Maria build friendships with other Scholars and gave her the hope and reassurance she needed to move forward. After one year at the College, Maria transferred to UH Mānoa and graduated in May 2016 with a bachelor's degree in Communication. Now 33, she works at UH Mānoa as a marketing and sales coordinator in the Student Media department.

The King William Charles Lunalilo Scholars Program has graduated five cohorts, tripled in size, and transformed dozens of lives since its inception in Summer 2012 with just 22 students. The mission of the program is to provide opportunities for students who never considered higher education because of financial or other barriers. Their diverse backgrounds include former foster youth, ex-offenders, former substance abusers, physical, emotional, and sexual abuse victims, single parents, and individuals with disabilities. 70% are Pell eligible, meaning they live below the poverty line. The Program focuses on both academic and personal support, allowing these students to build a foundation for success in the first year of college and beyond. Many start the program with little more than a strong desire to work hard and get ahead. Some are homeless or near the brink of homelessness, or stuck in low paying jobs without possibilities for career advancement. Once in the program, however, Lunalilo

improvements, as needed, to ensure that students' learning is being continually and effectively supported. The Student Success Pathway is aligned with the College's Strategic Plan and includes intentionally-designed and structured educational experiences for students in pursuit of academic, career, and lifelong learning goals from their point of entry to graduation and/or transfer pathways that prepare them for their productive futures. All Student Success Pathway plans are tracked by the Student Success Coordinator and the College's administration.

### ANALYSIS AND EVALUATION

The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and ensure accomplishment of the mission of the College (II.C.1-8). The decentralized counseling and advising model provides specialized support for the various CTE departments and also for the liberal arts students. In addition, counseling, advising and mentoring is provided for many targeted populations at the College in order to provide for their specific needs.

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**II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

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### EVIDENCE OF MEETING THE STANDARD

The College identifies and assesses learning support outcomes and provides appropriate services and programs to achieve those outcomes, using assessment data to continuously improve student support programs and services. Counselors have been using Taskstream to record their assessment efforts (II.C.2-1).

The learning support outcomes are addressed through the Counseling Student Learning Outcomes (SLOs). Originally created in spring 2013, the Counseling SLOs measure effectiveness and provide data for improving programs within the College. Having completed

## LUNALILO SCHOLARS PROGRAM (CONT.)

Scholars gain confidence, peer support, and skills. They begin to realize they *can* take steps to break the poverty cycle, find their purpose, and give back to their community. Of particular note is the support provided to Native Hawaiian students. Up to 95% of Lunalilo Scholars are Native Hawaiian, with higher transfer and graduation rates than their non-Hawaiian peers. Of the 69 certificates or degrees earned between Fall 2012 and Spring 2017 by Scholars, 54 belong to Native Hawaiians, four of whom completed a Bachelor's degree, and two are in graduate school. Enjoy the story of another former Lunalilo Scholar, Dionne "Malia" Infiel, at

<https://www.youtube.com/watch?v=dMcnSQuUxb4>

one assessment cycle, counselors updated their SLOs and corresponding rubric in fall 2015 to better reflect their programs' services ([II.C.2-2](#)). The Counseling SLO assessment is currently on a three-year cycle: AY 2016-2019. Based on their assessment of the initial three-year cycle, counselors have designated the third year of the cycle to be a year of reflection dedicated to the continuous improvement of the assessment process ([II. C. 2-3](#)).

Counselors regularly discuss improvements at individual department meetings, Student Affairs Leadership Team (SALT) meetings ([II.C.2-4](#)), the annual Assessment Café ([II.C.2-5](#)), and the Counseling Assessment Leaders group ([II.C.2-6](#)). These venues provide opportunity for counselors to (a) share their assessment experience with other counselors, (b) find where their services intersect and possibilities for collaboration, (c) discuss overall assessment progress, changes/updates, improvements, and resources needed, and (d) determine how to use their results for further program improvement.

The Kekaulike Information Services Center (KISC), which is primarily responsible for Admissions, Graduation and Registration, is in the process of revising its Service Area Outcomes (SAO) ([II.C.2-7](#)). Various meetings between the KISC program unit heads and student affairs assessment coaches were held to help gain a better understanding of assessment and its process. In order to determine SAOs that would fit its goals and services, KISC implemented a mini-survey in fall 2017 ([II.C.2.8](#)). Using these survey data, KISC staff are currently working on an assessment plan to develop, measure, and analyze newly revised SAOs to implement by fall 2018.

The Office of Student Activities (OSA, [II.C.2-9](#)) is currently in the process of developing its SAOs. The program has already collected data through a pre-survey ([II.C.2-10](#)), and the results will be used by the program to create SAOs to evaluate the program's effectiveness. Additionally, OSA also oversees the Board of Student Activities (BOSA, [II.C.2-11](#)). BOSA uses SLOs ([II.C.2-12](#), [II.C.2-13](#), [II.C.2-14](#), and [II.C.2-15](#)) to monitor the student leaders' learning as a result of serving on the BOSA team. The program is still in the process of collecting data ([II.C.2-16](#)) on these SLOs and plans to analyze the results in summer 2018.

## **ANALYSIS AND EVALUATION**

The College identifies and assesses learning support outcomes and provides appropriate services and programs to achieve those outcomes, using assessment data to continuously improve student support programs and services. Through various discussion forums and reporting, the College continuously improves student support programs and services. The assessment of learning takes the form of the student learning outcomes and service area focus, depending on the role and function of the unit. Moreover, student learning information is captured in program review and as part of the goals identified in grants. The assessment of learning forms the basis of resource allocations to close identified learning gaps.

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**II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. (ER 15)**

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**EVIDENCE OF MEETING THE STANDARD**

The College ensures that equitable access to appropriate, comprehensive, and reliable student services is available to all students regardless of service location or delivery method. In addition, the College offers a full range of student support services, which includes access to year-round admissions, records, financial aid, veteran certification, academic advising, and targeted populations counseling support. The College uses various modalities to ensure comprehensive and reliable services: website information, email/email newsletters, telephone, web-based video conference, in-person/face-to-face contacts, workshops, subscribed text messaging, and mail, thus serving its diverse population, including off-island and distance education students ([II.C.3-1](#), p. 28).

***Student Outreach***

The College's Kuilei Outreach Program dedicates two full-time counselors to visit high schools and middle schools to introduce prospective students to the College and to encourage matriculation to postsecondary education. These counselors guide incoming students through the college application, assessment, academic advising and application for financial aid. This program also supports three types of dual-credit students: Early Admit, Running Start, and Early College ([II.C.3-2](#), [II.C.3-3](#), [II.C.3-4](#)).

Our First Year Experience (FYE) program offers mandatory orientation to support students' smooth transition into college. Orientation workshops are offered on campus in face-to-face, over-the-phone, and web personalized orientation formats for students who are not able to come to campus. FYE maintains a central location on campus to assist first-year students with social as well as academic adjustment throughout their first two semesters of college ([II.C.3-5](#)).

Counselors also service students enrolled in off-site programs. For example, the Emergency Medical Services Department offers courses and programs off-site at neighbor island University of Hawai'i Community College campuses. To support the students enrolled in these programs, counseling staff make regular in-person visits as well as maintaining accessibility through email and phone contact.

The Kekaulike Information and Service Center (KISC) is a one-stop center providing student services in a convenient, coordinated approach to assist students in the areas of admissions, registration and records ([II.C.3-6](#)). At KISC, students receive assistance with academic transcripts, enrollment and graduation verification, petitions for graduation, U.S. veterans'

enrollment verification certification, and financial aid issues. Forms, processes, and services may be accessed in-person, on the phone, via campus website, email, fax and mail ([II.C.3-7](#), DE Plan, p. 25).

Students can apply for admission to the College via the University of Hawai‘i Common Application electronic form, accessible via the College’s website ([II.C.3-8](#)). Through the campus website, students can view course registration status ([II.C.3-9](#)). They may also access various admissions/registration related forms (e.g. request official transcripts, apply for graduation, obtain military verification, add or drop a course, file for early admissions, and change major or add a second major, ([II.C.3-10](#)) and submit completed forms electronically or via fax.

High school students interested in the College’s Dual Credit program can apply online ([II.C.3-11](#)). These students are offered the same distance education options as their college student counterparts. Dual Credit students are able to email required documents, health documents and test scores to the Kuilei Outreach Program for processing. They may also register for courses, add/drop courses, view their schedule, update their student status, and pay their tuition via MyUH online within academic deadlines. As of fall 2017, all University of Hawai‘i Community College (UHCC) students register for classes via STAR Guided Pathway System (GPS). All students, including distance education students, may call or email KISC with their questions regarding admissions and registration.

The Honda International Center (HIC) provides specialized services for international students in the areas of international admissions, orientation, F-1 visa regulatory advising, international transcript evaluation, housing, and cultural adjustment counseling. Language support for students is also provided in Korean, Chinese, and Japanese, which are the three main language groups of the international student population. These services are available to students virtually—via email or phone as well as in person.

### ***Matching Services to Student Needs***

Students have access to numerous online services; thus, distance education and off-site students are served equitably. Campus services can be accessed wherever internet is available. BrainFuse, an online tutoring service, is available for all students (see II.A.7, II.B.1).

STAR is an electronic, web-based tool that is accessible to students, counselors/advisors, and student support staff as well as department chairs and administrators. STAR is integrated with Banner, the UH system’s student information system, and has been adopted by the UH system as the official arbiter of degree/program completion. Students utilize the module STAR Guided Pathway System (GPS) to view grades and unofficial transcripts, track progress toward graduation, create academic plans toward completing different degree/program requirements, project time to degree completion based on personal matriculation and velocity patterns, search

and apply for UH system scholarships, and register in coursework every semester. Students may also use STAR in collaboration with their academic counselor ([II.C.3-12](#), p. 32).

Dual credit/early college students taking college courses at high school locations can access off-site admissions application workshops, orientations, assessments, and workshops for financial aid.

To increase student access to college and to assist students in paying for their educational expenses, the Financial Aid Office administers all financial aid programs, federal or local, in compliance with applicable laws and regulations. The Financial Aid Office maintains integrity, accuracy and confidentiality in the delivery of financial assistance to eligible admitted students. Types of aid available to students include:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal work-study program
- Institutional scholarships
- Other scholarships

The College's website provides students with information on the services available from the Financial Aid Office and with access to forms pertaining to obtaining aid ([II.C.3-13](#)).

Information and applications for scholarships are available on a systemwide scholarship webpage ([II.C.3-14](#)). Informational workshops on how to apply for scholarships are conducted every spring.

Students in need of assistance with completing the Free Application for Federal Student Aid (FAFSA) may obtain help at the Kīkaha o Lae'ahi: Student Success Center, where peer advisors help them complete the application for federal financial aid. The College provides information and resources via phone, college website, and email. Students also have access to walk-in counter services five days per week.

Finally, the College offers a full range of services for students with disabilities, which help with access to course curriculum, mobility services and technology that allows students to demonstrate mastery of course and program content. The College is committed to a barrier-free campus, ensuring that all students have equal access to education and making the necessary academic adjustments to ensure equal access for students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act ([II.C.3-15](#)).

## **ANALYSIS AND EVALUATION**

The College ensures that equitable access to appropriate, comprehensive, and reliable student services is available to all students regardless of service location or delivery method. Recent

improvements have made academic and personal counseling available through various modalities. The College provides services designed to support students' personal as well as academic growth and is continually working to ensure students are able to access these services. The College's role as an open-door, post-secondary institution has as its core mission the role of offering opportunity to first generation and other historically underserved groups.

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**II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has the responsibility for the control of these programs, including their finances.**

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### **EVIDENCE OF MEETING THE STANDARD**

The College's co-curricular programs support the College's mission through relevant programming contributing to the social and cultural dimensions of the educational experience of its students. The College's co-curricular programs are regulated by educational policies and standards of integrity that are robust and rigorous. The student services that sponsor these activities are reviewed in the Annual Report of Program Data for Student Services ([II.C.4-1](#)).

#### ***Student Engagement and Development***

The College offers numerous co-curricular activities and events that align with the College's mission ([II.C.4-2](#)) and support the engagement and development of indigenous, local, national, and international students. These activities and events enhance students' cultural competency and experiences and help them build meaningful connections with their peers, faculty, staff, administration, and Hawai'i's communities. The following are regularly promoted and offered throughout the year:

- Social
  - International Film Night Event ([II.C.4-3](#))
  - Board of Student Activities (BOSA) Calendar of Events ([II.C.4-4](#))
  - Ice Cream Social ([II.C.4-5](#))
  - E.A.R.T.H. Day ([II.C.4-6](#))
  - KCC Community Partner Fair ([II.C.4-7](#))
  - International Café ([II.C.4-8](#))
  
- Cultural
  - Kūlia ma Kapi'olani – Native Hawaiian Career & Technical Education Project ([II.C.4-9](#))
  - Kapo'oloku Program for Native Hawaiian Student Success ([II.C.4-10](#))

- Mālama Māunuunuu ([II.C.4-11](#))
- International Festival ([II.C.4-12](#))
- ‘Aha Kalāualani events ([II.C.4-13](#))

The College develops co-curricular programs that reflect the diverse student demographics. For example, in March 2017, the Filipino Club, along with the Office of the Vice Chancellor for Student Affairs, coordinated and hosted the annual Pamantasan Conference ([II.C.4-14](#), [II.C.4-15](#)), bringing together students, staff, and faculty from various campuses throughout the University of Hawai‘i system to engage in dialogue surrounding issues facing Filipino students and community and to celebrate the Filipino culture in Hawai‘i.

The College offers other co-curricular events that showcase student achievement and/or encourage learning outside of the classroom:

- Annual New Media Arts Showcase ([II.C.4-16](#))
- Performing Arts Showcase ([II.C.4-17](#))
- Koa Art Gallery ([II.C.4-18](#))
- February Fest for Student Success ([II.C.4-19](#))
- College Transfer & Employment Fair ([II.C.4-20](#))
- Service Learning ([II.C.4-21](#))
- Secrets Of Success Workshops ([II.C.4-22](#))
- Find Your Passion ([II.C.4-23](#))

Registered Campus Organizations (RCOs) are special interest groups for students organized around academic majors or departments. Registered Independent Organizations (RIOs) are groups formed around interests that include social, leisure, ethnicity, service, or politics ([II.C.4-24](#)). RCOs and RIOs enrich students’ social, cultural, and educational experiences and provide opportunities for leadership training, enhanced career skills, soft skill development, and networking opportunities. All RCOs and RIOs on campus are designed, created, and run by students ([II.C.4-25](#)). Although faculty serve as club advisers, faculty involvement is limited to encouraging student leadership.

The College also increases students’ knowledge about Title IX by promoting gender equity, sexual violence awareness, prevention activities, and intervention strategies primarily through the College’s PAU Violence Coalition ([II.C.4-26](#); [II.C.4-27](#)). The College developed two educational videos on Title IX and shows them during New Student Orientation ([II.C.4-28](#)). A gender neutral bathroom is available in Ilima Building and PAU (Stop) Violence Activities ([II.C.4-29](#)) take place regularly. There is a Respect The Line website ([II.C.4-30](#)) and mandatory sexual harassment training ([II.C.4-31](#)).

The College does not have any athletic programs; however, students may participate in the IM LeeSports League ([II.C.4-32](#)), an intramural sports program that challenges other colleges within the University of Hawai‘i System.

### ***Student Leadership***

The College not only nurtures the social and cultural dimensions of its students, but also the development of student leadership and learning, particularly through its Chartered Student Organizations (CSOs) ([II.C.4-33](#)), which consist of three entities: (1) the Board of Student Activities (BOSA), (2) the Board of Student Publications (BOSP), and (3) the Associated Students of Kapi‘olani Community College (ASKCC). These organizations bring together stakeholders from all areas of the campus to support students in developing their leadership skills, learn new skills and insights about themselves, and engage with the campus community. CSOs are an integral part of campus life and the shared governance structure. Each CSO conducts an annual report ([II.C.4-34](#)) to attest to their viability and continued alignment with the College’s mission.

The **Board of Student Activities** (BOSA) oversees campus activities and makes sure that students have a way to interact socially with one another to maintain a healthy and positive campus atmosphere ([II.C.4-35](#)).

The **Board of Student Publications** (BOSP) is responsible for promoting and overseeing student publications ([II.C.4-36](#)). The mission of the Board of Student Publications is to (1) provide media for instruction and training; (2) showcase student talents; (3) provide media for sharing information, ideas and opinions; and (4) support academic program endeavors.

- *Kapi‘o* News, the online student newspaper, provides students with the opportunity to investigate, write, edit, photograph, and design an online publication ([II.C.4-37](#))
- *Ka Hue Anahā* Journal of Academic Research & Writing ([II.C.4-38](#))
- *Lē‘ahi*: Creative Arts Journal ([II.C.4-39](#))
- *Pueo O Kū*: Journal of Science, Technology, Engineering, and Mathematics ([II.C.4-40](#))
- The new Creative Media Lab provides student access to technologies and resources for academic and personal projects while reducing common financial barriers. The lab provides access to computers, project tables, cameras, and Adobe products and offers free training and equipment loans ([II.C.4-41](#)).

The *Kapi‘o* News is a prime example of student leadership, learning, and campus connections. It is run and written by students for students, and student reporters and writers seek to learn about everyday happenings across the College and the communities it serves.

The **Associated Students of Kapi‘olani Community College** (ASKCC), also known as

Student Congress, is comprised of student officers, leaders, and active, participatory members. This organization maintains a strong presence as one of the College's authorized governance organizations and the official channel between students and the College administration in the areas of college governance, student rights, academic regulations, curriculum development, instruction, support services, co-curricular activities, and all fees assessed by the College to students, including tuition. ASKCC is a voting member of the Chancellor's Advisory Council (CAC), and updates the CAC on its governance activities at each meeting. See IV.A.2 for details related to the CAC.

According to the ASKCC Charter, Articles V & X regarding finances, short and long-term budgeting and expenditure of allocated funds are subject to a review every year by the Chancellor ([II.C.4-42](#)). Additionally, all governing bodies of the ASKCC shall be subject to annual audits in accordance with the College's schedule for audits of non-general fund accounts.

Student leaders in these organizations attend nationally recognized leadership conferences, such as the LeaderShape Institute ([II.C.4-43](#)), where students are challenged to explore, engage in dialogue, and reflect on building their leadership capacity, what kind of leader they want to be, and how they want to lead.

Another student leadership opportunity is Alpha Kappa Psi, the chapter of the Phi Theta Kappa International Honor Society, which offers academically excellent students international recognition and opportunities to develop records of leadership and service to the College and the community. The society is built on four hallmarks: leadership, scholarship, service and fellowship. Alpha Kappa Psi is an active chapter that organizes many campuswide activities and events ([link](#)). The chapter participates in regional events with other chapters in the Pacific Region, and students regularly travel to international society events. The chapter, individual members, and officers have won many awards at the international and regional levels.

## **ANALYSIS AND EVALUATION**

The College's co-curricular programs support the College's mission and address institutional learning outcomes through relevant programming contributing to the social and cultural dimensions of the educational experience of its students; these programs are conducted with sound policy and standards of integrity that guide the institution's control of programs and finances. Policy and institutional oversight guide the establishment and management of these programs to ensure that they support student development and learning. The College recognizes students' role in governance and promotes co-curricular programs in developing student learning outside of the classroom.

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**II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

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### **EVIDENCE OF MEETING THE STANDARD**

The College provides counseling and academic advising programs to support students' growth towards the achievement of their educational objectives. Students receive timely, useful, and accurate information about requirements, graduation, and transfer. Counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on their goals, aptitudes, academic strengths and interests. The College embraces a holistic approach to counseling, ensuring students are supported both academically and personally. Professional development provides counselors/advisors the opportunity to learn best practices and to stay abreast of curricular changes across the system.

#### ***Embedded Academic Program Counseling and Targeted Services***

The College uses embedded academic program counseling and targeted services to support the development and success of all students. Counseling services and orientation are available in a variety of modalities, including face-to-face and online. Each academic and support program provides counseling/advising either by walk-in or appointment listed on a variety of sources (e.g. College website, handouts, emails, etc.) ([II.C.5-1](#), [II.C.5-2](#)). All counselors, regardless of program/department, are able to best serve their population due to their extensive experiences with students directly involved with the program.

In order to provide specialized academic counseling to students and keep in close contact with instructional programming, counselors are embedded in the academic programs. In this way, academic program counselors can work closely with department chairs and instructional faculty to ensure timely, consistent, and accurate delivery of counseling services. Academic program counselors report to their department chairs and participate fully in department program review processes; as members of academic departments, they report to the program dean.

Embedded counselors are in the following departments:

1. Business, Legal, and Technology
2. Culinary Arts
3. Health Sciences and Emergency Medical Services

4. Nursing
5. Hospitality and Travel and Tourism
6. Maida Kamber Center for Career Exploration, Transfer, and Graduation Services (MKC, serving the Arts and Sciences Programs)

Targeted Populations counselors focus on retention strategies and provide intentional counseling support and programming to students to enhance college persistence and success. Targeted Populations counselors report directly to the Vice Chancellor for Student Affairs.

Targeted Populations programs include:

1. First-Year Experience
2. Transfer-Year Experience
3. Native Hawaiian CTE Kulia ma Kapi‘olani
4. Native Hawaiian Student Success
5. Kuilei Outreach Program (High School Outreach Program)
6. Disabilities Support Services
7. Student Parent Program
8. TRiO Student Support Services
9. Veterans and Military Resource Center
10. Mental Health and Wellness
11. Online Learner Success
12. Employment Prep Center
13. Retention/Early Alert

### ***Timely, Accurate Information***

All students receive timely, accurate information on relevant academic, transfer, and graduation requirements based on their possible or selected academic goals in numerous ways:

- Upon admission all new and transfer students receive email notification regarding introduction to the College and next steps.
- All new students participate in a mandatory three-part New Student Orientation (NSO) series to navigate the registration process, learn about the campus and its resources, and ensure that they understand the requirements related to their program of study ([II.C.5-3](#), [II.C.5-4](#)).
- All students participating in the mandatory First Year Experience (FYE) and Transfer Year Experience (TYE) orientations must see a counselor within the desired academic unit before they are allowed to register.
- Program prerequisites, admissions requirements (for select programs), degree requirements, and academic planning sheets are posted on departmental web pages for easy public and student access ([II.C.5-5](#), [II.C.5-6](#)).

- Academic counselors work with program coordinators and program directors to communicate important policies, program updates, and deadlines to students via emails and classroom presentations.
- Academic counselors work closely with UH System baccalaureate institutions to provide seamless transfer pathway for students ([II.C.5-6](#)).
  - University campus tours are offered for interested students before they transfer ([II.C.5-7](#)).
  - Counselors from the University of Hawai‘i at Mānoa and the University of Hawai‘i at Hilo are housed in the College’s Maida Kamber Center to provide prospective transfer students with on-site access to guidance related to their respective baccalaureate institutions.
  - Transfer workshops are offered and designed for students transferring to four-year institutions.
- Counselors use the STAR GPS academic planner to help students understand their academic pathway, graduation requirements, and transfer options ([II.C.5-8](#)) and identify possible degree/certificate completion and/or transfer timelines. All students can access their STAR GPS planner through their MyUH web portal.
- Counselors regularly participate in updating information for students in the catalog, class availability schedule, and College website.
- Maida Kamber Center (MKC) counselors also advise students who may not have a clear vision of their academic/career goals.
- The library offers Secrets of Success (SOS) workshops to provide students with tools to best navigate through their college career.

### ***Professional Development***

Counselors ensure ongoing development of quality services and professionalism by continually engaging in professional development to remain current in the field and to promote student success. Counselors are provided with these opportunities through system workshops such as the Academic Advising and Transfer Network Conference ([II.C.5-9](#), [II.C.5-10](#)) and the annual systemwide conference for all faculty and staff, the Hawai‘i Student Success Institute ([II.C.5-11](#)). There are on-campus workshops such as the Counselor Academy for new counseling faculty ([II.C.5-12](#)) and webinars such as the NASPA Student Affairs Administrators in Higher Education Webinar ([II.C.5-13](#)).

Professional development provides counselors and advisors the opportunity to learn best practices and to stay abreast of curricular changes across the system. Counselors from all units meet on a monthly basis as the Counseling and Academic Advising Council (CAAC) to discuss topics relevant to the current college environment, best practices, and system, institutional, and program-level changes. The CAAC and its subcommittees promote programming and assessment of services to prepare and support counselors ([II.C.5-14](#), [II.C.5-15](#)). CAAC has a

Professional Development committee ([II.C.5-16](#)). There is an Annual Assessment Cafe (C2D2), which is a review of best practices for assessment ([II.C.5-17](#)). The CAAC encourages the use of the Counseling Services Evaluation tool for student feedback ([II.C.5-18](#)) and student service surveys ([II.C.5-19](#)). Each counseling unit by cluster or department develops procedures for the distribution and collection of the evaluation tool.

Counselor performance is also assessed by peer evaluations completed for the purposes of contract renewal, tenure and promotion recommendations. Written evaluations are given and discussed in the dossiers ([II.C.5-20](#)).

## ANALYSIS AND EVALUATION

The College provides counseling and academic advising programs to support student development and success. Counselors embrace a holistic approach to counseling, and through this model, they are able to address counseling issues that their students may face. Students are supported both academically and personally throughout their time at the College and as they prepare for their next academic goal. Students also receive timely, useful, and accurate information about requirements for programs, graduation, and transfer. The College tailors communication of information such as emails and handouts, and conducts orientations specifically for students entering the College for the first time, transferring from another college, or entering a specific program; each orientation is created for students during that specific stage of their college journey.

Professional development opportunities on campus and elsewhere provide counselors the opportunity to learn best practices and to stay abreast with curricular changes across the system. Current issues and trends that affect the community are in constant review so that counselors are well equipped with techniques and services that are deemed in the best interest of the students.

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**II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

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## EVIDENCE OF MEETING THE STANDARD

The College is an open-access postsecondary institution. The College has adopted and adheres to admission policies consistent with its mission statement (see II.C.1-8) and with Board of Regents Policy RP 5.211, Admissions ([II.C.6-1](#)), which specifies the functions and target population for community colleges. The College's admission policies mirror its mission and commitment to provide "open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals..." by clearly defining qualifications for open enrollment and

select admission programs. Admissions policies and regulations are stated in the College's Catalog and in the KISC Admissions Review Process ([II.C.6-2](#), p. 32, see II.C.3).

The Admissions website provides individualized landing pages for the following students: first time college student, transfer student (from a non-UH campus), returning student, international or non-resident student, current high school student (dual credit), transfer student (from other UH system campus), active military or veteran service members, or "I'm not sure" (designation for students who have not selected or decided on a major) ([II.C.6-3](#)). Prospective students can apply online and complete the UH Common Application ([II.C.6-4](#), [II.C.6-5](#)).

Select admission programs such as those in Nursing, New Media Arts, Emergency Medical Services, and Health Sciences, where prerequisite skills and knowledge are necessary for program success and/or enrollment is limited by available resources, are consistent with the Board of Regents Policy RP 5.211 and policies required by program accrediting bodies ([II.C.6-6](#), [II.C.6-7](#), p. 34). Program admission requirements (e.g., prerequisite requirements and recommended preparation) are specified in the catalog ([II.C.6-8](#), p. 432, ER 16) and on the programs' web pages ([II.C.6-9](#), [II.C.6-10](#)), as well as during pre-admission information sessions (see II.C.5).

Once students are admitted, they receive communication about next steps regarding New Student Orientation (NSO) from the First Year Experience or Transfer Year Experience programs (see II.C.5). International students' applications are processed through the Honda International Center ([II.C.6-11](#)), which provides the students with information about next steps after admissions and mandatory attendance at NSO.

Degree and certificate completion and transfer advising are delineated online, in the catalog, and in person during counseling appointments. Counselors assist students in developing personalized educational plans and clear educational pathways using a variety of tools: STAR GPS, academic planning sheets, and the College catalog (see II.C.5). For students who need more guidance in selecting a pathway, the Maida Kamber Center offers career exploration services and assessments ([II.C.6-12](#), [I.C.6-13](#)). Additionally, Office of Academic and Office of Student Affairs programs and departments collaborate and participate in targeted campus events such as the Health E-Fair, Fall Fest for Student Success, February Fest for Student Success, College Transfer and Employment Fair, STEM Undergraduate Research Fair, Middle School AVID Strive For Your Highest Fair, to educate current and prospective students on various certificates, degrees, transfer, and career opportunities ([II.C.6-14](#), [II.C.6-15](#), [II.C.6-16](#), [II.C.6-17](#), [II.C.6-18](#), [II.C.6-19](#)).

The UH System transfer initiatives such as Ka'ie'ie (for transfer to UH Mānoa), articulation agreements (see II.A.2 and II.A.10) and Auto Admit, along with information on how to prepare for transfer to baccalaureate institutions, help students experience seamless transfers to four-year institutions within and outside of the UH system ([II.C.6-20](#)). Counselors also help students

understand transfer requirements by offering workshops such as *Tips to Transferring to a 4-Year University* to prepare students for university transfer as well as completion of degrees and certificate programs. Representatives from the UH system institutions also hold transfer workshops for targeted populations such as international students to help them understand the process ([II.C.6-21](#)).

To ensure effective oversight of admissions policies and procedures, as well as in the areas of registration, records, transfer and graduation, the registrars and admissions officers from the ten UH campuses, along with Banner Central (the management unit for the systemwide student information system) and the College's liaison to the UH Associate Vice President of Student Affairs, meet on a quarterly basis ([II.C.6-22](#)) to discuss admissions, improving the online application, registration, records, residency, transfer credit evaluation, graduation, systemwide initiatives or pilot projects, best practices, and college policies/procedures.

## ANALYSIS AND EVALUATION

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its program and defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. The College provides clear, accurate and consistent information through print, electronic format, websites and public service announcements. This information is constantly assessed for accuracy and adjusted as needed by departments that create the information sources. Furthermore STAR Guided Pathway to Graduation tool provides all students information about their academic pathway, required courses, transfer options, and graduation trajectory.

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### **II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

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## EVIDENCE OF MEETING THE STANDARD

The College evaluates its admissions policies and procedures to ensure effectiveness and impartiality. In collaboration with the other community colleges in the UH System, the College also regularly reviews its placement instruments and practices, particularly for proper cut scores for courses in the mathematics and English pathways.

### ***General Policies and Practices for Admission***

Admissions policies and procedures were reviewed in April 2014 ([II.C.7-1](#), [II.C.7-2](#)) by college faculty and staff, using Service Area Outcomes from KISC, and they were reassessed in fall 2017. Admissions policies and regulations are clearly stated in the Course Catalog and in KISC Admissions Review Process ([II.C.7-3](#)). To ensure there is no bias in the process and policies,

systemwide admissions policies are reviewed at quarterly meetings of Registrars and Admissions Officers from the ten UH campuses along with Banner Central and the liaison to the UH Associate Vice President of Student Affairs (see II.C.6).

Selective admissions programs evaluate their admissions requirements and timelines via advisory committee reviews, updated program accreditation standards, and other program assessment processes.

### ***Multiple-Measures Placement Options***

In fall 2014, the University of Hawai‘i Community Colleges (UHCC) Student Success Council ([II.C.7-4](#)) began a data-driven discussion about fair and proper placements and success in pre-collegiate pathways, particularly in the math and English sequences.

In Summer 2015, ACT announced that all COMPASS products would be terminated by the end of 2016. Accuplacer was adopted to replace COMPASS, particularly in cases where alternative primary placement methods (see below) did not apply (see II.A.4). Accuplacer was normed against established COMPASS placement thresholds, which had been previously validated by the UHCC system and ACT.

On November 30, 2016, in collaboration with the UHCC Student Success Council, the College and other UHCCs moved towards alternative placement methods for students enrolling in English and math courses: courses/grades in high school English and math, overall high school GPA, SAT scores and Smarter Balanced Assessments. A subcommittee of the UHCC Student Success Council recommended these placement/cognitive assessment options guided by the principle that students will be placed into the highest level of math and English based on any of the placement options. This approach further reinforces the purpose of UHCC Policy #5.213, which is to support and accelerate students’ time to degree ([II.C.7-5](#), [II.C.7-6](#)). The effectiveness of these alternative placement methods is being monitored by a Student Success Council subcommittee ([II.C.7-7](#)). In addition, the UHCC Student Success Council has reviewed non-cognitive assessments to provide additional information to better meet students’ needs.

With regular analysis and in conjunction with other UHCC faculty, the College reviews and discusses cut score validity for the tests with math and English faculty. Traditional measures of consequential validity and other measures of validity and reliability are used as well. The data are shared with faculty to determine proper cut scores for courses and conditions for review of student requests for higher placement ([II.C.7-8](#)).

The Accuplacer Exam (WritePlacer and MATH placements) is used with students who identify English as their primary language ([II.C.7-9](#)). These tests are administered onsite or remotely by the College’s trained Testing Center personnel.

Students whose primary language is not English are placed by a variety of instruments. To be admitted, international students on F-1 visas must complete standardized tests such as TOEFL,

TOEIC, or EIKEN, and attain established thresholds that determine their placement into the intensive English program or into ESOL or ESL credit courses ([II.C.7-10](#)). Resident immigrants who are also non-native English speakers take the Accuplacer ESL Reading test and ESL Writing Sample test and are placed in the appropriate level of ESOL or ESL credit course. The College continues to review placement instruments and procedures and has established teams dedicated to finding best practices and most efficient forms of placement for English, ESL, and math courses in collaboration with counterparts across the system (see II.A). Information and resources for placement exams, which are ADA accessible, are offered in various modalities (i.e., in-person, online, self reporting) providing equal access opportunities for all students.

### **ANALYSIS AND EVALUATION**

The College regularly evaluates its admissions and placement instruments and practices to validate their effectiveness and to minimize bias. In April 2018, the UHCC office facilitated the Accuplacer validity study to confirm the score ranges for math and English. The College is an open-access institution that adheres to UH Board of Regents admissions policies and college-specific admissions requirements. Admissions policies and procedures are reviewed regularly, most recently in 2017. In collaboration with systemwide efforts and based on recommendations of the Student Success Council, the College has implemented multiple options for placement into English and math courses. Exploration of non-cognitive assessments continues at the UHCC level. Going forward, the College will extend placement strategies beyond traditional assessment instruments to include multiple measures that use more authentic and skills-based assessments for students' placement on the math and English pathway.

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**II.C.8. 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.**

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### **EVIDENCE OF MEETING THE STANDARD**

The College maintains student records permanently, securely, and confidentially, with provisions for secure backup and storage of both paper and digital files. Paper files are stored in a secured location at a distance from the KISC office. The College follows established policies for release of student records ([II.C.8-1](#)). University of Hawai'i administrative procedures and executive policies AP 7.022, EP 2.214, and EP 2.215 are designed to ensure that sensitive information is collected and maintained by the University in an acceptable manner, protecting the rights provided to students under Family Educational Rights and Privacy Act of 1974, FERPA ([II.C.8-2](#), [II.C.8-3](#) and [II.C.8-4](#)).

The College strictly follows the Family Educational Rights and Privacy Act of 1974 (FERPA) .

Policies for the release of student records and provisions of FERPA are detailed in the College catalog ([II.C.8-5](#), p. 68). Copies of the FERPA policy are made available to all students via the College's main admissions and registration office ([II.C.8-6](#)). Students may access their individual password-protected records through their STAR portal. Students also have an employment checklist that highlights the general confidentiality agreement for student employees with limited access to student data or records ([II.C.8-7](#)).

Access to electronic student information is granted by campus administrative approval. The level of access to student data is determined by position and need for access to confidential information. Those whose access is approved are required to sign a confidentiality agreement ([II.C.8-8](#)). As an added safety measure, all student social security numbers in Banner are restricted and the College does not use Social Security Numbers to identify students ([II.C.8-9](#)). Students are issued randomly generated student identification numbers. Access levels are reviewed on a routine basis by the campus administrator in charge of Banner access. These records are electronically maintained with the highest standards in mainframe computers. All student electronic data are maintained, backed-up, and protected by the University of Hawai'i System Information Technology Services Office.

Overall, in addition to FERPA and the University of Hawai'i policies stated above, the College strictly complies with a number of other University of Hawai'i system policies, State of Hawai'i Revised Statutes, and external regulations that address the security of student information ([II.C.8-10](#)). The College further holds responsible and requires all employees with access to student records, information, and data to comply with these policies and regulations.

## **ANALYSIS AND EVALUATION**

The College maintains student records securely and ensures there are secure backups; procedures are published and followed for release of student records. Student records are maintained in permanent, secure, and confidential locations. The procedure for the release of student records is defined as well as published and the College abides by these policies. The College maintains paper and digital copies of student permanent records in secure and safe environments to protect them from breach of confidentiality. Paper files are stored in a secured location at a distance from the KISC office. The College adheres to the Family Educational Rights and Privacy Act (FERPA). Information on FERPA is available in the College's catalog, as well as in paper form in the lobby of the main admissions and registration office. The University of Hawai'i further enhanced policies on protecting student privacy with the creation of policy EP 2.214, which prohibits the use of student social security numbers to be used as a source of identification in daily access of student files.

Only approved staff members have access to student electronic files that contain social security numbers. The main student services area that houses sensitive student records is restricted to only select staff members with approval. The main electronic student information system is

password protected. Electronic maintenance and backup of this system is managed by a University of Hawai‘i system team at the University of Hawai‘i at Mānoa campus.

**Evidence for II.C.**

- II.C.1-1 Annual Report of Program Data (ARPD) Student Services, 2016
- II.C.1-2 Comprehensive Program Review (CPR) for Student Affairs, 2016-2019
- II.C.1-3 Annual Report of Program Data (ARPD) home page
- II.C.1-4 TRIO Standing Objectives Report, 2015-2016
- II.C.1-5 Native Hawaiian CTE Program Annual Performance Report, 2017
- II.C.1-6 College CCSSE Reports
- II.C.1-7 Student Success Pathway Plans for Student Affairs
- II.C.1-8 Kapi‘olani CC website, Mission
- II.C.2-1 Student Services Taskstream Reports
- II.C.2-2 Counseling Learning Assessment - PLG, SLO, Rubric Feedback
- II.C.2-3 Student Affairs Counseling SLO Matrix, 2016-2019
- II.C.2-4 Student Affairs Leadership Team (SALT) meetings
- II.C.2-5 Annual Assessment Café meeting, 5.4.2017
- II.C.2-6 Counseling Assessment Leaders group meeting, 1.18.2018
- II.C.2-7 Service Area Outcomes Workshop for KISC Managers, 2014
- II.C.2-8 KISC survey, 8.21.2017
- II.C.2-9 ‘Ohana website, Office of Student Activities
- II.C.2-10 OSA Service Area Outcomes survey
- II.C.2-11 Kapi‘olani CC website, Office of Student Activities
- II.C.2-12 End of Semester BOSA Reflection survey
- II.C.2-13 BOSA Leadership Evaluation survey
- II.C.2-14 SLG: Lessons on Leadership (LOL) survey
- II.C.2-15 OSA Service Area Outcomes survey
- II.C.2-16 BOSA Leadership Evaluation (Responses)
- II.C.3-1 Distance Education Plan
- II.C.3-2 Early Admit Application form
- II.C.3-3 Dual Credit website, Running Start
- II.C.3-4 Dual Credit website, Early College
- II.C.3-5 Kapi‘olani CC website, First Year Experience
- II.C.3-6 Kapi‘olani CC website, Admissions

- II.C.3-7 Distance Education Plan, p. 25
- II.C.3-8 Kapi‘olani CC website, Admissions
- II.C.3-9 Kapi‘olani CC website, Class Availability
- II.C.3-10 Kapi‘olani CC website, Admissions Toolbox
- II.C.3-11 Dual Credit website
- II.C.3-12 Distance Education Plan, p. 32
- II.C.3-13 Kapi‘olani CC website, Financial Aid
- II.C.3-14 Student Scholarship website
- II.C.3-15 Kapi‘olani CC website, Disability Support Services Office (DSSO)
- II.C.4-1 Annual Report of Program Data (ARPD) home page
- II.C.4-2 Kapi‘olani CC website, Mission
- II.C.4-3 Kapi‘olani CC website, KCC International Festival "Heroes" film nights
- II.C.4-4 BOSA Calendar of Events
- II.C.4-5 News and Events, Ice Cream Social announcements
- II.C.4-6 Kapi‘olani CC website, E.A.R.T.H. Day
- II.C.4-7 News and Events, Community Partner Fair announcements
- II.C.4-8 International Cafe website
- II.C.4-9 Kapi‘olani CC website, Kūlia ma Kapi‘olani
- II.C.4-10 Kapi‘olani CC website, Kapo'oloku
- II.C.4-11 Mālama Māunuunuu
- II.C.4-12 Kapi‘olani CC website, 29th Annual International Festival
- II.C.4-13 ‘Aha Kalāualani events
- II.C.4-14 Pamantasan Conference
- II.C.4-15 Pamantasan Conference, Evaluation survey
- II.C.4-16 Annual New Media Arts Showcase
- II.C.4-17 Kapi‘olani CC website, Performing Arts at KCC
- II.C.4-18 Koa Art Gallery website
- II.C.4-19 February Fest for Student Success
- II.C.4-20 College Transfer & Employment Fair 2017
- II.C.4-21 Service Learning website
- II.C.4-22 Secrets Of Success Workshops
- II.C.4-23 Find Your Passion

- II.C.4-24 Registered Campus Organizations (RCOs) and Registered Independent Organizations (RIOs)
- II.C.4-25 Kapi‘olani CC website, Registered Independent Organizations
- II.C.4-26 Kapi‘olani CC website, What is Title IX?
- II.C.4-27 Kapi‘olani P.A.U. Violence Coalition Guidelines
- II.C.4-28 Kapi‘olani CC website, Do you know your IX?
- II.C.4-29 P.A.U. Violence Coalition Events
- II.C.4-30 Kapi‘olani CC website, [respect] the line
- II.C.4-31 Human Resources email, Title IX Training, 9.8.2017
- II.C.4-32 Intramural Sports League website
- II.C.4-33 Chartered Student Organizations website
- II.C.4-34 Board of Student Publications (BOSP) Year End Report
- II.C.4-35 Board of Student Activities website
- II.C.4-36 Board of Student Publications website, About page
- II.C.4-37 Kapi‘o News student online news
- II.C.4-38 Ka Hue Anahā Journal of Academic Research & Writing
- II.C.4-39 Lē‘ahi: Creative Arts Journal
- II.C.4-40 Pueo O Kū: Journal of Science, Technology, Engineering, and Mathematics
- II.C.4-41 Creative Media Lab
- II.C.4-42 ASKCC Charter
- II.C.4-43 LeaderShape Institute website
- II.C.5-1 Kapi‘olani CC website, Advising & Counseling Directory
- II.C.5-2 Kapi‘olani CC website, Credit programs
- II.C.5-3 Welcome and orientation email for Degree-seeking transfer students
- II.C.5-4 FYE Coordinator sample Spring 2017 email to new students
- II.C.5-5 Kapi‘olani CC website, Credit programs
- II.C.5-6 FYE College Success Guide
- II.C.5-7 Kapi‘olani CC website, Visit Our Campus
- II.C.5-8 STAR GPS sample screens
- II.C.5-9 UH Academic Advising & Transfer Network Conference
- II.C.5-10 UH Academic Advising & Transfer Network
- II.C.5-11 Chancellor Memo on Participation in HSSI, 2.20.2017
- II.C.5-12 Counselor Academy

- II.C.5-13 NASPA Student Affairs Administrators in Higher Education webinar
- II.C.5-14 Counseling and Academic Advising (CAAC) Guidelines
- II.C.5-15 Annual Report of the Counseling and Academic Advising Council (CAAC), AY 2014-2015
- II.C.5-16 CAAC Professional Development Committee meeting minutes, 9.29.2016
- II.C.5-17 Annual Assessment Cafe
- II.C.5-18 Counseling Services Evaluation Tool
- II.C.5-19 Student evaluation form
- II.C.5-20 'Ohana website, list of peer evaluation forms
- II.C.6-1 Board of Regents Policy RP 5.211
- II.C.6-2 Kapi'olani CC 2017-2018 catalog, p. 32
- II.C.6-3 Kapi'olani CC website, Admissions
- II.C.6-4 UH Common Application website
- II.C.6-5 Admissions website, Choose Institution
- II.C.6-6 Accreditation standards for select admissions
- II.C.6-7 Kapi'olani CC 2017-2018 catalog, p. 34
- II.C.6-8 Kapi'olani CC 2017-2018 catalog, p. 432
- II.C.6-9 Nursing admissions requirements
- II.C.6-10 Radiologic Technology admission requirements
- II.C.6-11 Kapi'olani CC website, International or Non-Resident Students
- II.C.6-12 Kapi'olani CC website, Transfer
- II.C.6-13 News and Events, Career Exploration workshop
- II.C.6-14 News and Events, Health E event
- II.C.6-15 News and Events, Fall Fest for Student Success
- II.C.6-16 News and Events, February Fest for Student Success
- II.C.6-17 News and Events, 2017 College Transfer and Employment Fair
- II.C.6-18 STEM Undergraduate Research Fair poster sessions
- II.C.6-19 News and Events, Middle School AVID Strive for Your Highest Fair
- II.C.6-20 Transferring to UHM
- II.C.6-21 News and Events, UH-Hilo Transfer Workshop for International Students
- II.C.6-22 UH System Registrar Meeting Agenda, 3.1.2017
- II.C.7-1 KISC Service Area Outcomes (SAO) Report, 2014
- II.C.7-2 KISC Service Area Outcomes (SAO) Follow-Up
- II.C.7-3 Kapi'olani CC 2017-2018 catalog, p. 32

- II.C.7-4 Student Success Council web site, About
- II.C.7-5 UHCC VPAA Memo, Student Success Council, Cognitive Assessment Options Recommendations, 2.18.2016
- II.C.7-6 UHCC Policy UHCCP #5.213 Time to Degree: Co-Requisite
- II.C.7-7 Council of Community College Chancellors Letter on co-requisite implementation, 3.17.2016
- II.C.7-8 Testing Center website, Accuplacer Cutoff Scores and Placements
- II.C.7-9 Kapi‘olani CC website, Placement Testing Information
- II.C.7-10 Kapi‘olani CC website, International Admission for F-1 Students
- II.C.8-1 University of Hawai‘i presentation on Family Educational Rights and Privacy Act (FERPA)
- II.C.8-2 UH Policy A7.022
- II.C.8-3 UH Executive Policy EP 2.214, Institutional Data Classification Categories and Information Security Guidelines
- II.C.8-4 UH Executive Policy EP 2.214, Institutional Data Governance
- II.C.8-5 Kapi‘olani CC 2017-2018 catalog, p. 68
- II.C.8-6 Kapi‘olani CC website, The Family Educational Rights and Privacy Act
- II.C.8-7 Human Resources Student Employment Checklist
- II.C.8-8 General Confidentiality Notice, UH Form 92
- II.C.8-9 UH Executive Policy EP 2.214, Institutional Data Governance
- II.C.8-10 Information Technology Services Policies & Compliance



# MĀLAMA

‘Kū mai ka ‘au‘a,  
kū mai ke kauhulu ‘ōpelu.

*The ‘au‘a appears, the school of ‘ōpelu appears.*



UNIVERSITY of HAWAII  
**KAPĪ‘OLANI**  
COMMUNITY COLLEGE

An Equal Opportunity/Affirmative Action Institution

‘Ōlelo no‘eau: Nāwa‘a Napoleon / Images: Kapulani Landgraf

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### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the standards, and an evaluation of its performance is reflected in the accredited status of the institutions.

Kapi‘olani Community College is one of seven campuses in the University of Hawai‘i Community College system, which is itself part of the 10-campus University of Hawai‘i system, overseen by a president and a single Board of Regents. In matters related to the responsible use of human, physical, technology, and financial resources, the College aligns its internal processes and procedures to comply with policies and procedures established centrally and in accordance with the [UHCC functional map](#).

#### III.A. Human Resources

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**III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

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#### EVIDENCE OF MEETING THE STANDARD

To ensure the integrity and quality of its programs and services, the College employs administrators, faculty and staff who are qualified by appropriate education, training and experience in order to provide and support for these programs and services, wherein the criteria, qualifications and procedures for the selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population, while the job descriptions are directly related to the College’s mission and goals and accurately reflect position duties, responsibilities and authority.

***The qualifications of College employees***

Faculty, professional staff, and executive/managerial personnel are Board of Regents appointees subject to established classification and qualification rules. Support staff including clerical and grounds and maintenance staff are State of Hawai‘i civil service employees subject to civil service classification and qualification rules.

To ensure that qualified applicants are hired for positions, the College follows well-defined and rigorous guidelines that are aligned with UHCC system and are generally accepted principles of higher education. The UHCC system has set the minimum qualifications and implementation guidelines for the hiring process for faculty positions ([III.A.1-1](#) Minimum Qualifications for Faculty Positions). Degrees or equivalencies that are required for the position establish that applicants have knowledge of their subject matter. For Administrative, Professional and Technical (APT) positions, the University of Hawai‘i Position Description Generator houses an APT Position Description Guide, Band Definitions, and Career Groups ([III.A.1-2](#)). For Civil Service positions, the State of Hawai‘i’s Department of Human Resources Development has posted criteria, qualifications, and procedures ([III.A.1-3](#), [live link](#)).

The College ensures that qualified personnel are hired through its multi-layered selection processes. The UH Community College Application for Faculty or Executive Positions ([III.A.1-4](#)) and the UH Employment 64A and 64B Application Forms for Administrative, Professional, and Technical Positions ([III.A.1-5](#), [III.A.1-6](#), [III.A.1-7](#)) are used by applicants to identify their qualifications for a specific position. The responsible department follows specific guidelines to establish a screening committee in order to review the applicants’ qualifications. Questions for candidates are carefully crafted to ensure that the candidates’ experience and approach or work ethic support the needs of the program or service. Upon completion of the interview process, recommendations are made to administrators, who are responsible for making the final recommendation to the Chancellor, who makes the decision for the College.

***The criteria, qualifications and procedures for the selection of personnel are clearly and publicly stated and address the needs of the College in serving its student populations***

All open positions in the University of Hawai‘i System including the Community Colleges are posted on the University of Hawai‘i’s employment site, Work at UH ([III.A.1-8](#)). The University is transitioning to a new online recruitment, application, and screening system entitled NEOGOV with an expected implementation date of January 1, 2019. Each position advertisement, through the list of duties and responsibilities, describes how the position addresses the needs of the College in serving its student populations. The position advertisement specifies the minimum and desirable qualifications for the position and provides directions as to how to apply for the position. UH System policies exist for the recruitment and selection of applicants to fill faculty, civil service and administrative, professional and technical (APT) positions to ensure that hiring procedures are consistently applied by all departments and units. At the campus level, policies and procedures as to the criteria, qualifications and procedures and are found on the ‘Ohana

[III.A.1-9](#) under the header “Get Ready”. Information for Civil Service positions is found on the State of Hawai‘i Department of Human Resources Development ([III.A.1-10](#)).

***Job descriptions are related to the College’s mission and goals and reflect duties, responsibilities and authority***

After a position is determined to be in alignment with the needs and priorities identified in the mission, strategic plan goals and with the needs of students, a job description is created to state the position’s duties, responsibilities and authority. Job descriptions for Administrative, Professional and Technical personnel are created through use of a Position Description Generator, a component of the online portal ([III.A.1-11](#)). Position descriptions for faculty recruitment are considered to be the duties and responsibilities included in the advertisement for the position. Job descriptions are approved by the Human Resources Office to ensure accuracy and completeness of the information and by the appropriate program administrator to ensure fit within the College’s mission, needs, priorities, and outcomes as stated in the strategic plan. For a recruitment to be approved, the unit is asked to demonstrate the need for the position, in alignment with the goals of the unit and the College’s mission (ARF).

Distance education/continuing education expertise and experience are referenced within the position advertisement for instructional faculty.

Systemwide policies that frame College procedures include the Board of Regents Policy RP 9.201, Personnel Status ([III.A.1-12](#)), BOR Policy 9.202, Classification Plans and Compensation Schedules ([III.A.1-13](#)), the University of Hawai‘i System Executives and Managers Classification and Compensation Plan ([III.A.1-14](#)) and Executive Policy EP 9.212, Executive/Managerial Classification and Compensation ([III.A.1-15](#)), and Faculty Classification and Compensation ([III.A.1-16](#)).

## **ANALYSIS AND EVALUATION**

The College employs administrators, faculty, and staff who are qualified by the education, training, and experience needed to provide and support the College’s programs and services. The criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population. Job descriptions are directly related to the College’s mission and goals and accurately reflect position duties, responsibilities and authority. The College has detailed and well-established job descriptions; well-defined administrative, staff and faculty roles; and a clear employment process. The checks and balances in the system ensure qualified candidates for positions.

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**III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

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## EVIDENCE OF MEETING THE STANDARD

Faculty qualifications include subject matter knowledge and requisite skills for the services to be performed and are based on appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the College's mission, while faculty job descriptions include development and review of curriculum as well as assessment of learning.

### *Faculty subject matter knowledge and requisite skills*

Minimum qualifications for faculty positions are established by the University of Hawai'i Community College Human Resources Office, in consultation with faculty and administrators at the colleges (see III.A.1). For disciplines in the Arts and Sciences, the minimum qualification is typically a masters degree in the discipline. Minimum qualifications for Career and Technical Education disciplines require master's degrees, wherever possible, or bachelor's degree plus three years of related work experience. In some disciplines, alternative credentials are allowed, with concomitant increase in the number of years of related industry experience. Academic qualifications for lecturers (adjuncts) are identical to those for regular faculty and specified in the Minimum Qualifications for Faculty Positions ([III.A.2-1](#)). For positions in the health programs, licensures or professional certifications are also required.

Faculty and the program administrator determine a position's desirable qualifications to assist with screening applicants who would best fit program and college goals and be able to meet the needs of the students. Interview questions are based on the duties and responsibilities of the position as described in the advertisement and designed to elicit information on the applicant's meeting the desirable qualifications. The screening committee sets rubrics to evaluate the applicants' responses. Screening committees typically ask applicants for instructional positions to demonstrate a teaching scenario or describe strategies that illustrate effective teaching. (ER 14)

In addition to the primary responsibilities, faculty members are expected to participate in essential areas such as professional and self-development, service to the institution, service to their profession (e.g. serving a State, national, or international organization related to the faculty

member's professional status), and public service, which normally occurs outside of the College and is related to the faculty member's professional status. These responsibilities are typically included in the position descriptions and are used to evaluate the merits of applicants.

The Distance Education Plan, addresses the need to develop qualifications and training for DE instruction and the processes to initiate and review courses for DE delivery. Faculty new to online instruction are required to complete the Teaching Online Prep Program (TOPP, [III.A.2-2](#), p. 12).

***Faculty job descriptions include development and review of curriculum as well as assessment of learning.***

Faculty position descriptions used in recruitment advertisement include the responsibility for the development of new curriculum and revisions to existing curriculum as well as the assessment of student learning outcomes for improvement. All instructional faculty position descriptions include curriculum development and outcomes assessment ([III.A.2-3](#), [III.A.2-4](#)). (ER 14)

## **ANALYSIS AND EVALUATION**

The College ensures faculty have the requisite knowledge and skills for instruction. Qualifications include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the College's mission. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

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**III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

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## **EVIDENCE OF MEETING THE STANDARD**

The College's administrators and other employees responsible for educational programs and services are qualified to perform the duties required to sustain the College's effectiveness and academic quality.

### ***Establishment of appropriate qualifications***

Duties, academic qualifications, and job descriptions are established at the UH System level for all Administrative, Professional, and Technical (APT) support personnel and executive/managerial employees. Colleges use these system policies in hiring, retention, and promotion decisions.

Qualifications for APT staff are codified in the APT Broadband system. Minimally, entry-level administrative, professional, and technical staff must have a bachelor's degree or have acquired comparable work experience in the field for which they are applying. Other minimum qualifications are set dependent on the nature of the position and the level of responsibility reflected in the band level. Band A and Band B positions are typically hired by the College.

To ensure that well-qualified applicants are hired as college administrators, the College follows a well-defined and rigorous hiring process that evaluates the applicant's qualifications based on the position description and interview questions and rubrics. Master's degrees as well as years of experience in the field are required for all administrative positions. For all executive positions, a doctoral degree is preferred.

The College sets guidelines for establishing a screening committee to verify that the applicant has the appropriate knowledge, expertise, and experience relative to the position description. The screening committee develops interview questions and related rubrics based on the position description. In addition to the review of applications and screening committee interview, finalists for administrator positions from deans to Vice Chancellors to Chancellors participate in open forums with the campus community. Feedback gathered from these forums is an integral part of the decision making process.

All administrative position hires are approved by the Chancellor, UHCC Vice President, UH President and the UH Board of Regents, further ensuring that the administrator has the qualifications to perform the duties required for the College's effectiveness and academic quality.

## **ANALYSIS AND EVALUATION**

The College employs professional staff and administrators who possess the qualifications needed to perform the duties required to sustain the College's effectiveness and academic quality. Qualifications for administrative and staff positions also follow a taxonomy similar to those of faculty: educational training, degrees and experience levels. Job descriptions include minimum requirements, desirable skills, and required work duties.

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**III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

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#### **EVIDENCE OF MEETING THE STANDARD**

Faculty, administrators and other employees have degrees from institutions which are accredited by recognized U.S. accrediting agencies or from recognized non-U.S. institutions for which degree equivalence has been established.

##### ***Degree qualifications***

All faculty, administrators and other employees must have the requisite degrees from institutions that are accredited by recognized U.S. regional accrediting agencies ([III.A.4-1](#)). The College requires that transcripts have an official seal and are mailed directly from the degree-granting institution. To establish the equivalency of international degrees to degrees from accredited U.S. post-secondary institutions, the College requires applicants to have foreign degrees evaluated by agencies such as National Association of Credential Evaluation Services (NACES) and/or International Education Resource Foundation (IERF).

#### **ANALYSIS AND EVALUATION**

The College has employed faculty, administrators and other employees with the required degrees from U.S. and non-U.S. institutions, following procedures to screen and select qualified faculty, administrators and staff with the appropriate credentials. The UHCC has an established set of educational criteria for each position and an express condition upon hiring is the verification of degrees and certificates from accredited institutions and licenses from recognized bodies or state agencies.

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**III.A.5. 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.**

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## EVIDENCE OF MEETING THE STANDARD

The College ensures the effectiveness of its human resources by systematically evaluating all personnel at stated intervals and has established written criteria for evaluating all personnel which includes performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. The evaluation process assesses the effectiveness of personnel and encourages improvement with post-evaluation actions documented and implemented in a formal and timely manner.

Evaluation policies and processes are established by the UH System and/or UHCC system for each classification of employee – executive/managerial, faculty, lecturer (adjunct), APT (professional staff), and civil service. The evaluation processes and frequency vary for each classification. Colleges comply with these policies in the evaluation of college employees.

### *Ensuring the effectiveness of personnel*

All categories of employees are evaluated on a regular basis. Evaluation processes vary by category of employee, as described below. The Board of Regents Policy RP 9.213 addresses evaluation of all Board of Regents appointees, including executive/management, faculty, and APT ([III.A.5-1](#)).

Board of Regents Policy RP 9.212 states that executive/management employees are to be evaluated annually ([III.A.5-2](#), p. 4). UHCC Policy UHCCP 9.202 Executive Employees Performance Evaluation requires that every executive employee provides a statement of goals for the upcoming year and, at the end of that year, provides a self-assessment of the accomplishments of those goals ([III.A.5-3](#)). Executive/managerial employees are evaluated in April/May through an online 360 Survey distributed to subordinates, constituents and peers ([III.A.5-4](#)). The results of the 360 Survey are included in the self-assessment required by UHCC Policy UHCCP 9.202. The administrator's supervisor reviews the self assessment with the administrator and determines what follow up may be needed.

In 2016, a resolution was passed by Faculty Senate to request an additional evaluation of all administrators and the performance of their roles. The Administrative Leadership Feedback

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System was developed by the Faculty Senate's Evaluations subcommittee ([III.A.5-5](#)). The survey was administered in spring 2017. Approximately 25 percent of the faculty participated ([III.A.5-6](#)). In May 2017, administrators held an open forum where they shared plans to address participants' concerns and respond to the survey results. In May 2018, administrators held a State of the College event where they shared accomplishments from the past year and presented goals for the upcoming year.

As part of faculty contract renewal and tenure/promotion review processes, each faculty submits a document that outlines her/his accomplishments since the prior review following an established timeline. Included in the document are a narrative self assessment, the results of peer observations and student evaluation data, and reports of professional development activities, professional endeavors and service to the institution and community. The creation and review of student learning outcomes are a part of the evaluation process. In contract renewal documents, faculty review prior goals and recommendations from previous reviewers outline how they have responded to these recommendations. They also outline their goals for the upcoming review cycle. The forms and guidelines are kept on the College intranet ([III.A.5-7](#)). UHCC Policy UHCCP 9.203 requires that faculty who have not submitted a contract renewal or promotion dossier within the last five years should be evaluated ([III.A.5-8](#)).

Evaluation of lecturers is guided by UHCC Policy UHCCP #9.104 ([III.A.5-9](#)).

Administrative, Professional And Technical (APT) employees undergo a three-year probationary period and are evaluated annually for the duration of their employment. At the beginning of the evaluation period, November 1-October 31 for all APTs in the UH system, supervisors set expectations for the employees. Online evaluations are completed in accordance with UH Administrative Procedure A9.170 ([III.A.5-10](#)). APTs who exceed expectations may be nominated for Special Compensation Adjustments.

Civil service employees are evaluated by their supervisors annually, on the anniversary of their initial hire, using the State of Hawai'i's Performance Appraisal System (PAS, [III.A.5-11](#)). The PAS requires the supervisor's evaluation of the civil service employee across multiple functions related to the position. Performance is evaluated based on the quality as well as the quantity of work produced, as well as communication, problem-solving and organizational skills, among others. Civil Service employees whose performance is not satisfactory are put on notice for improvement.

## ANALYSIS AND EVALUATION

The College has observed the policies and procedures established by the UH System and/or UHCC System to systematically evaluate its personnel in order to assess the effectiveness of personnel and encourage improvement. Evaluation findings are discussed with personnel for professional improvement. Records of evaluations are retained in permanent employee files. Any evaluation findings that identify substandard work performance are likewise retained as well.

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**III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

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Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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**III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

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## EVIDENCE OF MEETING THE STANDARD

The College maintains a sufficient number of qualified full-time and part-time faculty and lecturers to ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

### *Sufficiency of full-time and part-time faculty and lecturers*

While no formal policy governs the ratio of full-time to part-time faculty and lecturers, the ratio is monitored by the UHCC system and the colleges to assure compliance with the standard. (See Organizational Information, Table 3. Kapiolani Community College Faculty by Rank and Gender, p. 9)

Faculty staffing levels are gauged by information gathered from college reports such as the Annual Report of Program Data (ARPD) and the Comprehensive Program Reviews. The table below is in the Information Technology ARPD.

**Table 1. Efficiency Indicators in ARPD**

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	19.9	19.9	19.6	<b>Healthy</b>
10	*Fill Rate	91%	92.4%	91%	
11	FTE BOR Appointed Faculty	6	7	5	
12	*Majors to FTE BOR Appointed Faculty	24.5	21.2	29.2	
13	Majors to Analytic FTE Faculty	18.5	20.5	19.0	
13a	Analytic FTE Faculty	8.0	7.3	7.7	
14	Overall Program Budget Allocation	\$593,915	\$749,926	\$802,301	
14a	General Funded Budget Allocation	\$498,094	\$697,533	\$746,250	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$95,821	\$52,393	\$56,051	
15	Cost per SSH	\$140	\$190	\$195	
16	Number of Low-Enrolled (<10) Classes	0	3	3	

\*Data element used in health call calculation

Last Updated: October 29, 2017

Item 11 in the ARPD for Career and Technical Education instructional programs (Item 10 for General/Pre-professional programs) notes the number of full-time instructors assigned to the program. Item 13a, Analytic Faculty (Item 12a for General/Pre-professional programs), reflects the number of full-time faculty as calculated by sum of semester hours (not student semester hours) taught in program classes divided by 27, which is the teaching assignment for full-time faculty. If the number of Analytic Faculty significantly exceeds the number of actual full-time faculty, and all program faculty positions are filled, the program may request additional positions. For example, the Hospitality and Tourism department lobbied for an additional faculty member due to such ARPD results and program accreditation requirements. The College reallocated a position to the department. Another position was reallocated to the Paralegal Program for the same reasons.

There are external factors influencing decisions about having a sufficient number of qualified faculty, particularly for career and technical programs such as those in health sciences and nursing. These programs require a specific faculty-to-student ratio in order to meet specialized professional accreditation requirements. For example, the majority of the nursing courses require an 8-to-1 faculty-to-student ratio, ensuring that student learning outcomes are met or exceeded. All accredited programs have had successful visits and have met the standards for sufficient staffing.

Beyond CTE programs, the College has offered all the classes in Arts and Sciences that the departments need to offer. Although there has been pressure for staffing on occasion, the College has delivered all curricula without fail.

Each academic year, the College allocates general funds to compensate faculty members who are released from their teaching responsibilities in order to support and lead college initiatives involving a range of programs and services to achieve its mission and purposes.

## ANALYSIS AND EVALUATION

The College maintains a sufficient number of qualified full-time and part-time faculty to ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College has systems in place to ensure staffing decisions are data driven. The program review process and CTE program accreditation standards help the College identify and respond to faculty position requirements.

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**III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

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## EVIDENCE OF MEETING THE STANDARD

The College has employment policies and practices which provide for orientation, oversight, evaluation, and professional development for part-time lecturers. The College provides opportunities for the part-time lecturers so that they can integrate into the life of the institution.

### *Policies and practices for part time and adjunct faculty*

Lecturers (adjuncts) are members of the faculty collective bargaining unit University of Hawai'i Professional Assembly (UHPA) and are covered by the collective bargaining agreement ([III.A.8-1](#)). At the beginning of each semester lecturers are encouraged to attend the New Employees Orientation program ([III.A.8-2](#)). The College encourages lecturers to participate in all campus professional development opportunities. Following UHCC and College policies, division/department chairs oversee and evaluate lecturers ([III.A.8-3](#), [III.A.8-4](#)). Department chairs are responsible for maintaining an archive of lecturer evaluations. UHCC policies govern the step advancement of lecturers ([III.A.8-5](#)).

## ANALYSIS AND EVALUATION

The College has employment policies and practices which provide for orientation, oversight, evaluation, and professional development for part-time lecturers. The College provides opportunities for the part-time lecturers so that they can integrate into the life of the institution.

The College has systems in place to ensure that department chairs evaluate lecturers. Department chairs share recommendations with part-time faculty to improve pedagogy and methodology.

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**III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

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**EVIDENCE OF MEETING THE STANDARD**

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

*Staff with qualifications to support the effective educational, technological, physical, and administrative operations of the institution*

Qualifications for all classes of employees are established following guidelines established by the University of Hawai‘i system, the University of Hawai‘i Community College system, and the State of Hawai‘i Department of Human Resources as discussed in III.A.1-3.

UHCC positions are controlled through legislative appropriation. While no formal staffing ratios are established, the staffing levels for various classifications are reviewed regularly through committee discussions, annual program reviews, the annual Planning and Assessment Integration with Resource Allocation process (PAIR), the Student Success Pathways plans, and the Allocation Request Form, which includes a section for personnel requests ([III.A.9-1](#), [III.A.9-2](#), see IV.B.5). To manage emerging needs in the absence of new state-appropriated positions, the College re-allocates positions internally. At times, the College converts vacant positions from one employment category to another to address issues of sufficiency, better address changing duties and responsibilities, or to address changing College needs. The College also sometimes uses temporary positions and casual hire positions to supplement as needed. (ER 8)

**ANALYSIS AND EVALUATION**

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Staffing needs and duties are identified by departments and programs as part of the college’s program review process or via grant application recommendations. Positions are identified based on meeting student needs and alignment with the college mission.

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**III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

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**EVIDENCE OF MEETING THE STANDARD**

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

*Administrators with preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes*

While no formal administrative staffing ratios are established, the staffing levels for executive/managerial employees are reviewed regularly. (ER 8)

All administrative positions are filled with employees who have appropriate preparation and experience. Two positions are currently filled by interim appointees and one by an acting appointee:

Louise Pagotto, Ph.D  
Interim Chancellor

Brian Furuto, M.B.A.  
Vice Chancellor, Administrative Services

Brenda Ivelisse, Ph.D.  
Vice Chancellor, Student Affairs

Susan Kazama, MLS  
Interim Vice Chancellor, Academic Affairs

John Richards, M.B.A.  
Dean, Business, Legal, Technology Education, Hospitality, and Culinary Arts

David Nāwa‘a Napoleon, M.A.  
Dean, Arts and Sciences

Aaron Koseki, Ph.D  
Acting Dean, Health Education

Carol Hoshiko, Ph.D  
Dean, Community and Continuing Education

On April 17, 2018, at a campuswide meeting, the Vice President for Community Colleges announced that he had recommended to the University President, the appointment of the Interim Chancellor as the next permanent Chancellor for Kapi‘olani Community College. The effective date of appointment is June 8, 2018.

### ANALYSIS AND EVALUATION

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. Positions are determined by the chief executive officer as part of the administrative structure to meet the Colleges mission, relative size and complexity. The positions are established as part of the delegation of authority to assure the overall quality of the college.

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**Standard III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

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### EVIDENCE OF MEETING THE STANDARD

The institution has established, published, and adhered to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

*Establishes, publishes, and adheres to written personnel policies and procedures and are available for information and review*

Personnel policies are established and published at multiple levels, including the UH Board of Regents ([III.A.11-1](#)), UH System Executive Policies and Procedures ([III.A.11-2](#), [III.A.11-3](#)), UHCC policies ([III.A.11-3](#), [III.A.11-5](#)), and college policies ([III.A.11-6](#)). Additionally, collective bargaining agreements govern personnel actions for the covered employees. Policies are periodically reviewed and updated.

The College has ensured that all personnel policies and procedures are available for review by having these policies available online. These personnel policies and procedures cover all faculty, staff, and administrators of the College. The Human Resources Office keeps procedures and

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forms in the College intranet, organized by Task and Department ([III.A.11-7](#), [III.A.11-8](#), [III.A.11-9](#)).

***Policies and procedures are fair and equitably and consistently administered***

To ensure that the established policies and procedures are equitably and consistently administered, personnel actions at the College are overseen and reviewed by Human Resources (HR). HR also trains administrators, faculty and staff to perform personnel actions in compliance with established policies and procedures.

The College is guided by the personnel policies and procedures established by the University of Hawai'i System. The fair treatment of employees is safeguarded and ensured by specific procedures outlined in the collective bargaining agreements of the unions that represent the College's employees: the University of Hawai'i Professional Assembly (UHPA, [III.A.10-11](#)); the Hawai'i Government Employees Association (HGEA, [III.A.11-11](#)), representing (1) administrative, professional and technical employees (APT) and (2) white-collar workers; and the United Public Workers (UPW, [III.A.11-12](#)), representing blue-collar workers. The following are examples of policies that recognize the right of employees to a fair and equitable workplace .

- [III.A.11-13](#) UH System Policy AP 9.080, Collective Bargaining in Public Employment
- [III.A.11-14](#) UH System Policy AP 9.025, Fair Information Practice (Confidentiality of Personal Records)
- [III.A.11-15](#) UH System Policies: Non-discrimination
- [III.A.11-16](#) UH Executive Policy EP 5.221 UH Systemwide Policies and Procedure Classification of Faculty

**ANALYSIS AND EVALUATION**

The institution has established, published, and adhered to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Personnel policies are established and published at multiple levels, including Board of Regents, UH Executive Policies, UH Administrative Procedures, UHCC's System Policies, and college policies. Additionally, collective bargaining agreements personnel actions for the employees and policies are periodically reviewed and updated.

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**III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

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## EVIDENCE OF MEETING STANDARD

The College has policies and practices in place that allow us to create and maintain programs that support a diverse personnel and regularly assess processes so that recruitments are equitable and ensure diversity consistent with the mission.

### *Policies and practices*

The UH Board of Regents Policy RP 1.205, Nondiscrimination and Affirmative Action, is the overarching system policy committed to complying with all State and Federal statutes, rules, and regulations which prohibit discrimination ([III.A.12-1](#)). The University of Hawai'i Administrative Procedures A9.890 Equal Employment Opportunity/Affirmative Action (EEO/AA, [III.A.12-2](#)) sets procedures. UH Administrative Procedure A9.895 establishes an EEO/AA glossary ([III.A.12-3](#)). Administrative procedure A9.540 sets rules for the recruitment and selection process and ensures compliance with University hiring policies, affirmative action and equal employment opportunity guidelines, and the respective collective bargaining agreements ([III.A.12-4](#)). The UH System EEO/AA Office is a resource to all campuses ([III.A.12-5](#), [III.A.12-6](#)).

Formal EEO/AA analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes ([III.A.12-7](#)). Each UH Community College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the UHCC Director of Equal Employment Opportunity and Affirmative Action (EEO/AA) annually develops affirmative action plans (AAP) for minorities and women for the seven UH Community Colleges in accordance with federal contractor requirements. In addition, the Director of EEO/AA develops separately an affirmative action plans for protected veterans and individuals with disabilities (Part II) prepared in accordance with federal contractor requirements.

The Director of EEO/AA works closely with assigned EEO/AA Coordinators at each campus to monitor and oversee employment practices, including recruiting and hiring decisions, to ensure compliance with EEO and AA laws and policies and to implement AAP. This includes

monitoring job announcements and recruitment. There is consistent checking for underrepresentation, equitable treatment of applicants, and diversity in screening committees. HR trains search committee members on recruiting and screening, including topics such as nondiscrimination, equal opportunity, implicit bias awareness, accessible interviews and investigating and resolving complaints.

At the campus level, the College implements the UH and UHCC System's established policies and procedures regarding the professional ethics and fair treatment of its administrators, faculty, staff, and students. The College advocates for these policies and procedures through its professional development activities. Employees' grievances are investigated and resolved in compliance with the procedures in the collective bargaining agreements.

In addition to ensuring employment equity and diversity, the College's policies and procedures also allow for programs and services that support diverse personnel. For example, 'Aha Kalāualani, the Native Hawaiian authorized governance organization, supports and advocates for Native Hawaiian employees and provides programming to enhance the College's exposure to and appreciation of Native Hawaiian language and culture ([III.A.12-8](#)). The College also has representatives on the UH Commission on the Status of Women and the UH Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality ([III.A.12-9](#), [III.A.12-10](#)). Together, these organizations ensure that the University, and the College, are apprised of issues and concerns of their constituent groups. The Commissions also sponsor events in support of their constituents.

***The College regularly assesses its record in employment equity and diversity consistent with its mission.***

The College ensures regular assessments are made to its record in employment equity and diversity to maintain consistency with its mission. Working with Human Resources (HR) personnel from the UHCC System office, the College ensures that the goals for employment equity and diversity are met by surveying applicant gender and ethnicity for federal EEO reports, tracking the screening process, and prompting hiring units to adhere to EEO guidelines. Data are reviewed to assess ethnic and gender distribution of positions at the College and to determine if there are any shortages. Future recruitment can then target underrepresented applicant groups.

## **ANALYSIS AND EVALUATION**

The College maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission.

A formal EEO/Affirmative action analysis is conducted by the UHCC systems office on a regular basis and is incorporated into the recruitment/hiring processes. HR has procedures and software

to track and analyze its employment equity record, providing guidelines for screening committees.

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**III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

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**EVIDENCE OF MEETING THE STANDARD**

The institution has upheld a written code of professional ethics for all of its personnel, including consequences for violation.

***Written codes of professional ethics for all of its personnel, including consequences for violation***

As with other policy frameworks, policies are established by the state and the UH System and frame policies further down the university system ([III.A.13-1](#), [III.A.13-2](#)). All UH System employees are subject to State of Hawai‘i ethics rules and regulations. Formal ethics policies are established by the UH System for various employee classifications. Employees covered by collective bargaining are also subject to ethics provisions in their contracts. For example, the University of Hawai‘i Professional Assembly (Faculty Union, UHPA) contract describes procedures for dealing with alleged breach of professional ethics ([III.A.13-3](#), p. 22). To ensure awareness of professional ethics, the HR office schedules mandatory training about ethics ([III.A.13-4](#)). The following list includes examples of policies and procedures.

- University of Hawai‘i Chapter 2, Statement of Rights and Responsibilities of the University of Hawai‘i Community ([III.A.13-5](#))
- UH Administrative Procedure AP8.025 Fiscal Responsibilities within the University ([III.A.13-6](#))
- UH Office of Research Services AP8.956 Financial Conflicts for Public Health Services ([III.A.13-7](#))
- Executive Policy EP12.214 Conflicts of Interest and Commitment ([III.A.13-8](#))
- UHCC Policy UHCCP #5.211 Statement on Professional Ethics (Faculty) ([III.A.13-9](#))
- UH Executive Policy EP 9.210, Workplace non-violence ([III.A.13-10](#))
- UH Executive Policy EP 1.203, Policy on Consensual Relationships ([III.A.13-12](#))
- Kapi‘olani CC Sexual Respect and Title XI ([III.A.13-13](#))

**ANALYSIS AND EVALUATION**

The College has upheld a written code of professional ethics for all of its personnel, including consequences for violation.

Formal ethics policies and procedures are established by the UH System for various employee classifications. All employees are also subject to State of Hawai‘i ethics rules and regulations.

There are policies at the system and campus levels to address ethical and professional behavior such as the BOR Policy 12.201 Ethical Standards of Conduct that address ethical standards of conduct in research and scholarly activities. These policies are available on the Campus’ intranet and the UH’s system HR website.

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**Standard III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

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#### **EVIDENCE OF MEETING THE STANDARD**

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

##### ***Opportunities for professional development***

The College supports its employees to participate in a number of leadership programs. College secretaries have participated in the UH System’s Professional Administrative Summer Institute (PASI). Faculty and professional staff have participated in the UH System’s President’s Emerging Leaders Program (PELP) and the UHCC System’s Community College Leadership Champions (CCLC) and the Wo Learning Champions.

At the College, faculty play a primary role in identifying and providing activities to address professional development needs. Faculty with proven teaching and learning knowledge and abilities recognize the value of sharing experiences with others. They work together to develop, promote, and conduct professional development activities, with or without funding from the College.

With College funding and occasional support from external grants, faculty designed a series of professional development experiences to meet the needs of faculty as they transition from new hires to seasoned members of the campus community. Such programs include a series of C4ward (Collaborative Circle for Creative Change) workshops, Kalāhū professional development

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(culture-based community research), SLO Fridays (regular workshops on student learning outcomes assessment), FELI (a Title III-funded innovative model for Native Hawaiian students), and TOPP (Teaching Online Preparation Program).

Support units at the College also provide professional development for faculty and staff. The Center for Excellence in Learning, Teaching and Technology (CELTT) offers training in distance education, community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web tools, and web page templates. Technology demonstrations, hands-on workshops, and presentations on the UH system LMS are provided regularly ([III.A.14-1](#)). Library and Learning Resources provide training in research skills, Google tools, and Open Educational Resources.

The Office for Institutional Effectiveness (OFIE) coordinated workshops on grant writing and management, and the writing of survey questions for the purpose of assessment. Auxiliary and Facilities Services schedule professional development opportunities for faculty and staff in such areas as the handling of hazardous materials and cardio-pulmonary resuscitation (CPR) training.

The College has a faculty development fund to provide up to \$1,000 per individual for professional development. Professional development funding is also available for staff and the funds are awarded by the Staff Council, one of the College's authorized governance organizations. In both cases, the funds are awarded in a competitive application process.

In addition to the professional development opportunities provided on campus, the Interim Chancellor allocates a significant amount of funding to campus constituents to participate in

professional development activities off campus and off island.

- [\(III.A.14-2\)](#) Interim Chancellor Memo, Multiple Professional Development Funding Sources, 2.8.2018
- [\(III.A.14-3\)](#) Interim Chancellor Memo, FY Funding for Professional Development
- [\(III.A.14-4, III.14-5\)](#) Interim Chancellor Memo, Amendment to the Procedures for Applying for and Review of RTRF Professional Development Funds and application form
- [\(III.14-6\)](#) Memo from Staff Council reference increase in professional development budget from \$3,000 to \$10,000 per year

Finally, system policies support professional development. Resources for distance education training and support are also provided by the UH System, such as the Teaching And Learning with Electronic Networked Technologies (TALENT) faculty development program [\(III.14-7\)](#).

- University of Hawai‘i Administrative Procedure No. A9.160, University Employee Training [\(III.14-8\)](#)
- BOR Policies RP 5.210, Distance Education and Off site Instruction [\(III.14-9\)](#)
- Distance Learning at the University of Hawai‘i [\(III.14-10\)](#)
- Distance Learning at the University of Hawai‘i , Governance [\(III.14-11\)](#)

## RTRF INVESTMENT IN PROFESSIONAL DEVELOPMENT

In 2017 the Interim Chancellor’s decision to invest RTRF funds for faculty, staff, and administrative development affirms her commitment to fostering leadership and subject matter expertise throughout the campus, as well as a lifelong commitment in this community to continuing education and engagement with one’s profession. Research and Training Revolving Funds (RTRF) are generated from extramural awards: grants, contracts, and foundation/private awards.

For the first time in KCC history, this RTRF investment commits the institution to faculty and staff revitalization as a continuing and ingrained aspect of the campus mission. The cumulative impact promises to be a game changer for the College and for future generations of our students. In fiscal year 2017, the Chancellor awarded 57 individuals the opportunity to participate in off-island conferences and similar activities. In addition and with others, she explored future opportunities for group projects and innovative solutions to existing challenges. Two IT professionals, for example, attended a national conference focused on online teaching and distance education strategies, and administrative staff attended industry conferences to learn about best practices from peer institutions.

Kapi‘olani Community College is currently the only campus to share the results of its professional development investments publicly through the Office for Institutional Effectiveness website. Future applicants can refer to this repository of information for ideas and inspiration on how to refresh their skills and subject matter expertise to continue delivering cutting edge academics, student support and administrative services.

- University of Hawai‘i Distance and Distributed Learning Action Plan ([III.14-12](#))
- University of Hawai‘i E5.204 Distance Learning planning and policy ([III.14-13](#))

### *Evaluating professional development programs for improvement*

The College assesses professional development for the purpose of documenting the value to the participants and potential impact on their students; and where weaknesses in teaching and learning are identified, to make improvements. Through evaluations and surveys of demonstrated learning outcomes and improvement of personnel activities conducted by OFIE and CELTT, the College pursues a systematic assessment the professional development opportunities. The College’s efforts in professional development to improve student success are tracked in student achievement data reported annually in ARPDs and Student Success Pathway plans. The performance measures tracked in the scorecard for the strategic plan and in institutional effectiveness measures provide a broad assessment of the College’s efforts to improve; professional development targeting increases in student success and learning help the College improve in measures such as certificate and degree completion (strategic outcome A and B) and course success (Institutional Effectiveness Measure 1).

In the programs CELTT offers for the improvement of distance education instruction, there are examples of systematic evaluation of professional development programs and how results are used for improvement. The TOPP/TOSP (Teaching Online Prep Program/Teaching Online Self-Paced) program has three (3) built-in summative assessments to gauge its effectiveness and identify opportunities for improvement in the next iteration ([III.A.14-14](#)).

1. **Course Evaluation at the end of the workshop** - a survey on the effectiveness of the course and the facilitators
2. **Mid-Term Self-Assessment** - a rubric-based best practices assessment of the participant's course and teaching effectiveness at mid-point of implementation
3. **Post-Term Reflection** - an essay report on the teaching experience, the learning experience (by students), and plans for improvement.

### **ANALYSIS AND EVALUATION**

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Primary responsibility for professional development is with the College. UH System and UHCC also provide professional development opportunities for the personnel at all colleges.

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**Standard III.A.15. 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.**

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### **EVIDENCE OF MEETING THE STANDARD**

The institution has made provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

#### ***Providing for the security and confidentiality of personnel records***

Records retention policies, including security and confidentiality, are established by the UH system in accordance with state law and collective bargaining agreements. The College maintains records under their control in accordance with these policies.

Personnel records of employees are kept in a secure storage room with alarm and access codes. The confidentiality and management of the records are governed by three policies: (1) Fair Information Practice-Confidentiality of Personnel Records (2) Records Management Guidelines; and (3) Personnel Records ([III.A.15-1](#), [III.A.15-2](#), [III.A.15-3](#)). Board of Regents (BOR) employees' union contracts require the confidentiality of personnel files.

#### ***Employee access to personnel records***

College personnel have access to their records as required by state law, UH System policy, and stated in their collective bargaining agreements. For example, the contract with the faculty union UH Professional Assembly (UHPA) addresses employee access to personnel records with Article XIX, Personnel Files ([III.A.15-4](#)). An employee wanting to review his or her records makes an appointment during normal business hours with the HR office. The individual must present photo identification and review records in the HR office.

### **ANALYSIS AND EVALUATION**

The institution has made provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Records retention policies, including security and confidentiality, are established by the UH system, in accord with state law and collective bargaining agreements. The College maintains records under their control in accord with these policies.

**Evidence for III.A.**

- III.A.1-1 Minimum Qualifications for Faculty Positions
- III.A.1-2 Administrative, Professional, Technical (APT) Position Description Generator
- III.A.1-3 State of Hawai‘i Department of Human Resources Development
- III.A.1-4 UH Community College Application for Faculty or Executive Positions
- III.A.1-5 UH Employment Application Form for Administrative, Professional, and Technical Positions
- III.A.1-6 UH Employment Application Form 64A for Administrative, Professional, and Technical Positions
- III.A.1-7 UH Employment Application Form 64B for Administrative, Professional, and Technical Positions
- III.A.1-8 Work at UH website
- III.A.1-9 ‘Ohana website, Forms, Get Ready column
- III.A.1-10 State Department of Human Resources Development website
- III.A.1-11 Administrative, Professional, Technical (APT) Employees web page
- III.A.1-12 Board of Regents Policy RP 9.201, Personnel Status
- III.A.1-13 Board of Regents Policy RP 9.202, Classification Plans and Compensation Schedules
- III.A.1-14 University of Hawai‘i System Executives and Managers Classification and Compensation Plan
- III.A.1-15 UH Executive Policy EP 9.212, Executive/Managerial Classification and Compensation
- III.A.1-16 Faculty Classification and Compensation
- III.A.2-1 Minimum Qualifications for Faculty Positions
- III.A.2-2 Distance Education Plan, p. 12
- III.A.2-3 Faculty job announcement, Business, Legal and Technology Education
- III.A.2-4 Faculty job announcement, Health Sciences
- III.A.4-1 Form 27A Application for Faculty or Executive Positions
- III.A.5-1 Board of Regents Policy RP 9.213, Evaluation of Board of Regents Appointees
- III.A.5-2 Board of Regents Policy RP 9.212, Executive and Managerial Personnel Policies
- III.A.5-3 UHCC Policy UHCCP #9.202, Executive Employees Performance Evaluation
- III.A.5-4 360 Questionnaire for Executive/Managerial Evaluation

- III.A.5-5 Administrative Leadership Feedback System proposal
- III.A.5-6 Administrative Leadership Feedback System results
- III.A.5-7 'Ohana website, Contract Renewal, Tenure, and Promotion
- III.A.5-8 UHCC Policy UHCCP #9.203, Faculty Five-Year Review
- III.A.5-9 UHCC Policy UHCCP #9.104, Lecturer Evaluation
- III.A.5-10 Office of Human Resources Administrative Procedure A9.170, Performance Evaluation of Administrative, Professional, and Technical (APT) Personnel
  
- III.A.5-11 Hawai'i State Civil Service Performance Appraisal System
- III.A.8-1 University of Hawai'i Professional Assembly (UHPA) website, Who we are
  
- III.A.8-2 Examples of New Employee Orientation programs
- III.A.8-3 University of Hawai'i Community College Policy #9.104 (Lecturer Evaluation)
- III.A.8-4 Kapi'olani CC Policy K9.104, Lecturer Evaluation Procedures
- III.A.8-5 Lecturer Step Placement Update Form
- III.A.9-1 Kapi'olani CC KOP #1.111, Resource Allocation (PAIR)
- III.A.9-2 Allocation request form (ARF)
- III.A.11-1 Board of Regents Policies Chapter 9, Personnel
- III.A.11-2 UH Systemwide Policies and Procedures Information Systems, Personnel Policies
- III.A.11-3 UH Systemwide Policies and Procedures Information Systems, Administrative Procedures, Chapter 9, Personnel
- III.A.11-4 UHCC website, Policies CCCMs
- III.A.11-5 UHCC website, Policies
- III.A.11-6 Kapi'olani CC website, Policies and Plans
- III.A.11-7 'Ohana website, Forms by Task and Department
- III.A.11-8 'Ohana website, Human Resources
- III.A.11-9 'Ohana website, Human Resources, uploaded documents
- III.A.11-10 University of Hawai'i Professional Assembly (UHPA) website, Who we are
  
- III.A.11-11 Hawai'i Government Employees Association website, Who we represent
  
- III.A.11-12 United Public Workers of Hawai'i website
- III.A.11-13 UH System Policy AP 9.080, Collective Bargaining in Public Employment

- III.A.11-14 UH System Policy AP 9.025, Fair Information Practice (Confidentiality of Personal Records)
- III.A.11-15 UH System Policies: Non-discrimination
- III.A.11-16 UH Executive Policy EP 5.221 UH Systemwide Policies and Procedure Classification of Faculty
- III.A.12-1 Board of Regents Policy RP 1.205, Nondiscrimination and Affirmative Action
- III.A.12-2 University of Hawai‘i Administrative Procedures A9.890 Equal Employment Opportunity /Affirmative Action
- III.A.12-3 University of Hawai‘i Administrative Procedure A9.895, EEO/AA Glossary
- III.A.12-4 University of Hawai‘i Administrative procedure A9.540, Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel
- III.A.12-5 University of Hawai‘i System Equal Opportunity/Affirmative Action Office
- III.A.12-6 University of Hawai‘i System Equal Opportunity/Affirmative Action Office, Policies
- III.A.12-7 UHCC Equal Employment Opportunity/Affirmative Action Office
- III.A.12-8 ‘Aha Kalāualani annual report
- III.A.12-9 University of Hawai‘i Commission on the Status of Women
- III.A.12-10 University of Hawai‘i Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBYQ+) Equality
- III.A.13-1 Hawai‘i Revised Statutes (HRS) Chapter 84, Standards of Conduct
- III.A.13-2 Board of Regents Policy RP 12.201, Ethical Standards of Conduct
- III.A.13-3 University of Hawai‘i Professional Assembly 2017-2021 Contract, p. 22
- III.A.13-4 News & Events, Ethics Training workshops
- III.A.13-5 University of Hawai‘i Chapter 2, Statement of Rights and Responsibilities of the UH Community
- III.A.13-6 UH Administrative Procedure AP 8.025, Fiscal Responsibilities within the University
- III.A.13-7 UH Office of Research Services A8.956, Financial Conflicts of Interest for Public Health Services Grants, Cooperative Agreements and Contracts
- III.A.13-8 UH Executive Policy EP 12.214, Conflicts of Interest and Commitment
- III.A.13-9 UHCC Policy UHCCP #5.211, Statement on Professional Ethics (Faculty)
- III.A.13-10 UH Executive Policy EP 9.210, Workplace Non-Violence
- III.A.13-11 UH Executive Policy EP 1.203, Policy on Consensual Relationships

- III.A.13-12 Kapi‘olani CC website, Sexual Respect & Title IX
- III.A.14-1 ‘Ohana website, TEACH page
- III.A.14-2 Interim Chancellor Memo, Multiple Professional Development Funding Sources, 2.8.2018
- III.A.14-3 Interim Chancellor Memo, FY Funding for Professional Development
- III.A.14-4 Interim Chancellor Memo, Amendment to the Procedures for Applying for and Review of RTRF Professional Development Funds
- III.A.14-5 Professional Development Training Request Form
- III.A.14-6 Staff Council Chair Email, on Interim Chancellor's visit to Staff Council meeting, 10.31.2018
- III.A.14-7 UH Teaching And Learning with Electronic Networked Technologies (TALENT) faculty development program
- III.A.14-8 University of Hawai‘i Administrative Procedure No. A9.160, University Employee Training
- III.A.14-9 Board of Regents Policies RP 5.210, Distance Education and Off site Instruction
- III.A.14-10 Distance Learning at the University of Hawai‘i
- III.A.14-11 Distance Learning at the University of Hawai‘i , Governance
- III.A.14-12 University of Hawai‘i Distance and Distributed Learning Action Plan
- III.A.14-13 University of Hawai‘i Executive Policy EP 5.204 Distance Learning planning and policy
- III.A.14-14 Teaching Online Prep Program/Teaching Online Self-Paced program video
- III.A.15-1 University of Hawai‘i Administrative Procedure A9.025, Fair Information Practice (Confidentiality of Personal Records)
- III.A.15-2 University of Hawai‘i Administrative Procedure A8.450 Records Management
- III.A.15-3 University of Hawai‘i Administrative Procedure A9.075, Personnel Records - BOR Appointees
- III.A.15-4 2017-2021 UHPA-BOR Contract, Article XIX, Personnel Files

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**III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

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### EVIDENCE OF MEETING THE STANDARD

Kapi‘olani Community College is comprised of a main campus and a smaller campus approximately 1/5 of a mile from the main campus. Both campuses are located in the Kaimuki-Diamond Head area on the island of O‘ahu. The main campus is made up of 20 primary buildings on 44 acres of land. The smaller campus is home to the Culinary Institute of the Pacific, which is a recently completed facility that lies just south of the main campus. The College also regularly offers Emergency Medical Services programs on Maui and Hawai‘i Island on the campuses of UH Maui College and Hawai‘i Community College, respectively, as well as Nursing programs on the Leeward Community College campus.

All of the College’s maintenance and construction is done with the goal of ensuring a safe, secure and accessible learning and working environment. The College’s Vice Chancellor for Administrative Services (VCAS) and the Auxiliary Services Director (or Facilities Manager, FM) oversee compliance with federal, state, and county laws, ordinances, rules and regulations.

The College is assisted with campus and facility planning by the University of Hawai‘i Community Colleges (UHCC) Facilities and Environmental Health (FEH) office. On large projects that include new construction, the College is assisted by both the UHCC-FEH Office as well as the University of Hawai‘i System Office of Capital Improvements (OCI).

The College provides a safe and secure learning and working environment through units that have different areas of responsibilities. Primary responsibility for facilities lies with the College’s Auxiliary Services (Aux) unit. Aux is divided into three units:

1. Janitorial Services: Responsible for maintaining a clean and orderly environment of common areas and most classrooms and laboratories. Janitorial services removes trash and materials, maintains flooring surfaces through waxing and shampooing services, provides event set up and takedown, and assists with the moving of offices, classrooms and other spaces.
2. Building Maintenance: Responsible for repairing and maintaining the College’s physical facilities through either minor repairs and maintenance work or the management of contractors and other vendors. Most repair and maintenance work on major systems such as air conditioning, electrical and plumbing is done through contractors.

3. Grounds: Responsible for maintaining the campus' landscaping and groundskeeping, including both cutting and planting. In addition, Grounds staff provide minor repairs for parking areas and pathways as well as maintain large designated outdoor areas.

Units, departments, and employees within the College assist in addressing safety issues through reports made to the College's security officers and contractor security guards, who are continuously on duty. Security officers are in the Safety and Emergency Management (SEM) unit. SEM's primary responsibility is to receive calls regarding safety and maintenance issues and, as part of their patrol, monitor and report facilities issues. There is regular communication between the Safety and Emergency Management unit and the Auxiliary Services unit regarding safety concerns and necessary repairs.

SEM ensures that all facilities are secure. The main campus provides 24 hours per day, 7 days per week security services including personal safety, access control and protection of property. The Campus Security office is located on the ground floor of the 'Ohi'a (Cafeteria) Building in room 104. On duty Campus Security personnel are available at (808) 734-9900 or through any of the emergency call boxes. The SEM website includes a link to a map with emergency call box and Automatic External Defibrillator (AED) locations as well as other safety and security information.

The College also provides privacy options for certain students and employees. A designated lactation room for students and employees who are nursing is located on the second floor of the 'Iliahi A Building. An all-gender restroom is located on the second floor of the 'Ilima Building.

The Auxiliary Services Director and the Assistant Auxiliary Services Director perform regular checks and inspections of campus buildings and grounds. If an issue is identified as needing repair, maintenance, upkeep, or general cleaning, particularly due to safety reasons, the Auxiliary Services Director is entrusted to deploy the necessary resources to successfully resolve the issue. The Auxiliary Services Director is responsible for communicating and informing employees, students, and visitors of construction, repair, and other safety concerns.

All community colleges in the UHCC system are supported by the UHCC-FEH unit. FEH works collaboratively with the College in developing and administering a variety of health and safety training and awareness programs, many of which, are directly related to the campus's physical resources. These programs include training and guidance on hazardous materials and waste management, asbestos and lead abatement, indoor air quality, fire safety, stormwater discharge, among many others. These training programs are provided to the College on a continuous basis to ensure that faculty and staff are informed of the best practices in the field and to ensure that a safe learning and working environment is maintained.

FEH also manages all major facilities projects on behalf of the College. FEH ensures that the

College is compliant with all applicable State regulations. They oversee the development and coordination of repair and maintenance projects and capital improvement projects; works with contractors and various government inspectors to assure ADA compliance; and assist the campus in communicating with the Department of Accounting and General Services, and with other state and county regulatory agencies.

### **ANALYSIS AND EVALUATION**

The College provides a safe and accessible learning and working environment. Campus buildings are constructed, maintained or renovated to building code standards and assures full access, safety and security. The College regularly assesses its facilities, security and maintenance programs through planning processes to ensure facilities meet student and staff needs.

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**III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

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### **EVIDENCE OF MEETING THE STANDARD**

The College ensures effective utilization and continuing quality of facilities and equipment through planning to support the College's programs and services.

The College's Strategic Plan and Long Range Development Plan (LRDP, [III.B.2-1](#) v.1, [III.B.2-2](#) v.2) are overarching guides for decisions about physical resources. The LRDP serves as a blueprint for future development and drives all future projects. The College completed its most recent LRDP in 2010 (See III.B.4).

Facilities planning is aligned with and connected to the College mission. The LRDP ensures the effective use of the campus' physical resources. In the Annual Report of Program Data (ARPD), programs identify and justify facility, space, and equipment needs, supporting them with data evidence and alignment to the Strategic Plan. This annual assessment of instructional and student support programs informs institutional planning and budgeting. The Planning and Assessment Integration with Resource Allocation (PAIR) process also incorporates assessment, planning, and budgeting, while aligning to the Strategic Plan and LRDP (See III.D.1). In the PAIR process, each department and support services area ranks its needs based upon priorities in the ARPD and Strategic Plan. Institutional priorities are vetted and voted on by the Chancellor's Advisory Council (CAC). These processes assure effective utilization of resources to support programs and services while achieving the College mission.

Similar planning processes are in place for capital improvement program (CIP) projects, minor CIP projects, and capital renewal and deferred maintenance projects. The College adheres to the UH Board of Regents (BOR) Interests in Real Property policy and the Planning and Management of Real Property policy ([III.B.2-3](#), [III.B.2-4](#)). The UHCC System is committed to providing a safe working and learning environment. To ensure safe and sufficient physical resources, the different levels of the UH System share facilities planning and management. The UHCC System Office of Facilities and Environmental Health (FEH) manages projects that are deemed larger and typically require professional design consultants. FEH, when appropriate, assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. This office prioritizes projects within the total framework of needs for the UH System and UHCC System.

The Vice Chancellor for Administrative Services (VCAS) oversees physical resources and reports to the campus on approved and funded facility projects and campus maintenance and repairs through updates to the Chancellor's Advisory Council and construction advisory announcements.

The College ensures that program and service needs are considered when planning and maintaining its physical resources including facilities, land, and other assets. Between 2013 and 2017, over ten renovation and modernization projects resulted from the College's budget process and focused meetings with campus constituents. The examples below illustrate significant facilities-related projects of the campus:

- 'Ohi'a Auditorium and Foyer Renovation
- Culinary Institute of the Pacific
- Kopiko Courtyard and Classroom Renovation
- Title III Library Tutoring Center (Lamakū Learning Center)

The Lamakū Learning Center, (formerly known as the Study Hub), which is the campus' primary student tutoring center, is a good example of a successful facility project aligning to the College mission, particularly its commitment to student success. In Fall 2017, the center was opened with increased physical and technological capacity. The center includes improved student tutoring spaces, five renovated group study rooms, and collaborative spaces for faculty and students. The Center addresses the campus mission statement, aligns with the LRDP, and meets the College Strategic Plan.

The College ensures that program and service needs determine equipment replacement and maintenance. As part of the campus budget process (see [III.D.1](#)), units and departments make requests via the PAIR process. This process provides the basis for equipment replacement funding. In FY17, the campus provided \$460,000 ([III.B.2-5](#)) and in FY18, \$517,323 ([III.B.2-6](#))

in funds to replace equipment. (See III.D.1. for more details about the PAIR process.)

## ANALYSIS AND EVALUATION

The College's LRDP directs the overall planning and development of facilities. Buildings and facilities are constructed to support the strategic plan and larger goals of the college. The ARPD provides the basis, via the campus integrated budgeting process, for prioritizing program equipment replacement. These plans and processes help to assure the effectiveness and quality of the College's physical resources in supporting its mission.

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**III.B.3. 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.**

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## EVIDENCE OF MEETING THE STANDARD

The College plans and evaluates its facilities and equipment regularly to effectively support programs and services.

The College has a facilities manager in the Auxiliary Services (Aux) unit, who is the primary point of contact for campus facility needs. A computerized maintenance management system (AiM) is used for campus departments/units/programs to submit a work request. The AiM enables the campus to identify problems and track recurring issues. Additionally, custodial staff routinely assess the condition of facilities and report to the campus administration any needed repairs or modifications.

For ongoing facilities planning, the College uses the Facilities Renewal Reinvestment Model (FRRM), eFacilities AiM, program ARPDs, and the Scheduler System, which provides utilization reports. In addition, the College uses the annual FRRM database called Sightlines to record maintenance backlog and estimated annual funding required for ongoing capital reinvestment. The College monitors all facilities on a regular maintenance schedule, including planning for deferred maintenance, and establishes priorities for addressing both regular and deferred maintenance.

The College tracks classroom use, vacancy and fill rates, classroom equipment inventory, and campus facilities use. To identify trends, needs, and efficiency, the College compares its data to the data at the other UH System campuses. Current space needs that are existing or are projected

are identified by units, departments and programs. These data, along with feedback from campus groups, impact both current and future decisions.

The College's Planning and Assessment Integration with Resource Allocation (PAIR) process begins with the College Strategic Plan and mission statement, which all departments and units use as a guide for prioritizing activities and projects. As part of the ARPD, units include outcome assessment as an evaluation tool and identify any needed improvements. Any required resources are included in a budget request through the Allocation Request Form (ARF). ARFs are prioritized by campus Authorized Governing Organizations (Faculty Senate, Staff Council, Student Association, and Native Hawaiian Kalāualani Council) and recommended by the Chancellor's Advisory Council.

Using systematic and regular inspection, assessment reports from programs, units, and area, and Administrative Services data gathering, the College is able to accommodate the changing needs of the campus and plan for the future. Administration is active in providing information and updates to the College regarding construction projects and other works that impact physical resources.

## ANALYSIS AND EVALUATION

The College regularly evaluates its physical resources to determine upkeep and viability in supporting the College's academic and student support programs. The College utilizes various sources of data and program assessment results to ensure the effectiveness of its physical resources and plans accordingly.

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### **III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

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## EVIDENCE OF MEETING THE STANDARD

The LRDP, the College Strategic Plan and University policies provide the overarching direction for all long-range capital plans and support institutional improvement goals.

The LRDP is a comprehensive capital improvement and land use plan. The LRDP identifies the physical resources needed to achieve the College mission, strategic goals, and objectives by supporting and guiding future expansion and growth of the College. It includes a Phase I plan addressing facility needs and campus improvement plans to be implemented within a near-term (seven-year) horizon and an Ultimate Plan to guide orderly campus development over the long-term (20+ years). The College periodically updates its LRDP (typically every ten years), and the

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Chancellor recommends it for approval by the UH administration and the Board of Regents (BOR).

The College gained approval from the BOR for its current LRDP in 2010. It not only establishes space requirements and allocations as shaped by the long-term goals, but also provides the framework by which the College requests additional funding for capital improvement projects (see III.B.2).

The *UHCC Strategic Directions 2015-2021* also commits to developing a system of planned equipment replacement, similar to the building maintenance plan that accounts for the expected life of equipment, the cost of replacement, and a system-wide budget for capital equipment replacement. By approaching the replacement of equipment as a system, the influence on campus budgets will be regulated so that large items do not impact the budget in unexpected ways. The clear identification of a replacement schedule also provides a clearer picture of the amount of deferred equipment within the system.

To that end, the UHCC System has implemented an equipment replacement process for all campuses. Using a portion of the 2015 tuition and fee increase and funds that were received through legislative appropriation, the UHCC System centralizes funds from the seven campuses in an equipment replacement pool that is then distributed to each campus on an annual basis. Using the College's request priorities identified in the PAIR process, the College prioritizes its instructional, support, and infrastructure equipment replacement needs through this funding request process. The College has received nearly \$1.0 million in equipment replacement funds using this process during the first two years (FY16 and FY17) of the program's inception.

## ANALYSIS AND EVALUATION

The College has long-range capital plans that support its mission and institutional improvement goals. Long-range capital planning for the College aligns with the plans provided by the UH and UHCC System. Funding for long-range projects is guided by college mission and goals, and planning is coordinated with the systems offices, including projections of the total cost of ownership.

### Evidence for III.B.

- III.B.2-1 Kapi'olani CC Long Range Development Plan (LRDP) Vol 1
- III.B.2-2 Kapi'olani CC Long Range Development Plan (LRDP) Vol 2
- III.B.2-3 Board of Regents Policy RP 10.201, Interests in Real Property
- III.B.2-4 Board of Regents Policy RP 10.202, Planning and Management of Real Property

III.B.2-5 UHCC VPCC FY17 Equipment Replacement Approval

III.B.2-6 UHCC VPCC FY18 Equipment Replacement Approval

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**III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

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### EVIDENCE OF MEETING THE STANDARD

The Center for Excellence in Learning, Teaching, and Technology ([III.C.1-1](#)) provides network infrastructure support and hardware and software support for audio visual, networked photocopiers, and information technology equipment for the College's management, operational, academic, and academic support services. CELTT's instructional designers offer consulting on technology, distance education, and host and conduct software training for faculty and staff. CELTT arranges for campus-wide software licenses such as MS Office. There are limited licenses for Lynda.com, Zoom, and Adobe Acrobat. CELTT's web team supports the College public website, intranet ([III.C.1-2](#)), and mobile app ([III.C.1-3](#)). The information security officer trains employees on information security and is available for immediate response if needed. CELTT provides facilities for faculty to do their work on computers and Auxiliary Services supports a photocopier in CELTT's building for employees to photocopy large projects. Network and information security support is delivered in collaboration with the district level office University of Hawai'i System Information Technology Services (UH ITS, [III.C.1-4](#)).

Technology management at the ten campuses of the UH System is decentralized, where each campus is responsible for its technology resources, services and support. However, UH ITS provides network connectivity beyond the campus and across the seven community colleges and three universities and supports enterprise software systems such as PeopleSoft, Banner, Centralized Authentication Services, Quali Financial and Curriculum Management, and Lulima (Sakai Learning Management System). UH ITS sets overarching policies and guidelines. The University of Hawai'i Information Technology Service Policies and Compliance website ([III.C.1-5](#)) lists the policies that address the use and management of information technology resources, security and protection of sensitive information, institutional data governance, student conduct code related to technology use, protection of educational rights and privacy of students, the credit card program, electronic payments, records management, social security number protection, security breach of personal information, destruction of personal information records, the Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act and other external regulations. There is a continued emphasis on University of Hawai'i

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policies, State of Hawai‘i Revised Statutes, federal regulations, and external regulations related to Information Security ([III.C.1-6](#)).

### ***Technology Resources, Services and Support***

The Center for Excellence in Learning, Teaching and Technology (CELTT), a unit under the Vice Chancellor for Academic Affairs ([III.C.1-7](#), p. 5), is the lead entity on campus that plans for, develops and delivers high quality media and computing resources and services for instruction and student learning, administrative operations, and faculty and staff development. The unit is led by an appointed faculty member and includes information technology specialists, a media specialist, a graphic designer, an electronic technician, two instructional design faculty, and several support positions. CELTT continually strives to ensure the campus is informed of best practices and provides the necessary support with available resources. The unit’s website provides an overview of their services and access to information and resources needed by the constituents they serve ([III.C.1-8](#)).

In 2013, the College created a Technology Plan that focused on current and new initiatives necessary to meet the needs and demands of the campus ([III.C.1-9](#)). The technology plan was updated in spring 2018 ([III.C.1-10](#)) and vetted through the Chancellor’s Advisory Council (CAC).

There are several groups and teams in CELTT, each with a specific focus.

### **Instructional Development Support Group (IDSG)**

The IDSG is responsible for professional development related to technology to support faculty, staff, and administrators. A wide range of workshops and training is provided and listed at CELTT’s TEACH site ([III.C.1-11](#)). There is a strong emphasis on faculty professional development for distance education. See the Distance Education plan for details ([III.C.1-12](#), p. 33).

### **Graphics Production**

Graphics production provides layout for posters, flyers, banners and handouts. The graphics specialist meets with clients to determine style and content.

### **Web and Mobile App Development Group**

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The web and mobile development group's main role is the maintenance and improvement of the College's main website, the intranet site 'Ohana, and the mobile app. All three are primary communication tools for the College.

The group is also involved in several key projects at the College. One major project is improving compliance with the American Disabilities Act (ADA) for the main website and several subsidiary websites. The group is actively participating on a team of University of Hawai'i Community College (UHCC) website developers and UH ITS to develop a common standard for compliance. In spring 2018, UH Executive Policy EP 2.210 ([III.C.1-13](#)) on the use and management of information technology was updated to improve its support of the ADA and other IT related policies. Page 10, G. Commitment to Access states, "All web content should be in compliance with Section 508 Standards and should also meet the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA." To provide guidelines to the campuses, UH ITS issued UH Guidelines for Accessible Technology and Digital Media ([III.C.1-14](#)), which outlines priorities for website compliance.

### **Networking Team (NT)**

The Networking Team has the vitally important responsibility of keeping the College's network running. The NT oversees the main distribution frame, intermediary distribution frames, College servers, wireless access, security firewalls, and all hardware connections. The team is responsible for fiber runs, copper runs, network switches, patch panels, static IP networks, DHCP networks, VOIP networks, subnets, servers, firewalls, and DNS configurations. The NT manages approximately 24 servers. Each server must be maintained on a regular basis. Much of the maintenance is done at night and on weekends to reduce network interruptions.

### **Digital Systems Group**

This group manages the College's video production, A/V equipment and installation, Voice Over Internet Protocol (VOIP), analog lines, and centralized technology procurement.

### **Customer Care Center (CCC)**

The CCC addresses any problems staff encounter with computers, copiers, printers, projectors or equipment in the classroom. The individuals in the CCC support basic presentation setups (projector, screen, laptop and remote "clicker") and microphone setups. They maintain equipment and upgrade software. They triage the many support tickets that they field using the Resolve Ticket system ([III.C.1-15](#)). The CCC also provides computer lab support and has scheduled a cycle of equipment replacement for all labs.

### **Information Security**

The CELTT team has extensive knowledge on UH privacy and security policies ([III.C.1-16](#)) as well as extensive knowledge on Federal and State privacy and security policies. Information security includes both electronic data and paper files. The Information Security Specialist (ISS) informs, trains, and advises the College on proper information security practices and maintains a secure storage area for all College paper files containing sensitive information. The ISS works with the University's Information Security Officer to keep up-to-date on current trends, policies, and threats, and is responsible for overseeing all investigations and reports if there are any information security breaches.

### ***Assessment of Technology Resources, Services and Support***

In 2012, 2016, and 2018, campus climate surveys were administered to the faculty and staff to gauge their perceptions of College services, including those of CELTT. The 2018 Getting Better at Getting Better climate survey compares 2018 with 2016 and 2012 results. The trend is that CELTT is improving its services relative to 2016 ([III.C.1-17](#), p. 95, questions 48.1-48.4).

Students surveyed through the Community College Survey of Student Engagement (CCSSE) in 2016, responded positively to the services provided by CELTT, where the results are given as percentages of student responses ([III.C.1-18](#)). To illustrate, 95 percent of respondents to the survey indicated that they were satisfied with the customer service of the Help Desk/computer service staff. Additional data on technology resources at the College are found on the Annual Report on Program Data (ARPD) on Technology Resources ([III.C.1-19](#)).

## **ANALYSIS AND EVALUATION**

The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) ensures that the campus has sufficient technology services, support, facilities, hardware and software to support all functions of the College.

CELTT takes the lead on all technology-related initiatives and with the support of the Chancellor's Advisory Council, CELTT maintains a technology plan that prioritizes the information technology needs of the College. The College uses the policies of the University of Hawai'i's Information Technology Service to ensure compliance with state and federal guidelines. Over the last few years, there have been significant improvements in staffing in CELTT in areas such as web support, network support, and instructional design support. Recent initiatives in distance education training have improved professional development offerings at CELTT. In the 2018 climate survey, Getting Better at Getting Better, CELTT improved campus satisfaction ratings relative to the 2016 survey.

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**III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

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**EVIDENCE OF MEETING THE STANDARD**

Kapi‘olani Community College plans for, updates and replaces technology to maintain its infrastructure, quality and capacity.

*Continuous planning*

CELTT has a campus technology plan ([III.C.2-1](#)), which includes networking, hardware and software, and services (see III.C.1.). CELTT attends regular meetings with the UH System regarding security updates, policies and procedures, and infrastructure planning. CELTT’s individual workgroups stay current with industry developments and advise the CELTT Coordinator and the College on emerging technology trends.

The UH System provides a foundation for the delivery of infrastructure and services for deployment across the ten campus system, significantly reducing costs for individual campuses. The Chancellor’s Advisory Council (CAC) charter ([III.C.2-2](#), p. 4) reviews the Technology Plan annually. The CAC ensures that the Technology Plan supports the College’s mission and Strategic Plan and aligns with the directions set by the University of Hawai‘i Community Colleges and the University of Hawai‘i System.

*Determining priorities*

CELTT has established a list of criteria for prioritizing technology needs. The ranked criteria listed below guide how CELTT allocates its resources to support the College. The criteria are shared with the College to support transparent decision-making and to show that decisions must reflect the best interests of the College and the Strategic Plan. This list embodies the priorities of a centralized information technology management system.

1. Health and safety
2. Campus-wide infrastructure and information security
3. Core services and support
4. Impact on a broad student population across multiple disciplines
5. Workforce development tied to technology and a specific degree or certificate
6. Impact on a specific program or department
7. Impact on a specific course

### ***Updating and Replacing Technology***

Meeting student technology needs requires careful planning and the commitment of resources for continuous updates and upgrades. CELTT identifies needs through the annual budgets of departments, units, and programs, through needs identified in the PAIR (Planning and Assessment Integration with Resource Allocation) process, and through requests from individuals. These needs are documented, prioritized, and compiled for centralized procurement and management. A technology procurement form is available for departments, units, and programs to submit requests for technology purchases ([III.C.2-3](#)). There are also technology requests from grant-funded projects.

The CELTT Coordinator receives a budget allocation from the College. The College allocated \$250,000 in FY 2017 for centralized technology procurement, prioritized in tiers. Tier one includes items such as computers and equipment that require immediate replacement. Tier two includes older computers that are currently operating but the core processors will no longer be able to run new versions of an operating system as upgrades continue. Tier three is for everything else.

An example of the College's commitment to systematically maintain technology resources is the purchase of KACE in 2015, a Dell IT inventory management system, which serves as a centralized inventory system. Through the Planning and Assessment Integration with Resource Allocation (PAIR) process and the submission and approval of Allocation Request Forms (ARF), \$100,000 was allocated to purchase KACE. KACE allows CELTT to inventory all computers and software; tracks software versions, operating systems, usage, and security patches; and helps with replacement schedules. Once equipment is purchased and received, CELTT logs the equipment into the system, installs necessary software, barcodes the equipment, and deploys the equipment to its appropriate location. In addition, KACE allows CELTT to conduct an accurate and comprehensive budget and needs assessment. KACE has been operational since 2015. Although some older inventory still needs to be entered into KACE, all new equipment is properly inventoried.

A few examples of planned upgrades to technology addressed in the Technology Plan are upgrades of network switches, Cat 5 to Cat 6 cabling, classroom projectors, and student lab computers ([III.C.2-4](#), p. 9). Updates to technology resources for online teaching can be found in the Distance Education plan ([III.C.2-5](#), p. 33).

## **ANALYSIS AND EVALUATION**

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The College plans for, updates and replaces technology to ensure that the quality and capacity of the technological infrastructure are adequate to support the College's mission, operations, programs, and services.

The College has a dedicated division (CELTT) that is responsible for updating and replacing technology and maintaining the technological infrastructure based on department ARPDs and the Technology Plan, which is continually updated.

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**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

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### EVIDENCE OF MEETING THE STANDARD

CELTT implements and maintains technology resources at all physical and distance education locations that offer courses, program, and services, ensuring reliable access, safety and security throughout.

#### *Implementation and maintenance of technology resources*

Faculty and staff request technological support through CELTT's intranet website, [ohana.kapiolani.hawaii.edu/departments/celtt/](http://ohana.kapiolani.hawaii.edu/departments/celtt/). As the College's vision and culture expand beyond "brick and mortar" infrastructure to more online learning, CELTT has positioned the unit to accommodate such changes.

The College offers programs at other locations. For instance, the Emergency Medical Services program is offered at UH Maui College and Hawai'i Community College. The College also offers the Nursing Program at Leeward Community College. CELTT purchases computers, fax machines, phones, and analog services and provides information security support for fieldwork supervisors, instructors, staff, and students. Infrastructure support such as networking and firewalls are maintained by the hosting campus.

The Culinary Institute of the Pacific (CIP) is located less than a mile from the campus and began offering classes in fall 2017. CELTT was involved from the planning stages to the completion of phase one, which included two classroom laboratories, ensuring that the technology infrastructure was in place and that all systems were operational for the first day of instruction.

The 2013-2017 Technology Plan provided a concrete implementation plan to support and maintain a campus-wide infrastructure and network security, which included inventory

management and the purchase and upgrade of a broad range of technology including computers, projectors, screens, speakers, software licenses, wireless access points, bandwidth, network closets, network photocopiers, two-way radios, cellular service with voice and data coverage, analog lines, and distance learning technologies, all in support of current and future renovations and new construction ([III.C.3-1](#)).

### ***Ensuring Reliability of Technology Resources***

The CELTT team has designed a failure-tolerant reliable infrastructure of multiple hard drives which follows the IT standards of practice. If one hard drive should fail in a flood, surge, fire, etc., the backup drives will function in its place. Servers and hard drives are placed strategically throughout the campus, greatly minimizing vulnerability to unforeseen threats.

CELTT's Information Security Specialist holds regular workshops on campus and assists with UH System-sponsored workshops to inform the College of the most recent policies and procedures on data governance and information security ([III.C.3-2](#), [III.C.3-3](#)). For more information on CELTT's Information Security, see III.C.1.

## **ANALYSIS AND EVALUATION**

CELTT maintains and implements technology resources in physical locations where courses, programs and services are offered and in Distance Education environments, ensuring reliable access, safety, and security. The Technology Plan provides a campus action plan addressing infrastructure and network security. The CELTT team has a failure-tolerant disaster recovery and reliability infrastructure. CELTT's Information Security Specialist provides workshops to update and the College has preventive measures in place to ensure information security.

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**III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

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## **EVIDENCE OF MEETING THE STANDARD**

CELTT provides faculty, staff, and administrators a range of technology and instruction workshops, consultation, and support. In addition, the Library and Learning Resources unit (LLR) provides students with training in the use of relevant software and programs ([III.C.4-1](#)). The newly developed Distance Education Plan provides an overview of these services in the Technical Support and Preparation section ([III.C.4-2](#), p. 33).

### ***Instructional Support for Faculty, Staff and Administrators***

CELTT provides a number of professional development opportunities where instructional designers and other faculty/staff members from across the campus offer workshops on specific topics related to faculty, staff and administrator responsibilities.

CELTT offers various training workshops for faculty, staff, and administrators including Lulima (current course learning management system version of Sakai), Google applications, course design, ADA compliance, screencasting, and other relevant topics ([III.C.4-3](#), [III.C.4-4](#)). Workshops are evaluated for their effectiveness ([III.C.4-5](#)). In addition, nationally sponsored professional development webinars such as Innovative Educators are offered to the campus.

TEACH coordinates and promotes a number of learning opportunities ([III.C.4-6](#)). The "Training" area of this site includes workshops offered in person and online ([III.C.4-7](#)). These workshops span a variety of subjects such as web conferencing, Google Certification (a community of practice for professional development, Collaborative Circles for Creative Change (C4ward), Lulima tools, and a Spotlight workshop series facilitated by fellow instructors. A blog includes updates and information useful for faculty to improve their teaching practices ([III.C.4-8](#)). This site also promotes best practices in distance education and highlights important distance education issues, identified by the US-DOE and ACCJC, such as regular student interaction and student authentication. Other professional development offerings include Recharge '17 Technology Day, Lulima Workshops, and Resources & Tools ([III.C.4-9](#), [III.C.4-10](#), [III.C.4-11](#)).

In summer 2016, CELTT launched the Teaching Online Prep Program (TOPP), a six-week online program for instructors who will be teaching online for the first time, or are looking for ways to improve current practices ([III.C.4-12](#)). A second [TOPP](#) was offered in fall 2017, and will continue to be offered on a regular basis ([III.C.4-13](#)). Evaluations and reflections of the summer 2016 program were summarized by one of CELTT's instructional designers ([III.C.4-14](#)). The Teaching Online Self-Paced Program (TOSP) was launched in fall 2016. This program enables faculty to complete the program at their own pace and not necessarily within a six-week timeframe.

In fall 2016, a Distance Education Faculty Survey was distributed to faculty who are currently teaching online ([III.C.4-15](#)). Some of the questions allowed CELTT and the campus to assess the resources used, the comfort level, and the training needs of online instructors. While the questions and results ([III.C.4-16](#)) were geared specifically towards distance education, the comments about digital resources are widely applicable and important.

The Faculty Senate Distance Education Committee continues to address and discuss various topics important to faculty, including the campus learning management system, learning software, current CELTT resources, Open Educational Resources, foundational practices for instructors and recommendations to the Interim Chancellor ([III.C.4-17](#), [III.C.4-18](#)). CELTT and the Faculty Senate Distance Education Committee have a synergistic relationship that places faculty needs as a priority.

## TOPP IS TOP

*"Oh my goodness, this class has helped me clarify my understanding of online teaching a bunch... [It] reminded me that the tech isn't the point; connecting with the student is the point."*

*"My own experience has made me more aware and hopefully empathetic to the feelings that my students will have as they take my online course."*

*"...Problem-based approaches... serve as real world examples of how we might approach our course design and delivery."*

These are just a few of the positive comments shared by the participants of the Teaching Online Prep Program (TOPP) offered by the Center for Learning, Teaching, and Technology (CELTT). In response to a need for updated, consistent, and accessible online professional development at the College, TOPP was created in 2016 by two instructional designers to help faculty teaching online for the first time, along with faculty wanting to redesign an existing online course. This 6-week, asynchronous online faculty development course provides participants first-hand experience themselves as online learners, and thus develops empathy and provides insight into the mindset of students they teach.

In the first year 26 faculty members completed the program, with 28 online courses either created or updated as a result. Assessments in those courses indicated positive feedback from students and improved student learning. Furthermore, as digital systems shift and evolve, so too does CELTT and its instructional design team.

### *Operational Support for Faculty, Staff, and Administrators*

CELTT responds to a range of individual requests from faculty, staff and administrators. These requests include, but are not limited to, help with Laulima, recording meetings or class sessions, computer viruses, hardware/software not working properly, screencasting, website assistance, uploading documents, Microsoft Office software, and more.

CELTT's Resolve site is accessible for faculty, staff and administrators to request service assistance for equipment, telephone, and/or network problems and instructional support for distance learning, multimedia and Laulima ([III.C.4-19](#)). The unit maintains a support log, which includes a ticket number, nature of the request, department requesting the help, affiliation of the requestor, and other information used for tracking ([III.C.4-20](#)).

### *Support for Student Learning*

Students attend a host of workshops at the library that can assist them in navigating through the technology needed for school.

Currently, the library's Secrets of Success (SOS) program offers workshops on how to survive an online course, Laulima use, Google applications, Microsoft Word basics, Microsoft PowerPoint basics, and Microsoft Excel basics. The staff member who organizes the SOS program works closely with presenters (all of whom volunteer their time) and other on-campus partners to offer relevant workshops ([III.C.4-21](#)).

Pamphlets made available to students and all faculty and the website market the library's SOS Workshops. SOS workshops are announced in the College's daily News & Events ([III.C.4-22](#)). Instructors continue to promote the SOS workshops in conjunction with their courses.

In addition to local campus services, students have access to UH System online services such as Banner-STAR, the Course Evaluation System, Laulima (the Sakai Learning Management System), MyUH Services Portal, and Enhanced UH Login Security. Support is managed primarily at the UH System level (district office).

## **ANALYSIS AND EVALUATION**

Kapi'olani Community College's Center for Excellence in Learning, Teaching, and Technology (CELTT) provides a range of instructional programming and support as they relate to technology for faculty, staff and administrators. The Library and Learning Resources unit currently offers the SOS workshops each semester for students to learn about UH-specific tools and general computer basics.

CELTT provides professional development and training workshops on various technology tools for faculty, staff and administration members. The Faculty Senate Distance Education committee looks to CELTT for expertise in professional development and training. The UH System provides students support with enterprise-wide systems such as Lulima (LMS) and MyUH Portal.

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**III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

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**EVIDENCE OF MEETING THE STANDARD**

The College adopts the information systems policies and procedures set forth by the University of Hawai‘i system to inform the appropriate management and of technology in the teaching and learning processes and has established guidelines and procedures which inform the appropriate use of technology in teaching and learning.

***Policies and procedures that guide the appropriate use of technology in teaching and learning***

As addressed in III.C.1., the University of Hawai‘i Board of Regents approves policies that establish the use and management of all information technology resources, including those that specifically support learning, and the policies are listed on the University of Hawai‘i Information Technology Service Policies and Compliance website ([III.C.5-1](#)). CELTT’s service procedures (see III.C.1.) support the use of technology in the classroom and in distance education. In addition, as mentioned in Standard III.C.1., the College created, vetted, approved, and now is implementing a campus Distance Education (DE) Plan ([III.C.5-2](#)) that addresses support for the DE learning environment, but also addresses support on the physical campus. The Distance Education Plan systematically addresses a wide range of topics ranging from technology infrastructure to services to employee professional development to student support, all in the interest of teaching and learning. These topics are defined by the plan’s purpose, as outlined on page 6.

The Distance Education plan was approved by the Faculty Senate and the Chancellor’s Advisory Council in spring 2017. These same committees and a newly assigned interim DE Coordinator are implementing the plan. As with major campus plans, the DE plan is on scheduled to be reviewed annually ([III.C.5-3](#), p. 4).

## ANALYSIS AND EVALUATION

The College adopts the information systems policies and procedures set forth by the University of Hawai‘i system to inform the appropriate use of technology in the teaching and learning processes. CELTT has applied these policies and procedures and created campus procedures that support technology-supported teaching and learning for the College. The College has also developed its own Distance Education Plan to coordinate the College’s resources and improve support for teaching and learning.

### Evidence for III.C.

- III.C.1-1 ‘Ohana website, Center for Excellence in Learning, Teaching, and Technology (CELTT)
- III.C.1-2 ‘Ohana website
- III.C.1-3 Kapi‘olani CC website, College Mobile App
- III.C.1-4 University of Hawai‘i System Information Technology Services
- III.C.1-5 University of Hawai‘i Information Technology Service website, Policies and Compliance website
- III.C.1-6 UH Executive Policy EP 2.214, Institutional Data Classification Categories and Information Security Guidelines
- III.C.1-7 Organizational Charts for Kapi‘olani CC, 2017, p. 5
- III.C.1-8 ‘Ohana website, Center for Excellence in Learning, Teaching, and Technology (CELTT)
- III.C.1-9 Kapi‘olani CC Technology Plan, 2013-2017
- III.C.1-10 Kapi‘olani CC Technology Plan, 2018-2021
- III.C.1-11 ‘Ohana website, TEACH page
- III.C.1-12 Distance Education Plan, p. 33
- III.C.1-13 UH Executive Policy EP 2.210, Use and Management of Information Technology Resources
- III.C.1-14 UH Guidelines for Accessible Technology and Digital Media
- III.C.1-15 Resolve System Ticketing software
- III.C.1-16 University of Hawai‘i Information Technology Service website, Policies and Compliance website
- III.C.1-17 Campus Climate Survey 2018, Getting Better at Getting Better
- III.C.1-18 Community College Survey of Student Engagement (CCSSE), 2016 results on IT services
- III.C.1-19 Annual Report of Program Data (ARPD) CELTT, 2017

- III.C.2-1 Kapi‘olani CC Technology Plan, 2018-2021
- III.C.2-2 Chancellor's Advisory Council (CAC) Charter, 2017
- III.C.2-3 Technology Procurement Form
- III.C.2-4 Kapi‘olani CC Technology Plan, 2018-2021
- III.C.2-5 Distance Education Plan, p. 33
- III.C.3-1 Kapi‘olani CC Technology Plan, 2013-2017
- III.C.3-2 Information Security Specialist Email, Information Security Workshops, 1.31.2018
- III.C.3-3 News & Events, Data Governance & Information Security at UH: How it Impacts YOU
- III.C.4-1 Secrets of Success website
- III.C.4-2 Distance Education Plan, p. 33
- III.C.4-3 Workshops Facilitated at CELTT
- III.C.4-4 News & Events, Website News (ADA news)
- III.C.4-5 CELTT Workshop Evaluation Summary
- III.C.4-6 ‘Ohana website, TEACH page
- III.C.4-7 ‘Ohana website, TEACH page, Training
- III.C.4-8 TEACH Blog
- III.C.4-9 Recharge ‘17 Technology Day
- III.C.4-10 Laulima Workshops
- III.C.4-11 Resources & Tools
- III.C.4-12 Teaching Online Prep Program (TOPP), summer 2016
- III.C.4-13 Teaching Online Prep Program (TOPP), fall 2017
- III.C.4-14 Reflection: Teaching Online Prep Program (TOPP)
- III.C.4-15 Distance Education Faculty Survey
- III.C.4-16 Distance Education Faculty Survey Results
- III.C.4-17 Faculty Senate Distance Education Committee minutes
- III.C.4-18 Faculty Senate Distance Education Committee action requests
- III.C.4-19 CELTT Resolve site
- III.C.4-20 Resolve site support log
- III.C.4-21 Secrets of Success website
- III.C.4-22 News & Events, SOS workshops
- III.C.5-1 University of Hawai‘i Information Technology Service website, Policies and Compliance website

III.C.5-2 Distance Education Plan

III.C.5-3 Chancellor's Advisory Council (CAC) Charter, 2017

### III.D. Financial Resources

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**III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

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#### EVIDENCE OF MEETING THE STANDARD

Kapi‘olani Community College and the University of Hawaii Community College System are committed to support and sustain student learning programs and services and improve institutional effectiveness. Sufficient revenue streams are maintained to cover base (or current service) operations as well as to support initiatives that innovate and enhance programs and services. Institutional priorities are identified through goals and objectives established during the strategic planning process and funding sources are provided to help realize some of these priorities. The College works in concert with the University of Hawai‘i Community Colleges (UHCC) system office to ensure that the budget processes at both the system and campus levels are managed with integrity and that financial stability is maintained.

The operating budget approved by the Board of Regents for FY 2018 has a projected \$49,076,753 in unrestricted revenue to fund an unrestricted expenditure budget of \$49,076,753. Operational reserves exceed the minimum 5% and 10% targeted thresholds ([III.D.1-1](#)).

#### *Sufficient Financial Support, General Funds and Tuition and Fees Special Funds*

Kapi‘olani Community College, and the UHCC system as a whole, rely on State appropriated revenues (General Funds) to subsidize a significant portion of its operations in order to keep post-secondary education within reach of target populations. Each year, the UHCC campus Chancellors and the Vice President for Community Colleges work together to determine General Fund allocations to the individual colleges, with the aim of maintaining established levels of current service funding. Current Service funding equals the prior year General Fund appropriation, plus any previously agreed-upon collective bargaining augmentations, minus base budget reductions, plus funds for new initiatives (program change requests). General Fund base budget reductions are normally driven by downturns in the State economy; however, it should be noted that there have been no significant budget reductions since FY 2011.

In 1995, the Legislature authorized the establishment of the Tuition and Fees Special Fund

(TFSF) and permitted the University to retain and expend revenues earned from tuition in order to “maintain and improve the University’s programs and operations” (Act 161, SLH 1995). Prior to this action, tuition revenues were retained by the State and the University received General Fund appropriations for all of its general operating expenses. This change afforded the Community Colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation. It should also be noted that in spite of consecutive tuition increases over the past twelve years, the Community Colleges remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC campuses were identified as the most affordable two-year public higher education institutions in the nation ([https://irhe.gse.upenn.edu/affordability-diagnosis/state\\_reports](https://irhe.gse.upenn.edu/affordability-diagnosis/state_reports)).

The General Funds received by the College combined with tuition and fees revenues (Tuition and Fees Special Fund) generated from credit instruction comprise the general operating fund or “unrestricted operating budget” of the campuses. Over the past 5 years, the College has maintained a healthy TFSF balance ([III.D.1-2](#), [III.D.1-3](#))

The funding of the general operating budget through a combination of General Funds and TFSF has a significant stabilizing effect on campus operations. General Fund allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of TFSF revenue. Conversely when enrollments grow, the College generates additional revenue to meet increased costs. Reductions to the General Fund base itself usually coincide with downturns in the State economy; however, these periods are often associated with increases in enrollment as students leave the workforce to further their education ([III.D.1-4](#), [III.D.1-5](#))

### ***Other Special and Revolving Funds***

Other special and revolving funds also finance certain aspects of campus operations; however, unlike General Funds and TFSF that support general operations, these funding sources are used to support specific program activities. The program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses.

### Extramural Funds

Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. All extramural funds are administered through the University Office of Research Services ([III.D.1-6](#)).

### Reserves

The UHCC System requires that each campus maintain adequate financial resources to ensure financial stability ([III.D.1-7](#)). The College maintains sufficient cash reserves to address emergencies (5% reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves).

## GRANT HIGHLIGHTS

*“Science is a hard subject. And it’s not a subject that we all like or enjoy but having that culture incorporated into it has really helped us with our studies and being more engaged with our Hawaiian culture.”*

In 2014, grant funded Project Olonā engaged Native Hawaiian students in the comparison of plant growth rates using traditional soil and hydroponic systems. These two student quotes show the collateral impact from what a cursory view would classify simply as a “botany” project.

Extramural revenue to fund projects like this exceeds the benchmark set in the Strategic Plan (2008-15) of \$5 million annually. In addition to instructional-related support, this revenue supports building/office renovation, professional development, including travel and conference fees, innovation across all silos, and tuition support.

Grant-funded scholarships benefit students and also help us meet enrollment management and affordability goals. These benefits are most noticeable, however, in their positive impact on our most vulnerable student populations.

Capital Improvements Program (CIP) Funds

The UHCC system supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary revenue source for University CIP projects comes from State-issued general obligation bonds, where debt service payments to retire the bonds are funded by the State. Individual campuses are not obligated to pay for these long-term obligations.

Funding for Capital Renewal and Deferred Maintenance (CRDM) and Minor CIP are provided as State-funded lump sum appropriations, which means that the Community Colleges can determine the

specific projects that are funded through the lump sum appropriations. The UHCC system conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the UHCC system level by weighing the relative importance of each project against the needs of the seven UHCC campuses. This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC system ([III.D.1-8](#), [III.D.1-9](#), [III.D.1-10](#)). (ER 18)

**GRANT HIGHLIGHTS (CONT.)**

*"I think it's just the fact that we start all on the same cohort level. We're all moving up at the same time, experiencing all these things at the same time. It's almost just like a shared experiences through the cultural aspects like back to the first summer bridge. I think before we met, we would not even tell each other if we were feeling dumb about stuff. We wouldn't let each other know. Now we, literally, suffer with each other like, 'Man, I don't get it! I don't get it!' 'Yeah, I don't get it, too!' We all bring something to the table. If we don't know...we would just help each other."*

***Financial Integrity and Stability.***

*Board of Regents Oversight*

The framework of financial planning begins with a comprehensive operating financial plan submitted to the Board of Regents (BOR) for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the University is managing its resources in a fiscally responsible manner.

The plan covers all appropriated funds, including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the Community College System level must be explained to the BOR at the close of each quarter ([III.D.1-11](#)). (ER 18)

### *Budget Adjustments*

All general operating and other special and revolving fund budgets are entered into the Kualii financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget-to-actual reports that are posted to the UHCC Budget website.

General operating budgets (GF+TF SF) are monitored and adjusted throughout the year as needed. For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections, as shown in the 37-47 reports ([III.D.1-12](#)). Best practices regarding cash management are followed to ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

### *Setting Funding Priorities*

Kapi'olani CC is one of seven community colleges in the UHCC system. Accordingly, the College is part of two resource allocation processes – the UHCC system and its own.

At the system level, allocations are provided for priority initiatives to allow all seven campuses the means to implement institutional improvements that support strategically important initiatives. The Hawai'i Graduation Initiative (HGI) is an example of a high-priority initiative. The HGI aims to increase the number of educated citizens within the state. HGI's strategies reflect the UHCC System's commitment to support increased student participation and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the State.

### *UHCC System Performance Funds*

Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability and educational attainment. Through funding incentives, performance-based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities and a results-oriented campus culture. The Community Colleges system currently earmarks approximately \$6.5 million of its base budget for this purpose. Starting in FY16, the University of Hawai'i system also began providing performance funding allocations that contributed an additional \$2.0 million. Combined, performance funding represents over 4% of the total general operating budget. In the past, the College has performed well; in recent years, however, the College has not met its performance goals in four of the five categories, meeting targets only in the number of degrees and certificates awarded in STEM. The Financial Projections FY 15-17 show historical performance funding allocations ([III.D.1-13](#)).

Performance funding allocations support the HGI by linking funding to the successful attainment

of goals that promote the initiative. Performance measures related to increasing student participation and completion, particularly for students from underserved populations and regions, and expanding workforce development opportunities, are intimately tied to HGI's strategies.

#### *UHCC Innovation Funds and other Strategic Initiatives*

Innovation and strategic initiative funding allocations are used to address critical needs identified through the strategic planning process and support the goals of the HGI. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education (two years of \$500,000 in annual support for developmental education endeavors and co-requisite programming ([III.D.1-14](#)), improving retention and persistence through guided pathway and early intervention systems (\$30,000 to support STAR), expanding financial aid support (\$20,000 to \$25,000 in annual support for development of an open educational resources (OER) and Textbook Cost: \$0 program at the College ([III.D.1-15](#)), supporting Native Hawaiian achievement, and replacing aging or obsolete equipment.

#### *Campus Process*

At the campus level, the College ensures that the entire campus has the opportunity to participate in the budget deliberation process. The campus-based resource allocation, formally codified in KOP 1.111 ([III.D.1-16](#)) and titled the Planning and Assessment Integration with Resource Allocation (PAIR) process, is specifically designed to increase campus-wide participation, improve and increase fiscal communication, and embrace inclusivity. The process is built upon campuswide participation through the College's authorized governance organizations (AGOs). The entire process is based on campus priorities as laid out in its Strategic Plan and as reflected at the program or unit level through annual program reports, such as the Annual Report of Program Data ([III.D.1-17](#)) or Student Success Plans ([III.D.1-18](#), [III.D.1-19](#)).

#### ***Participatory Governance and Financial Planning and Budget Development***

The budget process starts in the summer for the upcoming fiscal year (FY) and continues through the fiscal year to ensure that program resource requirements are discussed and met. Individual units and departments work with the administration to allocate the budget received from the system. Allocations are based on program/unit/department alignment with the strategic plan and student success pathway as reported in the Annual Reports of Program Data (ARPDs) and Comprehensive Program Reviews (CPRs). Departments also refer to their five-year budget plans during the allocation process. Finally, the Planning and Assessment Integration with Resource Allocation (PAIR) process and the submission of allocation request forms (ARFs) is a bottom-up process to allocate funding beyond base operational needs. ARFs may be submitted by any constituent on campus. All ARFs must also be tied to the strategic plan and student success pathway for consideration. Multiple meetings and town halls are conducted to ensure participation by all constituents throughout the budgeting process.

- The UHCC budget report communicates the General Funds (GF) and the Tuition and

Fees & Special Funds (TFSF) allocated to the College for the fiscal year. This report provides the College with the information it needs to realistically project its expenditures for the current fiscal year.

- Budget Allocation Spreadsheet for FY2018 ([III.D.1-20](#)).
- In the summer, the Vice Chancellor for Administrative Services schedules a meeting with all department/unit heads to begin to put together their budget requests.
  - Budget request and 5-year plan meeting schedule ([III.D.1-21](#))
  - Sample budget request form ([III.D.1-22](#))
- In September, the program administrators meet with the various departments to discuss their budget
  - Budget meeting email ([III.D.1-23](#))
- In October, the Chancellor provides all constituents with a snapshot of how the College's budget is allocated.
  - Chancellor budget allocation memo ([III.D.1-24](#))
  - Budget allocation excel document ([III.D.1-25](#))
- In the Planning and Assessment Integration with Resource Allocation (PAIR) process, Allocation Request Forms (ARFs) are submitted by each department in March prior to the fiscal year in which they will be implemented. The ARFs go through many nodes of vetting and approval to ensure all submissions are treated fairly, and town hall meetings are scheduled to allow all requesters time to talk with constituents about their requests. The allocations determined in the final approval of ARFs are included in the FY budget.
  - Academic Year 16-17 Budget Process Flowchart ([III.D.1-26](#))
  - AY17-18 Timeline for ARF review ([III.D.1-27](#))
  - Budget Workgroup Chair, ARF Town Hall AGO meeting ([III.D.1-28](#))
  - ARF form ([III.D.1-29](#))

The graphic AY17-18 PAIR flow chart ([III.D.1-30](#)) reflects the campus' FY18 allocation request process. It is an integrated planning process and is based upon transparency, communicativeness, and inclusivity. The process also places the responsibility for prioritizing requests on the AGOs. The AGOs are Faculty Senate, Student Congress, Staff Council and 'Aha Kalaulani (Native Hawaiian Council)

The PAIR process, as described in Kapi'olani CC Operational Policy (KOP) #1.111 ([III.D.1-31](#)), is used as the basis to request funds for equipment maintenance and replacement, supplies and materials, and new personnel. This process begins at the program or unit level and can be initiated by anyone associated with the College. Program/Unit personnel or program management identifies needs through their ARPD, SSP, CPR or Annual Report, which are all aligned with the campus Strategic Plan. Once identified, these needs are entered into the PAIR process through the submittal of an Allocation Request Form (ARF). ARFs are collected by the department chair, unit head or program coordinator, who are then asked to assess requests by priority. Priority is always given first to issues involving the health and safety of students or

employees. Other requests are assessed based on program or course success. After the department chair organizes ARF priorities, the requests are sent to the program administrator for prioritization. All requests are then summarized and compiled by the campus Budget Manager and submitted to the AGOs for further review and prioritization. When all AGOs have prioritized the requests, the prioritized listing is submitted to the Budget Manager and Vice Chancellor for Administrative Services, who work with the Chancellor's Advisory Committee (CAC) Budget Subcommittee. The CAC Budget Subcommittee is responsible for making a final recommendation to the full CAC. Once voted upon, revised as necessary, and adopted by the full CAC, the recommended requests are sent to the Chancellor for final funding decisions. Because ARFs must be based upon planning and assessment documents, such as the program review, a comprehensive needs assessment of the physical resources, facilities and equipment in each department, unit or program is done to support each request.

### ANALYSIS AND EVALUATION

Financial resources are sufficient, effectively distributed, and managed with integrity to support, sustain, and enhance programs, services, and institutional effectiveness in a manner that ensures financial stability. The combination of general fund appropriations, tuition and fees, and other special and revolving funds provide ample support for college operations. Performance-based funding provided by the UHCC and UH systems allows the College to acquire additional funding to promote system initiatives. Fiscal stability is maintained through budget development oversight by the Board of Regents and an internal process of allocation prioritization.

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**III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

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### EVIDENCE OF MEETING THE STANDARD

The College's mission and strategic goals, like those of the UHCC, are the foundation for all planning. Strategic goals drive budget priorities in an effort to achieve the outcomes directed by the Board of Regents (BOR). The College aligns its mission and goals to the UHCC system mission and goals.

#### *Mission and Strategic Financial Goals*

##### *System level financial and institutional planning*

The financial planning processes rely on UH System, UHCC System and campus plans for

content. The UH and UHCC strategic plans set the overall direction and performance benchmarks, and college strategic plans set local goals and local budget plans to achieve these goals. Institutional standards for achievement and the methods of assessing these standards are set by UHCC policy ([III.D.2-1](#)). Campus plans operationalize the methods to meet these standards.

The UHCC mission is articulated through the strategic planning process. The University identified guiding principles in the document UH Strategic Directions, 2015-2021. The UH Strategic Directions, approved by the BOR in January 2015, provides the framework, objectives, and priority targets for the University. The UHCC strategic plan and individual campus strategic plans are in alignment with the UH Strategic Directions ([III.D.2-2](#), [III.D.2-3](#), [III.D.2-4](#)).

The timing of the financial planning process at the college level is tied to the State budget and UH budget processes. The University of Hawai‘i System President prepares a budget, which includes all elements of the university, for submission to the BOR. Upon approval by the BOR, the University’s budget is submitted to the Governor for review and incorporation into the executive budget request. The executive budget request for the State is then submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. The Governor generally approves the Executive Budget in June and within a month, allocation notices are transmitted to the University, including any restrictions imposed on Legislative appropriations. The President determines distributions of general funds including the UHCC level distribution. The Vice President for Community Colleges and the Community College chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

### ***Governing Board Information and Planning***

Budget and financial reviews are conducted by the University of Hawai‘i Board of Regents. Board Policy 8.204 sets the University’s fiscal management, budget process, legislative budget proposal, and preparation processes ([III.D.2-5](#)). These processes ensure that institutional priorities and budget expenditures are aligned and that resources are strategically invested in the university’s mission, vision, and plans.

At the system level, strategic planning drives the development of a Budget Policy Paper that is issued by the University President during the biennium budget cycle ([III.D.2-6](#)). The Budget Policy Paper emphasizes proposals that can be framed to support the major strategic directions of the University of Hawai‘i. Strategic planning and budget development are closely linked processes as budget priorities are based on the achievement and advancement of strategic planning goals.

The Strategic Planning Council (SPC) is the primary body for assuring UHCC participation in the strategic planning process ([III.D.2-7](#)). The council consists of the chancellors, faculty senate

chairs, and student government leaders from each of the seven campuses and the vice president and associate vice presidents for the community colleges. The SPC evaluates and finalizes outcomes and performance measures and meets twice a year in full session to review progress made toward the goals and to make adjustments as needed over the planning period ([III.D.2-8](#)). The SPC uses the outcomes of the strategic planning process to set goals and priorities, which are reflected in program planning, budget planning and resource allocation decisions. The SPC also makes recommendations on the allocations and broad purposes of the innovation funds (See [III.D.1](#)).

Strategic goals drive budget priorities in an effort to achieve the outcomes directed by the UH Board of Regents.

#### *Annual Review*

The Board of Regents (BOR) approves an annual operating budget for all campuses, the UH System and the BOR office ([III.D.2-9](#)). The operating budget accounts for all sources of funds, as well as all major categories of expenditures. Additionally, the Board approves an annual capital improvements program budget for the University. The capital improvement budget accounts for all major projects that will be in the planning, design or construction stages. The operating and capital improvement budgets are transmitted to the Board for review and subsequent approval following each legislative session and incorporates the most recent legislative appropriations and actions.

#### *Quarterly Reviews*

The University of Hawai‘i System Administration provides quarterly financial reports to the BOR that reflect budget-to-actual performance, along with explanations for significant deviations from the approved budget. The financial reports provide initial balances, revenues, expenditures, and updates to projected year-end balances based on activity in the previous quarter. The report also includes explanations of significant UHCC System trends or events and Board-established reserve targets with actual reserves for UHCC System during the respective quarterly period.

#### *College level financial and institutional planning*

The College mission is reviewed as part of the strategic planning process. The University of Hawai‘i has identified guiding principles in establishing formal Strategic Directions for 2015-2021. The UH Strategic Directions, approved by the BOR in January 2015, provides the framework, objectives, and priority targets for the College in formulating its own strategic plan. The campus strategic plan is in alignment with the UHCC strategic plan, which also aligns with the UH Strategic Directions (see *Mission and Financial Strategic Goals* at the beginning of [II.D.2](#)).

The College’s strategic plan serves as the focal point of and provides the direction for the

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campus-based budget development process, specifically through the Planning and Assessment Integration with Resource Allocation (PAIR) process ([III.D.2-10](#)). The allocation process includes a current service annual base budget determined by an analysis of the continued need for the level of service or instructional capacity. The continued need and level of service required is discussed in program reviews. The allocation process also provides an opportunity for each program and service to seek additional resources beyond the current service to: 1) resolve or mitigate an imminent health and safety need, 2) achieve a Strategic Plan outcome or performance measure, and/or 3) make program improvements or adjustments as detailed in a completed Annual Report of Program Data (ARPD), Comprehensive Program Review (CPR), or Annual Report.

The College's mission and goals are integral to the financial planning carried out by the UH system. The UHCC system considers the individual college mission in planning and allocation. The allocation methodology includes outcomes funding based on common goals, but with specific targets established for each college.

For the College, the UHCC System establishes a current service (or base) budget, which is consistent with campus needs. The overall health and productivity of programs within the College are assessed using Annual Reports of Program Data (ARPDs), which then help guide the campus Strategic Plan. More broadly, the College also formulates a Long Range Development Plan that addresses future needs for the campus and its students. All Program Reports, as well as the Strategic and Long Range Plans, are approved by the BOR and reviewed by campus leadership and supporting committees on an ongoing basis. In addition, an established UHCC Performance Funding Model supplements campus resources if certain performance criteria are achieved.

Ongoing financial support from the campus is also provided to departments and programs based upon justified needs that are identified via regular reports and are aligned with the campus strategic plan as well as with their goals. The synthesis of planning and budgeting is illustrated by the campus integrated budget process that determines priorities and validates correlation with campus goals.

The integrated resource allocation process, formally codified in KOP 1.111 and titled the Planning and Assessment Integration with Resource Allocation (PAIR) process, is specifically designed to increase campuswide participation, improve and increase fiscal communication, and embrace inclusivity. The College ensures that the entire campus has the opportunity to participate in the budget deliberation process. The entire process is based on campus priorities as laid out in its Strategic Plan and as reflected at the program or unit level through annual program reports, such as the Annual Report of Program Data ([III.D.2-11](#)) or Student Success Plans ([III.D.2-12](#)). The graphic AY17-18 PAIR flowchart ([III.D.2-13](#)) reflects the campus' allocation request process.

Financial Plans are disseminated throughout the College in a timely manner through emails and memos from the Chancellor or Vice Chancellor of Administrative Services to the Administrative team, who then communicates this information to department chairs and unit heads. The initial allocations as well as quarterly updates are also shared and discussed at Administrative Staff Meetings and on the college intranet site ([III.D.2-14](#)).

## ANALYSIS AND EVALUATION

The College's mission and strategic goals are aligned with the University's and the UHCC System's strategic directions. Strategic goals are the foundation for all financial planning, which supports institutional planning, and the financial planning is guided by policies and procedures that ensure sound financial practices and financial stability. The College has a well established budgeting process that is discussed regularly. Appropriate financial information is disseminated to the College in a timely manner through the AGOs and the Chancellor's Advisory Council.

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**III.D.3. 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.**

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## EVIDENCE OF MEETING THE STANDARD

The UHCC system has clearly defined guidelines and processes for financial planning and budget development. The system budget development process is outlined in the Budget Policy Paper and budget instructions. The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations and timeline. Operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions and utility cost projections are explained. Assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined in this document.

Budget development documents are posted on the UH website. These documents include the following:

- Budget policy paper and budget instructions ([III.D.3-1](#))
- Proposed budget requests to the Board ([III.D.3-2](#))
- CIP budgets request priorities and budget act ([III.D.3-3](#))

The College uses the Planning and Assessment Integration with Resource Allocation (PAIR) process for internal budget development. The PAIR process utilizes needs and requirements identified by programs and units that meet the goals of the College Strategic Plan. Requests prioritized in the PAIR process are funded from monies remaining after the current service (or base) budget has been allocated in addition to UHCC system allocations. An example of this process can be seen in FY17-18 ARF Ranking List ([III.D.3-4](#)), where the College was able to fund eight out of thirty one total requests using both campus tuition and fees and UHCC equipment funding.

## ANALYSIS AND EVALUATION

The College clearly defines and follows guidelines and processes for financial planning and budget development, which include opportunities for all its constituencies to participate in planning and budgeting. The College has a budget process in place through the PAIR process that involves all constituents in the process at different times. The College notifies constituents of the progress of the budget allocation process. The College allows for budget requests to be made from the bottom up to ensure all constituents have equal access to allocation funds.

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### **III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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## EVIDENCE OF MEETING THE STANDARD

Institutional planning at the UHCC campuses reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals promulgated by strategic plans. The UHCC system has successfully maintained this delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs, new funding to meet strategic objectives and yet remain affordable when compared to other two-year institutions.

The College has a proven track record of using its resources wisely. In periods of declining revenues, the College has made appropriate decisions to ensure programs and services can continue to operate to meet the needs of its students. Currently, the College has benefited from system funding initiatives and grant opportunities that provide support for programs and services that align with the mission and strategic plan. An example of the former is the UHCC's funding to support student success in developmental education, which has supported faculty professional development as well as upgraded technology and classrooms to improve the learning environment. An example of grant opportunities that align with the College mission and strategic plan is funding awarded by US DOE Title III, both Part A and Part F. Title III funds have

supported peer mentors to enhance support to Native Hawaiian students as well as the creation of the Lamaku Learning Center.

The College provides information about the institutional planning process throughout the academic year. Information on upcoming campus improvements and financial impacts is shared through email, memoranda, or presentations by the Vice Chancellor for Administrative Services. Additionally, the administration shares information about the planning process during the year via email or during campus-wide committee meetings such as the Chancellor's Advisory Council. The emails provide an update to the campus on the status of the budget process and prioritizations from each of the areas including instruction, academic services, student services, and administrative services.

Under UHCC Policy 8.000, the UHCC Office of the Vice President of Community Colleges (OVPCC) is responsible for allocating General Funds (GF) and Tuition and Fees Special Funds (TFSF). The College plans its allocation of funds based on this allocation. The allocation report is usually received in early September of each fiscal year. This report provides the College with the information it needs to realistically project its expenditures for the current fiscal year ([III.D.4-1](#)). The College Budget Office, together with the Chancellor and Vice Chancellor for Administrative Services, generates an allocation plan and memoranda informing each program and unit of its budget allocation for the year.

The college makes allocations in the Fall and Spring of each year. Allocations are communicated via memorandum and through meetings with the administration. The allocation plan includes information for salaries and operational expenditures and allows departments, programs, and units the opportunity to adjust their expenditures accordingly.

The college allocation process is integrated with planning and program assessment. As discussed in III.D.2, this process, titled the Planning and Assessment Integration with Resource Allocation (PAIR) process, requires all budget requests and allocations to be based upon 1) an imminent health and safety need, 2) a Strategic Plan outcome or performance measure, and/or 3) a completed ARPD, CPR, or Annual Report.

## **ANALYSIS AND EVALUATION**

The College and the UHCC and UH systems have clear processes and procedures for budget development and financial planning. These processes and procedures are followed by the College. Additionally the College utilizes its PAIR process to ensure all campus constituencies have an opportunity to submit plans for future program development and request resources. The process is broad-based and driven by the mission and strategic plan.

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**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

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#### **EVIDENCE OF MEETING THE STANDARD**

The College complies with all University Administrative Procedures under Chapter 8, Business and Finance ([III.D.5-1](#)). These policies and procedures establish controls through the proper use of delegations of authority, segregation of duties, workflow management (both paper and online), account reconciliations, and inventory. In addition, several UH administrative software systems are used to conduct the business affairs of the college, and these systems provide the framework and structures by which internal controls for financial resources and business processes are managed. These systems include PeopleSoft for employee information, BANNER for student information, and the Quali Financial Management System (KFS) for fiscal information. These systems are managed by the UH System Information Technology Services (UH ITS) office and are designed to segregate duties and responsibilities among end-users, financial managers, and approval authorities for all financial related transaction revenue and expenditure processing.

The various administrative software systems provide timely and relevant data that is detailed for reporting information. This information is included in planning models and systems at the institutional level for allocation and management purposes. The budget plans developed by using data generated by the administrative software systems represent the formalization of the financial planning decisions of the institution and are analyzed and reviewed throughout the fiscal year.

The policies and procedures at the different levels within the university (UH System, UHCC System, and Campus) provide the basis and framework for financial management and business practices that include internal control mechanisms. A recent example of continuing improvement in this area was the implementation of UHCC Policy 8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs ([III.D.5-2](#)), following recommendations made by, and in concert with, the UH Internal Auditor's Office and the UH Community Colleges. The policy was developed to improve the internal control procedures and systems (accounting, cash handling, reconciliation, billing, inventory management) related to the revenue generating activities of the college.

To further ensure the financial integrity and internal controls of the system and the campus are

effective, external audits are conducted regularly. On December 15, 2016, Accuity LLP concluded its financial and compliance audit on the UH System that covered the period July 1, 2014 to June 30, 2016. Accuity auditor's stated, "In our opinion, the consolidated financial statements referred to above present fairly, in all material aspects, the financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." In the event of an audit exception or management advice item, the College would take any necessary corrective action to prevent future occurrences of such finding. Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency, actions taken to prevent reoccurrence, and the date corrective actions were taken.

### ANALYSIS AND EVALUATION

The College has appropriate internal controls in place and disseminates financial information in a timely manner to support decision making. Financial management practices are regularly reviewed and updated to improve internal control systems.

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**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

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### EVIDENCE OF MEETING THE STANDARD

As stated in Standard III.D.5, an external auditing and financial consulting firm, Accuity LLP, concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016, and found the financial statements presented fairly the financial position and cash flows of the University ([III.D.6-1](#)).

The College's financial and budget related documents are accurate and credible. The College, in coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures. Additionally, internal and independent reconciliation procedures are performed by the fiscal administrator to ensure accuracy and to maintain integrity in financial and budgeting planning.

The College provides direct support to programs and services through the Planning and Assessment Integration with Resource Allocation (PAIR) process as detailed in Standard III.D.1. This planning and budget process ensures that any request for new resources, and the college's decision to allocate resources for this request, are provided as a result of documented program

needs and activities. Moreover, the allocation of resources will be in line with the campus', the UHCC's, and the University's strategic plans.

### **ANALYSIS AND EVALUATION**

The College has internal controls in place to insure accuracy and credibility in financial documents. Allocations are made based on the Integrated Planning and Budgeting process to align financial resources with student learning programs and services.

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#### **III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

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### **EVIDENCE OF MEETING THE STANDARD**

Audit findings identified by auditors are discussed with affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Findings are also communicated to campus administrative staff and campus or system support units if they are affected or may be involved with corrective action.

Affected units and administrative or support unit staff discuss and develop corrective action plans, which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, implementation of new systems. As an example of a preventative measure, Destiny, a software program for continuing education course registration, was adopted to improve compliance with regulations, increase or enhance financial or programmatic data available for monitoring and decision making, and improve internal financial control.

Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as the Office for Research Services (A-133 audit corrective action plans). Corrective action plans identify the program and individuals responsible for implementing the corrective action taken to correct the audit finding. If applicable, the actions taken to prevent reoccurrence and the date corrective actions were taken are included in the plan. The College provides timely corrections to audit exceptions and management advice.

For audits by UH Internal Auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors if any.

The College has not received any audit findings or negative reviews from an external auditor during the last six years.

Although there were no external audit findings, there have been several audits done on various programs by the UH Internal Auditor that have made recommendations to how the College manages its programs. In 2013, the UH Internal Auditor performed an audit on the Culinary Arts Program. The report identified "operational and financial risks" and included recommendations relating to the inventory management, financial analysis and reporting and other aspects of these

program. The College made adjustments to operations to ensure that these recommendations were met and in Spring 2014 the Internal Auditor conducted follow-up reviews to ensure implementation of recommendations.

In 2014, the Internal Auditor performed an audit on the Chancellor's Accounts ([III.D.7-1](#)) that are held in the University of Hawaii Foundation. The report identified issues and included recommendations relating to donor reports and college reimbursement. The College revised operational procedures and created new processes to meet these recommendations and in Fall 2017, the Internal Auditor reported affirmatively on its follow up audit to ensure implementation of recommendations ([III.D.7-2](#)).

## ANALYSIS AND EVALUATION

The College has not received any external audit findings or negative reviews during the last six years. Responses to internal audits on programs and procedures to improve operational processes were comprehensive, timely, and communicated appropriately.

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**III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

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## EVIDENCE OF MEETING THE STANDARD

The College regularly evaluates and assesses its financial management processes through the program review process described in Standard I.B.5. Examples of data collected, reviewed, and assessed yearly for Administrative Services include the following:

- Average number of workdays required to issue UH purchase orders as compared to past years and the UHCC system average
- Average number of workdays required to submit purchase order payment documents to UH Disbursing Office
- Average number of workdays required to issue UH Departmental Checks
- Number of Business Office full-time equivalent staff (Civil Service and APT)

UH and all ten campuses completed the administrative software system upgrade to Quali Financial System (KFS) on July 1, 2012. The system provides a robust, efficient, and reliable financial information system that is considered user-friendly while providing access to timely data to support decision making. Many procedures that required hard copy paper authorizations

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are now completed within KFS electronically. Other improvements using electronic systems include authorization for travel and leave requests.

### ***Audit of Consolidated Financial Statements***

An independent auditing firm conducts a financial and compliance audit for the UH System on an annual basis. Part of the consolidated financial statements is the agreed-upon “Report of Independent Auditors on Supplemental Information,” including the statement of net assets and the statement of revenue, expenses and changes in net assets for the UHCCs.

Consolidated financial statements are prepared annually in accordance with generally accepted accounting principles. The audit addresses all UH funds, including all special funds. Extramural funds are audited annually as part of the consolidated financial statement audit and compliance audit. Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

The annual consolidated financial statements are prepared in accordance with accounting principles generally accepted in the United States, including the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

The independent auditors’ report for the 2017 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements. It states: “In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai‘i, as of June 30, 2017 and 2016, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.” ([III.D.8-1](#)).

The auditors consider the University’s internal controls relevant to the preparation and fair presentation of the consolidated financial statements in order to design appropriate audit procedures, but not for the purpose of expressing an opinion on the effectiveness of internal control. However, any weaknesses in financial or internal control observed by auditors during the course of the audit which are required to be reported by federal regulations are reported in a Financial and Compliance Audit report. Any weaknesses in financial or internal control which are not required to be reported by federal regulations in the compliance report are reported in an Internal Control and Business Issues Report.

The Financial and Compliance Audit report provides a report on internal control over financial reporting and on compliance with certain provisions of laws, regulations, and contract and grant agreements which could have a direct and material effect on the determination of financial statement amounts. For the year ended June 30, 2017, the auditors stated “during our audit, we

did not identify any deficiencies in internal control that we consider to be material weaknesses” and “the results of our tests and the report of other auditors disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

**The Financial and Compliance Audit report** also provides a report on compliance with the requirements of laws, regulations, and contracts and grants applicable to its federal programs that could have a direct and material effect on each of the University’s major federal programs. For the year ended June 30, 2017, the auditors stated “In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.” With respect to internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program, the auditors stated "We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses." The auditors found six instances of noncompliance which were required to be reported but stated "Our opinion on each major federal program is not modified with respect to these matters." None of the audit findings found in the 2017 Financial and Compliance Audit involved Kapi‘olani CC ([III.D.8-2](#)).

**The Internal Control and Business Issues report** discloses any weaknesses in financial or internal control which are not required to be reported by federal regulations in the Financial and Compliance Report. In addition, the report discloses whether findings from the prior audit are resolved or unresolved and if any of the findings are repeat findings in the current year. For the year ended June 30, 2017, the auditors reported three findings for Kapi‘olani CC.

1. Issue: Purchase orders were executed and approved subsequent to the receipt of goods or services from the vendor. Item: One purchase order totaling \$3,456 for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) major Federal program. This involved Maui CC and Kapi‘olani CC
2. Issue: Travel completion report form was not submitted in the manner consistent with the policies set forth in the University's Administrative Procedures Manual. Item: One instance for the TAACCCT program for travel from 10/28/16 to 11/3/16, travel completion not submitted until 1/19/17.
3. Item: GEAR UP major Federal program for travel from 7/11/16 to 7/21/16, travel completion not submitted until 8/25/16.

All of these findings are considered minor findings and, as stated above, these findings are not required to be reported by federal regulations. ([III.D.8-3](#))

Financial and internal control findings for central offices (GALC, FMO, etc) are addressed in that same manner as campus findings. Affected units discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or

development of new procedures, staffing changes, training, or implementation of new systems.

Internal control systems are considered when developing procedures, for staffing assignments (separation of duties), and when implementing improvements to the financial system or sub systems (e.g. software programs such as Banner, Destiny).

Internal control systems may also be reviewed in response to any deficiencies identified by the management letter from the annual financial audit. Reviews are conducted by central offices (GALC, FMO, etc.) or departments with the assistance of central offices and corrective action implemented by the affected central office or department.

Corrective action plans in response to audit exceptions or deficiencies in an auditor's management letter are implemented when identified during the audit or after completion of the audit. Corrective action plans identify the program, individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency if applicable, actions taken to prevent reoccurrence if applicable, and the date corrective actions were taken.

For the annual financial audits, corrective actions are confirmed by the auditor in the subsequent annual audit ([III.D.8-4](#)) or management letter.

#### ***Legislative Auditor and UH Internal Auditor***

Hawai'i Revised Statutes §23-12 requires the State of Hawai'i's Office of the Auditor to conduct a review of University of Hawai'i special, revolving, and trust funds and accounts once every five years ([III.D.8-5](#)). The legislative auditor may, at legislative request or as part of a routine audit selection process, conduct an audit of a specific department, program, or fund and may identify internal control deficiencies. The University also has its own Internal Auditor. UH internal audits are conducted periodically to ensure the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial reporting and financial statements and internal controls. The University may hire an external audit firm to conduct an audit of a specific department or program and may identify internal control deficiencies. For audits by UH Internal Auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors if any.

For all internal and external audits, corrective action plans are implemented during or after completion of the audit. Corrective action plans identify the program, individuals responsible for implementing the plans, actions taken to ameliorate audit findings or deficiencies, actions taken to prevent reoccurrence if applicable, and the date corrective actions are taken.

#### **ANALYSIS AND EVALUATION**

The College has demonstrated that external audits coupled with the self-assessment and evaluation process contained within the framework of the PAIR process ensures the integrity of the financial management system. In addition, comparable measures of performance with other

UHCC campuses provide quantifiable data that is used to assess effectiveness and efficiencies and identify potential areas for continuous improvement. The College will continue to evaluate and assess the financial management processes based on feedback received in the planning process, surveys, and a review of comparable data from other campuses.

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**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

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**EVIDENCE OF MEETING THE STANDARD**

Consistent with the UHCC's reserve policy, the College maintains sufficient cash reserves in order to provide for financial stability ([III.D.9-1](#)). All Community College campuses, including Kapi'olani CC, meet both the 5 percent minimum reserve and the 10 percent target reserve requirements of the policy. Meeting these cash balance reserve thresholds ensures that sufficient resources are available to meet unplanned contingencies, emergency response, and repair request needs ([III.D.9-2](#)).

In addition to the cash reserves, the Community College campuses operate as a system of community colleges and funding is appropriated and allotted to the UHCC System on behalf of the state Legislature. Access to other sources of revenue is available should emergency conditions necessitate, if spending fluctuations occur, or if extraordinary conditions exist. The transfer of revenue is accomplished through cash transfers from within the UHCC to and from the individual colleges. These transfers/transactions are managed and monitored by the UHCC budget office and serve to minimize any financial impacts to academic programs or services provided to students should a financial shortfall occur.

There are two primary sources of revenue that are used to support the operating budget of the College: state general fund appropriations and tuition revenue. State general funds are appropriated to the Community College campuses by the state Legislature. The state provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full year allocation made prior to the end of the first quarter. State general fund revenues are used almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and these funds are expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollments and budget modifications are made if necessary. Revenue from tuition is used to support salaries and other operational expenses of the College. Unexpended tuition revenue is the primary source of the College's cash reserves.

Revenue-generating programs and activities maintain sufficient cash balances to accommodate working capital requirements. These funds provide annual business plans in which revenues, expenditures, and cash balances are projected. Regular monitoring of budget to actual performance of these funds is conducted through financial reports and the online Kualii Financial System financial management system to prevent cash flow issues.

The state of Hawai‘i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that these programs and activities are properly assessed to minimize or prevent liability concerns. Oversight for all insurance-related requirements and issues is provided to the College by the UH Office of Risk Management. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources ([III.D.9-3](#), [III.D.9-4](#)).

The projected unrestricted Tuition and Fees Special Fund cash balance of the College is \$2,865,358 for FY 2018 ([III.D.9-5](#)). The College also has direct access to these reserve resources should a financial emergency occur or extraordinary financial obligations exist ([III.D.9-6](#)).

## ANALYSIS AND EVALUATION

The College has sufficient cash flow and reserves to maintain stability, conduct risk management, and implement contingency plans. The College maintains a minimum targeted reserve, as is required by the UH policy. Over the fiscal year, expenditures and revenues are carefully monitored. Appropriate strategies are in place to meet financial emergencies and unforeseen occurrences.

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**III.D.10. The institution practices effective oversight of finance, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

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## EVIDENCE OF MEETING THE STANDARD

A variety of financial management tools and models are used to plan, project, monitor, and assess the financial condition of the College. The reports are used to monitor extramural funds, loan funds, and non-extramural funds. This includes the use of the following:

- Quarterly budget level summary reporting system
- Monthly budget status reports

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- Monthly cash management reports
- Quali Financial System (KFS)

Policies and procedures are in place to ensure financial management integrity at the College, regardless of the source of funds. These policies and procedures ensure that sufficient resources and fund availability (allocations, appropriations) exist, that proper expenditure authorizations are reviewed, and that the College is in compliance with all applicable statutes, rules, and regulations.

The College demonstrates compliance with Federal Title IV regulations and requirements in the following ways:

- Documentation to demonstrate compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits
- Adjustment of awards when unmet need changes or student withdraws
- Repayment of federal program for over award/ adjustments
- Reporting of awards, adjustments, withdraws to federal agency
- Exit interviews for students with loans (Check this)

As stated in Standard III.D.5, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016, and found the financial statements presented fairly the financial position and cash flows of the University ([III.D.10-1](#)).

The College has special fund accounts for campus units and activities that generate revenue, including the library, student activities, vending services, food services, and other programs that support the College. Audit and review of the College's special funds is included as part of the UH annual financial and compliance audit.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the Foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

The College's Office for Institutional Effectiveness (OFIE) assists faculty, program directors/coordinators, principal investigators, and administration in the efficient use of grant

funds, timely delivery of reports, and other post-award activities. Additionally, OFIE assists in pre-award submissions for new proposals.

New to the College in AY 2017-2018 is a Grants Management Office that assists programs and principal investigators in grant related business. This includes the efficient use of grant funds, timely delivery of reports, and other post-award activities. The Grants Office staff includes several professional positions that provide post-award grant accounting support to ensure proper recordation of revenues and expenditures and to coordinate and facilitate financial report preparation and distribution.

### ANALYSIS AND EVALUATION

The College has demonstrated it practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations. System offices provide oversight of programs for all member colleges of the UHCC.

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**III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

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### EVIDENCE OF MEETING THE STANDARD

The College participates in short-term and long-term planning as noted in Standard I.B.9. and III.B.2. All financial plans incorporate payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The same information is used in short-term or annual budget and other fiscal planning efforts.

The UHCC campuses do not issue debt for Other Post-Employment Benefits (OPEB) that are funded by the State, insurance costs or repairs and maintenance projects that are funded by the State. The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs. See Standard III.D.14 for further discussion.

The College allocates resources for the payment of its liabilities and funds/reserves to address long-term obligations. No funds are directed to actuarially developed plans for OPEB obligations.

### ANALYSIS AND EVALUATION

The College plans for the payment of liabilities and future obligations to ensure its short-term

and long-term financial solvency. The system and the college financial leadership review the obligations for cash flow and responsibility.

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**III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB) compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

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#### **EVIDENCE OF MEETING THE STANDARD**

The College is properly contributing and meeting its annual OPEB obligation.

The employer's share of OPEB obligations for general-funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general-funded positions are not part of the University of Hawai'i operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University. The University's contributions are calculated as part of the State's total contribution requirements and are reimbursed to the State's General Fund as part of the fringe benefit rate on the University employees' actual salaries. The University's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution (ARC) of the employer an amount actuarially determined in accordance with the parameters of Government Accounting Standards Board (GASB) Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employers' OPEB obligations for non-general funded positions are fully recognized and accounted for in UHCC non-general fund financial plans.

#### **ANALYSIS AND EVALUATION**

The College is responsible for the OPEB for only a small number of non-general-funded positions. The OPEB costs associated with these positions are included in the fringe benefit rate on employees' salaries and are factored into the annual and long-term business and financial plans of the revenue-generating accounts and funds that are responsible for paying these costs.

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**III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

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**EVIDENCE OF MEETING THE STANDARD**

The College annually assesses and allocates resources for the repayment of debt without loss to current fiscal obligations.

Funds are allocated for the debt service reimbursement annually as part of the budget planning and execution process for each campus. Percentage of the operating budget used for debt service reimbursement is approximately 2% per year. (Total debt service for the College is approximately \$1,000,000 per year. Operating budget for the College is approximately \$50,000,000 per year for all sources of funding). There is no adverse impact on meeting all current fiscal obligations.

With direction from the Office of the Vice President for Community Colleges, the College allocates resources annually for repaying its debt. Payments on revenue bonds are made using appropriate special funded sources, whereas payments on general obligation bonds are made centrally by the Department of Budget and Finance.

**ANALYSIS AND EVALUATION**

The College allocates adequate resources to repay any locally incurred debt. Any and all external funding of college projects are overseen by the system offices and reviewed and approved by the governing board. The College executes its role to examine procedures in accordance with the function map.

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**III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

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**EVIDENCE OF MEETING THE STANDARD**

As noted in Standard III.D.10, the College manages its financial resources with integrity including auxiliary activities, fund-raising efforts, and grants.

The College has long-term debt instruments (revenue bonds). Revenue bond funds were used for the purchase and construction costs related to the Culinary Institute of the Pacific building, which opened in 2017. Funds are allocated for debt service annually as part of the budget planning and execution process. In FY18, the percentage of the operating budget used for revenue bond debt service for this building will be 1.2%.

The UHCC campuses also have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on most campuses, including Kapi‘olani CC. Bond funds are used for purchase and installation of new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utilities cost for campuses. Debt service is paid centrally by the UHCC system-wide support unit with annual reimbursement from campuses based on energy savings for each campus. The funds for this debt service reimbursement are allocated annually as part of the budget planning and execution process for each campus. In FY18, it is projected that the percentage of the operating budget used for debt service reimbursement for this energy conservation project will be .9 percent at the College.

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the University, and the purpose of the funding source ([III.D.14-1](#), [III.D.14-2](#), [III.D.14-3](#)).

### ***Auxiliary Activities***

Auxiliary Activities are self-supporting activities that provides non-instructional goods or services funded by a user charge or fee. Auxiliary activities include the bookstore, food service, and parking and are conducted for the benefit of students, faculty, and staff. Bookstore operations are administered by the Mānoa Bookstore unit. Other auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits.

University policies and procedures require that the funds be used in accordance with state and federal requirements and the purpose of the funding source (Admin Proc).

### ***Gifts and Fundraising***

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([III.D.14-4](#), [III.D.14-5](#), [III.D.14-6](#), [III.D.14-7](#)).

## **ANALYSIS AND EVALUATION**

The College uses all financial resources with integrity in a manner consistent with the intended purpose of the funding source. There are in place systems and controls at the college and system offices that provide balances and controls on the distribution of funds and allocation of financial resources.

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**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

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**EVIDENCE OF MEETING THE STANDARD**

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The Financial Aid Office staff conducts regular compliance requirement checks pursuant to United States Department of Education (USDOE) regulations. The most recent audit of the College's programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans. In addition, no issues have been addressed with the College's Financial Aid procedures and processes by the USDOE.

The College's default rates on student loans fall within the acceptable range under federal guidelines and parameters. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. The College's three-year cohort default rates during the last published cohort years were 14.9 percent in 2014, 11.5 percent in 2013, and 11.8 percent in 2012. Finally, A-133 Audit (System) for student loan default rates, revenues, and related matters is monitored and assessed to ensure compliance with Federal Regulations.

**ANALYSIS AND EVALUATION**

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. The Financial Aid Office ensures that default rates remain within acceptable levels and provides periodic reports to the USDOE and appropriate state agencies.

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**III.D.16. Contractual agreements with external entities are consistent with the mission and system-wide goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its program, services, and operation.**

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**EVIDENCE OF MEETING THE STANDARD**

All contracts are consistent with the College's mission and goals and are governed by institutional system-wide policies. Contract provisions maintain the integrity of programs, services, and operations. This institutional integrity is accomplished by policies and procedures set by UH System and Kapi'olani Community College ([III.D.16-1](#), [III.D.16-2](#), [III.D.16-3](#), [III.D.16-4](#)).

Oversight of contractual agreements with external entities is provided by program staff and the College's Administrative Services staff and follow several BOR, UH, and UHCC policies, procedures, and guidelines to ensure all contracts are reviewed on multiple levels and approved prior to implementation. Some of the contractual agreements fulfill basic service-related functions of a campus, such as vending contracts, food service concessions, facility use contracts, and facility service and maintenance contracts. Other contractual agreements meet an institution-related need identified through the planning process, student surveys, or other means. The alignment of contractual agreements with the College mission and goals is demonstrated through integration of the contractual requirements with program operating budgets, which are developed in line with the Planning and Assessment Integrated with Resource Allocation (PAIR) process.

The College has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreements, concession contracts, affiliation agreements, sponsored class or sheltered class agreements with external agencies, consultant contracts, construction contracts, internships and externships, maintenance contracts, and lease agreements. Noting the need to standardize contractual provisions, establish clarity for approvals, and implement risk-reduction strategies, the UH BOR, in consultation with the System's colleges and universities through the UH Office of General Counsel, adopted a new UH executive policy, EP 8.200 Policy on Contracts and Signing Authority, that is applicable to all contractual agreements between the University and non-University entities. This policy went into effect November 1, 2017 ([III.D.16-5](#)).

Several other UH and/or UHCC policies and procedures address various types of contractual agreements for the College. For instance, UH Administrative Procedure A8.200 - A8.299 provides procurement guidelines for contracts and purchasing; memoranda of agreements for sponsored or sheltered class are covered under UHCC Policy 8.102A; internships and

externships are covered by UH BOR Policies, Chapter 8; and UH Administrative Procedure A8.270 covers lease agreements ([III.D.16-6](#), [III.D.16-7](#), [III.D.16-8](#), [III.D.16-9](#)).

Examples of the contractual agreements include a Xerox lease agreement for copy/duplicating services, an agreement with Leeward Community College for the Nursing program, and a service contract with a tree-trimming contractor. The VCAS and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. Purchase orders for any service or items costing more than \$2,500 are placed on SuperQuote for bids. For amounts under \$2,500, the purchase order must be approved by the unit or division head, submitted to the Business Office, and then approved by the fiscal officer prior to any commitment of funds.

To limit liability, the College utilizes the UH service contract that has been approved for use by the UH General Counsel office (Office of Procurement and Real Property Management (OPRPM) Form 63). UH service contracts must be completed and approved by the appropriate administrator and then reviewed by the vice chancellor for administrative services. The total amount of the contract determines final signing authority. For contracts up to \$25,000, the College's fiscal administrator reviews and approves. For contracts over \$25,000, final approval is the responsibility of the UH System Office of Procurement and Real Property Management.

The UH service contract provides a termination clause which states, "UNIVERSITY shall have the right to terminate this contract upon TEN (10) days' written notice at any time and for any reason." UH Administrative Procedure A8.275, Contract Formation and Administration, provides provisions "to assure that the Contractor's total performance is in accordance with its contractual commitments and that the obligations of the University are fulfilled. It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required." A8.275 also provides guidelines for contract modification and termination.

## **ANALYSIS AND EVALUATION**

Contractual agreements are subject to various UH System policies and procedures and oversight is provided by UH System staff, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are consistent with the College's mission statement and goals. At all times, the College maintains oversight and review and retains authority over all financial decisions.

### **Evidence for III.D.**

- III.D.1-1 Board of Regents Approved FY18 Budget
- III.D.1-2 Financial Projections FY 13-15

III.D.1-3	Financial Projections FY 15-17
III.D.1-4	Financial Projections FY 13-15
III.D.1-5	Financial Projections FY 15-17
III.D.1-6	Extramural funds administered through the UH Office of Research Services
III.D.1-7	UHCC Policy UHCCP #8.201, Unrestricted Fund Reserve - General, Special, Revolving Funds
III.D.1-8	2017 Major CIP 6 Year Plan
III.D.1-9	2017 Minor CIP 6 Year Plan
III.D.1-10	2017 R&M 6 Year Plan
III.D.1-11	Board of Regents Approved FY18 Budget
III.D.1-12	37-47 Reports
III.D.1-13	Financial Projections FY 15-17
III.D.1-14	VCAA Email, Report and Personnel List, 9.22.2017
III.D.1-15	VPCC Memo, FY 2018 Open Educational Resources Allocation
III.D.1-16	Kapi‘olani CC KOP #1.111, Resource Allocation (PAIR)
III.D.1-17	Annual Report of Program Data (ARPD) Culinary, 2016
III.D.1-18	Student Success Pathways 2.0 Plan, Social Sciences
III.D.1-19	Student Success Pathways Update #3, Social Sciences
III.D.1-20	Budget Allocation Spreadsheet for FY 2018
III.D.1-21	Budget Officer Memo, Summer Fund Budget Meeting, 7.8.2016
III.D.1-22	Sample budget request form
III.D.1-23	VCAA Email, Budget Meetings 9/12 and 9/14, 9.7.2016
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# KŪLOA‘A

Ua nahā ka ‘ili  
wahī o ka hua.

*The protective sheath of the seed has been broken.*



UNIVERSITY of HAWAII  
**KAPĪOLANI**  
COMMUNITY COLLEGE

An Equal Opportunity/Affirmative Action Institution

‘Ōlelo no‘eau: Nāwā‘a Napoleon / Images: Kapulani Landgraf

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## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

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**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

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### EVIDENCE OF MEETING THE STANDARD

The College's leaders create and encourage innovation leading to institutionwide excellence by supporting administrators, faculty, staff, and students to improve college practices, programs, and services. Participative processes are used to ensure effective implementation of ideas, particularly when policies are impacted or there are significant institution-wide implications.

#### *Fostering Innovation*

The College has long prided itself on the way administrators, faculty, and staff innovate and experiment to improve educational outcomes for students. Executive leadership has fostered the development and testing of new ideas at the College. The Office of the Chancellor "is responsible for maintaining a successful learning environment for all students, an institution that is responsive to the needs of the community, and an environment that provides for professional growth and development of all staff" ([IV.A.1-1](#)), Kapi'olani Community College Functional Statements).

Two recent examples of the forward-looking approach are the ways the College has embraced the Vision Statement and the implementation of the Student Success Pathways.

### ***The Vision***

The Vision Statement states that the College is “a model indigenous serving institution.” [\(IV.A.1-2\)](#). To make this vision central to the College's commitment to encouraging innovation, the College has embraced the value statement: "We are guided by our shared vision, values and commitments and by the recommendations of Hawai‘i Papa O Ke Ao." [\(IV.A.1-3\)](#) This value speaks of continuous improvement based on guidance from the Hawai‘i Papa O Ke Ao, comprised of representatives of each campus across the 10-campus University of Hawai‘i system. This is a working committee appointed by the UH President tasked with developing, implementing, and assessing strategic actions to make the University of Hawai‘i a leader in indigenous education. The committee’s name means “Hawai‘i Foundations of Enlightenment/Knowledge”. Since January 2012, the Hawai‘i Papa O Ke Ao Report [\(IV.A.1-4\)](#) set goals and objectives to address the higher education needs of the indigenous people of Hawai‘i —Native Hawaiians. The College has adopted the report as a guiding principle which has led to initiatives such as ‘āina-based learning, (a pedagogical approach incorporating culture-based learning), and events such as the Makahiki, (the Makahiki season is the traditional [Hawaiian](#) New Year festival, in honor of the god [Lono](#)). (See II.A.7.)

### ***Centering on Student Success***

The College’s implementation of the UHCC’s Student Success Pathway is another example of innovation and participation. This initiative was led by the Student Success Coordinator, who reports directly to the Interim Chancellor [\(IV.A.-5\)](#). The College is committed to using the student success pathway model as a framework for planning and for resource allocation. The integration of the Student Success Pathway with the College’s Strategic Plan simplifies earlier efforts by the College to connect

## MAKAHIKI



After months of planning and preparation, learning and practicing Hawaiian games, carving wood and stone game implements, and gathering plants and ho‘okupu (offerings), the KCC community gathered on Jan. 19, 2018, to celebrate the Makahiki season in Hawai‘i. Makahiki is marked by the rise of the Makali‘i or Pleiades constellation and is a time of peace, celebration and renewal in Hawaiian culture. It is a time to honor the god Lono, who is known for agriculture, fertility, and peace.

student achievement to student programs and support. This was done by associated each strategic plan element with a student success pathway phase ([IV.A.1-6](#), p.7).

### ***Supporting Innovation Initiatives***

The Interim Chancellor demonstrated her commitment to promoting innovation and enhancement of faculty and staff across all the units by allocating additional funding for Fiscal Year 2017. The plan outlined funding pools for faculty and staff to participate in professional development activities.

Later that fall, the Interim Chancellor allocated \$106,000 in Research Training and Revolving Funds (RTRF) monies to be used by faculty and staff to participate in professional development activities ([IV.A.1-7](#)). Awardees participated in a variety of conferences and seminars, many on the continental U.S. Awards were given in support of activities

building capacity for grants and activities required but not covered by grants, or research or training aligned with Student Success Initiatives. In addition, four half-year sabbaticals, which had been deferred since 2014, were awarded.

Throughout the years, professional development for faculty and staff has inspired innovation to improve student learning. In 2014, nine faculty attended the Achieve the Dream “Dream Builders” Conference in Orlando, Florida. From that conference, a multi-pronged Dream Builders plan of action was created. ([IV.A.1-8](#)) Many of the initiatives in the plan were implemented and continue today. One example was the development of IS 109. This Student Success course was revitalized after the Dream Builders conference. The course was piloted in the Lunalilo Scholars Program, which provides high touch support for first-year students who would not have considered college if not for this program. Over the years, the course evolved, incorporating pedagogy from the Academy of College Excellence (ACE) model, primarily focusing on students’ affective development through experiential learning. With the additional curriculum enhancements, IS 109 will be offered in the fall 2018 as IS 108. Another outgrowth of the faculty’s exposure to the ACE Model was the participation of faculty and staff in a Five-Day Experiential Learning Institute (FELI) funded through the College’s Title III grant.

## **MAKAHIKI (CONT.)**

Guided by cultural expert ‘Umi Kai, students, staff, faculty, and administrators gathered quietly early on the morning of the Makahiki celebration to begin the day with an opening procession on the Great Lawn at the center of campus, wearing traditional clothing and following Hawaiian protocols. At the closing of the procession, following oli (chants) and the offering of ho’okupu, a rainbow arched overhead and several manu-o-kū, native seabirds, swooped low in the sky as if to acknowledge this special event. Following the procession, the campus competed in Hawaiian games of strategy and skill and spectators cheered as students, staff, and faculty challenged each other until a lanakila (winner) was named for each game.

This was the first Makahiki event held on our campus, and is an example that speaks to the vision of Kapi’olani CC as “a model indigenous serving institution.”<sup>1</sup> Funded by Title III grants, the event brought the campus together in the celebration of the traditions and knowledge of the Hawaiian people.

The Title III grant has also supported three cohorts of faculty in a summer ‘āina-based professional development seminar. Faculty across multiple disciplines have modified their assignments to incorporate ‘āina-based learning.

To encourage innovation in teaching and to enhance professional skills, the College and University provide an array of workshops. Training includes educational methodology and instructional support for face-to-face and distance education modalities, required safety and technical training for workplace safety, as well as training for administrative functions at the College ([IV.A.1-9](#), [IV.A.1-10](#)).

Professional development is extended not only to faculty and staff, but also to students. Leaders from Student Congress, Student Activities, Phi Theta Kappa, STEM, and Student Publications attend regular leadership training events on O‘ahu, the neighbor Hawaiian islands, and at national conferences.

To support innovation among administrators, the College sends administrators to the Great Leaders Seminar ([IV.A.1-11](#)) and national conferences where leadership best practices are shared. During the summer the College holds professional development for department chairs and unit heads.

A summary of College endeavors is listed in [IV.A.-12](#), Innovation Efforts.

***How innovation was implemented through policy and procedure***

- Co-requisite model: When ideas for improvement of the policy on remedial and developmental education were explored, data indicated that students enrolled in pre-collegiate classes were not persisting through to college-level coursework. These students were spending down their financial aid and getting discouraged with the time required to complete their coursework. Along with the other six community colleges, the College engaged English and math faculty to develop curriculum and re-organize the delivery of these courses. Faculty were released from teaching as well as provided stipends for work. In addition, faculty were consulted on improvements to the organizational structure of the unit delivering remedial and developmental education. The result was a co-requisite model and the English and math faculty who had heretofore been in a separate developmental education department were re-integrated into their respective Arts and Sciences departments. Students now take only one level of stand-alone developmental courses and college-level courses with developmental courses as co-requisites, accelerating their progress to and through college-level courses. The policy requires that students be able to complete college-level English and math in one year.
- STAR: The College implemented a systemwide innovation, the Student Academic Records (STAR) degree audit platform. STAR enables students to plan and track their academic journeys at a single site. Course registration is done exclusively on the STAR

Guided Pathway System (GPS). The STAR GPS System allows students to plan and project a graduation date, track degree requirements with the Academic Essentials tab, register for suggested courses to optimize their paths towards graduation and view unofficial transcripts and grades. Administrators, faculty, and staff worked together to implement the new system. Student Guide to STAR ([IV.A.1-13](#))

- Undergraduate Research Experience: Based on the results of grant-funded innovations in science education, the College has institutionalized undergraduate research experiences. This innovation required the development of a policy for fair compensation of the faculty engaged in this research with individual students. The VC for Academic Affairs and the science faculty collaborated to create the curriculum and the compensation ([IV.A.1-14](#), p. 4). At the end of each semester, students from math, science, English, and communications participate in an end-of-the-year poster presentation on subjects as wide ranging as sustainability and cybersecurity.
- Distance Education Plan: The Faculty Senate, aware of the growing needs of students in online courses, developed two resolutions for the Interim Chancellor. One resolution requested “a clear and precise statement of the Interim Chancellor’s vision for Distance Education at KCC” and the other, based on a recommendation from the Faculty Senate Distance Education Committee, requested the designation of a full-time Online Learning Coordinator to create and implement an overall comprehensive plan for support of Online Learning. These efforts led to the development, seven months later, of a Distance Education Plan approved by the Faculty Senate and the Chancellor’s Advisory Council (CAC) ([IV.A.1-15](#)). The DE plan created a structure for training faculty and dedicated support for online-only students.

## ANALYSIS AND EVALUATION

The College’s leaders create and encourage innovation leading to institutional excellence, supporting faculty, staff, and students to take initiative and effect improvements in a systematic, participative process that assures effective planning and implementation. The College’s Strategic Plan is focused on Student Success initiatives, including the development and enhancement of its faculty and staff. Importantly, faculty and staff are provided support for pursuing professional development opportunities. The College has secured significant federal grants to meet the unique needs of students on the islands and utilizes internal resources that are readily accessible to enable all stakeholders to participate. Finally, the College has platforms for all stakeholders to contribute ideas for improvement and for realizing the vision to be a model indigenous-serving institution.

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**Standard IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student view in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

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## EVIDENCE OF MEETING THE STANDARD

The College and the UHCC have established policies and procedures that authorize administrators, faculty, staff, and students to participate in making decisions. There is a specific manner through which individual stakeholders bring forth ideas and work together on policy, planning, and special-purpose committees.

### *Stakeholder Participation*

The University of Hawai‘i Board of Regents sets and publishes systemwide policies regarding governance in the Board of Regents General Overview ([IV.A.2-1](#), p. 9). The University of Hawai‘i Professional Assembly’s (UHPA, the faculty union) collective bargaining agreement establishes clear guidelines regarding the faculty’s scope of authority in decisions regarding academic matters ([IV.A.2-2](#)).

Governance and decision making at the College are participatory processes involving two types of representation, one based on assigned leadership (e.g., the director of Human Resources) and one based on elected leadership (e.g. Faculty Senate Chair). The College’s 2018 governance policy, which was approved by the CAC in April 2018, describes these processes ([IV.A.2-3](#)).

Kapi‘olani Community College Operational Policy KOP #1.112 defines the roles of the four Authorized Governance Organizations and the Chancellor’s Advisory Council ([IV.A.2-4](#)).

The four Authorized Governance Organizations (AGOs, [IV.A.2-5](#)) hold elections and convene meetings on a regular basis. The AGOs are scheduled to present at the convocation of faculty and staff at the start of each semester. Each AGO sends resolutions made on behalf of their constituents directly to the Chancellor for response. In addition, each AGO sends a representative to fully participate and vote in the Chancellor’s Advisory Council, the largest and most representative policy group advising the Chancellor ([IV.A.2-6](#)). The AGO representatives report on their goals, concerns, and activities at the beginning of each CAC regular meeting. The roles of Faculty Senate and Student Congress are recognized in the Board of Regents Guide ([IV.A.2-7](#), p. 9). ‘Aha Kalāualani is the College’s Native Hawaiian Council that represents the College at the Pūko‘a Council of the University of Hawai‘i ([IV.A.2-8](#), [IV.A.2-9](#)). The Staff Council is unique to this College and is evidence of the College’s firm commitment to staff input in campus affairs.

Following is a brief description of the responsibilities of each AGO:

1. The **Faculty Senate** is responsible for speaking on behalf of faculty on academic policy matters such as: (a) policy determining the initiation, review, and evaluation of proposed or authorized research, instructional, and academic programs; (b) budget planning and implementation policy; (c) student-faculty relations policy; (d) policy for the evaluation of faculty and campus academic administrators; (e) the improvement and establishment of a canon of professional ethics and an effective means of professional maintenance of those ethics, including faculty self-discipline; and (f) other subjects affecting academic policy, subjects referred to the Senate by the Chancellor, or by request of the appropriate faculty organization. ([IV.A.2-10](#), [IV.A.2-11](#))
2. The **Associated Students of Kapi‘olani Community College (Student Congress)** develops and implements plans for programs and activities responsive to the needs and interests of students and promotes participation in decision-making concerning the college community. ([IV.A.2-12](#))
3. The **‘Aha Kalāualani**, composed of all Native Hawaiian and Native Hawaiian-serving employees of the College, participates in the governance of the campus and advises in matters relating to Native Hawaiian programs, activities, initiatives, and issues in alignment with Pūko‘a Council. ([IV.A.2-13](#))
4. The **Staff Council** represents the interests of staff employees, provides a formal organizational voice representing the staff in the administration of the campus, and supports the provision of professional development for its members. ([IV.A.2-14](#), [IV.A.2-15](#))

The **Advisory Councils** provide opportunities for campus leaders, faculty, staff, and students to work with administration in the governance process. These councils serve as advisors to the Chancellor and address a wide variety of college wide issues. The AGO leaders meet monthly with the Chancellor during the academic year.

1. The **Chancellor’s Advisory Council (CAC)** is composed of the Chancellor, the Vice Chancellors, the deans, department chairs, unit heads, administrative services section heads (e.g. Human Resources, Business Office, etc.), the Director of the Office of Institutional Effectiveness, the Chair of the Counseling and Academic Advising Council, and the chairs of the four AGOs. It is the broadest and most comprehensive council at the College. All members are responsible for keeping their respective constituents informed of matters discussed in this Council. Special task forces or workgroups support the CAC by researching problems, making recommendations, and/or implementing procedures. For example, the CAC Budget Workgroup plays an integral part in resource allocation recommendations. While membership of the CAC is limited to these individuals, meetings are open to all employees of the College and agendas and minutes are shared broadly. ([IV.A.2-16](#), [IV.A.2-17](#), [IV.A.2-18](#)).

2. The **Administrative Staff Council** convenes on a weekly basis and is comprised of the Vice Chancellors for Academic Affairs, Student Affairs, and Administrative Services; the three Academic Program deans, the Assistant Dean for the Office of Community and Continuing Education, the Student Affairs Coordinator, the Chancellor's Executive Assistant, and the Chancellor. Issues affecting the College are addressed in these meetings and all members are responsible for keeping their respective constituents informed of administrative decisions that address the needs, ideas, and vision of the College's community members. ([IV.A.2-19](#), [IV.A.2-20](#))

There are councils and working groups that make recommendations to the Vice Chancellors for Academic Affairs, Student Affairs, Administrative Service, and the Dean for Community and Continuing Education ([IV.A.2-21](#)). These Councils serve as forums for discussion on the impact of policy and for problem-solving of operational matters in the areas of instruction, student services, administrative services, workforce development, and continuing education.

In addition to the AGOs and Advisory Councils, the Chancellor may also designate special purpose committees such as ad-hoc committees and task forces to address specific issues that remain outside the normal business of the councils.

### ***Collaboration in Decision Making***

An example of collaborative work on policy, planning, and decision making is the process for allocating supplemental Tuition and Fees monies (Tuition and Fees Special Funds--TFSF). Kapi'olani Community College Operational Policy KOP #1.111, Planning and Assessment Integration with Resource Allocation (PAIR, [IV.A.2-22](#)) outlines a workflow and decision process developed by the Vice Chancellor for Administrative Services, vetted by the Administrative Staff Council, and reviewed and recommended for the Chancellor's approval by the CAC.

Each year, in anticipation that there will be supplemental Tuition and Fee Special Funds at the end of the fiscal year, applications for additional budget allocations are submitted by faculty and staff to department chairs and unit heads through the Allocation Request Form (ARF) process. Department chairs and unit heads, along with their dean or Vice Chancellor, prioritize the requests based on alignment with the College's Strategic Plan, with Student Success Initiatives, and with the goal of program improvement. Requests are reviewed independently by each of the four AGOs, representing the interests of faculty, students, the Native Hawaiian community, and staff. Proposers have the opportunity to clarify and advocate for their applications at a Town Hall meeting convened by the AGOs ([IV.A.2-23](#)). The AGOs prioritize the requests and submit them to the Vice Chancellor for Administrative Services. The Vice Chancellor conveys these lists to the CAC Budget Workgroup, composed of members of the CAC. The workgroup further prioritizes the requests and makes recommendations for funding to the CAC. The CAC reviews the recommendations, votes on the recommendations, and forwards the final

recommendations to the Chancellor for approval. The Chancellor reviews the recommendations, makes her decisions, and provides a memo to the CAC summarizing her decisions. If there are decisions that are different from the CAC's recommendations, the Chancellor must provide justification. Members of the CAC are required to share this memo with their constituencies. See III.D.1 for more details about the PAIR process.

- Budget Allocation Request process ([IV.A.2-24](#))
- Budget Workgroup report to CAC ([IV.A.2-25](#), p. 3)
- May 2017 Budget Workgroup Review of ARFs ([IV.A.2-26](#))
- May 2017 Approval memo from Chancellor ([IV.A.2-27](#))

## ANALYSIS AND EVALUATION

The UH System and the College have established a broad and comprehensive set of policies and procedures that authorize administrators, faculty, staff, and students to participate in making recommendations to the Chancellor that inform decision-making. The policies clearly define and distinguish between the role of oversight and that of administration of the College. Within operations, the college gives a voice to all constituency groups for balanced and well-rounded perspectives on governance issues. There are specific manners in which individual stakeholders bring forth ideas and work together on policy, planning, and special-purpose committees.

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**IV.A.3. Administrators and faculty, through policy and procedures, 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.**

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## EVIDENCE OF MEETING THE STANDARD

Governance roles of administrators and faculty are clearly defined and ensure that both have a substantive voice in policy development, planning, and budgetary matters that relate to their areas of responsibility and expertise.

### *Clearly Defined Roles*

UH Executive Policy EP 4.201, Integrated Long-Range Planning Framework ([IV.A.3-1](#)), addresses the roles of administrators and faculty in long-range planning. The College's Functional Statements ([IV.A.3-2](#)) outline the governance responsibilities of all executive administrative offices. The College's Governance Policy clearly states the roles of administrators, faculty, staff, and students at the College in policy development, planning, and budgetary matters (see IV.A.2.). The PAIR process exemplifies how administrators and faculty each have roles set by policy and procedures (see IV.A.2.).

### *Appropriate Voice and Input*

Policies governing academic and student support issues may be initiated through the Faculty Senate, the faculty's authorized governance organization. Recent examples of resolutions can be viewed at the Faculty Senate website ([IV.A.3-3](#)).

The College strives to have broad participation of faculty, staff, and students in discussions on policies, planning, and budget through collegial, open, and participatory governance. Ideas for campuswide policies can be suggested by any member of the College ([IV.A.3-4](#)). These ideas are reviewed by the Administrative Staff Council, the CAC (charter [IV.A.3-5](#)), and the groups each CAC member represents. When relevant, the AGOs are consulted separately and, when needed, the discussion is taken to open forums with the College. Recommendations for policies go to the Chancellor for final decision.

Planning in this setting is characterized by consultation and review that combine the best of bottom-up and top-down approaches. The primary institutional planning document is the Strategic Plan. For example, faculty and administrators, along with students, staff, and community members, collaborated in the development of the most recent Strategic Plan (2015-2021). In concert with directions set by the UHCC system, the College engaged in dialog with stakeholders for 18 months to develop the plan. Drafts were shared in open forums as well as in the constituent groups. Administrators, faculty, staff, and students offered feedback at various points in the development process. The final version of the Strategic Plan was approved by the Authorized Governance Organizations, the CAC, and the Chancellor. The Chancellor and the CAC review the plan annually ([IV.A.3-5](#), p. 4).

The College's planning system involves a set of interrelated plans and processes. The objectives for each plan and process address a part of the overall Mission and Strategic Plan for the College.

- College Strategic Plan, 2015-2021 ([IV.A.3-6](#))
- Annual Report of Program Data (ARPD) ([IV.A.3-7](#))
- Comprehensive Program Review (CPR) ([IV.A.3-8](#))
- Technology Plan ([IV.A.3-9](#))
- Distance Education Plan ([IV.A.3-10](#))
- Student Success Pathway Plans, 2017 ([IV.A.3-11](#))
- College Enrollment Management Plan ([IV.A.3-12](#))
- Hawai'i Papa O Ke Ao ([IV.A.3-13](#))
- Sustainability Plan ([IV.A.3-14](#))

Budget decisions are informed by data and information reported by departments, units, and programs through the College's Annual Report of Program Data (ARPD) and Comprehensive

Program Reviews (CPR).

Budget preparation is primarily the responsibility of the Vice Chancellor for Administrative Services. Allocations are received from the UH Community College Budget Office, which includes general fund allocations from the state legislature and tuition and fees. The Faculty Senate and ‘Aha Kalāualani, the Native Hawaiian authorized governance organization, have standing budget committees, which provide input to budget processes through their representatives on the Chancellor’s Advisory Council’s Budget Workgroup. In addition to the annual process of providing personnel positions and operations funds to various departments and units, the College provides additional opportunities for allocations, such as through the Planning and Assessment Integration with Resource Allocation (PAIR) process, which involves the submission of Allocation Request Forms (ARFs). The authorized governance organizations and the CAC Budget Work group play pivotal roles in making recommendations regarding allocations. (See IV.A.2 for more detail on the ARF process)

## ANALYSIS AND EVALUATION

The roles that faculty and administration play in the governance of the college are clearly identified in the policies and procedures. Moreover, through the system of shared governance, all constituent groups have opportunities to have a voice in the larger issues of the college such as planning, policy development, and decisions regarding budgetary matters. The college has evaluated its governance processes and practices with constituent feedback in surveys and in committee self-reflection. Recent improvements to processes include an update to the governance policy and the clarification of decision flow with updated process maps. Constituents of the College are represented and work collaboratively to reach a variety of goals guided by a common mission and shared vision.

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**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

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## EVIDENCE OF MEETING THE STANDARD

### *Curriculum Oversight*

The Board of Regents Policy 1.210 ([IV.A.4-1](#)), *Regents’ Policy on Faculty Involvement in Academic Decision Making and Academic Policy Development* states, “...the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative

officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.”

In addition, K5.201, Policy on Curriculum Review Guidelines and Timeline ([IV.A.4-2](#)), clearly outlines the role of the faculty and academic administrators in the review of curriculum. In accordance with K 5.201, the Faculty Senate Curriculum Committee, the Faculty Senate, and the Vice Chancellor for Academic Affairs review curriculum proposals before final approval by the Chancellor. The Chancellor makes the final decision on curriculum proposals that do not involve significant changes in resources. New programs must be approved by the BOR. The curriculum review process, as specified by the Faculty Senate, requires that faculty proposing new or modified curriculum consult with their academic deans prior to submission of proposals to the review process.

New programs are proposed to the Vice President of Community Colleges and approved by the Board of Regents in accordance with Board of Regents Policy RP 5.201, Academic Affairs, Instructional Programs ([IV.A.4-3](#)). Executive policy EP 5.202, Review of Established Programs ([IV.A.4-4](#)) mandates that the College’s established programs shall receive a comprehensive review at a minimum of every fifth year.

The recent systemwide adoption of Quali Student Curriculum Management as well as the systemwide implementation of student registration through the STAR guided pathways system provided an opportunity to evaluate the approval flow and timelines for the curriculum review process. The result of the evaluation is reflected in a Faculty Senate resolution revising the flow of curriculum documents ([IV.A.4-5](#)) and the formulation of Kapi‘olani CC Policy K5.201, Curriculum Review Guidelines and Timeline, effective 6/23/2015 ([IV.A.4-6](#)). Timelines were revised in January, 2018 ([IV.A.4-7](#)).

As stated in IV.A.2, the Faculty Senate’s Constitution ([IV.A.4-8](#)) states that faculty participate in policy-making regarding:

1. The mission, strategic planning, and directions of the College;
2. Curriculum and instruction;
3. Academic support and student support;
4. Budget;
5. The evaluation of faculty and administrators;
6. The canon of professional ethics, rights, and responsibilities; and
7. Other matters which affect the general quality of the College.

***Student learning programs and services***

K5.202, Policy on Review of Established Programs ([IV.A.4-9](#)), gives responsibility to the College’s faculty and staff to conduct program reviews to assess and evaluate the effectiveness and efficiency of instructional, student support, and learning support programs. The policy

states results are to be used for decisions related to program improvement, modification, and/or termination. The College's ARPDs provide a place for this assessment, as demonstrated by the 2015 ARPD for Hospitality and Tourism ([IV.A.4-10](#), p. 3).

The hierarchy of review always begins with faculty and staff, then department chair and/or program coordinator, then Dean, then appropriate Vice Chancellor, and finally the Chancellor, who makes the final decision and provides an executive summary ([IV.A.4-11](#)).

As depicted in the College's organizational chart ([IV.A.4-12](#)) and the charts in the ISER section on Organizational Information, the Academic deans oversee the learning programs and the Vice Chancellor for Academic Affairs oversees the deans. The Vice Chancellor for Academic Affairs also oversees academic support services such as the Library and Learning Resources and the Center for Excellence in Learning, Teaching and Technology.

The Vice Chancellor for Student Affairs manages the student services area. There are two main groups and one task force in the student affairs area that provide recommendations on student learning programs and services: the Student Affairs Leadership Team (SALT), the Counselors and Academic Advisors Council (CAAC) and the Enrollment Management Task Force. SALT convenes all the leaders in student affairs, CAAC gathers the counselors and advisors to discuss areas of concern, and the Enrollment Management Task Force includes personnel from student affairs, student services, and other areas of the college such as the web team, marketing, public information, and the Office for Institutional Effectiveness ([IV.A.4-13](#)).

## ANALYSIS AND EVALUATION

Faculty and academic administrators, through policy, procedures, and well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. Program design, implementation and analysis rest first with faculty as subject matter experts through program review and outcomes assessment. Administrative leaders work with faculty to implement and execute program plans based on an analysis of needs and resource allocation requests. Policies and procedures are in place that define the roles of faculty and academic administrators in decisions regarding curriculum, such as the Faculty Senate Constitution. Regular evaluation of the processes leads to improvements.

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**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

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## EVIDENCE OF MEETING THE STANDARD

The College ensures, through its system of board and institutional governance, that relevant

perspectives, expertise, and responsibility guide decision-making and timely action on plans, policies, curricular change, and other key considerations.

### ***Board and Institutional Governance***

The College is governed by a structured hierarchy starting with a Board of Regents that develops policies and procedures for the ten-campus University of Hawai‘i System. The Board of Regents delegates authority to the President of the University of Hawai‘i System to implement these policies. The President delegates authority to the Vice Presidents of the system.

The Vice President for the University of Hawai‘i Community Colleges oversees the seven community colleges and develops policies that align with the UH System policies and are specific to the community colleges. The Vice President for Community Colleges designates authority to each Chancellor responsible for each of the seven community colleges. The Chancellors meet through the Council of Community College Chancellors ([IV.A.5-1](#))

Appropriate roles for faculty, staff, and students are defined by the following UH System policies.

Student leaders from all ten University of Hawai‘i System campuses are convened at the UH Student Caucus ([IV.A.5-2](#), [IV.A.5-3](#)), which provides the opportunity for student leaders to communicate the needs and concerns of UH students directly to university administration, the state legislature, the governor, and other relevant offices.

At the UH Community College System, Chancellors and Vice Chancellors for Academic Affairs, Student Affairs, and Administrative Services meet monthly with their counterparts across the community college system for planning purposes. Faculty senate leaders are convened to discuss issues of concern across the seven community colleges ([IV.A.5-4](#)).

At the College level, the Chancellor receives recommendations from the authorized governance organizations (AGOs) and the advisory councils described in IV.A.2. Timely action on institutional plans, policies, and other key considerations is discussed at the Chancellor’s Advisory Council (CAC).

The curriculum review process described in IV.A.4 is an example of how the College ensures the appropriate level of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on key considerations. Curricular actions are proposed by faculty and program coordinators and approved by the respective departments prior to submitting to the Faculty Senate Curriculum Committee for review. The next level of approval comes from the Faculty Senate and then the Vice Chancellor for Academic Affairs. The Chancellor provides final approval for all curriculum except new program proposals, which must be approved by the Board of Regents. Deadlines at each stage of the process are set to ensure that review and approval is completed in time for changes to be included in the STAR guided pathways system. ([IV.A.5-5](#)).

## ANALYSIS AND EVALUATION

The College ensures, through its system of board and institutional governance, that the relevant perspectives, expertise, and responsibility guide decision making and timely action on plans, policies, curricular change, and other key considerations. All constituent groups throughout the University of Hawai‘i system, including students to the maximum extent possible, have a place in governance and on specific governance bodies such as Faculty Senate. On the College level, the broad representative membership of the CAC ensures the full range of relevant perspectives are involved in decision making for key issues.

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### **IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

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## EVIDENCE OF MEETING THE STANDARD

The College documents and widely communicates across the institution the processes for decision making and the results that ensue.

### *Documentation of Decision-making*

The College primarily uses internal memoranda (e.g., regarding decisions on budget, authorized governance organization (AGO) action requests, resolutions, revised policies) and meeting minutes to document decisions for the campus. For the CAC, a major and the most highly representative council at the College where many of the institution’s decisions are made, the CAC minutes document decisions. Admin Staff Council also documents its decisions with minutes ([IV.A.6-1](#)).

Each of the College’s AGOs maintains a website and a listing of the AGOs is located on 'Ohana, the College’s intranet (AGO listing, [IV.A.6-2](#)). The AGOs document action plans, action requests, and resolutions, when applicable, on their respective websites. Minutes for all authorized governance organizations are publicly available on 'Ohana.

At every CAC meeting, the AGOs are among the first to report on their activities and plans. Their presentations are shared in the CAC minutes.

### *Communication of Decision-making*

The College uses representative meetings, emails, the daily news bulletin *News and Events*, and the intranet 'Ohana to communicate decisions to the campus. All faculty and staff are automatically subscribed to *News and Events*, with the choice to opt-out if so desired.

As the CAC includes all the leadership across the campus, including the AGO leaders, the

members are expected to communicate decisions from the Council to their constituents. The CAC charter states, “The CAC functions as one of the Chancellor’s mechanisms for presenting and discussing issues, concerns, and ideas for the purpose of consulting with campus leaders in areas of campus life... The Council shall serve as the entity for communication with constituents across the college. The Council members shall create a system for disseminating information to their areas as well as reporting concerns and issues from their areas back to the Council.” The Chancellor places this statement on each CAC agenda as a reminder, thereby emphasizing its importance.

Likewise, when the CAC votes on a campuswide issue or policy, the CAC member is voting on behalf of their unit and therefore, receives feedback from those they represent prior to voting. Page two of the CAC Charter states, “When voting, the CAC members are representing their unit. Therefore, a sufficient amount of time will be given for members to receive feedback from their units before the vote. When in discussion on a topic, the CAC members are representing their function as a College leader, not as representative of their unit.” ([IV.A.6-3](#), p. 2)

The CAC distributes its agendas in advance of each meeting to all members, with the expectation that the agendas will be shared among those represented by those members. Draft minutes of the CAC are disseminated to all members of the Council by email and approved at the subsequent meeting. The CAC posts final minutes on the intranet ([IV.A.6-4](#)) and announces the posting through the daily *News and Events* bulletin ([IV.A.6-5](#)). Similarly, all Admin Staff council minutes are stored on the College’s intranet and announced through *News and Events* ([IV.A.6-6](#)). For other advisory councils, attending members are asked to communicate the content of their agendas and decisions to their respective communities via meetings and email.

At each spring and fall convocation, the AGOs are asked to report on their plans for the semester. AGO reports are a regular element of each CAC meeting. As mentioned above, the AGOs post minutes and other important documents on their websites.

All departments and units are funded to cover their allocation costs. Decisions about new Tuition, Fees, and Special Funds (TF SF) funding requests are accomplished through a campuswide Planning and Assessment Integration with Resource Allocation (PAIR) process that invites all departments, units, and programs to submit Allocation Request Forms (ARFs) to the Vice Chancellor for Administrative Services. The AGOs participate in the review of proposals and they hold a public town hall that invites all proposers to present their case to a committee of AGO leaders. AGO comments are forwarded to the CAC’s Budget Committee, which follows a protocol for making funding recommendations to the CAC. The minutes of the CAC Budget Committee are posted on the intranet ([IV.A.6-7](#)).

When a campuswide policy is being developed, it is shared with the College through open forums and presentations to the CAC. A record of these presentations to CAC is shared through the CAC’s minutes. Representatives are expected to share all proposals with their constituents and to bring back to the CAC concerns and suggestions meant to inform any votes regarding

recommending the policy or plan to the Chancellor.

## ANALYSIS AND EVALUATION

The College shares decisions and actions with the entire college and community through a variety of ways and in various venues including online, newsletters, direct reporting to key committees, and in governance body reporting. The College evaluates its efforts regularly and continually discovers new ways to share information. Recent survey findings have identified areas of improved communication about the College’s decision-making process in that an increasing number and percentage of constituents report knowledge of the essential college functions. The Closing the Loop survey in fall 2016 was particularly helpful in recognizing that some staff and faculty, despite all of the communication efforts, still report not being aware of critical decisions at the College. As a result, the College created and shared a document representing an improved decision-making process ([IV.A.6-8](#)). The College began publishing the CAC and Admin Staff Council minutes in the *News and Events*, the daily electronic bulletin. To further ensure campus-wide dissemination of important College information, effective fall 2017, the *News and Events* changed from an “opt-in” subscription to an “opt-out” subscription. The College documents and widely communicates across the institution the processes for decision-making and the results that ensue.

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**IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, 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.**

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## EVIDENCE OF MEETING THE STANDARD

The College regularly evaluates leadership roles, governance, and decision-making policies to ensure integrity and effectiveness. Evaluation results are shared widely and are used to as a basis for improvements.

### *Evaluation of Leadership Roles*

Leadership roles across the campus are evaluated by College constituents through surveys such as evaluations of the Department Chair/Unit Head, and the 2012, 2016, and 2018 Campus Climate Surveys (otherwise known as, respectively, Faculty and Staff Survey, the Closing the Loop Survey, and the Getting Better at Getting Better Survey). Each survey is administered by OFIE (Office for Institutional Effectiveness). The reports are posted on the OFIE website ([IV.A.7-1](#), [IV.A.7-2](#), and [IV.A.7-3](#)). These surveys ask faculty and staff to assess the performance of administrative offices such as the Offices of the Vice Chancellors, service units such as CELTT, and the AGOs. The department chair/unit head survey is administered

annually by OFIE and discussed with the program administrator. One of the takeaways of the 2012 and 2016 surveys was that the College needed to better communicate the various roles of the administration. To increase campus understanding of administrative staff responsibilities and the functions of their respective offices, administrators presented a summary of their office's accomplishments and future goals at an end-of-semester gathering.

In addition, the College's Functional Statements were revised and sent to the UHCC for approval in April 2018. This document accompanies the College's organizational chart and describes the roles and responsibilities for each office on campus ([IV.A.7-4](#)). The updated functional statements reflect the changes in the structure and function of the Arts and Sciences unit, where English and math faculty were reintegrated into that unit from a separate developmental education unit.

In addition to these developments, in order to support leadership and improve decision-making and resource allocation in areas of assessment, student success, and distance education, the following actions were taken:

- the creation of an institutional assessment coordinator position to advance assessment across the College,
- the creation of a student success coordinator position to advance student success initiatives at the College,
- the expansion of the role of the student success pathway to engage faculty and staff in setting student success goals at all levels of the College,
- the creation of a distance education coordinator position to coordinate improving DE services at the College,
- the creation of a distance education counselor to improve academic services to DE students.

### ***Evaluation of the Institution's Governance***

With the interim chancellor beginning her term in June 2016, there has been a thorough evaluation of governance, roles, and decision making policies. The first governance document reviewed, evaluated and revised was the charter of the Chancellor's Advisory Council (CAC). The discussion began with the CAC in fall 2016, and after robust, broad-based dialog, the CAC Charter was approved and signed on January 6, 2017. As processes evolved, an amended version was proposed to codify current practice. The amended Charter was approved by the CAC on October 26, 2017 ([IV.A.7-5](#)) which included a calendar (Attachment A) of when campuswide plans were to be reviewed by the CAC. The CAC Charter will be evaluated again in August 2018. Simultaneously, a decision-making flowchart was approved by the CAC on October 26, 2017 (page 30). As stated in [IV.A.6](#), information and decisions are disseminated to the CAC members, who are required to communicate the same to their constituents. Information and approved minutes that are distributed to the CAC are announced on the College's online

daily *News and Events* bulletin and are archived on 'Ohana, the College's intranet.

The next governance document that was created was the policy to define the process of developing and vetting new policies. A CAC Policy Work Group was formed to make recommendations to structure the policy-making process and approved policy K1.101 on September 26, 2017, with an evaluation date of September 26, 2022 or sooner, if necessary. Policy K1.101 was distributed through the CAC, the College's *News and Events* bulletin, and posted on the Policies and Plans page both on the main Kapi'olani CC website ([IV.A.7-6](#)) and the 'Ohana intranet ([IV.A.7-7](#)). An example of how policies are widely communicated and the results are used as the basis for improvement is the College's Animals on Campus policy, which was approved by the CAC on January 16, 2018. After the policy was approved, there was further debate on the issue of emotional support/comfort animals as there are no federal/state laws or UH policies that specify a process for addressing emotional support/comfort animals. A task force was formed in February 2018 to make recommendations to the CAC in April for possible amendment to the Animals on Campus policy. Legal Counsel from the University of Hawai'i recommended that the Animals on Campus policy be withdrawn due to ongoing deliberation and discussion at the UH System.

Three policies and one procedure were reviewed in fall 2017 and spring 2018.

1. The Governance Policy
2. Animals on Campus Policy
3. Facilities Use Policy
4. Vacancy Procedures

## ANALYSIS AND EVALUATION

The College regularly evaluates leadership roles, governance, and decision-making policies to ensure integrity and effectiveness. These evaluations focus on the processes, procedures and practices at the college. Evaluation results are shared widely and are continuously used to effect improvements. In 2017, for example, the CAC spent considerable time reviewing and updating the governance and decision-making processes. The dialogue revealed a lack of clarity in the flow of some decisions at the college. To help explain the decision process better, the CAC made improvements to the decision-making flowcharts. The College constantly evaluates leadership roles, governance and decision-making policies to insure integrity and effectiveness, and to respond to changing student needs.

The College uses feedback from evaluations to develop practices and policy in pursuit of continuous improvement.

### **Evidence for IV.A.**

IV.A.1-1 Kapi'olani Community College Functional Statements

- IV.A.1-2 Kapi‘olani CC website, Mission
- IV.A.1-3 Hawai‘i Papa O Ke Ao website
- IV.A.1-4 Hawai‘i Papa O Ke Ao plan
- IV.A.1-5 Student Success Council web site, What is SSP?
- IV.A.1-6 Kapi‘olani CC strategic plan, 2015-2021, p. 7
- IV.A.1-7 Research Training and Revolving Funds (RTRF) for professional development
- IV.A.1-8 Dream Builders plan, 2014
- IV.A.1-9 Training & Workshops
- IV.A.1-10 News & Events, Information Security Presentation on Feb. 13
- IV.A.1-11 Hawai‘i Great Leaders Seminar
- IV.A.1-12 Innovation Efforts
- IV.A.1-13 Student Guide to STAR
- IV.A.1-14 SCI 295 Statement of Purpose, p. 4
- IV.A.1-15 Distance Education Plan
- IV.A.2-1 Board of Regents General Overview, p. 9
- IV.A.2-2 University of Hawai‘i Professional Assembly 2017-2021 Contract
- IV.A.2-3 Kapi‘olani CC Policy K1.201, Shared Governance Policy
- IV.A.2-4 Kapi‘olani CC KOP #1.112, Participation in College Decision-Making Processes
- IV.A.2-5 ‘Ohana website, Authorized Governance Organizations
- IV.A.2-6 Decision Making Flowchart, 2017
- IV.A.2-7 Board of Regents General Overview, p. 9
- IV.A.2-8 The Pūko‘a Council
- IV.A.2-9 Board of Regents General Overview, p. 11
- IV.A.2-10 Faculty Senate website
- IV.A.2-11 Faculty Senate website, Archives
- IV.A.2-12 Student Congress website
- IV.A.2-13 ‘Ohana website, ‘Aha Kalāualani
- IV.A.2-14 ‘Ohana website, Staff Council
- IV.A.2-15 ‘Ohana website, Staff Council meeting minutes
- IV.A.2-16 ‘Ohana website, Chancellor's Advisory Council (CAC)
- IV.A.2-17 Chancellor's Advisory Council (CAC) Charter
- IV.A.2-18 ‘Ohana website, Chancellor's Advisory Council (CAC) minutes

- IV.A.2-19 'Ohana website, Administrative Staff Council
- IV.A.2-20 'Ohana website, Administrative Staff Council minutes
- IV.A.2-21 Kapi'olani CC Policy K1.201, Shared Governance Policy
- IV.A.2-22 Kapi'olani CC KOP #1.111, Resource Allocation (PAIR)
- IV.A.2-23 News & Events, ARF Town Hall Meeting - February 26
- IV.A.2-24 Academic Year 16-17 Budget Process Flowchart
- IV.A.2-25 CAC Budget Subcommittee Recommendations, p. 3
- IV.A.2-26 CAC Budget Work Group Meeting minutes
- IV.A.2-27 Interim Chancellor memo, Approval of the CAC's Allocation Request Form Recommendations, 7.5.2017
- IV.A.3-1 UH Executive Policy EP 4.201, Integrated Long-Range Planning Framework
- IV.A.3-2 Kapi'olani Community College Functional Statements
- IV.A.3-3 Faculty Senate website, Resolutions
- IV.A.3-4 Decision Making Flowchart, 2017
- IV.A.3-5 Chancellor's Advisory Council (CAC) Charter, p. 4
- IV.A.3-6 Kapi'olani CC strategic plan, 2015-2021, p. 7
- IV.A.3-7 Annual Report of Program Data (ARPD) home page
- IV.A.3-8 Office for Institutional Effectiveness (OFIE) program review webpage
- IV.A.3-9 Kapi'olani CC Technology Plan, FY 2018-2021
- IV.A.3-10 Distance Education Plan
- IV.A.3-11 Student Success Pathway plans, 2017
- IV.A.3-12 Kapi'olani CC Enrollment Management Plan, Connect & Prepare Phase Fall 2016
- IV.A.3-13 Hawai'i Papa O Ke Ao plan
- IV.A.3-14 Sustainability plan, 2017
- IV.A.4-1 Board of Regents Policy RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development
- IV.A.4-2 Kapi'olani CC Policy K5.201, Curriculum Review Guidelines and Timeline
- IV.A.4-3 Board of Regents Policy RP 5.201, Instructional Programs
- IV.A.4-4 UH Executive Policy EP 5.202, Review of Established Programs
- IV.A.4-5 Faculty Senate Chair memo, Resolution Regarding Graphics for Curriculum Workflow, 9.6.2017
- IV.A.4-6 Kapi'olani CC Policy K5.201, Curriculum Review Guidelines and Timeline
- IV.A.4-7 Proposed Curriculum Deadlines to Fall 2018

- IV.A.4-8 Faculty Senate Constitution
- IV.A.4-9 Kapi‘olani CC Policy K5.202 Review of Established Programs
- IV.A.4-10 ARPD Hospitality and Tourism, 2015, p. 3
- IV.A.4-11 ARPD Kapi‘olani CC Executive Summary
- IV.A.4-12 Organizational Charts for Kapi‘olani CC, 2019
- IV.A.4-13 Kapi‘olani CC Policy K1.201, Shared Governance Policy
- IV.A.5-1 UHCC Policy UHCCP #1.101, Council of Community College Chancellors
- IV.A.5-2 University of Hawai‘i Student Caucus
- IV.A.5-3 UH Executive Policy EP 7.207, Systemwide Student Association
- IV.A.5-4 UHCC Policy UHCCP, #1.102, Community College Council of Faculty Senate Chairs
- IV.A.5-5 Proposed Curriculum Deadlines to Fall 2018
- IV.A.6-1 ‘Ohana website, Administrative Staff Council
- IV.A.6-2 ‘Ohana website, Authorized Governance Organizations
- IV.A.6-3 Chancellor's Advisory Council (CAC) Charter, p. 2
- IV.A.6-4 ‘Ohana website, Chancellor's Advisory Council (CAC) minutes
- IV.A.6-5 News & Events, CAC minutes
- IV.A.6-6 News & Events, Administrative Staff minutes
- IV.A.6-7 ‘Ohana website, CAC Budget and Planning Workgroup minutes
- IV.A.6-8 Decision Making Flowchart, 2017
- IV.A.7-1 Campus Climate Survey 2012, Faculty and Staff Survey
- IV.A.7-2 Campus Climate Survey 2016, Closing the Loop Survey
- IV.A.7-3 Campus Climate Survey 2018, Getting Better at Getting Better
- IV.A.7-4 Kapi‘olani Community College Functional Statements
- IV.A.7-5 CAC minutes, 10.26.2017
- IV.A.7-6 Kapi‘olani CC website, Policies and Plans
- IV.A.7-7 ‘Ohana website, Policies and Plans

## B. Chief Executive Officer

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**IV.B.I. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

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### EVIDENCE OF MEETING THE STANDARD.

At the University of Hawai‘i System, the *President* is the CEO of a system of seven community colleges and three four-year universities. The Vice President for University of Hawai‘i Community College System oversees the seven community colleges. Each community college is led by a *Chancellor*, who serves as the Chief Executive Officer (CEO) of the institution, providing effective leadership in a wide variety of areas including planning and organizing, budgeting, selecting and developing personnel, and assessing College effectiveness.

On June 3, 2016, the Vice President for Community Colleges appointed the Vice Chancellor for Academic Affairs (VCAA) to serve the College as Interim Chancellor. On April 17, 2018, at a campuswide meeting, the Vice President for Community Colleges announced that he had recommended to the University President, the appointment of the Interim Chancellor as the next permanent Chancellor for Kapi‘olani Community College. The effective date of appointment is June 8, 2018. Prior to becoming CEO, the Chancellor served as VCAA for six years, after having served as Interim VCAA for the previous five years (at the University of Hawai‘i, interim appointees are sometimes afforded the opportunity to apply to fill the position on a permanent basis).

For the purpose of this report, the term Interim Chancellor will be used when describing the specific activities during the period of time between June 2016 and June 2018. The term Chancellor will be used when describing the general functions of the position.

### *Improve, Promote, and Connect*

In the summer of 2016, the Interim Chancellor convened a planning retreat with the Administrative Staff Council to focus on three overarching goals for the year:

1. Improve infrastructure,
2. Promote a culture of respect and excellence, and
3. Connect to the Strategic Plan ([IV.B.1-1](#)) ([IV.B.1-2](#))

The goal of improving infrastructure would be addressed by supporting ongoing and initiating new infrastructure projects across the campus. The goal of promoting a culture of respect and

excellence was addressed by efforts to bring the campus together in the wake of the previous Chancellor's departure and to set the stage for new leadership. The goal of building connection to the Strategic Plan was addressed by working to ensure that everyone would see themselves in the relatively new 2015-2021 strategic plan.

In May 2017, the Interim Chancellor, in her State of the College Report to the Chancellor's Advisory Council (CAC) ([IV.B.1-3](#)), reported progress on infrastructure improvements including the fact that the College had filled 52 positions, revised the CAC charter, added additional communication channels, simplified the Planning and Assessment Integration with Resource Allocation (PAIR) process, and spent \$500,000 on classroom furniture upgrades.

In addressing the culture of respect and excellence, the College had conducted a campuswide survey on civility ([IV.B.1-4](#)) and held a forum on the results ([IV.B.1-5](#)). A mandatory campuswide training on civility was held in August 2017. To promote a culture of excellence, six-month sabbaticals were reinstated and two were approved for 2017-2018. Six-month sabbaticals had not been awarded since 2014. The Interim Chancellor approved a significant increase in professional development support, with a combined total of TFSF and RTRF funding of over a \$150,000.

In order to connect faculty, staff, and students with the College's Strategic Plan, the Interim Chancellor authorized that each outcome of the strategic plan should be aligned with a phase of the College's Student Success Pathway (SSP). Consequently, all departments, units, and programs were asked to align their goals with the SSP and develop measurable outcomes to assess progress toward those goals. Fifty-three departments, units, and programs did the work of connecting their projects and initiatives with these phases, thereby connecting to the strategic plan. This was an unprecedented level of college participation ([IV.B.1-6](#), [IV.B.1-7](#), p. 7).

### *Advancing Student Success*

From the start of the Interim Chancellor's tenure, she provided leadership for organizational changes, including the College's implementation of the UHCC Student Success Pathway initiative. As described in the introduction, in 2015, the UHCC System developed a systemwide initiative for Student Success and all community colleges were tasked with implementation. The Interim Chancellor appointed a Student Success Coordinator and, as it was a campuswide initiative, established the position as a direct report.

### **Figure 1. UH Community College's Student Success Pathway Model**



After numerous meetings with campus constituents, the Student Success Coordinator and the Vice Chancellor for Student Affairs modified the pathway, a visual and informational chart that maps out the students’ journey throughout their college journey. This model was presented to the UH Board of Regents in October 2016 ([IV.B.1-8](#)).

**Figure 2. Kapi‘olani Community College Student Success Pathway Model**



The Student Success Coordinator works with faculty, staff, and students in smaller teams assigned to each pathway phase. The teams monitor progress on goal achievement. The Coordinator is a member of the CAC so that issues regarding student success throughout the College may be discussed with the largest representative body in the College’s committee structure. Implementation of the SSP has encouraged cross-campus collaboration. Various parties on campus have come together and created projects and initiatives around each phase of the SSP model.

***Improving governance and planning***

Another major challenge was the evaluation and improvement of the Chancellor’s Advisory Council (CAC). The Chancellor oversees the CAC, an advisory group composed of leaders of instructional programs, administrative and educational support units, and representatives for Authorized Governance Organizations (AGOs) and others offices with campuswide responsibilities. The group meets monthly during the academic year to discuss and make recommendations on major campus issues and policies ([IV.B.1-9](#)). This organizational structure allows for many individuals to work on multiple issues on the campus. It allows feedback from all parts of the campus, ensuring that different programs and services have input on campus projects and initiatives. In September 2017, the Interim Chancellor presented a revised charter and decision-making flowchart. The flowchart re-organizes and codifies the interactive

decision-making process of key advisory bodies. (final Charter [IV.B.1-10](#) and [IV.B.1-11](#)). During fall 2017 and spring 2018, under the Interim Chancellor's leadership, the CAC worked on revising the governance policy. In April 2018, the CAC approved the governance policy ([IV.B.1-12](#)).

### ***Distance Education***

The College recognizes the role that online education formats are playing in meeting the emerging learning needs of its students. As a result, during this academic year, the Interim Chancellor authorized the development of a distance education plan (link to [IV.B.1-13](#)). The CAC and AGOs endorsed the distance education plan in the 2016-2017 academic year (see IV.A.1).

### ***Sustainability Plan***

Under the Interim Chancellor's leadership, the CAC and AGOs endorsed a campus sustainability plan ([IV.B.1-14](#)) in the 2016-2017 academic year. The College first added sustainability measures to strategic planning documents in 2007, for the 2008-15 strategic plan. It encourages the integration of Hawaiian and diverse cultural perspectives on sustainability and climate change, especially as these relate to urgent environmental contexts in Oceania, Asia, and the Americas.

### ***Campuswide Assessment***

The Interim Chancellor led several forums and stakeholder meetings to discuss and vet an institution-wide assessment plan. Although campuswide support could not be achieved for the assessment plan, the Interim Chancellor authorized several assessment initiatives to strengthen assessment at the College, including three assessment colloquia during which faculty and staff were invited to have broad-based dialog and to improve their learning outcomes assessment strategies; the Kapi'olani Research Scholars Project ([IV.B.1-15](#)), a research challenge for faculty and staff to create innovative assessment projects; and an assessment study of the Annual Report of Program Data, involving two focus groups, one in fall 2017 and one in spring 2018. In addition to College assessment initiatives, the College hosted a systemwide assessment training by assessment expert Linda Suskie.

### ***Budgeting and Fiscal Stewardship***

The Chancellor is responsible for the College budget. In FY 17, that budget totaled \$44 million, in addition to extramural funds totaling approximately \$6.8 million, which increase campus revenue by 15.5 percent. Every spring the Vice Chancellor for Administrative Services (VCAS)

alerts the departments and units to create projected annual and five-year budget plans. The VCAS compiles the information and formulates the College's annual budget based on the previous year's allocation funding from the system and the legislature. The UHCC System provides the annual allocation to the College in October of the fiscal year. The Chancellor sends a memo to the College ([IV.B.1.16](#)) with the final budget allocations.

The Interim Chancellor meets with the VCAS and budget manager monthly to review income and expense spreadsheets to monitor the College's financial health. If there are areas that are over- or under-spending, the Interim Chancellor immediately informs the area or the supervisor of the area for information or to remedy the imbalance. Each quarter, all departments and units receive allocation balances for review and monitoring. The statements first go to the Vice Chancellors and deans to ensure that leadership has accountability for the budgets of their departments and units.

### ***Hiring and Developing Faculty and Staff***

The Chancellor participates directly in selecting and developing personnel at the College. In order to manage personnel resources, when vacancies occur at the College, the need for the vacant position is assessed by the deans and Vice Chancellors and discussed by the Administrative Staff Council. The position is not automatically filled with a replacement. The Administrative Staff Council decides if a position should be reallocated to another area of the College. A spreadsheet generated by the Human Resource Manager is used to track vacancies, which are discussed quarterly at Admin Staff meetings ([IV.B.1-17](#)). As of April 2018, the Interim Chancellor authorized a revision to the vacancy procedure to codify this process ([IV.B.1-18](#)).

Whenever possible, the Chancellor participates in interviews for new hires on the campus, especially for faculty recruitment. Program administrators always participate in second-level interviews, and these administrators report on the process when the Chancellor cannot be present. The final decision on selection of new hires rests with the Chancellor, who signs all offer letters to new hires. In addition to making the final selection of new faculty and staff, the Chancellor is also responsible for appointing department chairs and the heads of support units with recommendation from the departments or units. The Chancellor also approves the re-assignment of faculty into new roles. For example, at the request of Faculty Senate, the Interim Chancellor appointed an Interim Distance Education Coordinator from among the faculty to lead an initiative to improve distance education delivery at the College.

During the Convocation of fall 2016, the Interim Chancellor shared that professional development for faculty and staff was a primary focus for the year. During the same semester, the Interim Chancellor drew up a professional development budget funded by Tuition and Fees

Special Funds and divided the funds among the Vice Chancellors to distribute to their respective staff ([IV.B.1-19](#)).

As mentioned above, in spring 2017, the Interim Chancellor revitalized faculty development by re-instituting half-year sabbaticals.

During her tenure as Vice Chancellor for Academic Affairs (VCAA), the Interim Chancellor had supported several system initiatives that focus on professional development. She continues to lead the UHCC System's *Wo Learning Champions* ([IV.B.1-20](#)). She recruits campus participants for the *President's Emerging Leaders Program* ([IV.B.1-21](#)), and the *Community College Leadership Champions* ([IV.B.1-22](#)).

The Interim Chancellor actively encourages faculty to address learning outcomes assessment in their contract renewal and tenure and promotion dossiers. In early January 2017 ([IV.B.1-23](#)) and March 2018 ([IV.B.1-24](#)), she sent emails to department chairs and unit heads, the VCAA, the VCSA, the deans, and faculty, calling attention to the need to address learning outcomes assessment in contract renewal dossiers.

The Interim Chancellor has also supported faculty and administrator development in understanding accreditation. As detailed in IV.B.4., a number of faculty and administrators have attended professional development events and participated in site visits to deepen their understanding of the accreditation process. In a similar fashion, she and faculty, staff, and administrators attended a UHCC systemwide workshop on the Community College Survey of Student Engagement (CCSSE) and she led a team to a national CCSSE institute on student success in fall 2017 ([IV.B.1-25](#), [IV.B.1-26](#)).

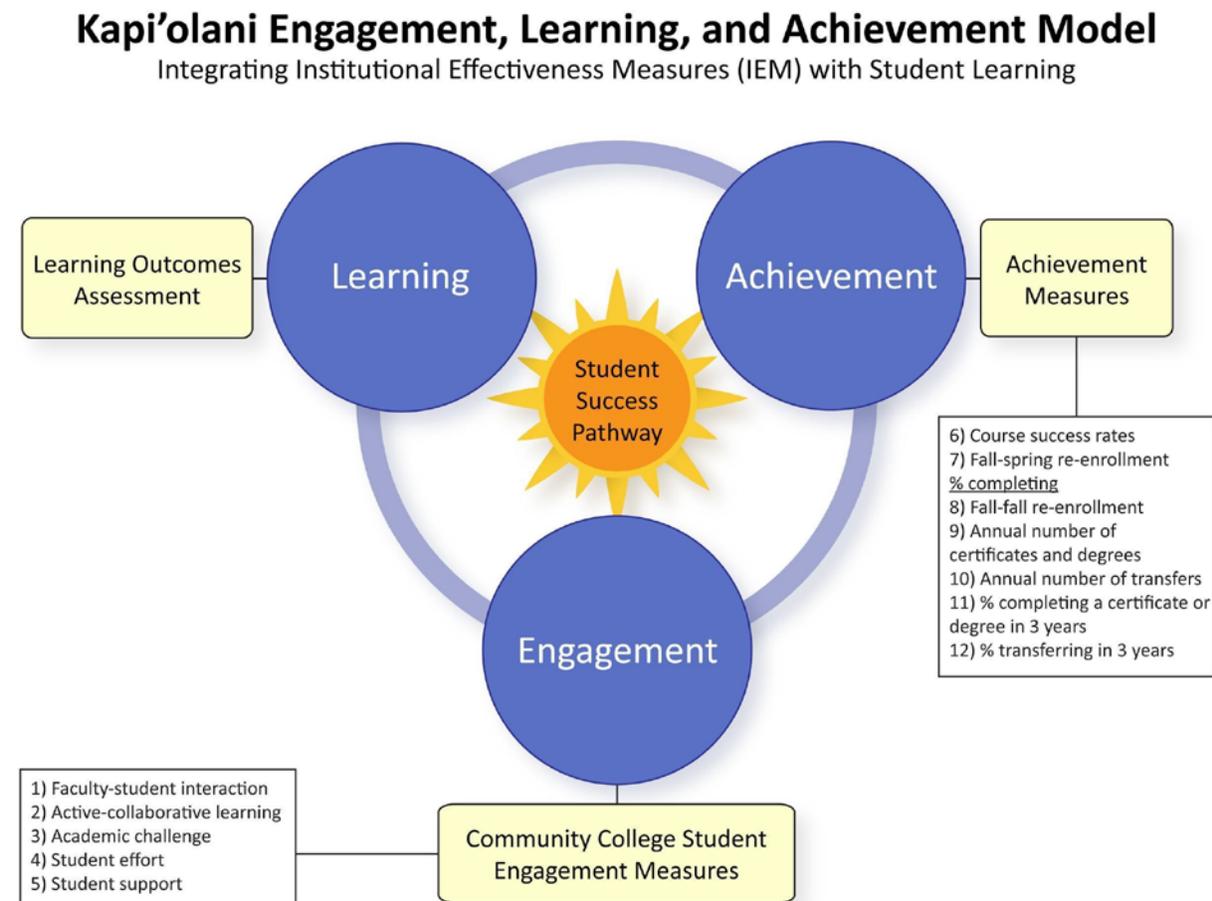
### ***Assessing institutional effectiveness.***

The Chancellor directs the Office for Institutional Effectiveness (OFIE), which “assist(s) with all academic, student services, and continuing education programs in assessing student success, the health of programs, developing tactical plans that align with the College’s strategic plans, and providing data to be used as the basis for administrators to determine the allocation of resources” ([IV.B.1-27](#)). The director of OFIE reports to the Chancellor and is a member of the Chancellor’s Advisory Council.

The Kapi‘olani Engagement, Learning, and Achievement Model (KELA) diagrams student engagement, learning, and achievement. Student engagement is monitored by the CCSSE measures such as faculty-student interaction, active-collaborative learning, academic challenge, student effort, and student support. Student learning is monitored through course, program, general education, and institutional learning outcomes assessment, which is collected in the

assessment management system Taskstream. Student achievement data are collected by the UHCC and in the College’s ARPDs in areas such as course success rates, fall-spring re-enrollment, fall-fall re-enrollment, annual number of certificates and degrees, annual number of transfers, percentage of students completing a certificate or degree in three years, and percentage of students transferring in three years.

**Figure 3. The KELA model**



In the KELA model, Institutional Effectiveness Measures (IEMs) are core effectiveness measures to support the operationalization of institutional goals and objectives as defined in the College’s Strategic Plan (reference Strategic Plan Collegewide Strategy No. 8).

The Interim Chancellor meets with OFIE staff to review data and request additional studies when needed. OFIE analyzes achievement data to be used for planning purposes. The Interim Chancellor shares this information with the campus to ensure everyone is aware of the College’s current state. The results and analyses of the data are discussed with the administrative team

within the framework of the mission and strategic plan, and the Interim Chancellor charges her administrative team to develop and implement plans to move the College forward.

In addition, the Interim Chancellor has directed OFIE to increase its outreach to the campus community to ensure that faculty and staff may leverage the research skills and research data that OFIE can offer to assist with improving student achievement and learning outcomes achievement. The Interim Chancellor also approved increased professional development for faculty and institutional research staff to learn how to better use CCSSE surveys and data.

Annually the UHCC System provides the College with program effectiveness and achievement data in Annual Reports of Program Data (ARPD). Departments, units, and programs augment these reports with narratives that address program learning outcomes, program analyses, results of program assessment, action plans, resource implications, and next steps. These ARPDs are used, in conjunction with the three-year Comprehensive Program Reviews and the Student Success Pathway reports, to inform planning and resource allocation decisions. The Planning and Assessment Integration with Resource Allocation (PAIR) process (discussed in Standard III.D.1.) requires budget requests to be linked to the learning outcomes and achievement analyses in these reports.

In August 2017, in an effort to improve the effectiveness of the ARPD, the Interim Chancellor directed OFIE to conduct an evaluation of the report. Criteria included the use of data, presentation of student achievement data, the assessment of student learning, and the quality of action plans ([link](#) to first rubric). Nine faculty were selected to do a thorough review of five sample ARPDs. Another focus group was conducted in February 2018. The Director of OFIE presented the results of the first focus group to the Vice Chancellors' Advisory Council and shared the full report with the Interim Chancellor in February ([IV.B.1-28](#)).

## **ANALYSIS AND EVALUATION**

The Chancellor has primary responsibility for the quality of the institution, providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing effectiveness in a variety of ways. The Chancellor works closely with administrators, faculty and staff to monitor the progress in campus plans and budgeting. In the area of selecting and developing personnel, the Chancellor follows the UH Community College's procedures to ensure fairness in hiring the most qualified candidates (See III.A.1). In this period of transition, the Interim Chancellor intentionally created transparent and accountable decision making processes, informed by data, and built on consensus whenever possible.

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**IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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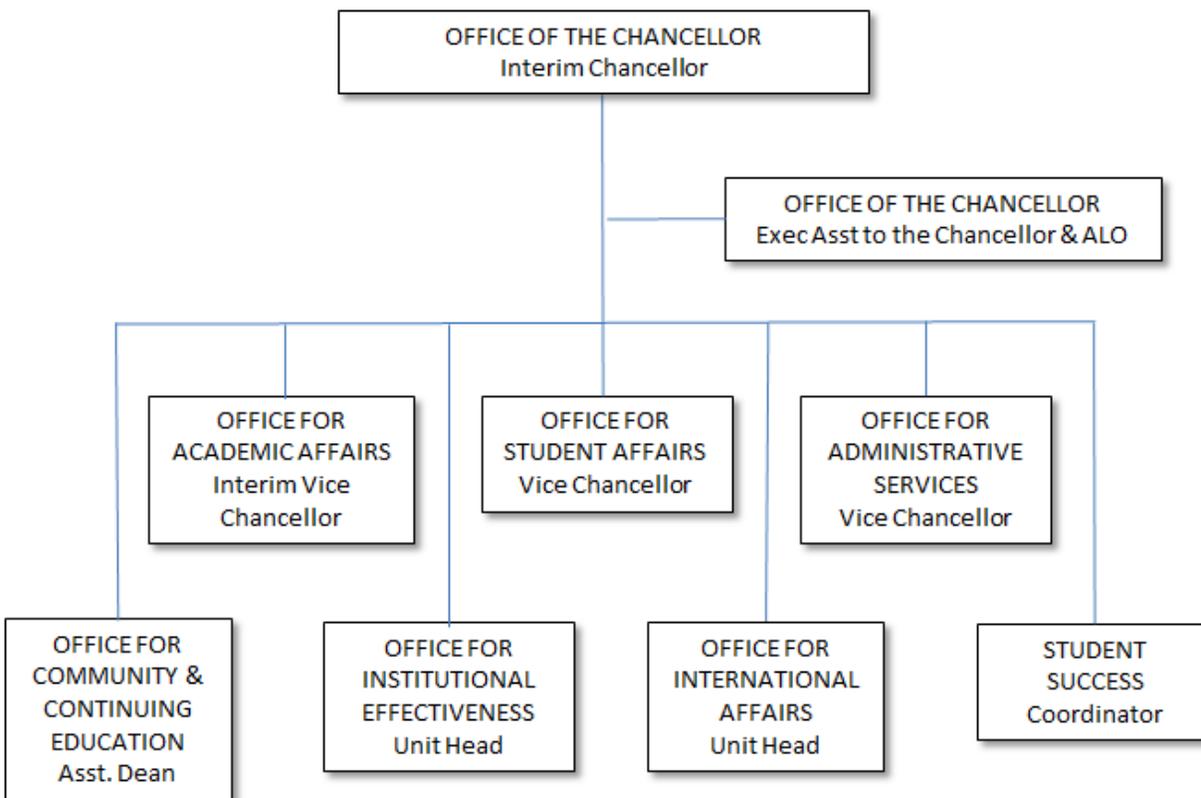
The Chancellor plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution. When appropriate, the Chancellor delegates authority to administrators and others within the College.

**EVIDENCE OF MEETING THE STANDARD**

***The Administrative Structure***

The Office of the Chancellor is responsible for maintaining a successful learning environment for all students, an institution that is responsive to the needs of the community, and an environment that provides for professional growth and development of all staff. The Office of the Chancellor plans, organizes, directs, and controls the institution’s academic and support programs at the campus level in accordance with established policy and procedural guidelines and applicable statutes, and oversees the management and operations of the College in the following functional areas: Office for Academic Affairs, Office for Student Affairs, Office for Administrative Services, the Student Success Coordinator, Office for Community and Continuing Education, Office for International Affairs, and Office for Institutional Effectiveness.

**Figure 5. Administrative Offices**



Each of these offices is associated with various responsibilities to ensure the effectiveness of the College. The Kapi‘olani CC Functional Statements describe in detail the duties and responsibilities of the respective offices ([IV.B.2-1](#)). Additionally, because of the position’s campuswide responsibilities, the Student Success Coordinator reports directly to the Chancellor.

***Planning, overseeing, and evaluating***

The Interim Chancellor has provided organizational leadership in reviewing the structure of the Office for Community and Continuing Education (OCCE). In 2012, one unit of OCCE, the Office for Continuing Education and Training (OCET) was put under “receivership,” with the coordinator reporting directly to the Chancellor. In 2016-2017, based on an evaluation of performance data that showed declining revenue and a need to better address the education of adults of working age, the Interim Chancellor re-assigned leadership of OCET to the Assistant Dean for OCCE ([IV.B.2-2](#)).

As mentioned in IV.B.1, the Chancellor meets with the Administrative Staff Council to discuss staffing needs at the College. Staffing decisions are made after a review of the College's strategic directions to determine where the position would be used most effectively. In addition, at least once a year the Interim Chancellor and Administrative Staff review the College's organizational chart to ensure that all positions are correctly placed. Any discrepancies are corrected as necessary ([IV.B.2-3](#), [IV.B.2-4](#)).

### ***Delegating Authority for Effectiveness***

Leadership at the College is delegated to the vice chancellors, deans, directors, chairs, and heads based on traditional educational divisions and needs of the institution. The Chancellor charges the Vice Chancellor for Administrative Services with managing the budget for the campus. The Chancellor and the Vice Chancellor for Administrative Services (VCAS) allocate an operating budget to each Vice Chancellor, dean, department chair, and unit head. Each area manages its own budget. Within the budget, there are categories for payroll expenses and operating expenses. Every month, the VCAS and the budget manager review the expenditures with the Chancellor and quarterly updates to budget expenditures are provided to each budget area. If the expenditures are increasing disproportionately in any area, the Chancellor addresses the issue immediately.

The Chancellor delegates responsibility to the Vice Chancellor for Academic Affairs to supervise and manage all the instructional units on campus as well as instructional support units such as the Library and Learning Resources (LLR) and the Center for Excellence in Learning, Teaching, and Technology (CELTT).

Finally, the Vice Chancellor for Student Affairs oversees the counseling and advising of targeted student populations; oversees the support for student activities and student government; addresses matters regarding Title IX issues, student grievances, and the student conduct code; and oversees student services such as Admissions, Records, Graduation, and Financial Aid.

All Vice Chancellors implement University of Hawai'i Community College (UHCC) policies, campus policies, and campus operational procedures that have a direct impact on their areas. The Administrative Staff Council, Authorized Governance Organizations (AGOs) and the Chancellor's Advisory Council (CAC) vet all campus policies and procedures before the Chancellor gives her approval. This process is described in the policy on policy development ([IV.B.2-5](#)).

When new initiatives that support student success and overall college effectiveness are needed, the Chancellor provides resources to the Vice Chancellors in the form of additional funding for non-instructional teaching equivalencies (TEs) and/or overload or overtime pay. For example,

such additional funding has allowed for the designation of learning outcomes assessment coaches to support all faculty and staff in improving assessment practices. The assessment coaches have developed workshops, a website, and handbooks, and conducted one-on-one coaching for campus individuals to adopt and effectively use assessment ([IV.B.2-6](#)). TEs and overload are used in a broad variety of projects ([IV.B.2-7](#)). As discussed above, the Interim Chancellor also appoints coordinators for campuswide initiatives (e.g. distance education and student success) to support the workload required by such projects. Similarly, the Vice Chancellor for Student Affairs has appointed coordinators to help carry the workload of managing large sets of services such as counseling for targeted populations.

## ANALYSIS AND EVALUATION

The Chancellor plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution. When appropriate the Chancellor delegates authority to administrators and others within the College. The Chancellor's first line of direct reports oversee all critical functions of the College and are responsible for ensuring that all functions are sufficiently resourced. With input from the Administrative Staff Council, the Chancellor evaluates the effectiveness of the administrative structure and, as in the case of the Office of Continuing Education and Training (OCET), makes changes and delegates authority to improve the performance of the College.

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### **IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring the College sets institutional performance standards for student achievement;**
  - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
  - **ensuring that the allocation of resources supports and improves achievement and learning; and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**
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## EVIDENCE OF MEETING THE STANDARD

The Chancellor guides the institutional improvement of the teaching and learning environment through established systems, policies, and procedures. The Chancellor incorporates constituent

voices in matters of college governance and particularly faculty input in academic and professional matters.

### ***Collegial process of decision making***

When the Interim Chancellor took office in June 2016, one of her first tasks was to finalize the College's Mission, Vision, and Values statements and the strategic plan. She sought feedback from the campus in the final drafting of these documents ([IV.B.3-1](#)). She worked through how the College defines itself as an indigenous serving institution ([IV.B.3-2](#)). She worked closely with 'Aha Kalāualani, the Native Hawaiian Council, to articulate the values of the College. She initiated a campaign to advocate for civility across the campus (see IV.B.1.) ([IV.B.3-3](#)). She solicited feedback and recommendations from constituent groups and worked with them to collectively shape the direction of the College.

### ***Institutional performance standards***

Kapi'olani Community College is one of seven community colleges under the University of Hawai'i system. University of Hawai'i Community College (UHCC) Policy 4.203 establishes the framework for institution-set standards for student achievement for all community colleges. ([IV.B.3-4](#)). The College's institution-set standards for course success are documented in the College's annual reports to the ACCJC.

After consultation and negotiation with the campuses, the Office of the Vice President for UHCC sets the baseline figures and percentage increases for most of the College's student achievement goals, which are documented in the College's Strategic Plan. Each semester, the Vice President of the UHCC reports on how the colleges achieved their goals and how they compare to their sister institutions ([IV.B.3-5](#), [IV.B.3-6](#)). Other student achievement goals are set by the College independently of the system. These are reflected, along with system goals, in the College's Strategic Plan Scorecard and are marked with an asterisk ([IV.B.3-7](#)). The Office for Institutional Effectiveness (OFIE) tracks these goals and reports on achievement.

At the program level, the Annual Report of Program Data (ARPD) includes effectiveness indicators, showing the annual successful completion rates. Every three years each instructional and non-instructional program undergoes a comprehensive review process. The program review process analyzes results from program student learning outcomes and reviews improvement plans for student achievement linked to the College's strategic plan. The data from the ARPDs are analyzed, reviewed, and where appropriate, reflected in updated action plans. Throughout the process there is an overarching commitment to continuous quality improvement ([IV.B.3-8](#)).

The student achievement performance standards for CTE programs that prepare students for licensure exams are established by their respective accrediting agencies, which set national institutional standards for examination pass rates. The College fully supports the program accreditation needs of its departments and programs.

***High quality research and analysis of conditions***

The Office of Institutional Effectiveness (OFIE) ([IV.B.3-9](#)) provides access to and performs quality research on student engagement and achievement, providing data for evaluation and planning. OFIE organizes the College’s CCSSE survey every two years ([link](#)).

The Hawai‘i State Department of Education, the UHCC System, and other academic programs are also consulted, including the following:

- The Hawai‘i State Department of Education reports on student educational needs [IV.B.3-10](#).
- The Assessment and Accountability Branch of the Hawai‘i State Department of Education’s Office of Strategy, Innovation, and Performance ([IV.B.3-11](#)) provides data on each high school, such as demographics, on-time graduation rates, and number of students on the free/reduced lunch program.
- The University of Hawai‘i Community College System: Workforce Development Program [IV.B.3-12](#)
- The University of Hawai‘i Community College System: Hawai‘i Industry Sectors [IV.B.3-13](#)
- University of Hawai‘i Community College analytics on meeting workforce demands [IV.B.3-14](#)
- External organizations are also consulted, such as the American Association of Community Colleges, Western Alliance of Community College Academic Leaders, and Achieving the Dream.

These sources are reviewed and high impact practices are researched before planning. For example, research from Achieving the Dream indicated that the practice of intrusive advising resulted in higher rates of persistence. In 2015 the College developed a three-stage new student orientation program to improve student engagement in the earliest stages of their journey. In 2017, the percentage of students who applied, were admitted, and registered increased from 53 percent to 74 percent ([IV.B.3-15](#), slide 6).

An example of how an analysis of external conditions affected planning is the development of the School Health Assistant (SHA) program. Prior to 2007, the State of Hawai‘i Department of Health provided health services to the public K-12 schools through public health nurses. In

2007, the Department of Education became solely responsible for providing health services in the schools, through 265 School Health Assistants statewide, with 167 on O‘ahu alone. In 2014, in collaboration with the Department of Health and the Department of Education, the College developed a five-credit, 75-hour curriculum for a School Health Assistant Certificate of Competence ([IV.B.3-16](#)). In 2015, a Level II Certificate of Competence was added. Funding for curriculum development and free training for students was received through a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

***Educational planning integrates with resource planning and allocation***

The State of Hawai‘i does not mandate master educational plans. The Chancellor and the VCAS review the state appropriated budget and tuition revenues in determining allocations to departments, units, and programs to cover personnel and operational costs. Based on action plans developed in the ARPDs and CPRs, departments, units, and programs may request funding beyond their base allocations to implement program improvements. To ensure that educational planning is integrated with resource planning and allocation, the Chancellor is the final decision maker in all budget decisions, after requests are vetted by campus leaders. In close collaboration with the Vice Chancellor for Administrative Services, the Chancellor reviews the allocation of resources to ensure the campus programs and support units have adequate resources and requests are anchored in learning outcomes and achievement assessment and evaluation. Decisions regarding the College’s personnel and operational budget are made through the summer and the final budget is communicated to the College in October of each year.

In the fall 2016, to increase college engagement in the planning process through student success, the Interim Chancellor appointed the Student Success Coordinator to lead the implementation of UHCC System’s Student Success Pathway (SSP). The Kap‘iolani Community College SSP maps out all of the College’s efforts that contribute to student success. This model integrates campus strategic outcomes and goals, the College’s mission statement, programs, initiatives, and plans on how the campus would meet the needs of their students. The Student Success Coordinator meets regularly to update the Interim Chancellor on the creation, development, and implementation of the College’s plans. Effective Spring 2017, every academic program, every support unit, and every administrative unit developed an annual plan in support of the Student Success Pathway. These plans are monitored and administrators report progress at regular intervals.

***Allocated resources improve achievement and learning***

Major institutional decisions involving the allocation of resources must be tied to achievement and learning through the strategic plan, SSP, ARPD, and CPR. The following examples of resources are used for a range of needs:

**Table 1. Resources and supported areas**

Resource	Examples of supported areas
General funds	<ul style="list-style-type: none"> <li>● Personnel allocations</li> </ul>
Indirect Costs from Grants (RTRF)	<ul style="list-style-type: none"> <li>● Professional development for future grant activities</li> </ul>
Donor support (UH Foundation)	<ul style="list-style-type: none"> <li>● Scholarships and support for students with financial barriers (Lunalilo Scholars)</li> <li>● Support of various College programs such as international programs (Freeman Foundation).</li> </ul>
Tuition and Fees and Special Funds (TF SF)	<ul style="list-style-type: none"> <li>● Personnel not funded with general funds or grants.</li> <li>● PAIR proposals to support departmental, unit, and program operations</li> <li>● Teaching equivalencies, overload, and overtime</li> <li>● Professional development</li> </ul>

In the summer of 2017, to prepare for the the FY 2018 budget allocations, the VCAS conducted an annual survey of all departments and units on their annual budget needs. The survey required the units to identify educational planning objectives and align their plans with the College Strategic Plan, the Student Success Pathway, and student learning ([IV.B.3-17](#), [IV.B.3-18](#)). The VCAS used this information in developing the operational budgets of each unit.

***Procedures to evaluate planning and implementation to achieve the College’s mission***

The Interim Chancellor has instituted a calendar ([IV.B.3-19](#)) for the Chancellor’s Advisory Council (CAC) to review the College’s institutional plans. The major plans for the College are assigned a calendar month during which each plan will be discussed, assessed for effectiveness, evaluated, and modified if necessary.

The ARPD is an annual program evaluation and planning document, and its format is controlled by the UHCC System. Evaluation and revision of this document take place under the direction of the Office of the Vice President for Community Colleges. Until spring 2016, a systemwide cross-functional group met at least once every semester to review the program review process and recommend improvements. Changes in personnel in the VP’s office have suspended that

process; however, with the recent revision to the Executive policy on program review, EP 5.202 ([IV.B.3-20](#)), the UHCC Vice Chancellors for Academic Affairs have begun meeting in Spring 2018 to review and revise UHCCP 5.202, Review of Established Programs ([IV.B.3-21](#)). This policy addresses both annual program review and multi-year comprehensive program review.

In August 2017 and February 2018, the Director of OFIE conducted a meta-evaluation of a random sample of the College's ARPDs to gauge how well they reflected an effective use of data, a focus on students, outcomes assessment, and planning. The results of the study ([IV.B.3-22](#)) will be shared with the UHCC system as a resource for evaluating program review and the ARPD.

At the College, campus climate surveys (called *The Faculty and Staff Survey in 2012*, the *Closing the Loop Survey in 2016*, and the *Getting Better at Getting Better Survey in 2018*, see IV.A.7.) included items asking for feedback from the College community regarding overall planning and implementation efforts in achieving the College's mission. Feedback from the campus on the last iteration of the comprehensive program review in spring 2016 will be integrated into the next revision of the College's program review policy K5.202 ([IV.B.3-23](#)).

## ANALYSIS AND EVALUATION

The Chancellor guides the institutional improvement of the teaching and learning environment through established policies and procedures. The Chancellor ensures that planning, prioritizing and goal-setting is based on the evaluation of the College's Strategic Plan scorecard, and from the analysis of the Annual Review of Program Data (ARPDs) and Comprehensive Program Review (CPR). Once an analysis is made, the Chancellor ensures that resource allocation is tied to improving student learning and achievement. Overall institutional planning is evaluated by the Chancellor's Advisory Council annually to ensure that the mission of the institution is achieved.

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**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

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## EVIDENCE OF MEETING THE STANDARD

The Chancellor has the primary leadership role for accreditation and faculty, staff, and administrative leaders have responsibility for compliance with accreditation requirements.

*Accreditation and assessment leadership*

The Accreditation Liaison Officer (ALO) was appointed by the former Chancellor in 2015. She reports regularly to the Interim Chancellor, the Administrative Staff Council, the CAC, and the College community on where the College is excelling and where improvements can be made.

The Interim Chancellor participates fully in the writing of the ACCJC annual and fiscal reports, reviewing all reported data. During her tenure as Vice Chancellor for Academic Affairs, she participated in writing all the comprehensive self-evaluation reports and, when needed, follow-up reports. In preparing the 2018 ISER, the Interim Chancellor reviewed each of the three drafts, provided feedback to the writing teams, and moved the process forward.

In fall of 2016 the Interim Chancellor initiated the beginning of the self-evaluation effort and selected the ALO and a faculty member as the ISER co-chairs. In May 2017, the Interim Chancellor reminded the College that as the self-evaluation process was a top priority for AY 2017, accreditation was again the top priority for AY 2018. She reiterated this sentiment in the fall 2017 faculty and staff convocation.

She has invested considerably in professional development for administrative staff and faculty related to accreditation. In spring 2017 the Interim Chancellor went on an ACCJC site visit. The Interim Chancellor and a team of five faculty members attended the April 2017 ACCJC conference in Irvine to learn more about ACCJC accreditation standards and best practices to address accreditation standards. The team came back from the conference with a renewed commitment to the College and summarized specific ideas that resulted from attending the conference ([IV.B.4-1](#)).

She authorized support for members of the accreditation writing team to attend ACCJC workshops in Guam, San Francisco, and Hawai'i. The College funded training for employees to attend an accreditation workshop in Hawai'i in September 2016, and 40 employees attended an assessment workshop in March 2017. The ISER co-chairs encouraged members of the ISER team and other College employees to sign up for accreditation site visits. In the last two years the College has sent a significant number of faculty and administrators to ACCJC site visits.

To continue with the work of improving learning outcomes assessment, the former Chancellor provided Title III funds to purchase Taskstream, an assessment management system, to record and report on assessment achievements. He also allocated Title III funds to hire an institutional assessment coordinator. The current Interim Chancellor approved continued funding for Taskstream for 2017 to 2020.

The Interim Chancellor has supported substantive teaching equivalency release time from instructional responsibilities for two faculty members to serve as assessment coaches ([IV.B.4-2](#)) for their instructional colleagues. Two other coaches are working with student services. To promote best practices in assessment, the College has sent coaches to the WASC Senior College and University Commission Assessment Leadership Academy. The assessment coaches have created various trainings, a website ([IV.B.4-3](#)), handbooks ([IV.B.4-4](#)), and one-on-one coaching for campus individuals to adopt and effectively use assessment. This model of deploying assessment coaches to support faculty dates back to Fall 2011. The Interim Chancellor also approved the recruitment of an Institutional Assessment Coordinator faculty position, this time using College funds rather than not external grant funds.

After a semester of studying the standards and looking for evidence of meeting the standards, in December 2016 the Interim Chancellor led a group exercise with the Chancellor's Advisory Committee (CAC) to look at the various programs and units where gaps seemed to exist. Together the team created various strategies to help eliminate and address these gaps. This exercise helped the members of CAC understand accreditation requirements, how the campus is already meeting the standards, and where improvements are needed. Outcomes from this meeting can be found in the CAC minutes ([IV.B.4-5](#)).

In January 2017, the Administrative Staff Council discussed at length ways in which the College excels and areas that need improvement ([IV.B.4-6](#)). The Interim Chancellor directed members of the council to report on their endeavors to initiate improvements at a subsequent meeting ([IV.B.4-7](#)). The Interim Chancellor facilitated additional meetings reflecting on the findings from the institutional self evaluation process such as the CAC meeting on March 3, 2017, facilitated by Bob Pacheco, consultant ([IV.B.4-8](#)).

During Spring 2017, a draft assessment plan for the College was disseminated for feedback from the campus ([IV.B.4-9](#), [IV.B.4-10](#)). The Interim Chancellor convened three forums and several meetings to listen to the faculty and provided an anonymous survey to gather feedback. Although most faculty who attended the sessions agreed that assessment is critical for teaching improvement, there was extensive and rich discussion about how the College should structure that process. In these gatherings the Interim Chancellor responded to concerns, feedback, and the overall feelings of the campus. Feedback from the survey and emails and forum discussions were documented ([IV.B.4-11](#), [IV.B.4-12](#), [IV.B.4-13](#), [IV.B.4-14](#)). These important discussions reflect the Interim Chancellor's commitment to the College and the meeting of accreditation standards.

In addition, in August 2017, January 2018 and March 2018, the Interim Chancellor sponsored three Student Learning Assessment Colloquia, one-day, all-day events to engage faculty in deeper discussions on their course assessment plans, assessment artifacts, and next steps. In

October 2017, the Interim Chancellor invited faculty to participate in innovative assessment pilots via an initiative called the Research Scholars Project. The purpose of the Kapi‘olani Research Scholars Project (KRSP) is to encourage faculty and staff to conduct meaningful action research to improve the outcomes of students and advance the practice of teaching and learning ([IV.B.4-15](#), [IV.B.4-16](#)).

## ANALYSIS AND EVALUATION

The Interim Chancellor has exercised primary leadership for accreditation and assessment and has encouraged faculty, staff, and administrative leaders to take responsibility for compliance with accreditation requirements. She has emphasized professional development in accreditation and assessment to strengthen a culture of assessment at the College. She is working to foster a scholarly interest in assessment practices through the assessment colloquia and the KRSP project and has encouraged the assessment of program review to evaluate its effectiveness in improving program performance. \

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**Standard IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

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## EVIDENCE OF MEETING THE STANDARD

The governing board of the University of Hawai‘i System is the University of Hawai‘i Board of Regents. The President assures the implementation of statutes, regulations, policies instituted by the Board of Regents. The President delegates to the Vice President of the UHCC the implementation of the UH System policies specifically for the community colleges. The Vice President, in turn, delegates these duties to each campus Chancellor. The Chancellor ensures that the College’s practices are consistent with its mission and policies and assures effective control of the College’s budget and expenditures.

### *Implementing statutes, regulations, and BOR policies*

As a State of Hawai‘i institution, Kapi‘olani Community College is governed by statutes, regulations, and policies from the State Legislature, which funds just over 50 percent of the College’s operating budget. The rules and laws governing the University of Hawai‘i are the Hawai‘i Revised Statutes (HRS) 304A ([IV.B.5-1](#)) and the Hawai‘i Administrative Rules (HAR) Title 20 ([IV.B.5-2](#)).

The University of Hawai‘i operates under the Board of Regents policies, Executive Policies, and Administrative Procedures that govern all ten campuses of the University of Hawai‘i System.

Where applicable, the University of Hawai‘i Community College System creates policies for all seven community college campuses that align with University of Hawai‘i policies, state statutes, and regulations. The Chancellor ensures that Kapi‘olani Community College complies with state statutes and regulations, Board of Regents policies, University of Hawai‘i executive policies, administrative procedures, and University of Hawai‘i Community College policies and, when needed, creates campus specific policies or procedures that align with the aforementioned.

### *Mission Alignment*

The University of Hawai‘i System, under the current President, created University of Hawai‘i Strategic Directions, 2015-2021. The four strategic directions—Hawai‘i Graduation Initiative (HGI), Hawai‘i Innovation Initiative (HI2), 21st Century Facilities (21CF) and High Performance Mission-Driven System (HPMS)—describe the University’s priorities for 2015–2021 ([IV.B.5-3](#)).

From this framework, the University of Hawai‘i Community College System created University of Hawai‘i Community College Strategic Directions, 2015-2021. The plan is organized in six sections ([IV.B.5-4](#)):

- Hawai‘i Graduation Initiative: increasing the number of graduates and transfers and the momentum to get students through to graduation and transfer more quickly.
- Hawai‘i Innovation Initiative: workforce development linked to developing emerging sectors in Hawai‘i’s economy while simultaneously providing a stable workforce for the traditional employment sectors.
- Modern Teaching and Learning Environments: ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.
- High Performance Mission-Driven System: practices and policies that capitalize on the University of Hawai‘i’s being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.
- Enrollment: the identification and goals for targeted currently underserved populations.
- Implementing the Plan: the policy, practice, and communication models needed to ensure the overall success of this strategic plan.

The Chancellor directed the Office for Institutional Effectiveness (OFIE) to lead a collegewide effort to create a new strategic plan for 2015 through 2021. The OFIE director ensured that faculty, staff, and students, especially those representing the College’s Authorized Governance Organizations, attended and participated in University of Hawai‘i System and University of Hawai‘i Community College System meetings during the development of their respective

strategic directions. The director asked community groups for feedback on how best to support the community's needs and workforce (see standard I.A.). As a result, the College is aligned with the strategic directions of the University of Hawai'i System and the University of Hawai'i Community College System and retains a clear focus for the College's mission. In October 2016, the Chancellor's Advisory Council (CAC) voted to approve the current strategic plan with amendments ([IV.B.5-5](#), p. 3). The members of the CAC disseminated these updates and the minutes were shared with the campus.

### ***Financial and Budgetary Stewardship***

The College's operating budget includes an annual allocation of general funds appropriated by the State Legislature plus student tuition and fees. Each community college receives a budget allocation determined by the University of Hawai'i system and oversees its individual budget with processes and guidelines from the University of Hawai'i Community College System. State law requires that the College's budget be balanced each year and the College keeps the required reserve to maintain cash flow and address emergencies (see III.D). The College's budget and expenditures are carefully monitored by the Budget Manager, Fiscal Manager, and Vice Chancellor for Administrative Services.

Annually, the Budget Manager and the VCAS meet with the Chancellor, Vice Chancellors, Deans, department chairs, and unit heads to discuss and frame each area's upcoming fiscal year annual budget and five-year budget projections. Beginning fiscal year 2018, the VCAS sent out a budget survey ([IVB.5-6](#)) to all departments and units to check for alignment with institutional mission and strategic plan goals through the ARPD, the Student Success Pathway, or past ARFs ([IV.B.5-7](#), [IV.B.5-8](#)). Once the fiscal year budget for the College has been determined, the Chancellor sends a memo ([IV.B.5-9](#)) to the College describing the budget for the fiscal year.

The College allocates funds to department, unit, program, and area accounts once in the fall and once in the spring to help control the rate of expenditure. If expenditures are higher than expected, the VCAS adjusts the spring allocations to maintain fiscal stability. The Interim Chancellor, Vice Chancellor for Administrative Services, and the Budget Manager meet monthly to discuss the budget and make adjustments as needed. Every quarter, budget and expenditure spreadsheets are distributed to each account holder via the Vice Chancellors to ensure accountability and oversight.

### **ANALYSIS AND EVALUATION**

The Chancellor ensures that federal and state statutes and regulations, and UH Board of Regents policies are implemented and that the practices at the College are consistent with the mission and policies of the College, including the effective control of the budget and expenditures. The College's Strategic Plan 2015-2021 is directly aligned with both the University of Hawai'i and

University of Hawai‘i Community Colleges Strategic Directions 2015-2021. The Chancellor effectively stewards the annual budget and five-year budget projections with funding from the Legislature and from student tuition and fees. Institutional practices such as monthly monitoring of the budget provide the opportunity for adjustments to be made, if necessary.

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**IV.B.6. The CEO works and communicates effectively with the communities served by the institution.**

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**EVIDENCE OF MEETING THE STANDARD**

At Kapi‘olani Community College, the Chancellor works and communicates with the communities served by the institution.

*Conscientious Community Partnership*

The Interim Chancellor attends Chamber of Commerce, Hawai‘i and Industry Sector meetings to gain insights into the needs and future trends of the state’s largest industries and future employers of the College’s graduates. One of the College’s initiatives is to engage with industry partners to develop industry-led curricula that will imbue graduating students with the marketable skills which businesses are seeking. To further this initiative, an online tool ([IV.B.6-1](#)) was developed by the UHCC system that looks not only at occupational data within individual sectors, but at data across all sectors, thus creating a holistic snapshot of industry demands and the current spread of occupations.

The Interim Chancellor meets with the various advisory boards in the College’s CTE program areas. The advisory boards are composed of professionals, graduates, and faculty who inform programs of current and future needs in the specific industry and community. For example, the Nursing Advisory Board relays information on the changing needs of the community and its patients, including areas where more support is needed. In 2014, in response to the need for medical support for low income communities, the Community Health Worker certificate was created. Training is provided at off-campus sites embedded in the communities in which they will serve.

The Chancellor also works directly with local communities and community service providers. In order to meet the needs of a rapidly growing senior population, the State of Hawai‘i Legislature instituted the Kupuna Education Center at the College as part of an initiative addressing an aging local population and its need for long-term care. The mission of the Kupuna Education Center is to develop and provide training and education for the older adult community population in active aging, to provide family caregiver training, to create a quality and committed community health wellness workforce, and to coordinate this information with all of

the University of Hawai‘i Community Colleges. ([IV.B.6-2](#))

A second example of the College’s responsiveness to community needs is the certificate for the Adult Residential Care Home Operator. With this 24-hour course, the College is a leader among institutions providing training for Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) who, with a valid license, wish to operate Adult Residential Care Homes (ARCH). Graduates from the ARCH program at Kapi‘olani Community College receive a Certificate of Competence, which is one of the requirements to become licensed as an ARCH primary caregiver in Hawai‘i ([IV.B.6-3](#)).

The Culinary Arts Department received a grant from Kaiser Permanente to purchase a food truck to feed the community, collaborate with the College’s Health Programs to offer health screenings, and teach community members healthy food options and recipes. In addition, the Culinary Arts Department offers a comprehensive certificate program at the Women’s Community Correctional Center that aims to educate participants in professionalism, commitment, and responsibility. The women work their way up through a four-stage certification, culminating in a graduation ceremony where the participants prepare food for the attendees. They earn 14 credits that will appear on their University of Hawai‘i transcripts. Inmates learn real-life job skills and those who don’t complete the final, advanced stage of certification before they leave, can choose to continue their culinary training at the College.

For two years, the College offered “GoCook! Hawai‘i,” a free fast-track food service job training program for anyone 16 years and older who was unemployed or underemployed and looking for immediate employment in the food industry. Veterans received priority. The training was 12 weeks, 5 days per week, 8 hours per day. All training was conducted in the College’s cafeteria. The trainees earned the equivalency of four college credits upon completion should they decide to return and enroll in a culinary program at any community colleges in the UH system in the future. Job referrals were provided at the end of the training. This program was funded by a grant from the US Department of Labor. Health apprenticeship programs are also available ([IV.B.6-4](#)).

To enhance the two-way relationship with the neighborhood boards near the College, the Assistant Dean for Community and Continuing Education acts as a liaison by attending their monthly meetings and presenting College initiatives as needed. The Interim Chancellor also reaches out directly to the community. The recent construction of the Culinary Institute of the Pacific created concerns among neighboring residents. Upon her appointment, the Interim Chancellor attended a monthly community meeting of all the neighborhood boards that serve the geographic area of the College to hear their concerns. With the Assistant Dean of the Office for Community and Continuing Education, she did a neighborhood walk-about, meeting

neighboring residents, listening to their concerns, and speaking on behalf of the College on how changes and improvements were made to alleviate construction issues.

### ***International Outreach***

International students are a key element of the College's mission. The shared vision and the four operating principles of international education at the college are:

1. Build on and support the languages, cultures, and histories of Hawai'i
2. Develop our students' and our faculty's capacity to understand and respect diverse communities
3. Build strong and viable educational and economic cross-border partnerships
4. Strengthen the College's role as a bridge between Asia, the Pacific, the Americas, and the world.

Under the leadership of the former Chancellor, the College developed over 100 active agreements with institutional partners abroad, especially in Japan, China, and Korea, leading all other community colleges in the state in the number of academic agreements with international institutions. The College has developed educational and economic international partnerships with institutions and universities, private and public sector businesses, government agencies, and recruiting representatives. The Interim Chancellor continues this commitment to the importance of building strong and viable educational and economic partnerships with institutions and organizations throughout the international community. This year, 17 new agreements and partnerships were signed under the Interim Chancellor's leadership. To cultivate and deepen relationships with these international partners, the Interim Chancellor regularly travels to Japan, China, Korea, and other destinations as needed and routinely interacts with international partners.

The College leads the UHCC System in the enrollment of international students, who constitute approximately ten percent of the student population. Institutional agreements involve areas such as study abroad programs, course or program articulation, project collaboration, and recruitment. The Interim Chancellor plays a key role in forging and deepening these international agreements through actively interacting with leaders, teachers, and students from partner institutions abroad to discuss, create, and further possibilities for educational activities. In addition to these partnerships, the College offers short-term education and training to meet the growing demands from Asia. In 2017-2017, 33 programs were delivered to 929 participants.

These partnerships allow the College to offer students personal development and academic excellence opportunities through immersion into foreign cultures throughout the world. One significant study abroad program, the Freeman Foundation Program, is open to students at all of Hawai'i's community colleges and is conducted out of Kapi'olani Community College. The Freeman Foundation has awarded a total of \$7 million in grants to develop intensive language

and culture courses at the College in Chinese, Japanese, Korean, and Vietnamese as a Second language, and a study abroad program with a service-learning component with institutions in China, Japan, Korea, and Vietnam. In 2016-2017, six students studied and traveled to China and nine to Japan (Freeman, [IV.B.6-5](#))

### **Within the College Community**

An important goal of the Interim Chancellor was to provide many opportunities for campus constituents to engage with her and for them to have a safe and clear avenue to express their thoughts and concerns.

The Interim Chancellor’s first opportunity to reach out to the community, and to share about herself, her work, and her vision, was through published pieces called “Chancellor’s Corner,” which she wrote and posted on Kapi’olani Community College’s website



### **CULTURE OF INCLUSIVITY**

When the Interim Chancellor took the helm in June 2016, she placed a high value on providing many opportunities for campus constituents to share their thoughts and concerns with her directly through safe and clear channels. Framing positive and simple questions at the outset, Chancellor Pagotto helped the participants relax and gradually share more difficult situations that she was able to hear and address.

([IV.B.6-6](#)). These columns provide opportunities to highlight major programs and activities on campus and the results from her trips on behalf of the College’s international program.

In addition to these articles, the Interim Chancellor holds weekly office hours for anyone to drop in. In Fall 2016, Interim Chancellor Pagotto invited the College to “Ask Me Anything” sessions ([IV.B.6-7](#)). These were open meetings for anyone to “ask her anything.” She offered these hour-long sessions bimonthly for a total of seven sessions. After a campus-wide climate survey, the Interim Chancellor changed these sessions in Spring 2017 from “Ask Me Anything” to “Give Me Solutions” ([IV.B.6-8](#)). Concurrently, in Spring 2017, to experiment with different ways to engage the campus, the Interim Chancellor offered “B.I.O. Break” Sessions, which stands for “By Invitation Only” ([IV.B.6-9](#)). These sessions targeted faculty and staff who had been employed at the College from 0-5 years, then 6-10 years, and finally 11+ years. The last session of the semester was solely for lecturers. The B.I.O. Break sessions were very well attended and impactful, especially for the faculty and staff who had been employed from 0-5 years. Throughout these sessions, more transparency was achieved between the Interim Chancellor and the faculty and staff. The Interim Chancellor has continued her “Ask Me Anything” sessions, B.I.O. Break sessions and weekly office hours in 2017-2018.

## CULTURE OF INCLUSIVITY (CONT.)

The comments below affirm the Interim Chancellor’s reputation for embracing a culture of inclusivity, engagement, and leadership through service.

Statement 1:

*“I attended the ‘By Invitation Only’ gathering for faculty who have been at the campus for 0-5 years. I appreciated (as I always do) the Chancellor’s relaxed manner and her personal connection with each of the attendees; this is a leader who knows the people who work for her, even the newbies and the folks in less-prominent positions. She listened to everyone and took note of the issues raised, large and small, providing input and suggestions to some but mostly just listening. I think this reflects our Chancellor’s usual MO – she doesn’t make false promises, she doesn’t pretend she can solve all our problems, but she truly does listen and give everyone a fair opportunity to express their concerns and look for solutions where they can be found. I honestly feel that if I wanted to talk one-on-one with the Chancellor, it wouldn’t be hard for me to find her, and I could safely say whatever is on my mind without repercussion.”*

Statement 2:

*“I have been working at KCC campus for over 10 years, from being a student-help to now a professional worker. It was also a humbling experience, where the Interim Chancellor, though busy as she is, found the time to connect with others on campus. What I took away from the session is that problems, concerns or issues are always going to be there because nothing is perfect. If I’m a part of the problem, I can also be a part of the solution. What matters most is that you care for people enough that you make time to connect with them and hear them out.”*

## ANALYSIS AND EVALUATION

The Interim Chancellor responds to the needs and concerns of the community, whether it involves partners in the workforce, neighbors, or the international institutions that the College partners with. As the leader of the college with the largest international community in the University of Hawai‘i Community College System, the Interim Chancellor continues to foster and create effective relationships with international institutions. To help the College navigate through the transition of a change in leadership, the Interim Chancellor has taken extraordinary and effective measures to provide a safe environment for dialogue and the gathering of ideas for new directions for the College.

### Evidence for IV.B.

- IV.B.1-1 Administrative Staff Retreat meeting notes, 8.2.2016
- IV.B.1-2 Administrative Staff Retreat meeting notes, 7.7.2017
- IV.B.1-3 Interim Chancellor State of the College Address, 5.2.2017
- IV.B.1-4 Presentation on Civility Survey
- IV.B.1-5 Campus Civility Forum Notes, 9.28.2016
- IV.B.1-6 Student Success Pathway plans, 2017
- IV.B.1-7 Kapi‘olani CC strategic plan, 2015-2021, p. 7
- IV.B.1-8 Student Success Pathway Model presentation to BOR, 10.20.2016
- IV.B.1-9 ‘Ohana website, CAC minutes
- IV.B.1-10 Chancellor's Advisory Council (CAC) Charter
- IV.B.1-11 Decision Making Flowchart, 2017
- IV.B.1-12 Kapi‘olani CC Policy K1.201, Shared Governance Policy
- IV.B.1-13 Interim Chancellor memo, Campus Vision for Distance Education
- IV.B.1-14 Sustainability plan, 2017
- IV.B.1-15 News & Events, Kapi‘olani Research Scholars Project (KRSP)
- IV.B.1-16 Interim Chancellor memo, FY 2017-2018 (FY) Allocations, 10.23.2017
- IV.B.1-17 Tier Vacancy Report
- IV.B.1-18 Kapi‘olani CC Procedure K9.495, Vacancy Procedure
- IV.B.1-19 Interim Chancellor memo, FY 17 Funding for Professional Development, 10.4.2016
- IV.B.1-20 Wo Learning Champions website, About WoLC
- IV.B.1-21 The President's Emerging Leaders Program

- IV.B.1-22 UHCC Leadership Champions
- IV.B.1-23 Interim Chancellor email, Observations on Contract Renewal Documents, 1.16.2017
- IV.B.1-24 Interim Chancellor email, Observations to the Field, 2018
- IV.B.1-25 CCSSE Action Plan
- IV.B.1-26 CCSSE Toolkit
- IV.B.1-27 Office for Institutional Effectiveness (OFIE) website
- IV.B.1-28 ARPD Meta-Assessment Report
- IV.B.2-1 Kapi‘olani Community College Functional Statements
- IV.B.2-2 Interim Chancellor email, Changes at OCET, 9.6.2016
- IV.B.2-3 Interim Chancellor email, Check your org charts, please! 1.27.2017
- IV.B.2-4 Revised Kapi‘olani CC organizational chart, 2017
- IV.B.2-5 Kapi‘olani CC Policy K1.100, Policy on the Policy Development Process
- IV.B.2-6 Roles and Responsibilities of Individuals and Groups in teh World of Outcomes Assessment
- IV.B.2-7 Teaching Equivalency Report for AY 2017
- IV.B.3-1 Campus survey on strategic plan, 2016
- IV.B.3-2 Strategic plan forum
- IV.B.3-3 Civility Pledge
- IV.B.3-4 UHCC Policy UHCCP #4.203 Institution-set Standards
- IV.B.3-5 UHCC Strategic Directions, fall 2016
- IV.B.3-6 UHCC Strategic Directions, fall 2017
- IV.B.3-7 Strategic plan scorecard, 2017
- IV.B.3-8 UHCC Policy UHCCP #5.202 Review of Established Programs
- IV.B.3-9 Office for Institutional Effectiveness (OFIE) website
- IV.B.3-10 State Department of Education School Data and Reports
- IV.B.3-11 State Department of Education Accountability Resource Center
- IV.B.3-12 UHCC Workforce Development
- IV.B.3-13 Hawai‘i Industry Sectors website, Home
- IV.B.3-14 UHCC Analytics Dashboard Interface
- IV.B.3-15 Enrollment Management, Reignite, 2017, slide 6
- IV.B.3-16 Nursing 25 syllabus
- IV.B.3-17 VCAS annual budget survey, Nursing

- IV.B.3-18 VCAS annual budget survey, Social Sciences
- IV.B.3-19 CAC calendar of plan reviews
- IV.B.3-20 UH Executive Policy EP 5.202, Review of Established Programs
- IV.B.3-21 UHCC Policy UHCCP #5.202 Review of Established Programs
- IV.B.3-22 ARPD Meta-Assessment Report
- IV.B.3-23 Kapi‘olani CC Policy K5.202 Review of Established Programs
- IV.B.4-1 Notes from ACCJC Conference, 2017
- IV.B.4-2 Roles and Responsibilities of Individuals and Groups in the World of Outcomes Assessment
- IV.B.4-3 Assessment at Kapi‘olani Community College website
- IV.B.4-4 Assessment at Kapi‘olani Community College website, resources
- IV.B.4-5 CAC meeting ISER discussion notes, 12.6.2016
- IV.B.4-6 Administrative Staff Council meeting notes, 1.23.2017
- IV.B.4-7 Administrative Staff Council meeting notes, 2.13.2017
- IV.B.4-8 CAC meeting notes, 3.7.2017
- IV.B.4-9 Interim Chancellor memo on assessment, 3.17.2017
- IV.B.4-10 Kapi‘olani Community College Assessment Strategic Plan
- IV.B.4-11 Campus feedback to Assessment Strategic Plan
- IV.B.4-12 Assessment plan open forum, 4.19.2017
- IV.B.4-13 Assessment plan open forum, 4.20.2017
- IV.B.4-14 Assessment plan open forum, 4.28.2017
- IV.B.4-15 Descriptions of Student Learning Assessment Colloquia and Kapi‘olani Research Scholars Project
- IV.B.4-16 Interim Chancellor memo on Kapi‘olani Research Scholars Project, 10.17.2017
- IV.B.5-1 Hawai‘i Revised Statutes (HRS) 304A
- IV.B.5-2 Hawai‘i Administrative Rules (HAR) Title 20
- IV.B.5-3 University of Hawai‘i Strategic Directions, 2015–2021
- IV.B.5-4 UHCC Strategic Directions 2015-2021
- IV.B.5-5 CAC meeting notes, 10.4.2016, p. 3
- IV.B.5-6 VCAS annual budget survey form
- IV.B.5-7 Allocation request form (ARF)
- IV.B.5-8 Kapi‘olani CC KOP #1.111, Resource Allocation (PAIR)

- IV.B.5-9 Interim Chancellor memo, FY 2016-2017 (FY17) Allocations, 10.24.2016
- IV.B.6-1 Hawai'i Industry Sectors website, Home
- IV.B.6-2 Continuing Education website, Kupuna Education
- IV.B.6-3 Kapi'olani CC website, ARCH Operator for Nurse Aids, LPNs, and RNs
- IV.B.6-4 Continuing Education website, Apprenticeship
- IV.B.6-5 Kapi'olani CC website, Study Abroad - Freeman
- IV.B.6-6 Kapi'olani CC website, News from the Chancellor
- IV.B.6-7 'Ohana website, Chancellor Ask Me Anything notes
- IV.B.6-8 'Ohana website, Chancellor Give me Solutions notes
- IV.B.6-9 'Ohana website, Chancellor By Invitation Only notes

#### IV.C. Governing Board

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**IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

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#### EVIDENCE OF MEETING THE STANDARD

The Board of Regents (BOR) of the University of Hawai'i is established under Hawai'i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai'i Community College System. The Regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed. ([IV.C.1-1](#)) ([IV.C.1-2](#))

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of seven members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position. ([IV.C.1-3](#)) ([IV.C.1-4](#))

The By-Laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP). ([IV.C.1-5](#)) ([IV.C.1-6](#)) Several policies, including *RP 4.201: Mission and Purpose of the University*, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP). ([IV.C.1-7](#)) ([IV.C.1-8](#))

## ANALYSIS AND EVALUATION

The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the University, including the University of Hawai‘i Community College System and the individual community colleges.

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**IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

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## EVIDENCE OF MEETING THE STANDARD

The primary policy governing board interaction among board members and with the broader University community is Regents Policy, *RP 1.202: Relationship of the Board to Administration and University*. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the

board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration. ([IV.C.2-1](#))

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.” ([IV.C.2-2](#))

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together.” ([IV.C.2-3](#)) ([IV.C.2-4](#)) ([IV.C.2-5](#))

## ANALYSIS AND EVALUATION

As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

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### **IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

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## EVIDENCE OF MEETING THE STANDARD

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. *RP 2.203: Policy on Evaluation of the President*, establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment. ([IV.C.3-1](#))

### *System CEO Selection*

There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the community college system. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in *RP 9.212: Executive and Managerial Personnel Policies*. In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position. ([IV.C.3-2](#))

#### *Campus CEO Selection*

The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, *UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors*, was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies. ([IV.C.3-3](#)) A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the college Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

#### *UH CEO Evaluation*

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence. ([IV.C.3-4](#)) ([IV.C.3-5](#)) ([IV.C.3-6](#))

#### *UHCC and CC Campus CEO Evaluation*

The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, *EP 9.203: Evaluation of Board of Regents Appointees*, and *EP 9.212: Executive/Managerial Classification and Compensation*. ([IV.C.3-7](#)) ([IV.C.3-8](#))

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai'i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through *UHCCP 9.202: Executive Employees Performance Evaluation*. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college's attainment of its strategic goals as a component of the Chancellor's evaluation. ([IV.C.3-9](#))

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda. ([IV.C.3-10](#)) Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations. ([IV.C.3-11](#))

## **ANALYSIS AND EVALUATION**

### ***CEO Selection***

The procedures used to recruit and select the Vice President for Community Colleges and the college Chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President for Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

### ***CEO Evaluation***

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

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**IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.**

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#### **EVIDENCE OF MEETING THE STANDARD**

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.” (IV.C.4-1)

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University’s administrative legislative coordinator.

#### **ANALYSIS AND EVALUATION**

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The

Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations. ([IV.C.4-2](#)) ([IV.C.4-3](#)) ([IV.C.4-4](#)) ([IV.C.4-5](#)) ([IV.C.4-6](#))

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

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**IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

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#### **EVIDENCE OF MEETING THE STANDARD**

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in *RP 4.207: Community College System*. ([IV.C.5-1](#))

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University’s responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution. ([IV.C.5-2](#)) In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, *RP 4.208*, illustrating the alignment of mission and policy. ([IV.C.5-3](#)) Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in *RP 4.201*, Section C.b, “The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality.” Policy *RP*

4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

### ANALYSIS AND EVALUATION

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

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**IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

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### EVIDENCE OF MEETING THE STANDARD

The Board of Regents home page (<http://www.hawaii.edu/offices/bor/>) includes links to the Board Bylaws and Policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members. ([IV.C.6-1](#)) ([IV.C.6-2](#))

### ANALYSIS AND EVALUATION

The Bylaws are published and made available to the public, and include all required elements of the standard

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**IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

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### EVIDENCE OF MEETING THE STANDARD

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board’s home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of

the Board policies and the related University Executive Policies and administrative procedures. ([IV.C.7-1](#))

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic notification to interested parties of any change in policy ([IV.C.7-2](#))

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13. ([IV.C.7-3](#))

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting. ([IV.C.7-4](#)) ([IV.C.7-5](#)) A further update was provided to the Committee on April 5, 2018. ([IV.C.7-6](#))

## **ANALYSIS AND EVALUATION**

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that Board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawaii Revised Statutes, the public employee collective bargaining law.

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**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

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### **EVIDENCE OF MEETING THE STANDARD**

The Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University’s role as the single system of public higher education in the state.

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UH Community College system and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures. ([IV.C.8-1](#)) ([IV.C.8-2](#)) ([IV.C.8-3](#)) ([IV.C.8-4](#))

The Board regularly receives updates on the University’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways. ([IV.C.8-5](#))

The Board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda ([IV.C.8-6](#), [IV.C.8-7](#))

## ANALYSIS AND EVALUATION

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

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**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

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## EVIDENCE OF MEETING THE STANDARD

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member. ([IV.C.9-1](#)) ([IV.C.9-2](#)) ([IV.C.9-3](#))

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees. ([IV.C.9-4](#))

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. ([IV.C.9-5](#)) The Vice President for Budget and Finance also provides an overview of the State of Hawai'i budget as it pertains to the University system. ([IV.C.9-6](#))

## ANALYSIS AND EVALUATION

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided

through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include Board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

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**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

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#### **EVIDENCE OF MEETING THE STANDARD**

Regents Policy (RP) 2.204 establishes the process for Board self-evaluation. In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process. ([IV.C.10-1](#)) ([IV.C.10-2](#))

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 ([IV.C.10-3](#)) ([IV.C.10-4](#)) ([IV.C.10-5](#)) Additionally, in 2012-2013, the Board undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations. ([IV.C.10-6](#)) The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations. ([IV.C.10-7](#))

#### **ANALYSIS AND EVALUATION**

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University’s strategic directions.

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

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**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**

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#### EVIDENCE OF MEETING THE STANDARD

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation. ([IV.C.11-1](#))

Regents Policy. *PR 2.206: Policy on Regents as Employees*, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status. ([IV.C.11-2](#))

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings. ([IV.C.11-3](#))

#### ANALYSIS AND EVALUATION

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

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**Standard IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

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#### **EVIDENCE OF MEETING THE STANDARD**

Regents Policy, *RP 2.202: Duties of the President*, clearly documents the relationship between the Board of Regents and the University system President, and establishes the authority of the President to implement and administer Board policies. ([IV.C.12-1](#))

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, *RP 9.218: Delegation of Personnel Actions*, describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President. ([IV.C.12-2](#))

The structure of the University of Hawai'i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System. ([IV.C.12-3](#)) The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus University system. ([IV.C.12-4](#)) ([IV.C.12-5](#)) ([IV.C.12-6](#)) ([IV.C.12-7](#))

## ANALYSIS AND EVALUATION

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

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**Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

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## EVIDENCE OF MEETING THE STANDARD

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards. [\(IV.C.13-1\)](#) A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting. [\(IV.C.13-2\)](#)

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai‘i in early summer 2018.

## ANALYSIS AND EVALUATION

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

### Evidence for IV.C.

- IV.C.1-1 HRS304A-104: Regents; appointment; tenure, qualifications; meetings report from the IAFP permitted interaction group)
- IV.C.1-2 Board of Regents Home Page
- IV.C.1-3 HRS304A-104.6: Candidate advisory council for the board of regents of the University of Hawaii University of Hawaii
- IV.C.1-4 RCAC Website Home Page
- IV.C.1-5 Bylaws of the Board of Regents of the University of Hawai`i
- IV.C.1-6 Regents Policies (Chapter Tables of Contents)
- IV.C.1-7 Board of Regents Policy RP 4.201: Mission and Purpose of the University
- IV.C.1-8 Board of Regents Minutes of April 20, 2017, pp. 8-9 (approving the report from the IAFP permitted interaction group)
- IV.C.2-1 Board of Regents Policy RP 1.202: Relationship of the Board to Administration and University (Section III.B.2.b)Board of Regents
- IV.C.2-2 Board of Regents General Overview
- IV.C.2-3 Board of Regents Minutes of October 31, 2017
- IV.C.2-4 Board of Regents Self-Evaluation Results, 2017
- IV.C.2-5 Board of Regents Minutes of November 16, 2017 (report on Board Self-Evaluation)
- IV.C.3-1 Board of Regents Policy RP 2.203: Policy on Evaluation of the President
- IV.C.3-2 Board of Regents Policy RP 9.212: Executive and Managerial Personnel Policies
- IV.C.3-3 UHCC Policy UHCCP #9.210: Recruitment, Selection, and Appointment of Community College Chancellors
- IV.C.3-4 Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17)
- IV.C.3-5 Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9)
- IV.C.3-6 Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11)
- IV.C.3-7 UH Executive Policy EP 9.203: Evaluation of Faculty and Administrative, Professional and Technical Employees Technical Employees
- IV.C.3-8 UH Executive Policy EP 9.212: Executive/Managerial Classification and Compensation

- IV.C.3-9 UHCC Policy UHCCP #9.202: Executive Employees Performance Evaluation
- IV.C.3-10 360 Questionnaire for Executive/Managerial Evaluation
- IV.C.3-11 President’s Memo of March 29, 2017 (establishing new categories for 360)
- IV.C.4-1 State Constitution, Article X, Section 6
- IV.C.4-2 Advisory Task Group (ATG) on Operational and Financial Controls report of November 12, 2012
- IV.C.4-3 ATG report of May 12, 2013
- IV.C.4-4 ATG report of May 12, 2013
- IV.C.4-5 ATG report of July 15, 2013
- IV.C.4-6 ATG report of August 14, 2013
- IV.C.5-1 Board of Regents Policy RP 4.207: Community College System
- IV.C.5-2 Board of Regents Policy RP 4.201: Mission and Purpose of the University
- IV.C.5-3 Board of Regents Policy RP 4.208: Sustainability Policy
- IV.C.6-1 Board of Regents Home Page
- IV.C.6-2 Board of Regents Bylaws
- IV.C.7-1 UH Systemwide Policies and Procedures Information System (PPIS) home page
- IV.C.7-2 Sample notifications from PPIS
- IV.C.7-3 Board of Regents Policy Policy Review Schedule
- IV.C.7-4 Committee on Academic Affairs and Board Governance Minutes of November 1, 2017
- IV.C.7-5 Board of Regents Minutes of November 16, 2017
- IV.C.7-6 Committee on Academic Affairs and Board Governance Agenda for April 5, 2018
- IV.C.8-1 Board of Regents Minutes of January 22, 2015 (p. 15, documenting endorsement of Strategic Plan)
- IV.C.8-2 Strategic Directions 2015-2021 and Strategic Directions Metrics Ppt. (included with Minutes of November 19, 2015)
- IV.C.8-3 UH Metrics 2015-2016 (included with Minutes of January 26, 2017)
- IV.C.8-4 Midterm Report, January 2018
- IV.C.8-5 UHCC Strategic Directions 2015-2021
- IV.C.8-6 Kapi‘olani CC presentation to UH Board of Regents, 3.22.2018
- IV.C.8-7 UHCC Strategic Directions, fall 2017

- IV.C.9-1 Board of Regents By-Laws
- IV.C.9-2 Board of Regents Orientation Agenda for 2017-2018
- IV.C.9-3 Board of Regents General Overview
- IV.C.9-4 Regents attendance at AGB/ACCT conferences (list)
- IV.C.9-5 Board of Regents Minutes of October 6, 2016 (documenting AICPA session)
- IV.C.9-6 State of Hawai'i Budget 101 (CFO Presentation)
- IV.C.10-1 Board of Regents Policy RP 2.204: Policy on Board Self Evaluation
- IV.C.10-2 Cynthia Quinn Memo on changes to Board of Regents By-Laws (2017 amendment of committee structure)
- IV.C.10-3 Board of Regents Minutes of November 7, 2014 (Board 2014 self-Evaluation. p. 2-4)
- IV.C.10-4 Committee on Personnel Affairs and Board Governance Minutes of September 7, 2017 (Board 2017 self-evaluation)
- IV.C.10-5 Board of Regents Minutes of October 31, 2017 (Board self-evaluation and priority-setting)
- IV.C.10-6 2012-2013 ATG Audit
- IV.C.10-7 Association of Governing Boards Workshop on evaluating operations-summary
- IV.C.11-1 Board of Regents Policy Bylaws (conflict of interest guidelines, Article X, p 13-15)
- IV.C.11-2 RP 2.206: Regents as Employees
- IV.C.11-3 Board of Regents Minutes for January 26, 2017 (with Ethics Commission Presentation Ppt.)
- IV.C.12-1 RP 2.202: Duties of the President
- IV.C.12-2 RP 9.218: Delegation of Personnel Actions
- IV.C.12-3 Board of Regents Minutes of September 22, 2016 (Formation of IAFP task group, p. 5)
- IV.C.12-4 Board of Regents Minutes of September 17, 2015, (p. 9, and Resolution: creation of IAFP task group)
- IV.C.12-5 Integrated Academic and Facilities Plan (IAFP), 3.2017)
- IV.C.12-6 Board of Regents Minutes of April 20, 2017 (including Report from IAFP task group of 4.17.2017, and adoption of IAFP)
- IV.C.12-7 Board of Regents Minutes of special meeting, 10.31.2017 (Agenda item V.A: IAFP Implementation Plans, p. 2-4)
- IV.C.13-1 Board of Regents Minutes of 2.23.2017 (p. 10) on creation of permitted interaction group

IV.C.13-2 Committee on Academic and Student Affairs Minutes of 3.8.2017 (p. 3, with VPCC presentation on accreditation standards)

#### IV.D. Multi-College Districts or Systems

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**IV.D.1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

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#### EVIDENCE OF MEETING THE STANDARD

The University of Hawai`i (UH) system is the sole provider of public higher education in the state of Hawai`i. The overall structure of the UH system is established in Board of Regents policy, *RP 3.201: Major Organizational Units of the University of Hawai`i*. The ten-campus UH system as a whole includes the University of Hawai`i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy *RP 4.207: Community College System*. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated. ([IV.D.1-1](#)) ([IV.D.1-2](#))

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai`i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President. ([IV.D.1-3](#)) The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O`ahu at a central site near the flagship campus in Manoa. The VPCC works with an Associate Vice President for Academic Affairs and an Associate President for Administrative Affairs to ensure support for the effective operation of the colleges at the system level. ([IV.D.1-4](#)) ([IV.D.1-5](#))

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership. (See also IV.D.4.) ([IV.D.1-6](#)) The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all campuses; and to the Vice President for Community Colleges for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents' actions in supporting both individual campus autonomy and system-wide coordinated operations. ([IV.D.1-7](#))

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows alignment with both the major accreditation topics ([IV.D.1-8](#)), as well as the detailed parts of Standards. ([IV.D.1-9](#))

## ANALYSIS AND EVALUATION

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC system (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

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**IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

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## EVIDENCE OF MEETING THE STANDARD

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of CC system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment

and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives. ([IV.D.2-1](#))

The Associate Vice President for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications. ([IV.D.2-2](#)) Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the Associate Vice President for Administrative Affairs, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the CC and UH systems to develop and justify minor and major CIP. ([IV.D.2-3](#), [IV.D.2-4](#)).

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors ([IV.D.2-5](#)); Community College Council of Faculty Senate Chairs ([IV.D.2-6](#)); and Community Council of Native Hawaiian Chairs ([IV.D.2-7](#), [IV.D.2-8](#))

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the Colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC system having joined the Achieving the Dream Initiative in 2006. ([IV.D.2-9](#)) The system-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and

have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses. ([IV.D.2-10](#)) ([IV.D.2-11](#)) ([IV.D.2-12](#))

## ANALYSIS AND EVALUATION

As part of the University of Hawai`i system, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.

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**IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.**

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## EVIDENCE OF MEETING THE STANDARD

The University system's budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS). ([IV.D.3-1](#)) Biennial budget requests, financial plans and program performance reports are provided to the

Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community College system is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC system, and the individual College Strategic Plan. [\(IV.D.3-2\)](#) The Community College Strategic Planning Council (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and the Vice President and the Associate Vice Presidents for the community colleges. [\(IV.D.3-3\)](#) The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in *UHCCP #4.101: Strategic Academic Planning*. The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges. [\(IV.D.3-4\)](#)

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC system level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC system level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.

While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., Special funds, Revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, and *UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds*. Each College's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the Reserve required by accreditors. [\(IV.D.3-5\)](#) [IV.D.3-6](#) [\(IV.D.3-7\)](#)

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives. [\(IV.D.3-8\)](#) Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC system has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need. [\(IV.D.3-9\)](#)

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations. [\(IV.D.3-10\)](#) The Internal Audit report was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit report were included in the UH system’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature. [\(IV.D.3-11\)](#) [\(IV.D.3-12\)](#) [\(IV.D.3-13\)](#) As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs. [\(IV.D.3-14\)](#)

## **ANALYSIS AND EVALUATION**

As part of the University of Hawai‘i system, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning

and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

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**IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.**

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**EVIDENCE OF MEETING THE STANDARD**

The University of Hawai'i System has a President, a Vice President for Community Colleges (among several Vice Presidents responsible for differentiated areas of UH-System functions), and Chancellors for each of the ten universities or colleges in the system. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. [\(IV.D.4-1\)](#) In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges [\(IV.D.4-2\)](#) A subsequent memo to the college Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPC.) [\(IV.D.4-3\)](#) Key among the Major Functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in *Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus*, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” [\(IV.D.4-4\)](#) University of Hawai'i Community Colleges Policy, *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, also specifies the Chancellor's responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” [\(IV.D.4-5\)](#) Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B). [\(IV.D.4-6\)](#)

In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final

assessment by the VPCC. This process is thoroughly codified in *UHCCP #9.202: Executive Employees Performance Evaluation*. ([IV.D.4-7](#)) ([IV.D.4-8](#))

## ANALYSIS AND EVALUATION

As part of the University of Hawai'i system, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

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### **IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

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## EVIDENCE OF MEETING THE STANDARD

The community colleges in the Hawai'i statewide system of public higher education operate within a three-tiered system: the University of Hawai'i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College system; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College. ([IV.D.5-1](#)) A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. ([IV.D.5-2](#)) ([IV.D.5-3](#)) ([IV.D.5-4](#))

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration. (IV.D.5-5) In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IV.D.3. (IV.D.5-6)

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai'i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is "...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH system is addressed without undue duplication or inter-campus competition." (p. 2) (IV.D.5-7) The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that "The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews." (p. 18)

## ANALYSIS AND EVALUATION

As part of the University of Hawai'i system, the College meets this Standard.

The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

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**IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

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## EVIDENCE OF MEETING THE STANDARD

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH President's senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with memos summarizing BOR approved actions. ([IV.D.6-1](#)) Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS). ([IV.D.6-2](#))

The VPCC also meets regularly with three Councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment. ([IV.D.6-3](#), [IV.D.6-4](#), [IV.D.6-5](#))

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. ([IV.D.6-6](#)) Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. ([IV.D.6-6](#))

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC system and the individual community colleges. Communication between the top two tiers (UH system and UHCC system) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they

are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

## ANALYSIS AND EVALUATION

As part of the University of Hawai`i system, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

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**IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

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## EVIDENCE OF MEETING THE STANDARD

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed ([IV.D.7-1](#)), new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals. ([IV.D.7-2](#))

Of specific importance in this last context is the role of the Community Colleges' Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in *UHCCP #4.101: Strategic Academic Planning*. The policy identifies roles and responsibilities in the process of campus academic planning, which

provides much of the critical infrastructure for the effective functioning of the colleges. ([IV.D.7-3](#))

## ANALYSIS AND EVALUATION

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

### Evidence for IV.D.

- IV.D.1-1 Board of Regents Policy RP 3.201: Major Organizational Units of the University of Hawaii
- IV.D.1-2 Board of Regents Policy RP 4.207: Community College System
- IV.D.1-3 Organizational Chart 1
- IV.D.1-4 Organizational Chart 3
- IV.D.1-5 Organizational Chart 4
- IV.D.1-6 Organizational Chart 2
- IV.D.1-7 UH System website / Senior Leadership page
- IV.D.1-8 University of Hawai`i Community Colleges Functional Map by Major Accreditation Topic
- IV.D.1-9 University of Hawai`i Community Colleges Functional Map (Major Accreditation Topic and Detailed Map by Parts of Standards)
- IV.D.2-1 OVPCC Website – AVPCCAA page
- IV.D.2-2 OVPCC Website – AVPCCAS page
- IV.D.2-3 University of Hawai`i Office of Capital Improvements (OCI), now Office of Project Delivery
- IV.D.2-4 Kapi`olani Long Range Development Plan
- IV.D.2-5 UHCC Policy UHCCP #1.101: Council of Community College Chancellors
- IV.D.2-6 UHCC Policy UHCCP #1.102: Community College Council of Faculty Senate Chairs
- IV.D.2-7 UHCC Policy UHCCP #1.104: Community College Council of Native Hawaiian Chairs
- IV.D.2-8 Sample Minutes from VCAA, VCAS, VCSA meetings

- IV.D.2-9 OVPCC Website: Academic Affairs – Student Success Council
- IV.D.2-10 UH Executive Policy EP 4.202: System Sustainability
- IV.D.2-11 Board of Regents Policy RP 4.208: Sustainability Policy
- IV.D.2-12 OVPCC Web Page: Sustainability
- IV.D.3-1 Hawaii Revised Statutes, HRS Chapter 37 (on Budget Planning and Preparation)
- IV.D.3-2 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- IV.D.3-3 OVPCC Website – Strategic Planning Council page
- IV.D.3-4 UHCC Policy UHCCP #4.101: Strategic Academic Planning
- IV.D.3-5 UHCC Policy UHCCP #8.000: General Fund and Tuition and Fees Special Fund Allocation
- IV.D.3-6 UHCCP #8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds
- IV.D.3-7 Tables of CC Revenue Summaries
- IV.D.3-8 Crosswalk of Performance Funding Measures
- IV.D.3-9 UHCC Policy UHCCP #9.495: Long-Term Vacancy Policy
- IV.D.3-10 Kapi`olani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015
- IV.D.3-11 Board of Regents Policy Committee Minutes on Independent Audit Meeting, May 12, 2015 (IV.A.2, p. 3-6)
- IV.D.3-12 Board of Regents Policy Committee Minutes on Independent Audit Meeting, December 15, 2016 (IV.B.1, p. 3-4)
- IV.D.3-13 UH System Annual Report to the Legislature 2017
- IV.D.3-14 UHCC Policy UHCCP #8.200: Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs
- IV.D.4-1 Board of Regents Policy RP 4.207: Community College System
- IV.D.4-2 Board of Regents Minutes of June 21-22, 2005 (new Executive position of VPCC; p. 8-11)
- IV.D.4-3 AVPCCAS Unebasami Memo of July 8, 2005 (with functional statements, organizational charts)
- IV.D.4-4 UH Executive Policy EP 1.102: Authority to Manage and Control the Operations of the Campus
- IV.D.4-5 UHCC Policy UHCCP #8.000: General Fund and Tuition and Fees Special Fund Allocation
- IV.D.4-6 UH Executive Policy EP 9.112: Delegation of Authority for Personnel Actions (Attachment B)

- IV.D.4-7 UHCC Policy UHCCP #9.202: Executive Employees Performance Evaluation
- IV.D.4-8 Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (update of Executive/Managerial Evaluations)
- IV.D.5-1 System Map with CC and Learning Center locations
- IV.D.5-2 UH Strategic Directions 2015-2021
- IV.D.5-3 UHCC Strategic Directions 2015-2021
- IV.D.5-4 Kapi‘olani CC strategic plan, 2015-2021
- IV.D.5-5 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- IV.D.5-6 Crosswalk of UH System and UHCC System Performance Funding
- IV.D.5-7 University of Hawai‘i Integrated Academic and Facilities Plan
- IV.D.6-1 Sample Board of Regents memos to VPCC
- IV.D.6-2 Sample PPIS Memos to VPCC
- IV.D.6-3 UHCC Policy UHCCP #1.101: Council of Community College Chancellors
- IV.D.6-4 UHCC Policy UHCCP #1.102: Community College Council of Faculty Senate Chairs
- IV.D.6-5 UHCC Policy UHCCP #1.104: Community College Council of Native Hawaiian Chairs
- IV.D.6-6 UHCC Strategic Directions, fall 2017
- IV.D.7-1 Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (status of Policy Review)
- IV.D.7-2 UHCC Policy UHCCP #9.210: Recruitment, Selection, and Appointment of Community College Chancellors
- IV.D.7-3 UHCCP #4.101 Strategic Academic Planning



# KŪLIA

‘Hana kilo, hehe‘e ke one,  
kāko‘i ke ana, ‘au i ka wai,  
kea ka hau, a kau i ka wēkiu.

*Gaze into the sky, the sand slides, the cave where adzes  
are made, swim in the water, the snow is white, and  
you reach the summit.*



UNIVERSITY of HAWAII  
**KAPĪ‘OLANI**  
COMMUNITY COLLEGE

An Equal Opportunity/Affirmative Action Institution

‘Ōlelo no‘eau: Nāwa‘a Napoleon / Images: Kapulani Landgraf

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## Quality Focus Essays

The Quality Focus Essay (QFE) represents the culmination of the collective reflection and dialogue that took place at the College over the past eighteen months to discover new ways to improve student learning, achievement, and success. College faculty, staff and administration collected and reviewed the evidence to answer three questions “What do we do for students?”, “How do we do it?”, and “How do we know it is effective?” As part of the Analysis and Evaluation, the College took the analysis a step further to assess our performance and brainstormed changes, improvements and expansions to existing practices and processes asking the question, “How can we become better?” The College created a core group from the entire self-evaluation team that crafted the QFE and shared their recommendations for action with the entire college in a variety of venues.

Using the Student Success Pathway (SSP) model as a guide, the College identified two action projects for a multi-year focus to improve student outcomes:

1. Foster and Increase Engagement in the Assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to Improve Student Learning and
2. Increase Engagement for Student Success

Undergirding the increased focus on greater learning and achievement in the QFE are the Student Success Council’s vision, *Ne’epapa* to transform the campus community toward a collective culture that moves in unison to advance student success and mission *No ke kauhale ke kuleana* to fulfill our shared responsibility and commitment, as a campus community, to celebrate, support, and promote student success. The College continues its focus on creating student success through a collective culture, where all members take responsibility, work together, and build a community that supports and celebrates students’ engagement, learning, achievement, and success - ***No Ke Kauhale Ke Kuleana*** (the responsibility of the community).

### Overview of the QFEs

The Assessment of Student Learning Outcomes QFE is organized around themes while the Engagement for Student Success QFE is organized by distinct goals for each calendar year. The main themes in the Assessment of Student Learning Outcomes QFE are

- To update the assessment process under the guidance of an Assessment Coordinator
- To review the Taskstream process and to create queries and reports in Taskstream to inform SLO assessments.
- To update the General Education Outcomes and to map SLOs and SAOs to the revised Institutional Learning Outcomes and General Education Outcomes
- To continue innovative workshops and programs to further engage faculty and staff and explore impactful assessment activities across the College.

During the third year, the College will close the loop and make appropriate changes based on completed analyses, including campus feedback on SLO and SAO assessment. Fostering and increasing campus engagement in SLO and SAO assessment will deepen conversations around student learning and, ultimately, will increase student success.

The Engagement for Student Success QFE has a different goal for each year of the QFE timeline. The College launched the Student Success Pathway plans in 2017. Each department, program, unit, and governance organization created goals and action plans to improve student success resulting in 53 plans being submitted and 47 out of 50 Strategic Plan items addressed. In spring 2018, the Student Success Pathway template was revised and improved based on feedback from faculty and staff. The focus for 2018 is the College's completion agenda, aligned with the institution-set standards for student achievement and tied to performance funding measures as discussed in this report's section on student achievement data and institution-set standards. The goals are to increase the number of certificates and degrees for all students; increase student transfers within and outside of the UH system; increase certificates and degrees for Native Hawaiian students; increase certificates and degrees by Pell grant recipients; and increase STEM certificates and degrees.

The QFE timeline starts in January 2019; however, the Student Success Pathway plans started in 2017, giving the Engagement for Student Success QFE a framework and essential data to review and improve the process. The goals for each year are as follows:

- Year 1 (2019) - To increase course completion for all students and fall-to-spring persistence
- Year 2 (2020) - To certificates and degrees for all students, student transfers within and outside of the UH system; certificates and degrees for Native Hawaiian students; increase certificates and degrees by Pell grant recipients; and increase STEM certificates and degrees.
- Year 3 (2021) - To complete the College's 2022-2027 Strategic Plan with clear directions, goals, outcomes, and measures for student engagement, learning, achievement, and success.

### **Structure of the QFEs**

The structure of the Quality Focus Essay (QFE) is derived from the ACCJC Guide for Improving Institutions (May 2017). The College also reviewed the Manual for Self Evaluation (Aug 2017) for additional insight in the creation of this document. This essay displayed in matrix form, identifies the action projects, anticipated outcomes, and alignment with accreditation standards. The QFE describes the action projects' goals, tasks, timelines, responsible parties, and resources needed to implement and sustain the projects. The projects are derived from the analysis and evaluation for each of the relevant accreditation standards.

## Quality Focus Essay: Assessment

ACTION PROJECT: Foster and Increase Engagement in the Assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to Improve Student Learning					
YEAR 1 FOCUS: Foster and increase engagement (January-December 2019)					
<b>Desired Outcome:</b> Foster and increase campus engagement to support SLO and SAO assessment.					
<p><b><u>Action Steps:</u></b></p> <ul style="list-style-type: none"> <li>● Evaluate and update the assessment process under the guidance of an Assessment Coordinator to best serve the needs of the College.</li> <li>● Review and update the Taskstream process to best serve the needs of the College.</li> <li>● Review and update how student learning outcome (SLOs) and service area outcome (SAOs) assessments will be addressed within a five-year cycle and uploaded into Taskstream.</li> <li>● Create plan to map SLOs and SAOs to revised Institutional Learning Outcomes (ILOs).</li> <li>● Update General Education Outcomes to align with the revised ILOs.</li> <li>● Develop Taskstream queries and reports to produce information that improves assessment and College instructional and support activities.</li> <li>● Continue innovative professional development workshops and programs such as the Kapi‘olani Research Scholars Projects (KRSP), Assessment Colloquia, and program review meta analysis to spark engagement with and improvement of assessment.</li> </ul>					
<p><b><u>Assessment of Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● Updated assessment process.</li> <li>● Updated Taskstream process.</li> <li>● Department/units/programs provide clear documentation on how their SLOs and SAOs will be addressed within a five-year cycle and uploaded into Taskstream.</li> <li>● Completed plan to map SLOs and SAOs to ILOs.</li> <li>● Updated General Education Outcomes.</li> <li>● Creation and production of reports in Taskstream to inform useful assessment.</li> <li>● Evaluation of professional development workshops and programs demonstrate an increased improvement of and engagement with assessment.</li> </ul>					
Tasks	Std	Start Date	End Date	Responsible Parties	Resources
Evaluate and update existing assessment process.	I.B.2. I.B.5.	Jan 2019	Jul 2019	Assessment Coordinator, SLO Assessment Committee,	Possible resources for the action project might include release time for faculty to

	I.B.7.			Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	conduct assessment, staff time, technology upgrades to improve the storage and access to the data.
Review and update existing Taskstream process.	I.B.2. I.B.5. I.B.7.	Jan 2019	Jul 2019	Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	Additional resources for implementing the process include the purchase and support of software to house the learning information.
Review and update the method that will be used to assess all student learning outcomes and service area outcomes within a five-year cycle. Develop a timeline of when courses will be assessed and how (e.g., 20% per year) and when assessment information will be uploaded to Taskstream. Determine who will be responsible for the assessment of SLOs and SAOs, and uploading assessment information to Taskstream.	I.A.2. I.A.3. I.B.6.	Jan 2019	May 2019	Department/Unit/ Program Faculty and Staff (All key stakeholders should have the opportunity to provide input.)	Allocations of resources (such as TEs) may be necessary depending on the process determined by the department/unit/program. Time for optional consultations with assessment coordinator and coaches.
Create plan to map SLOs and SAOs to revised Institutional Learning Outcomes (ILOs).	I.B.5.	Aug 2019	Dec 2019	Department/Unit/Program Faculty and Staff (All key stakeholders should have the opportunity to provide input.)	The College anticipates no new resources needed to meet this task.
Update General Education Outcomes to align with the revised ILOs.	II.A.11. II.A.12.	Jan 2019	Dec 2019	General Education Board (All key stakeholders should have the opportunity to	Resources might include time for faculty to conduct the discussion and mapping work.

				provide input.)	
Develop Taskstream queries and reports to produce useful assessment information.	I.B.7.	Jan 2019	May 2019	Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	A possible temporary hire of a database professional or a Taskstream consultant. Taskstream training for Coordinator, coaches, and other stakeholders.
Offer innovative professional development opportunities to improve and increase engagement with assessment.	II.A.3.	Jan 2019, Mar 2019 Aug 2019	Jan 2019, Mar 2019, Aug 2019	Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	Resources for stipends, food, and other supports.
Develop methodology to assess effectiveness of 2019-2021 action steps	I.B.7. II.A.16.	Jan 2019	Feb 2019	Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	Most aspects of this task will be met by existing staff and faculty. The College will consider the use of consultants to accelerate progress and understanding.
Prepare and submit final evaluation report, including an evaluation of the achievement of the 2019 action steps and next steps.	I.B.4 I.B.7		End of Dec 2019	Assessment Coordinator, OFIE	The College anticipates no additional resources needed to complete this task.

**YEAR 2 FOCUS: Improve assessment (January-December 2020)**

**Desired Outcome:** Improve assessment of SLOs and SAOs.

**Action Steps:**

- Implement and evaluate updated assessment process.
- Implement and evaluate updated Taskstream process and usage.
- Implement and evaluate the assessment of SLOs and SAOs for each department/unit/program.
- Implement plan to map SLOs and SAOs to Institutional Learning Outcomes (ILOs).
- Approve updated General Education Outcomes, and develop a timeline to map SLOs and SAOs to the General Education Outcomes.
- Evaluate effectiveness and usefulness of Taskstream queries and reports.
- Evaluate and expand assessment professional development opportunities for faculty/lecturers, staff, and administrators.

**Assessment:**

- Completed evaluation report on the effectiveness of the assessment process with recommendations for improvement.
- Completed evaluation report on the effectiveness of the Taskstream process with recommendations for improvement; and a summary report on the usage.
- Completed evaluation report on the assessment of SLOs and SAOs by department/unit/program, highlighting areas of effectiveness and recommendations for Improvement.
- Mapped SLOs and SAOs to ILOs.
- Approved General Education Outcomes with a clear timeline for mapping.
- Completed evaluation report on the effectiveness and usefulness of Taskstream queries and reports with recommendations for improvement.
- Evaluation results indicate effectiveness of professional development opportunities.

Tasks	Std	Start Date	End Date	Responsible Parties	Resources
Implement and evaluate updated assessment process.	I.B.5. I.B.8.	Jan 2020	Dec 2020	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders)	The College anticipates no additional resources needed to meet this task.

				should have the opportunity to provide input.)	
Implement and evaluate updated Taskstream process and usage.	I.B.8.	Jan 2020	Dec 2020	Department/Unit/Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	Financial resources to retain Taskstream consultants and experts to assist in implementation and support.
Implement and evaluate the assessment of SLOs and SAOs for each department/unit/program.	II.A.11. II.C.2.	Jan 2020	Dec 2020	Department/Unit/Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Implement plan to map SLOs and SAOs to Institutional Learning Outcomes (ILOs).	II.A.11. II.C.2.	Jan 2020	Dec 2020	Department/Unit/Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide	The College anticipates no additional resources needed to meet this task.

				input.)	
Approve updated General Education Outcomes.	II.A.12.	Jan 2020	May 2020	General Education Board, Faculty Senate	The College anticipates no additional resources needed to meet this task.
Determine a timeline to map course SLOs and program learning outcomes to the revised General Education Outcomes.	I.B.7.	Aug 2020	Dec 2020	Department/Unit/Program Faculty and Staff (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate effectiveness and usefulness of Taskstream queries and reports.	I.B.7.	Jan 2020	Dec 2020	Department/Unit/Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate the effectiveness of assessment professional development opportunities.	II.A.3. II.A.7. II.A.16.	Jan 2020, Mar 2020 Aug 2020	Jan 2020, Mar 2020, Aug 2020	Assessment Coordinator, Assessment Coaches, Faculty Senate SLO	Resources for stipends, food, and other supports to increase bandwidth for implementation and support.

<p>Determine if expansion of these opportunities is useful.</p> <p>Upon determination, expand opportunities or revise current ones.</p>				<p>Assessment Committee, in collaboration with Administration (All key stakeholders should have the opportunity to provide input.)</p>	
<p>Prepare and submit final evaluation report, including an evaluation of the achievement of the 2020 action steps and next steps.</p>	<p>N/A</p>		<p>End of Dec 2020</p>	<p>Assessment Coordinator</p>	<p>The College anticipates no additional resources needed to meet this task.</p>

**YEAR 3 FOCUS: Close the Loop (January-December 2021)**

**Desired Outcome:** Close the loop via monitoring and modification of changes made in 2019 and 2020 to improve assessment of SLOs and SAOs.

**Action Steps:**

- Evaluate the overall progress made in all the areas of focus regarding SLO and SAO assessment in 2019 and 2020.
- Make appropriate closing the loop changes based on completed analyses, including campus feedback on the SLO and SAO assessment and Taskstream processes, mapping of SLOs and SAOs to ILOs and General Education Outcomes, Taskstream queries and reports, and professional development opportunities.
- Plan for implementation and evaluation of improvements/changes for 2022.

**Assessment:**

- Completed comprehensive evaluation report on the overall progress and effectiveness of the actions and changes implemented in 2019 and 2020 with recommendations of improvement and a detailed plan for next steps.

Tasks	Std	Start Date	End Date	Responsible Parties	Resources
Evaluate the overall progress made in the assessment process.	I.B.8. II.A.16.	Jan 2021	Mar 2021	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate the overall progress made in the Taskstream process.	I.B.8. II.A.16.	Jan 2021	Mar 2021	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the	The College anticipates no additional resources needed to meet this task.

				opportunity to provide input.)	
Evaluate the overall progress made in the student learning outcomes and service area outcomes assessments.	II.A.3. II.A.16.	Jan 2021	Mar 2021	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate overall progress made on mapping the ILOs and General Education Outcomes to SLOs and SAOs.	II.A.11. II.A.12. II.A.13. II.C.2.	Jan 2021	Mar 2021	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate the overall progress made Taskstream queries and reports.	I.B.8.	Jan 2021	Mar 2021	Department/Unit/ Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	The College anticipates no additional resources needed to meet this task.
Evaluate the overall progress	I.B.7.	Jan 2021	Mar 2021	Department/Unit/	The College anticipates no additional

made in professional development opportunities.	II.A.1. II.A.3. II.A.7.			Program Faculty and Staff, Assessment Coordinator, SLO Assessment Committee, Assessment Coaches (All key stakeholders should have the opportunity to provide input.)	resources needed to meet this task.
Share progress report and provide various avenues to gather input for comments and improvements.	I.B.8. I.C.3.	Apr 2021	May 2021	Assessment Coordinator	The College anticipates no additional resources needed to meet this task.
Make appropriate closing the loop changes based on completed analyses and campus feedback of the processes and next steps.	II.A.1. II.A.7.	Jun 2021	Jul 2021	Assessment Coordinator	The College anticipates no additional resources needed to meet this task.
Plan for implementation and evaluation of improvements/changes for 2022.	I.B.5.	Aug 2021	Nov 2021	Assessment Coordinator	The College anticipates no additional resources needed to meet this task.
Prepare and submit final evaluation report, including an evaluation of the achievement of the 2020 action steps and next steps.	I.B.4. I.B.7.	Nov 2021	End of Dec 2021	Assessment Coordinator	The College anticipates no additional resources needed to meet this task.

## Quality Focus Essay: Engagement

ACTION PROJECT: Increase Engagement for Student Success						
YEAR 1 FOCUS: Faculty/lecturers and Staff Engagement for Student Success (January-December 2019)						
<p><b>Desired Outcomes:</b> Through professional development for faculty/lecturers and staff, support for innovations focused on student success, and collaboration within and across departments, units, programs, and authorized governance organizations (AGOs), the College will increase</p> <ul style="list-style-type: none"> <li>● course completion for all students</li> <li>● fall-to-spring persistence</li> </ul> <p>Specific strategies will focus on student effort such as students’ use of learning and student support services and resources, course preparation, selection of career pathways; and development of two-year academic plans.</p>						
<p><b>Action Step(s):</b></p> <ul style="list-style-type: none"> <li>● Refine and implement updated Student Success Pathway (SSP) plans.</li> <li>● Monitor and record progress of SSP plans and make improvements as needed.</li> <li>● Submit end-of-year SSP summary report, including an evaluation of outcomes achieved.</li> <li>● Complete SSP executive summary (including an overall evaluation of outcomes achieved), share with campus community, and obtain feedback for improvements and next steps.</li> <li>● Track student use of learning and student support services and resources.</li> <li>● Investigate ways in which improvements in career pathway selection and development of two-year academic plans may be measured on an annual basis.</li> </ul>						
<p><b>Assessment of Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Compare 2019 with 2018 Institutional-set Standards/Performance Funding Measures to determine if stated desired outcomes were achieved.</li> <li>● Completed SSPs.</li> <li>● Completed SSP Progress Reports.</li> <li>● Completed and detailed summary report on the effectiveness of the strategies, including an evaluation of the outcomes achieved.</li> <li>● Completed SSP executive summary based on campus-wide feedback with recommendations for improvements and next steps.</li> <li>● Measuring student use of learning and student support services and resources.</li> </ul>						
Tasks	Std	Start	End	Responsible	Resources	

		Date	Date	Parties	
Schedule meetings to discuss and generate specific strategies to collaborate across departments, units, programs, and authorized governance organizations (AGOs), action steps, and assessment methods needed to meet stated desired outcomes.	I.B.7.	Jan 2019	Feb 2019	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders, should have the opportunity to provide input.)	Time, Location (People, Tech, Money or Physical)
Determine resources needed, submit budget request proposal, and report on status of request.	III.A. III.B. III.C. III.D.	Jan 2019	Feb 2019	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Resources will be determined by each department, program, unit, or authorized governance organization.
Include specific student engagement strategies, action steps and assessment methods, along with resources needed, individuals responsible, and timeline in SSPs.	IIC.2. II.C.5.	Jan 2019	Feb 2019	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators	Time
Submit completed SSPs to appropriate Administrator and Student Success Coordinator.	II.C.2. II.C.5.		End of Feb 2019	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators	Time
Monitor and provide three written reports, every 4 months, on the progress	I.B.4. I.B.5. I.B.7.	Progress Rpt #1: Mar 2019	Progress Rpt #1: Jun 2019	Department Chairs, Program/Discipline Coordinators, Unit	Time

of SSPs, effectiveness of strategies, and improvements/ changes made.		Progress Rpt #2: Jul 2019 Progress Rpt #3: Oct 2019	Progress Rpt #2: Sep 2019 Progress Rpt #3: Dec 2019	Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	
Prepare and submit final summary report, including an evaluation of the achievement of the stated desired outcomes.	I.B.4. I.B.5. I.B.7.		End of Dec 2019	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Time
Complete an executive summary of SSPs, progress reports, and the overall evaluation of the achievement of the stated desired outcomes in comparison to 2018 results.	I.B.4. I.B.5. I.B.7., I.B.8. I.C.3.		Jan 2020	Student Success Coordinator (in collaboration with Administration, Office of Institutional Effectiveness, and other key stakeholders.)	The College anticipates no additional resources needed to meet this task.
Hold a forum to share executive summary with campus community, to discuss next steps, and to provide feedback for improvements to the SSPs for 2020.	I.B.8. I.C.3.		Jan 2020	Student Success Coordinator (in collaboration with Administration, and other key stakeholders.)	Time, Location

**YEAR 2 : Student Engagement for Student Success (January-December 2020)**

**Desired Outcomes:**

- Through the implementation of specific student engagement strategies, the College will increase the annual number of (a) certificates and degrees for all students; (b) student transfers within and outside of the UH system; (c) certificates and degrees for Native Hawaiian students; (d) certificates and degrees by Pell grant recipients; and (e) STEM certificates and degrees.

**Desired Outcomes (Continuation of YEAR 1):**

Through collaboration within and across departments, units, programs, and authorized governance organizations (AGOs), the College will increase:

- course completion for all students
- fall to spring persistence

Specific strategies will focus on areas such as (a) the use of learning and student support services and resources, (b) course preparation, (b) selection of career pathways, (c) development of two-year academic plans, (d) student success professional development for faculty/lecturers and staff, (e) innovations in departments, units, and programs focused student success, or (f) other areas.

**Action Step(s):**

- Continue implementation, monitoring, and assessment of strategies identified in YEAR 1.
- Develop and implement Student Success Pathway Plans (SSPs) for YEAR 2.
- Monitor and record progress of SSPs, and make improvements as needed.
- Submit end-of-year SSP summary reports, including an evaluation of outcomes achieved.
- Complete SSP executive summary (including an overall evaluation of outcomes achieved), share with campus community, and obtain feedback for improvements and next steps.
- Track student use of learning and student support services and resources.

**Assessment of Outcomes:**

- Compare 2018 & 2019 Institutional Set Standards/Performance Funding Measures results to YEAR 2 (2020) results.
- Compare 2018 CCSSE results to the 2020 CCSSE results.
- (Continuation of YEAR 1 Outcomes) Compare YEAR 1 results to YEAR 2 results to determine if stated desired outcomes were achieved.
- Completed SSPs.

- Completed SSP Progress Reports.
- Completed and detailed summary report on the effectiveness of the strategies, including an evaluation of the outcomes achieved.
- Completed SSP executive summary based on campus-wide feedback with recommendations for improvements and next steps.
- (Continuation of YEAR 1 Outcomes) Compare YEAR 1 results to YEAR 2 results to determine if stated desired outcomes were achieved.
- Measuring student use of learning and student support services and resources.

Tasks	Std	Start Date	End Date	Responsible Parties	Resources
Plan and decide on how to continue the implementation, monitoring, and assessment of strategies in YEAR 1.	I.B.7.	Dec 2019	Jan 2020	Administration	The College anticipates no additional resources needed to meet this task.
Continue to implement, monitor, and assess faculty/lecturers-staff collaborative strategies identified in YEAR 1.	II.A.4. II.A.5.	Jan 2020	Dec 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Resources will be determined based on assessment of results in YEAR 1.
Include improvements to the SSPs based on feedback from YEAR 1 forum.	II.A.16	Jan 2020	Jan 2020	Student Success Coordinator (in collaboration with Administration)	The College anticipates no additional resources needed to meet this task.
Schedule meetings to discuss and generate specific student engagement strategies, action steps, and assessment methods needed to meet stated desired outcomes.	II.C.1. II.C.2.	Jan 2020	Feb 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders, should have the opportunity to provide input.)	Time, Location

Determine resources needed, submit budget request proposal, and report on status of request.	III.A. III.B. III.C. III.D.	Jan 2020	Feb 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Resources will be determined by each department, program, unit, or authorized governance organization.
Include specific strategies, action steps, and assessment methods, along with resources needed, individuals responsible, and timeline in SSPs.	II.A.16 . II.C.2.	Jan 2020	Feb 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators	Time
Submit completed SSPs to appropriate administrator and Student Success Coordinator.	II.C.2. II.C.5.		End of Feb 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators	Time
Monitor and provide quarterly written report on progress of SSPs, effectiveness of strategies, and improvements/changes made.	I.B.7.	Progress Rpt #1: Mar 2020  Progress Rpt #2: Jul 2020  Progress Rpt #3: Oct 2020	Progress Rpt #1: Jun 2019  Progress Rpt #2: Sep 2020 Progress Rpt #3: Dec 2020	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Time

<p>Prepare and submit final summary report, including an evaluation of the achievement of the stated desired outcomes.</p>	<p>I.B.5. I.B.7. I.B.8.</p>		<p>End of Dec 2020</p>	<p>Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, &amp; Administrators (All key stakeholders should have the opportunity to provide input.)</p>	<p>Time</p>
<p>Complete an executive summary of SSPs, progress reports, and the overall evaluation of the achievement of the stated desired outcomes in comparison to 2019 results.</p>	<p>I.B.5. I.B.7. I.B.8.</p>		<p>Jan 2021</p>	<p>Student Success Coordinator (in collaboration with Administration, Office of Institutional Effectiveness, and other key stakeholders.)</p>	<p>The College anticipates no additional resources needed to meet this task.</p>
<p>Hold a forum to share executive summary with campus community, and to discuss next steps.</p>	<p>I.B.8. I.C.3.</p>		<p>Jan 2021</p>	<p>Student Success Coordinator (in collaboration with Administration and other key stakeholders.)</p>	<p>Time, Location</p>

**YEAR 3 FOCUS: Campus Engagement for Student Success (January-December 2021)**

**Desired Outcomes:** To develop and include in the College’s 2022-2027 Strategic Plan strategic directions, goals, outcomes and measures that directly focus of student engagement, learning, achievement, and success.

**Action Step(s):**

- Implement actions to develop the College’s 2022-2027 Strategic Plan.

**Assessment:**

- Completion of College’s 2022-2027 Strategic Plan with clear directions, goals, outcomes, and measures for student engagement, learning, achievement, and success.

Tasks	Std	Start Date	End Date	Responsible Parties	Resources
Analyze results from YEAR 1 & 2 and generate tentative directions and areas of focus for College’s 2022-2027 Strategic Plan.	I.B.5. I.B.7.	Dec 2020	Jan 2021	Administration, OFIE, Student Success Coordinator	The College anticipates no additional resources needed to meet this task.
Schedule campus/community-wide forums to: (a) share summary report of YEAR 1 & 2 results; and (b) discuss and generate specific strategic directions/areas of focus, goals, outcomes, and measures for College’s 2022-2027 Strategic Plan.	I.B.8. I.C.3.	Jan 2021	Sep 2021	OFIE, Administration	Time, Locations
Establish varied, easily accessible avenues to regularly share/communicate discussions from campus/community-wide forums.	I.B.8. I.C.3.	Feb 2021	Dec 2021	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders, should have the	Time

				opportunity to provide input.)	
Provide different approaches to gather input and feedback from campus and community stakeholders on specific strategic directions/areas of focus, goals, outcomes, and measures for College's 2022-2027 Strategic Plan.	I.B.8. I.C.3.	Feb 2021	Dec 2021	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators (All key stakeholders should have the opportunity to provide input.)	Time
Prepare and submit DRAFT of College's Strategic Plan to Authorized Governance Organizations (AGOs), Chancellor Advisory Council, and other key councils/committees for review and feedback.	I.B.5. I.B.7.	Sep 2021	Dec 2021	Department Chairs, Program/Discipline Coordinators, Unit Heads, AGO Chairs, & Administrators	Time
Hold a campus/community-wide forum to share status College's 2022-2027 Strategic Plan and to discuss next steps for finalization.	I.B.8. I.C.3.	Jan 2022	Jan 2022	OFIE, Administration	Time, Location

## Changes and Plans During the Self-Evaluation

Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
<b>1. Increased Institutional Effectiveness</b>				
<b>a. Improved Program Review Processes</b>				
Conducted Annual Report of Program Data (ARPDs) Meta-evaluation of Processes	I.B.7., I.B.9.	OFIE, VCAA	Spring 2017, fall 2018	Used rubric analysis to improve program review processes.
Revised ARF budgeting flowchart to incorporate SSP	I.B.7., III.A., B, C, D	VCAS	Fall 2017	Improved connectivity of funding to resource allocation process
Revised campus climate survey	I.B.7., I.B.9.; IV.C	OFIE, CAC	Spring 2017	Targeted questions for improvement to governance, planning and instructional service areas
Increased training in use of CCSSE data	I.B.1., I.B.5, I.B.6., I.C.1.	OFIE, Chancellor's Office, Office of Student Affairs, Student Success Coordinator	2016-2018	More informed understanding of student engagement and ways to improve student achievement

2. Improved Governance Processes				
Evaluated, revised, and formalized decision making flow chart	IV.A.2., IV.A.3., 7	CAC	Summer 2017, fall 2017	Formalization and documentation of decision flow, including role of authorized governance organizations, for major college decisions
Updated governance policy	IV.A.2., IV.A.3., 7	CAC	Summer 2017	Memorialized Decision Processes
Created/updated governance body websites	IB.8, 9.; IV.A.2., 7	CAC	Summer 2017	Improvement of communication within college
Annual calendar for policy review	I.B.8, 9.; IV.A.2., 7	CAC	Summer 2017	Improved timelines and communication
Revised CAC Charter	IV.A.2., 7	CAC	Summer 2017	Clarified mission and purpose
Created policy on how college policies are created and approved	I.B.7. IV.A.3.	CAC	Fall 2017	Process of establishing policy is transparent and campus constituents are more clear about their roles in creating policies
3. Improved Student Learning Analysis				
Held Assessment Colloquia	I.A.2.; II.A., II.C.2.	SLO Coaches, Chancellor's Office	2017-2018	Improved dialogue about learning results

KRSP - Kapiolani Research Scholars Project (pilots)	I.A.2.; II.A., II.C.2.	SLO Coaches, Chancellor's Office	2017-2018	Provided alternative venues and methods of assessment
Revised ILOs	I.A.2.; II.A., II.C.2.	Gen Ed Board, CAC, VCAA's Office, Chancellor's Office	2017-2018	Revised and approved institutional learning expectations
<b>4. Improved Distance Education</b>				
Development and implementation of DE Plan	II.A.	DE Committee	2017-2018	Clarified role of distance education at the College and implemented goals for improvement
<b>5. Improved Communications</b>				
Increased channels of communication between Chancellor's Office and campus	IV.B.6.	Chancellor's Office	2017-2018	Increased access to Chancellor.
Enhanced program accreditation web page	I.C.13.	VCAA	2017-2018	Added contact information and accreditation status information
Created policy web page for main website and intranet	I.B.7., I.C.7., I.C.8.,	Chancellor's Office	2017-2018	Important policies are easier to find.
Instituted automatic enrollment for faculty staff in campus bulletin	IV.A.6., IV.B.6.	Chancellor's Office	2017-2018	Faculty and staff automatically receive notices of news and events. Opt-out option is available if needed.
<b>6. Improved Policies and Procedures</b>				

Developed facilities management policy	I.B.7., I.B.9., III.B.	CAC	2017-2018	More transparency in management of facilities
Revised and documented procedures for managing position vacancies	I.B.7., I.B.9., III.A.7., III.A.9., III.A.11., IV.A.3.	CAC	2017-2018	Improved management of position vacancies.
Developed policy addressing animals on campus	I.B.7.	CAC	2017-2018	Faculty and staff have more clarity on managing the presence of service and comfort animals.
<b>7. Increased professional development in accreditation</b>				
Supported training and site visits for campus personnel	I.C.12., IV.B.4.	Chancellor's Office	2016-2018	Improved awareness of accreditation.

### **Additional improvements:**

#### Technology

- Increased transparency with college Technology Plans starting 2013
- Developed procedures for centralized information technology management (e.g. annual technology budget)

#### Assessment

- Purchased the assessment management system Taskstream in 2014 (now Watermark)
- Created a position, Institutional Assessment Coordinator

#### Planning and Resource Allocation

- Established KOP 1.111, Planning and Assessment Integration with Resource Allocation (PAIR) process and subsequent improvements to process
- Established KOP 1.112, Participation in College Decision-Making Processes
- Developed a survey for five year budgets.
- Student Success
  - Established the Queen Kapiolani Student Success Council
  - Developed the Student Success Pathways (SSP)
  - Tied SSP to mission and strategic plan
  - Tied SSP to planning & resource allocation
  - Established Lamaku Tutoring center and worked to standardize and coordinate tutoring across campus

- Developed an enrollment management plan
- Developed a sustainability plan

#### Instruction

- Improved developmental education with co-requisite process and math acceleration
- Institutionalized the Undergraduate Research Experience
- Created new programs: school health assistant, adult residential care home operator
- Established agreements for international internships for Meiji and Meikai University in hospitality in Hawai'i

#### Office of Continuing Education and Training services

- Created new programs: Health Education Non-Credit program and culinary workforce initiatives
- Utilized TAAACCT grants, Perkins grants.
- Offered HINET, SNAP Employment and Training Program
- Developed apprenticeship programs in optometry, community health, pharmacy, and culinary

#### Human Resources

- Increased professional development funding

#### Distance Education

- Developed a DE plan
- Appointed a DE interim coordinator
- Developed a formal professional development program, TOPP, and made it mandatory for faculty new to online instruction
- Developed a program to provide online skills training for students
- Allocated a full time dedicated online counselor

#### Communications

- Reworked the website
- Developed a mobile app for students
- Developed a new intranet, Ohana

#### Student Services

- Established a Title IX program and services
  - Developed a student of concern reporting system
  - Adopted Maxient online system for managing cases for students of concern
- Established a mental health counselor position and hired a mental health counselor

#### Facilities

- Completed phase one of the Culinary Institute of the Pacific - new construction
- Installed new internet switches throughout campus
- Updated classrooms with new equipment
- Renovated buildings: Lama, Mokihana, Naio, Manono, Manele, Iliahi, Ohia, Ilima, Kopiko learning center, Kopiko courtyard, Kopiko storage, STEM center

#### Security

- Increased full-time personnel staffing
- Conducted two active shooter drills
- Provided training for administrators - National Incident Management System training International

## Future Changes and Plans for the Future

Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
1. Easier Accessibility of Information				
a. Information for the Public:				
Student Achievement Data	I.C.	OFIE, VCAA	Fall 2018	Student achievement data moved from OFIE to the College website
CCSSE Reports	I.C.	OFIE	Fall 2018	Move CCSSE data from OFIE to the College's website
Annual Report of Program Data (ARPDs)	I.C.	VCAA	Fall 2018	ARPDs link placed on the College's website
Comprehensive Program Review (CPRs)	I.C.	OFIE, VCAA	Fall 2018	CPRs moved from OFIE to the College's website
b. Information for the Students:				
Articulation Agreements	I.C.	VCAA	Fall 2018	Articulation agreements are moved to the College's website (Kapu, Kazama)
Information on how to Transfer	II.A.	A&S Dean, VCAA	Spring 2019	Transfer out information copied from the catalog to the College's website (Maida Kamber

				page and catalog - put in header?)
Information on the Process when Programs are Eliminated	II.A.	VCAA	Spring 2019	Information on the process when programs are eliminated is moved to the College's website
c. Information for the Faculty and Students:				
Making Syllabi Available	II.A.	Faculty Senate	Spring 2019	Develop a system to make syllabi more readily available to students
2. Syllabi Review and Revision (Form-Fillable Cover Page)				
	II.A.	Faculty Senate	Spring 2019	Standardize information on a cover page for syllabi adopted by faculty
3. Student Records – Archiving Certificates of Competency				
	II.C.	Health Programs, CELTT	Spring 2019	A system for archiving continuing education Certificates of Competency will be established.
4. Technology Support for Students				
	III.C.	FS DE Committee, CELTT	Spring 2019	A policy for student technology support will be created and implemented.
5. Participation in the Budget by all Constituents				

	III.D	VCAS	Fall 2018	An annual forum on the budget will be instituted.
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**INSTITUTIONAL SELF EVALUATION REPORT (ISER)  
IN SUPPORT OF  
RE-AFFIRMATION OF ACCREDITATION**

Submitted by:

KAUA'I COMMUNITY COLLEGE  
3-1901 Kaumuali'i Highway  
Līhu'e, Hawai'i 96766-9500

Submitted to:

Accrediting Commission for Junior and Community Colleges (ACCJC)  
Western Association of Schools and Colleges (WASC)

**August 2018**

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## **A. Introduction**

### *Overview and History*

Kaua‘i Community College (KCC) was established in 1926 as a vocational school within the State of Hawai‘i Department of Education. It is the only public institution of higher education serving Kaua‘i County, which includes the islands of Kaua‘i and Ni‘ihau. In 1965, KCC became a comprehensive community college and was transferred to the University of Hawai‘i System as one of seven colleges in the UH Community College System.

Responsibilities within the system are defined in the functional maps of the College, University of Hawai‘i Community Colleges System, and the University of Hawai‘i System. This organizational structure and hierarchy has been in place since the last reaffirmation of accreditation cycle. The College is led by a Chancellor that oversees the five major units, which are headed by a Vice-Chancellor or Director who reports directly to the Chancellor. The Chancellor reports to the Vice President for Community Colleges and is a member of both the Council of Chancellors and the Council of Community College Chancellors.

KCC provides access to fifteen two-year associate-level terminal and transfer degrees, as well as twenty-four short-term certificates, and non-credit training programs, provided by the Office of Continuing Education and Training (OCET), that enable the College to respond flexibly and quickly to changing workforce needs.

In 1996, KCC was provided a University of Hawai‘i University Center, through Board of Regents Executive Policy 5.215, in response to the growing need for baccalaureate- and graduate-level education in the community. As a University Center, the College can broaden the educational opportunities of island-bound residents by supporting distance education baccalaureate and graduate programs from sister campuses. This allows residents to further their education without leaving the island.

Colleges receive a great deal of support from the UHCC System Office in terms of institutional research, marketing, fiscal, academic affairs, and overall administration. In addition, the UH System Office provides accounting, procurement, treasury, human resources, legal, risk management, IT, and other centralized system-wide support. The UHCC System Office has also established funding for enrollment growth, innovation, and specific initiatives, which is directed to individual campuses based on need and application. Community Colleges within the system are also encouraged to work together to develop programs to avoid duplication and increase articulation.

### *Programmatic Accreditation*

In addition to institutional accreditation by ACCJC, Western Association for Schools and Colleges (WASC), there are four academic programs with additional accreditation. Automotive Technology is accredited by the National Automotive Technicians Education Foundation, and was awarded reaffirmation of accreditation in 2018. The Culinary Arts program was reaccredited by the American Culinary Federation Education Foundation Accrediting Commission in 2017. The Nursing program was also reaccredited in 2017 by the Accreditation Commission for Education in Nursing. Medical Assisting was granted initial accreditation with the Commission on Accreditation of Allied Health Education Programs in 2018.

### Major Developments Since Last Comprehensive Review

Administration: There have been several changes in Executive Management positions since the last ISER. However, it is notable that many of these positions were held by the same person for nearly two or more decades. In 2012, Mr. Gary Nitta, Vice-Chancellor for Administrative Services, retired after 30 years in the position. An interim, Mr. Greg Enos, served as the interim Vice-Chancellor for Administrative Services for five months. Mr. Brandon Shimokawa was hired in 2013 and has been in the position since. He is a member of the Chancellor's Cabinet and oversees computer services, human resources, operations and maintenance, campus public safety, and the business office.

In 2015, Mr. Bruce Getzan, Director of the Office of Continuing Education and Training, retired after five years. He was replaced by an interim director, Mrs. Peggy Lake, after which Mr. Calvin Shirai became the Director in February 2016. He is a member of the Chancellor's Cabinet and oversees the Innovation Center, Testing Center, Performing Arts Center, international education, and non-credit programs.

In 2015, the Director of the University Center, Mrs. Ramona Kincaid, who retired after holding the position for 19 years. She was replaced by an interim director, Mrs. Colleen Ka'imina'auao, who later became the Director in August 2016, then the Director of Institutional Effectiveness and University Center in January 2017 with the reorganization of the College. Dr. Valerie Barko became the Director of Institutional Effectiveness and University Center in August 2017 after a resignation by Mrs. Ka'imina'auao. This position is a member of the Chancellor's Cabinet, serves as the College's Accreditation Liaison Officer, and oversees marketing, grants, institutional research, and the University Center.

In 2015, Mr. Earl Nishiguchi, Vice-Chancellor for Student Affairs, retired after 17 years in the position and was replaced by an interim vice-chancellor, Mr. Isaiah Ka'auwai. Dr. Margaret Sanchez became the Vice-Chancellor for Student Affairs in August 2017. This position serves on the Chancellor's Cabinet and oversees counseling and advising, financial aid, library services, tutoring, student success, student life, and admissions and records.

Degrees and Certificates: Kaua'i Community College has added a myriad new degrees and certificates since 2012. Our new degree programs include an Associate of Science in

Business; an Associate of Science degree in Creative Media Arts; an Associate in Arts in Hawaiian Studies; an Associate of Science degree in Natural Sciences with concentrations in biological sciences, engineering and physical sciences; and an Associate of Science degree in Plant Biology and Tropical Agriculture. We have added Certificates of Achievement in Automotive Green Technologies, Master Automobile Service Technology, Entrepreneurship, Management, and Computer Network Administrator and Security.

Construction and Grounds Projects: Since the 2012 Institutional Self-Evaluation Report, the College has secured capital funding in excess of \$24 million (M) to repair, maintain, and renovate its facilities; \$22.9M in State appropriations and \$1.4M in extramural funding. Notable projects that have already been completed include: renovations to the Learning Resource Center (LRC) of \$5.3M, \$2.9M for the 2,400 square foot Fine Arts Auditorium addition, and \$0.4M in federal TACCCT funds to renovate a storage facility into a classroom and laboratory to support our sustainability and agriculture programs. As of March 31, 2018 the only project currently in construction is the \$4.3M renovations of the Performing Arts Center (PAC). However, the College will begin construction on \$9.2M worth of projects within the next 12 months. These upcoming projects include: \$0.1M to install a second, dedicated flag pole for the Hawaii State Flag, \$0.4M for exterior repairs to the One-Stop Center (OSC), \$2.0M for the construction of a traditional Hawaiian underground teaching oven, \$2.5M to install a photovoltaic system, \$2.0M to install an additional chiller, \$1.7M to improve the A/C in the DKI Technology Center, and \$0.5M to bring the Cafeteria exhaust duct up to code. Additionally, the College expects to finalize its new long-range development plan this coming fall, which is estimated to cost \$0.3M.

Initiatives:

- Integrated Student Support: Development of workgroups that address student support needs including Completion First, Onboarding, and Retention. These workgroups focus on providing “just in time” communication. Examples include the math and English redesign, implementation of STAR GPS/Guided Pathways, and the regional 6-16 Initiative with Waimea schools.
- Sustainability: College focus on the campus footprint, curriculum, and partnering with the community. Both the System and the College are committed to sustainability. The System developed a [policy](#) and the campus developed a [plan](#) to implement the policy. A Sustainable Science Certificate is also available to students.
- Early College: Dual credit college classes taught at the three public high schools. These began and were expanded since the last reaffirmation of accreditation in 2012, and the College has begun offering a pattern of courses that leads to one of several Certificates of Competence (e.g., early childhood education, accounting, and hospitality and tourism) or an Academic Subject Certificate in mathematics.
- Innovation Center: This Center, which will be overseen by the Office of Continuing Education and Training, will support projects that are interdisciplinary, faculty-led, and address a community need while teaching relevant skillsets to students.

- Indigenous-serving Institution: The UH System has committed itself to being a leading indigenous-serving institution. In response, KCC developed a Native Hawaiian Advisory Council, comprised of Hawaiian Charter School Principals, Hawaiian-serving organizations, and campus staff that provide recommendations to the College on how to better serve its Native Hawaiian students. The College also has an internal Council, Makaloa, that reports to the College Council on Native Hawaiian issues.
- Wrap-around Student Services: This initiative was developed in collaboration with the UH Foundation to establish an account to accept donations to help address student hunger by providing students in-need with cafeteria meal vouchers along with a resource guide to campus and community services.

### *The Community We Serve*

Economic Snapshot: The 2016-2020 [Kaua‘i Economic Development Plan](#)/Comprehensive Economic Development Strategy report notes the following significant factors:

- Kaua‘i residents struggle with lower wages as compared to the state as a whole; annual self-sufficiency costs for selected family types (e.g., one adult, two adults, one adult and a preschool child, etc.) as of 2013 range from 11.3% to 31.7% higher than the rest of the state;
- Small businesses (e.g., 100 or fewer employees) employ more than 70% of all workers, and half of all business on Kaua‘i employ four or fewer workers;
- Tourism is the primary economic driver for Kaua‘i; the 2018 Tourism Strategic Plan Update includes career preparation for a skilled workforce, infrastructure upgrades, and increasing awareness of Hawaiian culture and sense of place;
- There is a major focus on boosting the economy by increasing other industry sectors beyond tourism (see below); and
- The current low employment rate (e.g., 1.7% in December 2017) makes it challenging for employers to find qualified workers.

In planning for future economic development, KCC and the county have identified six target clusters as priority areas for Kaua‘i, which collectively included approximately 30% of all private sector jobs in 2014. These include Food and Agriculture, Sustainable Technologies and Practices, Science and Technology, Health and Wellness, Sports and Recreation, and Arts and Culture. Kaua‘i Community College was a contributor to this plan and is a partner in helping achieve strategic goals that include:

- Building, attracting, and retaining a 21<sup>st</sup> century workforce: This aligns with KCC’s strategic goal to provide 21<sup>st</sup> century technology in programs and the College offers Early College STEM courses at high schools;

- Encourage innovation and the building of small, medium, and large businesses and organizations: KCC has expanded the Business Education program, Go Farm partnership, and offers continuing education workshops; and
- Achieve greater food self-sufficiency: The Kaua‘i Economic Development Board has a food production and education center as their top priority, and is partnering with KCC to locate this facility on-campus. The building date remains uncertain.

The 2017 [Kaua‘i County General Plan](#) identifies Kaua‘i Community College as a partner in providing the capacity for economic growth. This will be done by providing “access to quality education and training to not only expand the county’s workforce but also to facilitate growth in emerging industries. The County has recognized KCC as an education center, which is reflected in the County’s recent addition of a new University zoning designation.

Tourism, agriculture, and small businesses were cited as the three areas of growth for the County. KCC is helping the County meet the agriculture goal of [preparing youth for future careers in diversified agriculture](#) by providing Early College at Department of Education high schools, offering a Plant Biology and Tropical Agriculture Certificate, and collaborating with the Go Farm initiative. The College also offers a course in Entrepreneurship.

#### Geographic Location and Demographic Data

Geographically, the College is isolated, and serves the entire county of Kaua‘i, which includes the islands of Kaua‘i and Ni‘ihau. Kaua‘i is the northernmost island of the eight major Hawaiian islands and is separated from Honolulu, the capital and main population and business center of the state, by 100 miles of the Pacific Ocean. Travel to any of the other islands is primarily by air. Ni‘ihau is a privately owned island, which is accessible only by barge and helicopter. It is home to the state’s largest concentration of people who learned Hawaiian as their first language.

According to the 2010 Census, the county has a population of 67,091 with 22.7 percent 18 years of age and under and a median age of 41.3. Of persons 25 and over, only 20.2 percent have a bachelor’s degree compared to a state average of 29.5 percent. There are 16 public schools, six public charter schools with a focus on Native Hawaiian language and culture, and seven private schools. The county also has the highest proportion (11.1 percent) of persons aged 25 and older who do not have a high school education.

#### *Kaua‘i County Ethnicity Data from the 2010 US Census.*

White alone	33.0%
Black or African American alone	0.4%
American Indian and Alaska Native alone	0.4%
Asian alone	31.3%
Native Hawaiian and Other Pacific Islander alone	9.0%
Two or More Races	24.9%
Hispanic or Latino (included in categories above)	9.4%

The US Census Bureau Quickfacts for Kaua‘i County estimates a 2017 population of 72,159 people. The percentages of the main ethnic categories remain relatively stable, with the exception of Hispanic or Latino, which is estimated to experience a 1.6% increase.

*Kaua‘i County Ethnicity Estimates for 2017 from the US Census Quickbooks.*

White alone	33.3%
Black or African American alone	0.6%
American Indian and Alaska Native alone	0.5%
Asian alone	31.4%
Native Hawaiian and Other Pacific Islander alone	9.1%
Two or More Races	25.0%
Hispanic or Latino (included in categories above)	11.0%

*Student Enrollment Trends*

The College’s fall total enrollment peaked in 2013, and has been declining since. Conversely, fall enrollment of Native Hawaiian students peaked a year earlier, but has been increasing since 2015.

*Total and Native Hawaiian Enrollment Trends at Kaua‘i Community College from 2012-2017.*

Fall Term	2012	2013	2014	2015	2016	2017
Total Enrollment	1,495	1,530	1,424	1,401	1,401	1,346
Native Hawaiian Enrollment	476	473	435	409	437	441

As noted above, unemployment rates in Kaua‘i County are low, and the Bureau of Labor Statistics reports an annual decline from 2012-2017 (7.3, 5.6, 4.8, 4.0, 3.3, and 2.6, respectively). The overall trend at the College has been declining full-time enrollment and increasing part-time enrollment, which has generally been attributed to the County’s low when employment rates. This is also reflected in SSH trends, which has gone from a high of 24,810 in 2014 to 20,939 in 2017.

*Full-time and Part-time Fall Enrollment Trends at Kaua‘i Community College from 2012-2017.*

Fall Term	2012	2013	2014	2015	2016	2017
Full-time	571	574	546	484	421	361
Part-time	924	956	878	917	980	985

*Age Distribution*

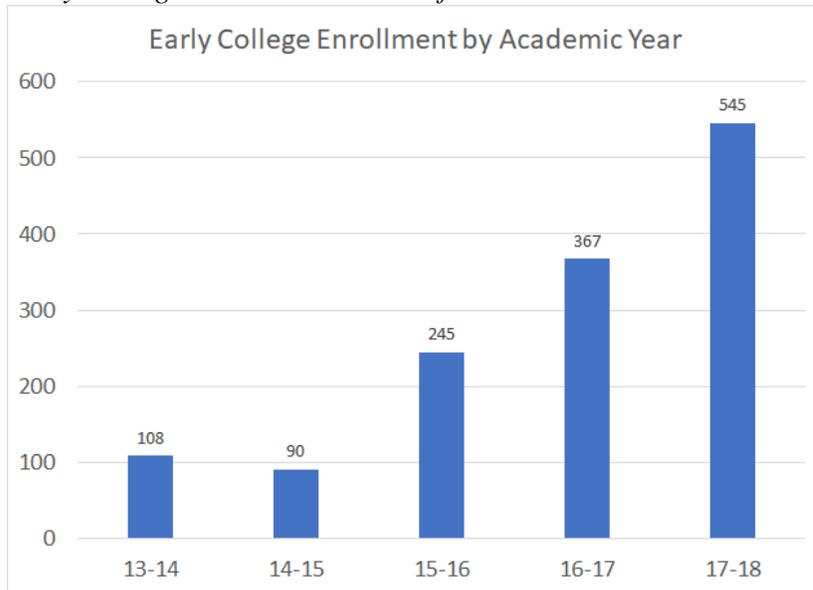
Over the past six years, the greatest change in the age distribution of students has been in the under 18 years of age category. Students in this category have doubled in enrollment at the College since 2012, a direct result of the increase in Early College courses offered at the high

schools. Conversely, there has been a decline in working aged adult enrollment, since the enrollment peak in 2014. As noted above, this is likely correlated with the decline in unemployment rates in the county.

*Age Distribution of Students at Kaua‘i Community College from 2012-2017.*

Fall Term	2012	2013	2014	2015	2016	2017
60 or older	3%	3%	2%	2%	2%	2%
35-59	16%	17%	18%	14%	11%	11%
30-34	6%	7%	7%	7%	6%	5%
25-29	11%	12%	13%	10%	10%	11%
22-24	12%	12%	13%	12%	10%	9%
20-21	16%	14%	15%	13%	14%	15%
18-19	26%	25%	26%	27%	25%	26%
Under 18	10%	10%	7%	14%	21%	20%

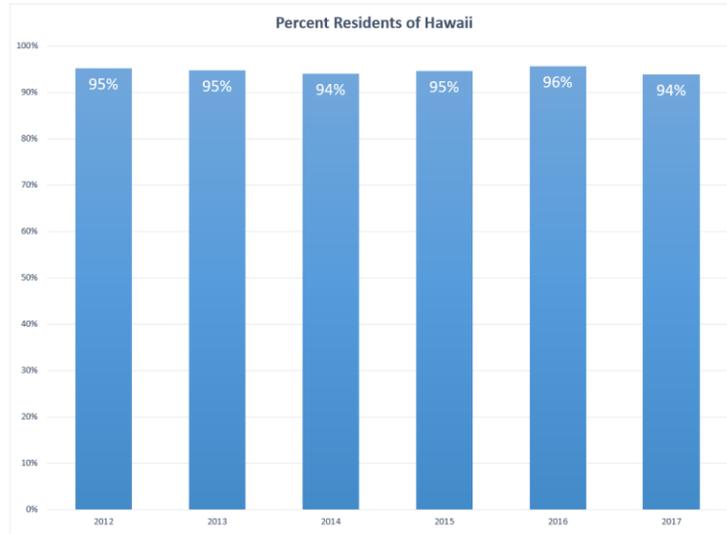
*Early College Enrollment Trends from Fall 2014 – Fall 2017.*



### Local Address

Students at Kaua‘i Community College are predominately residents of the state of Hawai‘i, based on fall enrollment statistics. Of those that are not residents, less than 3.5% paid out-of-state tuition in 2017 because of resident exemptions such as the Hawaiian or Military Exemption. Over the past six years, student geographic location trends have remained consistent, with the majority of students residing in Kawaihau (Kapa‘a area), followed by Līhu‘e, Koloa, and Waimea.

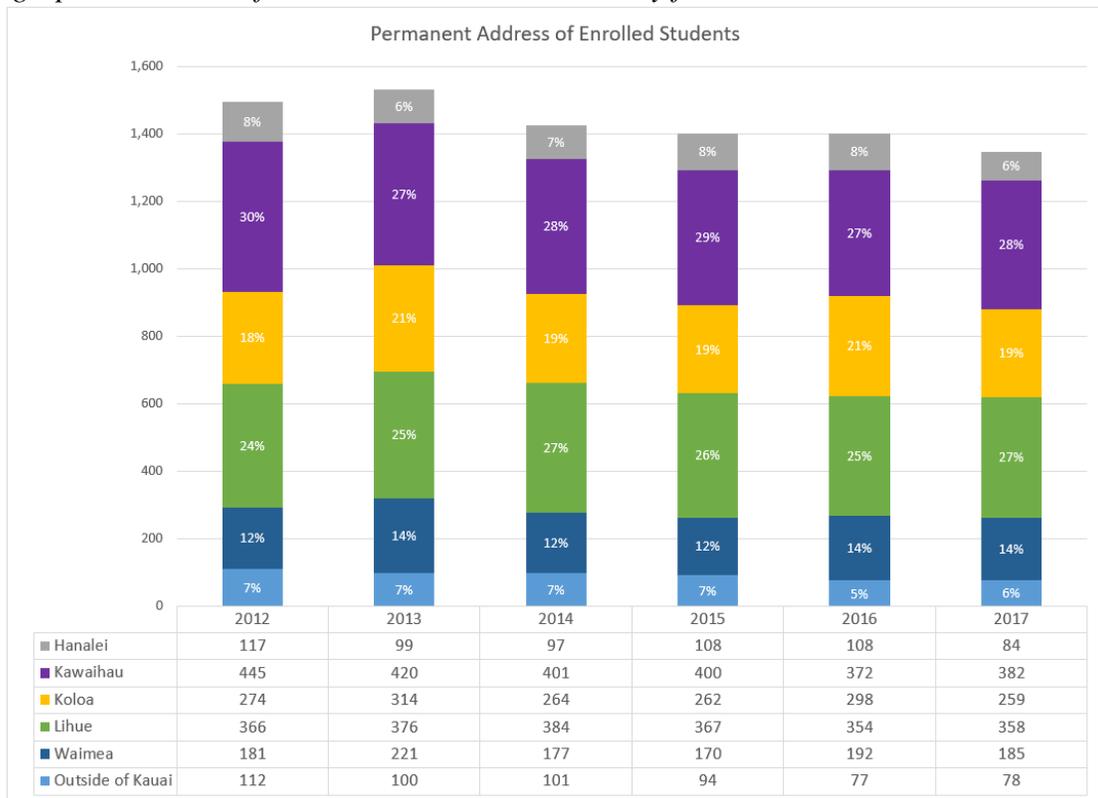
*Residency Status of Students Enrolled each Fall at Kaua'i Community College from 2012-2017.*



*Fall Enrollment by Residency Status of Students at Kaua'i Community College from 2012-2017.*

Tuition	Resident Status	2012	2013	2014	2015	2016	2017
Resident	Resident	1,422	1,449	1,339	1,325	1,339	1,263
	Converted Resident	12	10	21	27	16	18
	Faculty/Staff Exemption	2	2	1	1	2	2
	Hawaiian Exemption	13	12	5	1	2	5
	National Guard/Reserve Exemption				1		
	Military Exemption	2	3	4	5	3	2
	Institutional Exemption	3	3	2	3		2
	Veteran/Dependent Exemption				2	7	7
	Western Undergraduate Exchange	1	1	2	2	2	
Non-Resident	No Information	1		1	2	1	12
	Non-Resident	39	50	49	32	29	35
Grand Total		1,495	1,530	1,424	1,401	1,401	1,346

*Geographic Location of Students within Kaua‘i County from 2012-2017.*



For the past five years, more female students (58-60%) have enrolled than male students. Notably, the majority of students registering for distance education courses have also been predominately female, as the five-year average is 74%.

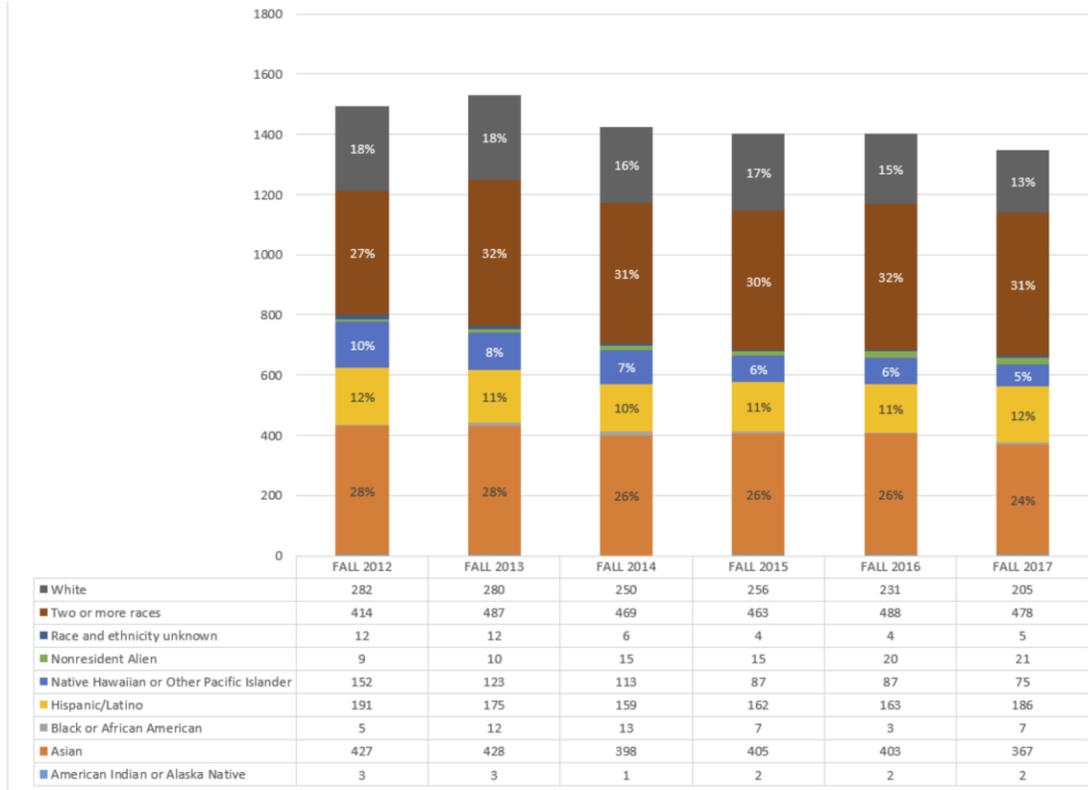
*Gender of Students Enrolled at Kaua‘i Community College from 2013-2017.*

	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Female	915	834	856	758	822	735	817	752	793
Male	615	533	557	524	526	446	521	437	451
Not Reported			11	10	53	43	63	45	102
Grand Total	1,530	1,367	1,424	1,292	1,401	1,224	1,401	1,234	1,346

Ethnicity

Ethnicity at the College is tracked using both Integrated Postsecondary Data System (IPEDS) definitions and expanded University of Hawai‘i categories. Like community, there is not an ethnic majority and trends have remained relatively consistent since 2012, with the largest ethnic population being two or more races, followed by Asian, White, and Hispanic (IPEDS data).

*Ethnicity of Students at Kaua‘i Community College Based on IPEDS Definitions from 2012-2017.*



When examining the expanded ethnicity categories developed by the University of Hawai‘i System, the majority of students at Kaua‘i Community College are Native Hawaiian/part-Native Hawaiian, followed by Filipino, Caucasian, and two or more races.

Pell Status

Over a quarter of students enrolled at the College are classified as low-income and receive Pell support. However, the percentage of students receiving Pell assistance has been declining since 2013. This may be attributed to the declining unemployment rate in the state.

*Percentage of Students Receiving Pell Assistance at Kaua‘i Community College from 2012-2017.*

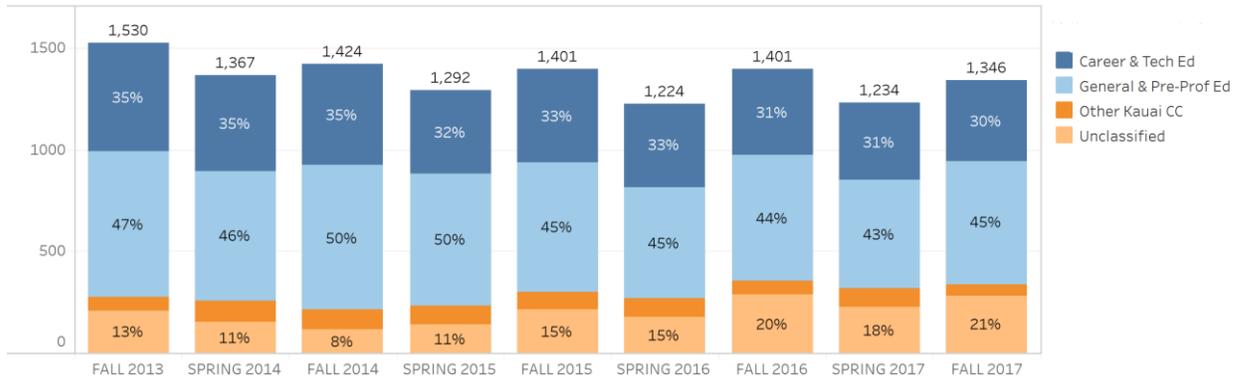
Status	2012	2013	2014	2015	2016	2017
Pell (%)	519 (35)	553 (36)	526 (37)	431 (31)	399 (28)	371 (28)
Not Pell (%)	976 (65)	977 (64)	898 (63)	970 (69)	1002 (72)	975 (72)

Degree Enrollments

The majority of students enrolling at the College have enrolled in general education and pre-professional education associate degree programs from 2013-2017 (Figure 9). In general, enrollments in career and technical education programs have remained relatively stable and

represent approximately one-third of degree-seeking students at the College. Unclassified students have increased over the past five years. Tactics such as high school career pathways as well as the implementation of guided pathways at the College have been implemented to reduce the number of non-degree seeking students.

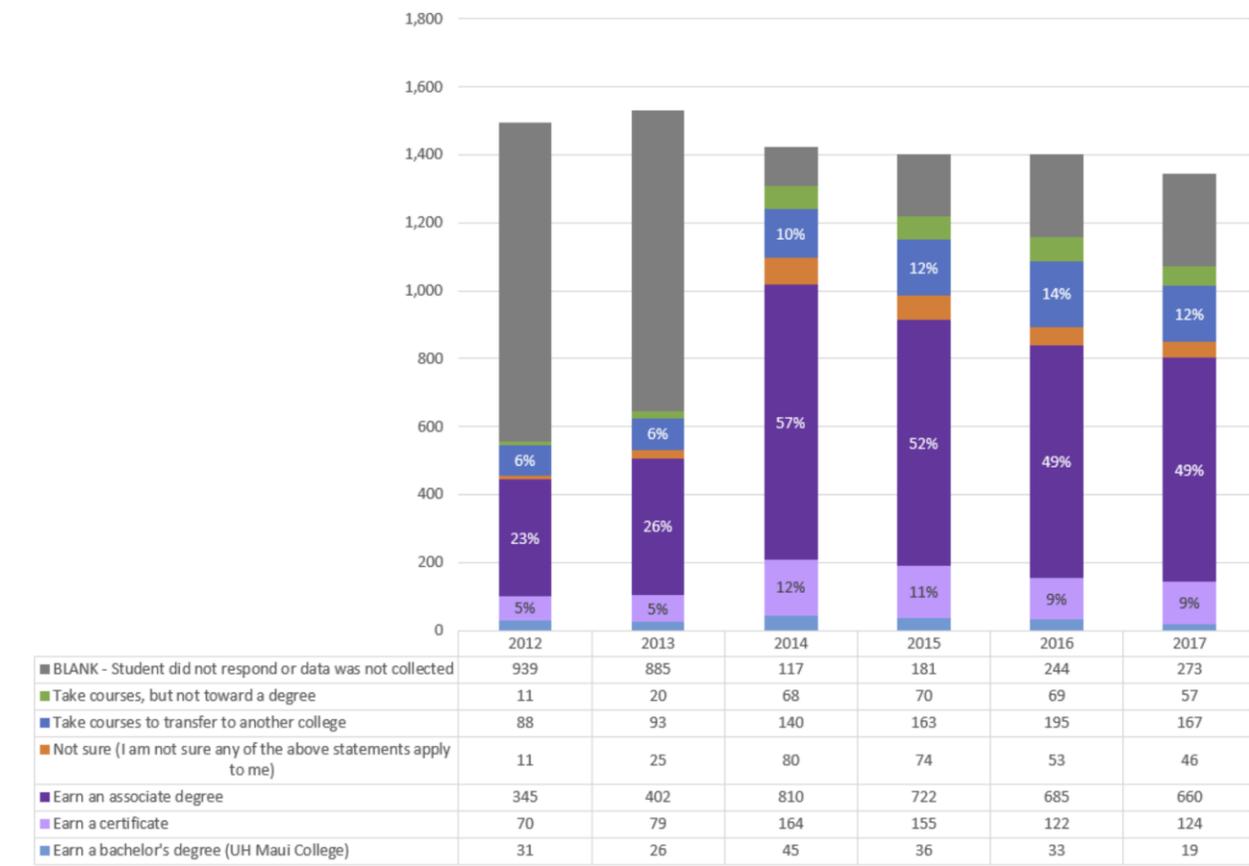
*Percentage of Students Enrolled in Degree Types at Kaua'i Community College from Fall 2012-Fall 2017.*



The majority of students enroll intending to complete a Certificate or Associate degree.

*Intention of Students Enrolling at Kaua'i Community College from 2012-2017.*

Immediate Educational Goal Reported by Student - Fall Semester



Fall-to-spring persistence rates have increased for first-time, part-time students, which mirrors the increase of part-time students at the College. The one-year retention rate of first-time, full-time students has remained close to 60% since 2012, and has increased for first-time, part-time students over the past two years.

*Fall-to-Spring Persistence Rates of Students at Kaua'i Community College from 2005-2016.*

	2005-8	2006-8	2007-8	2008-8	2009-8	2010-8	2011-8	2012-8	2013-8	2014-8	2015-8	2016-8
First-Time Full-Time	81.1%	75.6%	82.5%	80.8%	80.2%	75.0%	82.8%	79.4%	84.8%	83.7%	86.5%	73.6%
First-Time Part-Time	45.7%	61.0%	53.1%	65.5%	67.5%	61.3%	69.4%	64.5%	65.3%	56.4%	58.7%	74.8%
Transfer Full-Time	68.8%	59.4%	66.7%	75.9%	63.4%	74.0%	73.7%	78.9%	85.2%	52.9%	50.0%	52.0%
Transfer Part-Time	57.6%	43.8%	53.7%	54.5%	57.8%	50.0%	52.8%	58.3%	66.7%	46.2%	50.0%	74.3%

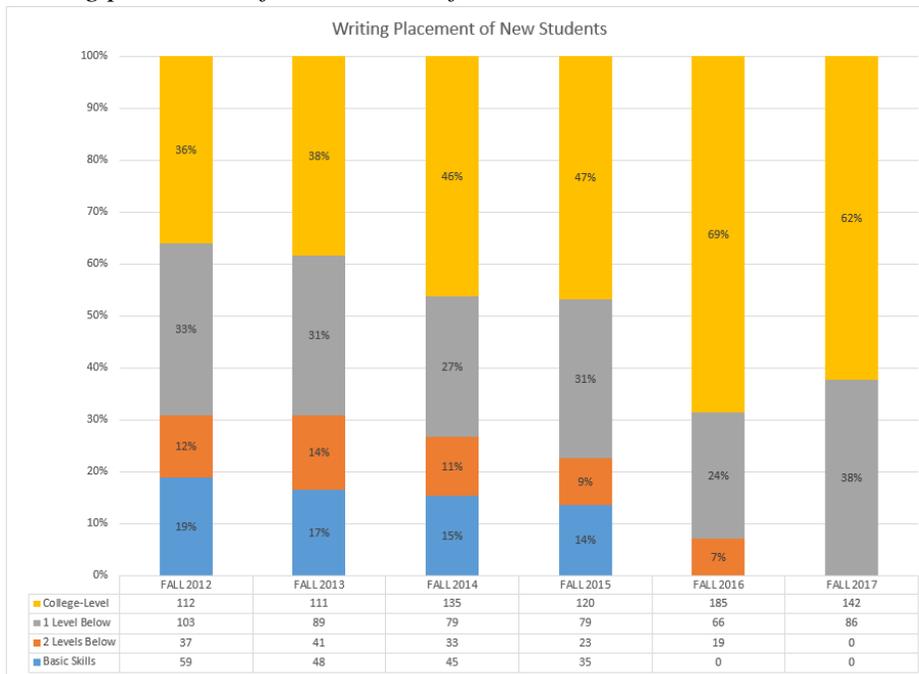
*One-year Retention Rates of Students at Kaua'i Community College from 2005-2016.*

	2005-8	2006-8	2007-8	2008-8	2009-8	2010-8	2011-8	2012-8	2013-8	2014-8	2015-8	2016-8
First-Time Full-Time	65.4%	51.8%	58.4%	56.5%	60.4%	54.1%	57.1%	59.8%	59.2%	58.1%	65.9%	60.8%
First-Time Part-Time	31.5%	35.4%	37.5%	44.8%	40.3%	37.8%	39.7%	40.3%	40.6%	31.7%	41.3%	53.8%
Transfer Full-Time	43.8%	37.5%	44.4%	44.8%	56.1%	48.0%	36.8%	55.3%	59.3%	41.2%	57.1%	36.0%
Transfer Part-Time	45.5%	29.2%	39.0%	34.1%	32.8%	33.9%	34.0%	41.7%	49.0%	26.9%	29.4%	42.9%

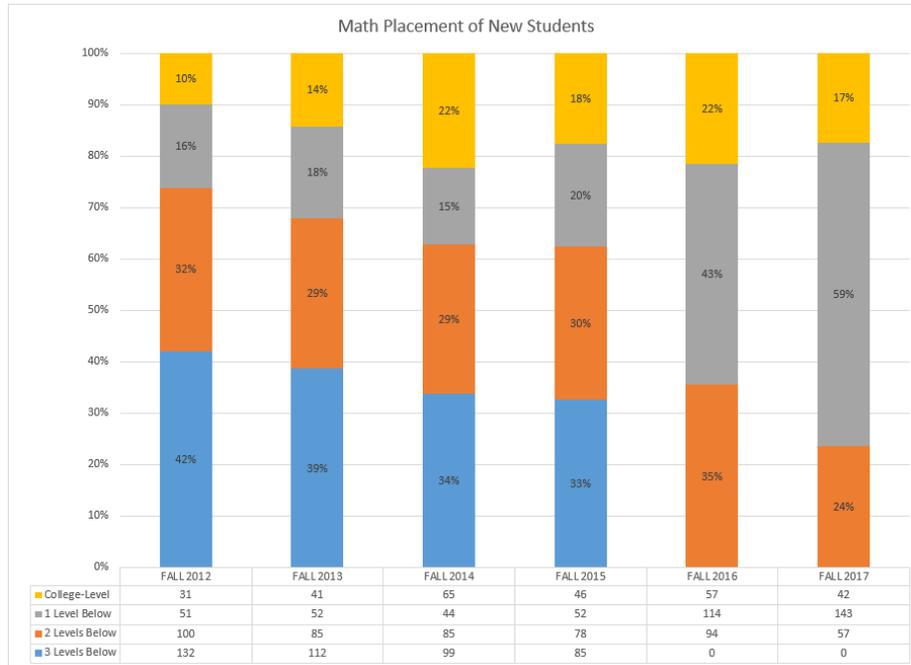
Student Preparedness for College

In general, the percentage of full-time students placing at developmental level(s), has been declining since the last 2012 self-study. This is likely a result of employing multiple placement measures and redesigning both math and English developmental courses and pathways at the College.

*Writing placement of new students from 2012-2017.*



*Math placement of new students from 2012-2017.*



**B. Student Achievement Data and Institution Set Standards**

The College identified seven Institution Set Standards, when the most current Strategic Plan was developed and implemented in 2015. These standards are:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institution
6. IPEDS Student Success Rate
7. Licensure and Certification Exam Success Rates
8. Job Placement Rate

Aspirational values were established by the UHCC System for all of the seven Community Colleges in UHCCP # 4.203. It is notable that the College has met or exceeded aspirational values in the first six standards since baseline data were established in 2015.

*Institution Set Standard Outcomes from 2012-2017. Benchmarks and Aspirational Values Were Developed in 2015 for the Years 2015-2021.*

**UHCCP 4.203 Institution Set Standards**



Kauai Community College - Institutional Research & Analysis

----- Annual Target

Standards seven and eight have been more difficult to track as results must be reported from external agencies or students. Job placement in CTE programs has been tracked using Perkins Core Indicator 4P1, whereas individual programs report their program licensure and certification exam pass rates in their Annual Review of Program Update.

### **C. Organization of the Self-Evaluation Process**

A chair for the self-study process (“Chair”) was chosen by the Chancellor in spring 2016. The chair met with the Accreditation Liaison Officer (ALO) and the Chancellor to outline an approach to the process and to generate a timeline of goals to meet.

The new approach was informed by an analysis of a campus-wide survey that was done in 2013, following the previous reaffirmation of accreditation for the College. The chair drafted a [summary](#) of lessons learned, which guided the development of the new approach.

Highlights of the approach included:

- The chair and ALO divided the accreditation Standards into nine themed areas and created a team to work on each one. This was done in order to reduce redundancy and to better align team members’ expertise to their assignments.
- Each team consisted of a lead, one or two writers, an administrator assigned to support the team, and a complement of members and subject matter experts. Leads were responsible for organizing the work of the team and communicating with the chair. Writers collected the evidence gathered by team members and drafted the initial response to the standards. The administrative support person helped in locating and prioritizing evidence, in addition to communicating recommendations to Cabinet on how the College could better align with the Standards.
- Each Friday of the 2016-2017 academic year, open meeting times were established to work on accreditation, discuss ACCJC Standards and Policies, and exchange ideas. These were coordinated and led by the ISER Chair and ALO.
- Time was set aside for accreditation among the scheduled Convocation Week activities during the past two academic years. These times were used for directed work on aspects of the self-study rather than on presentations. The goal was to keep the campus engaged and active rather than passively listening.
- A College Conversation was held in the One Stop Center in December 2017. Teams were stationed at tables and the campus community had the opportunity to read their evidence lists and provided input and additional evidence examples.
- Teams completed their work by December 2017, at which point the responses to the Standards were edited by the chair and the ALO. The edited draft was presented for comment by the campus, and teams met again in spring 2018 to review the edits and give their approval to the draft.

The University of Hawai‘i Community College System selected a writer for Standards IV.C and IV.D, since this information is nearly identical for all of the colleges within the System. Self-study chairs and ALOs from all of the colleges, including Kaua‘i CC, provided feedback to this writer throughout the drafting process for these standards. These standards have been revised and edited by the chair and ALO for style and perspective.

### **Team Assignments and Leadership Roles**

<b>Team</b>	<b>Lead</b>	<b>Writer</b>	<b>Administrator</b>	<b>STDS</b>
Distance Learning	Peggy Lake (Faculty-OCET Coordinator)	Julia Morgan (Faculty-Philosophy)	Colleen Ka'imina'auao  Valerie Barko (Director of IE and University Center)	I.C.7; II.A.7; support to II.B.1, II.C.1
Governance	Anne McKenna (Faculty-Librarian)	Mary Alexander (Faculty-English)	Helen Cox (Chancellor)	IV. A, IV. B
Planning Cycle	Gordon Talbo (Faculty-Automotive Technology)	Ann Kennedy (Faculty-Accounting)  Victoria Mathis (Faculty-Medical Assisting)	Helen Cox (Chancellor)	I.A; I.B; I.C: 3, 5, 13, 14; II.A: 3, 16 III.A: 7, 9,13; IV.A.1, 6
Student Support	Wade Tanaka (Faculty-Academic Advisor)	Lahea Salazar (Staff-Ed Specialist, Wai'ale'ale Project)	Isaiah Ka'auwai  Margaret Sanchez (VC for Student Affairs)	II.B, II.C; support to III.D.15
Information Dissemination	Erin Millard (Faculty-Mathematics)	Ryan Girard (Faculty-Mathematics)	Colleen Ka'imina'auao  Valerie Barko (Director of IE and University Center)	I.C: 1, 2, 4, 6, 8, 12; II.C.8; III.D.3
Fiscal Health	Brandon Shimokawa (VC for Admin Services)	Stephen Taylor (Faculty-Natural Science)	Brandon Shimokawa (VC for Admin Services)	III.D
Teaching and Learning	Jeff Mexia (Faculty-English and PD Coordinator)	Eric San George (Faculty-English)	James Dire (VC for Academic Affairs)	I.C.9, 11; II.A; III.A.6
Facilities and Infrastructure	Calvin Shirai (Director of OCET)	Cheryl Stiglmeier (Faculty-OCET Coordinator)	Brandon Shimokawa (VC for Admin Services)	III.B; III.C
Human Resources and Professional Development	Sandra Magnussen (Faculty-Career Counseling)	Georgeanne Purvinis (Faculty-Electronics Technology)	Brandon Shimokawa (VC for Admin Services)	III.A: 2, 3, 4, 5, 8; III.C.4

## **Self-Study Timeline**

### **Fall 2016**

- Dec 2: 2:00 pm - 3:30 Core group meets
- Dec 9: 2:00 pm - 3:30 pm College Conversation in One Stop Center – update campus on progress, and gather feedback and input
- Late Dec: Identify all gap areas for action team work
- Dec/Jan: Begin writing draft

### **Spring 2017**

- Jan 6: Convocation - update on progress and working session
- Late Feb: Skeleton draft complete
- April: ACCJC Conference – Chair, ALO, and Institutional Researcher Attended
- May: Identify QFE topics and complete rough draft

### **Fall 2017**

- Aug: Convocation - update on progress  
Convocation Week: Team Meetings with Campus
- Aug–Sept: Evidence Meetings with Leads
- Sept: Writers’ Meetings (writers attend at least one)
- Oct: Leads Meet for Progress Report
- Oct 27: College Conversation: Thinking about QFE
- Nov 17: Leads Meet for Progress Report
- Dec 1: Team Draft of Self-Evaluation Report (with citations) Due
- Dec: Chair assembles work into a single document

### **Spring 2018**

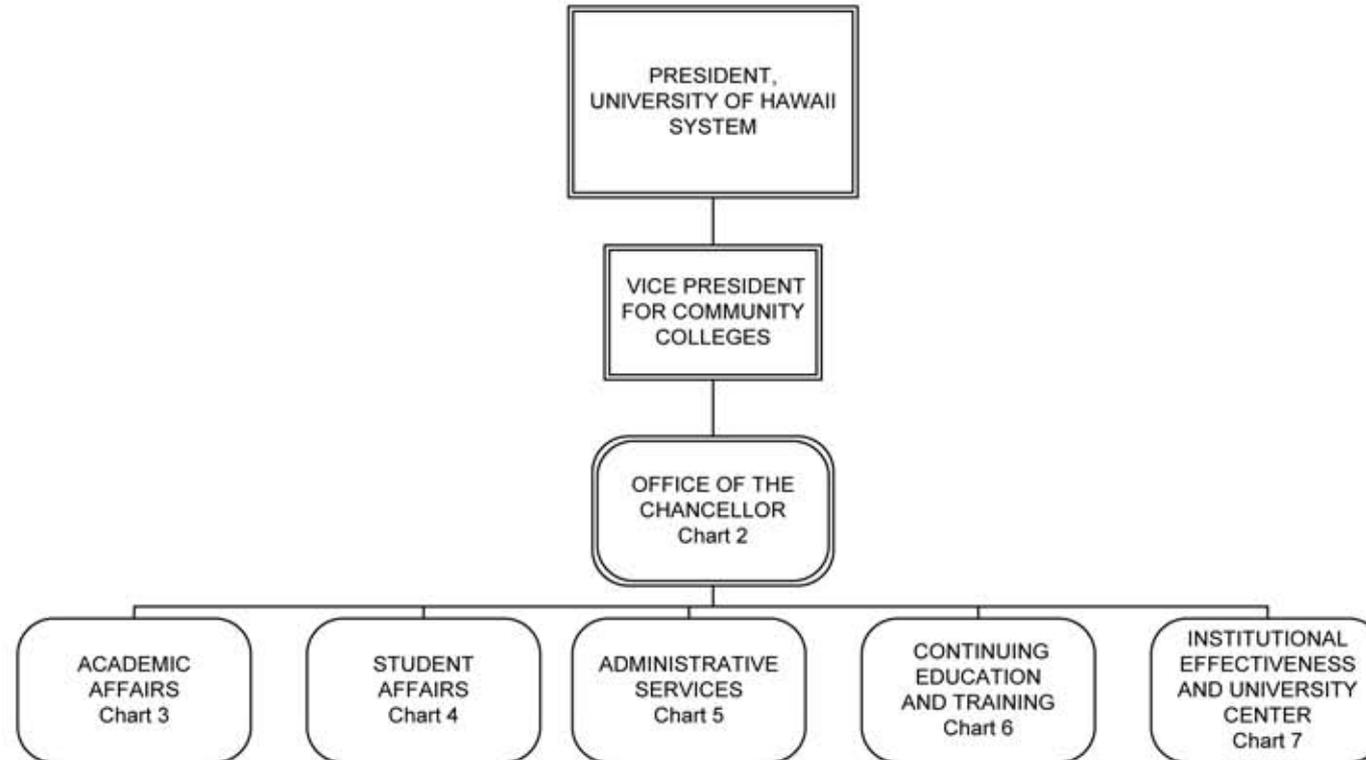
- Jan: Convocation - update on progress
- Jan 12: College Conversation: Choosing two QFE topics
- Jan-Feb 28: College-wide commenting on draft
- Mar–May 10: Editing and evidence linking
- May: Newspaper Article by ALO mentions opportunity for 3<sup>rd</sup> Party Comments
- May 11: Final Draft submitted to UHCC office and Board of Regents
- May 18: Chancellor and ALO present to Board of Regents Committee

### **Fall 2018**

- Aug: Convocation: Brief on site visit
- Aug: Meet with Student Government to discuss site visit
- Aug: Add link to 3<sup>rd</sup> Party Comments on homepage and advertise in newspaper
- Sep: College Conversation: Prep for site visit
- Oct: 15-18 ACCJC Site Visit

# D. Organizational Charts

**CHART UPDATED**  
DATE: Dec. 20, 2017



STATE OF HAWAII  
UNIVERSITY OF HAWAII  
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 1

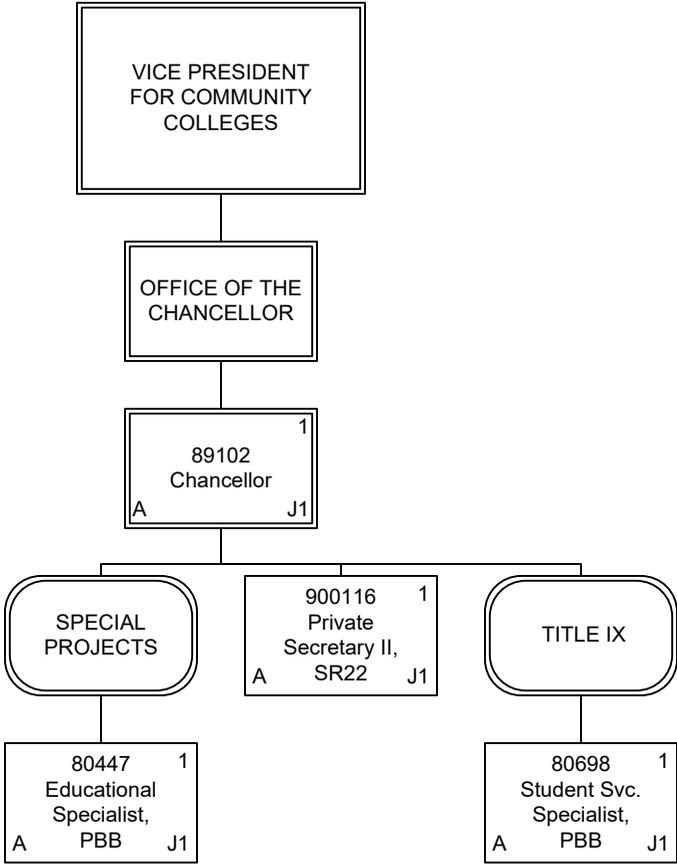
<b>Permanent</b>	<b>170.00</b>
General Fund	169.00
Special Fund	1.00
<b>Temporary</b>	<b>1.00</b>
General Fund	1.00
<b>Grand Total</b>	<b>171.00</b>

**CHART UPDATED**  
**DATE: Dec. 20, 2017**

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 KAUAI COMMUNITY COLLEGE

Organization Chart

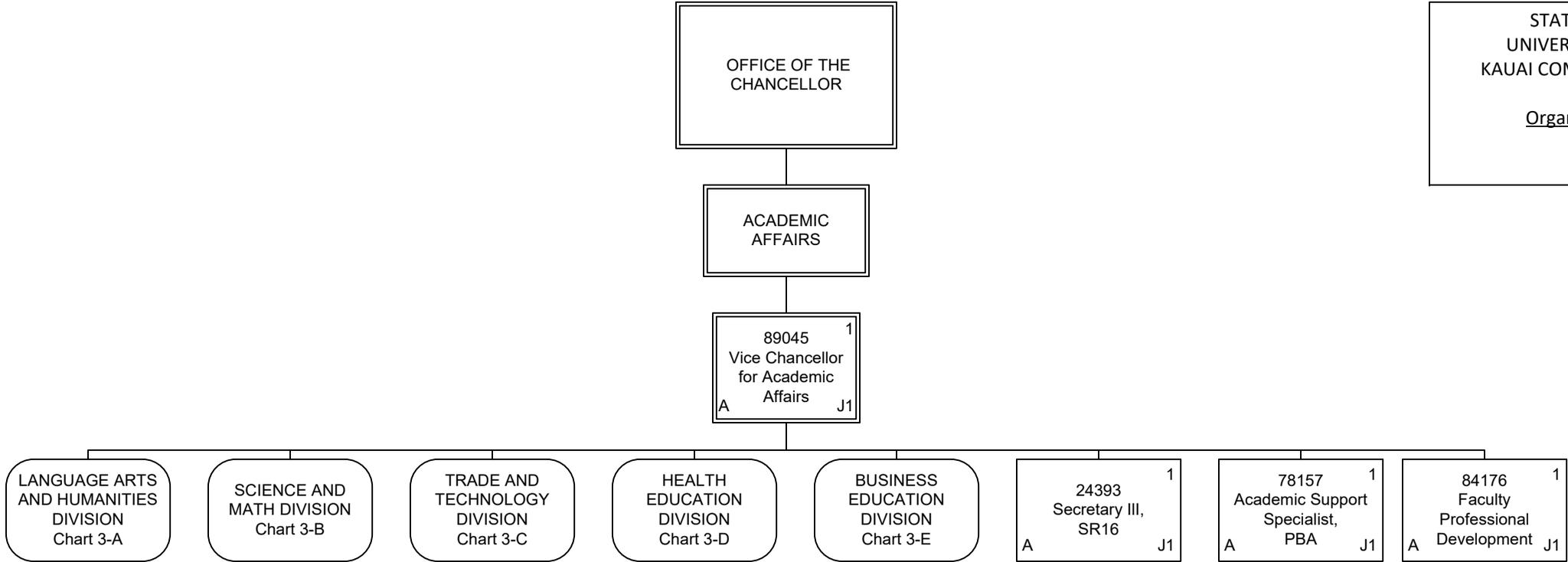
Chart 2



<b>Permanent</b>	<b>4.00</b>
General Fund	4.00
<b>Grand Total</b>	<b>4.00</b>

**CHART UPDATED**  
 DATE: Jul. 1, 2017

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 KAUAI COMMUNITY COLLEGE  
Organization Chart  
 Chart 3

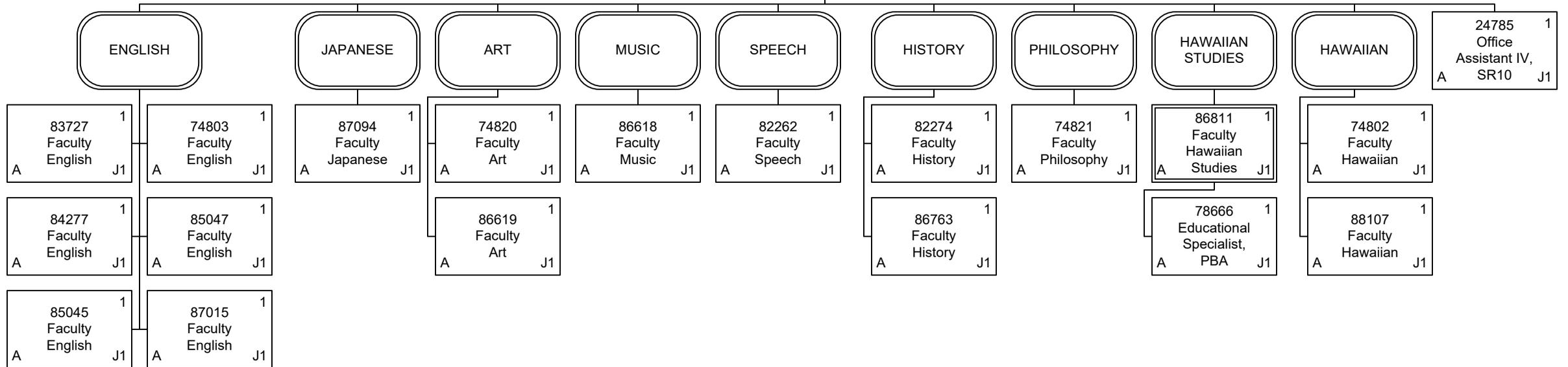


<b>Permanent</b>	<b>4.00</b>
General Fund	4.00
<b>Grand Total</b>	<b>4.00</b>

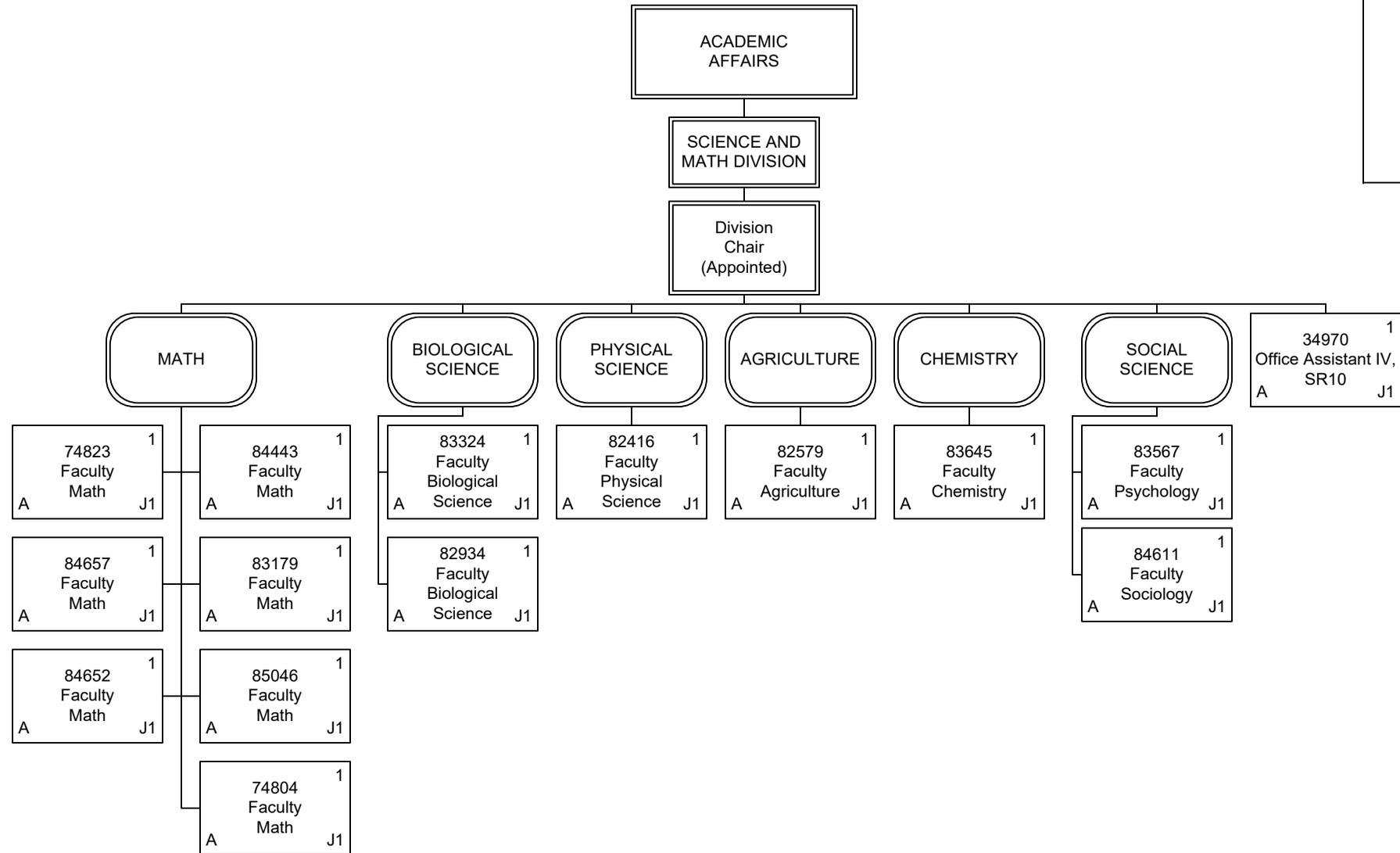
ACADEMIC  
AFFAIRS

LANGUAGE ARTS  
AND HUMANITIES  
DIVISION

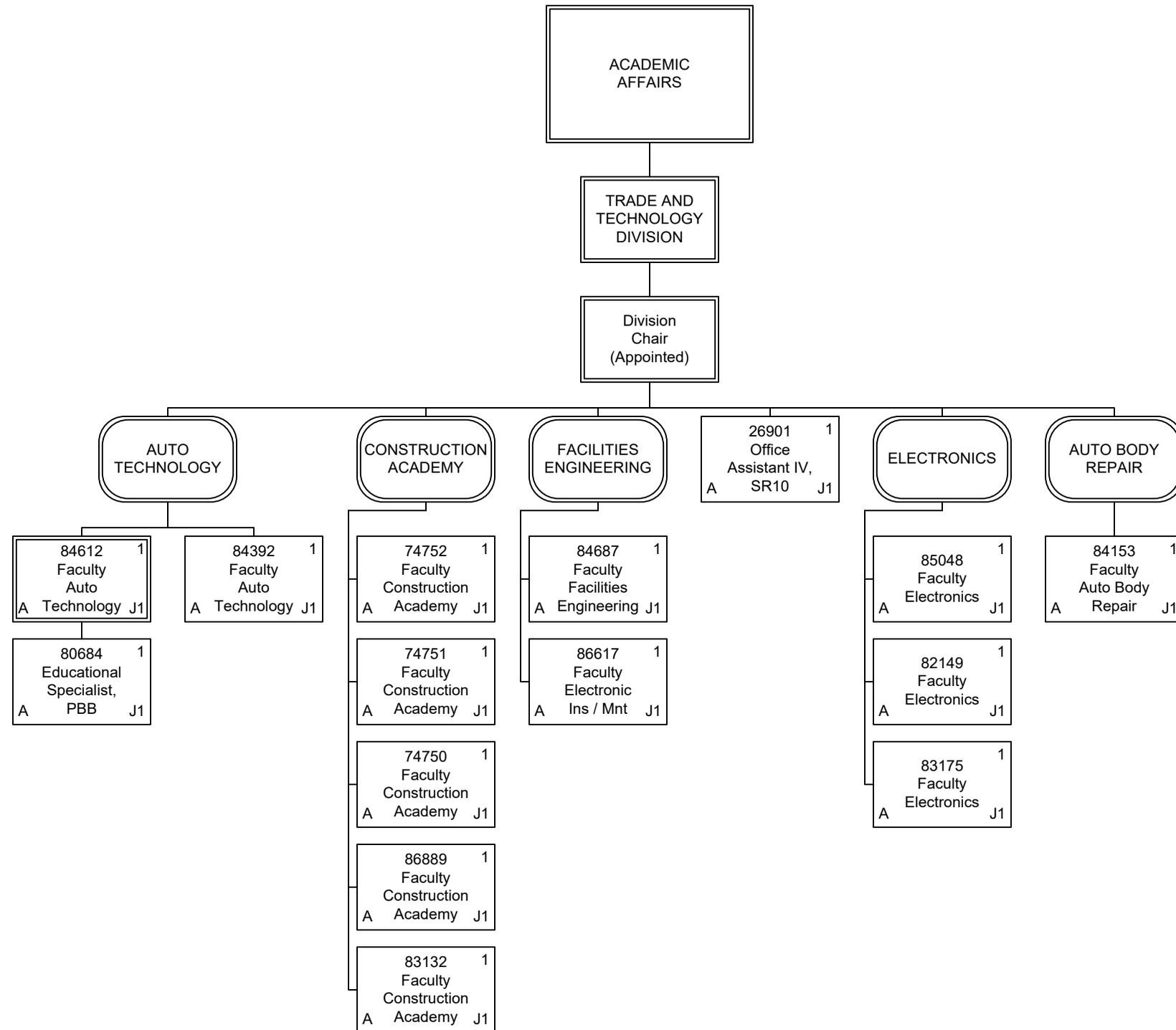
Division  
Chair  
(Appointed)



<b>Permanent</b>	<b>19.00</b>
General Fund	19.00
<b>Grand Total</b>	<b>19.00</b>



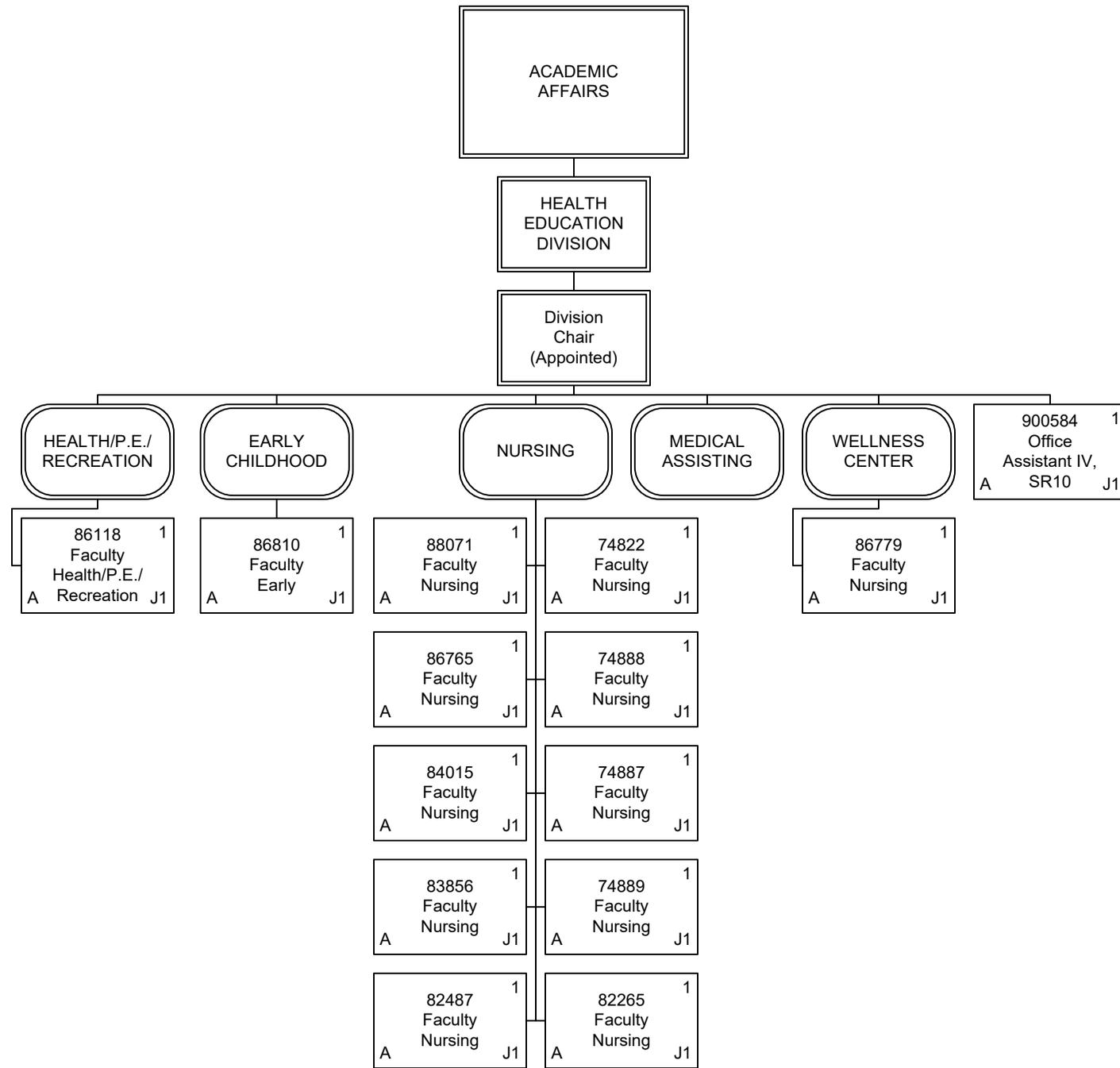
<b>Permanent</b>	<b>15.00</b>
General Fund	15.00
<b>Grand Total</b>	<b>15.00</b>



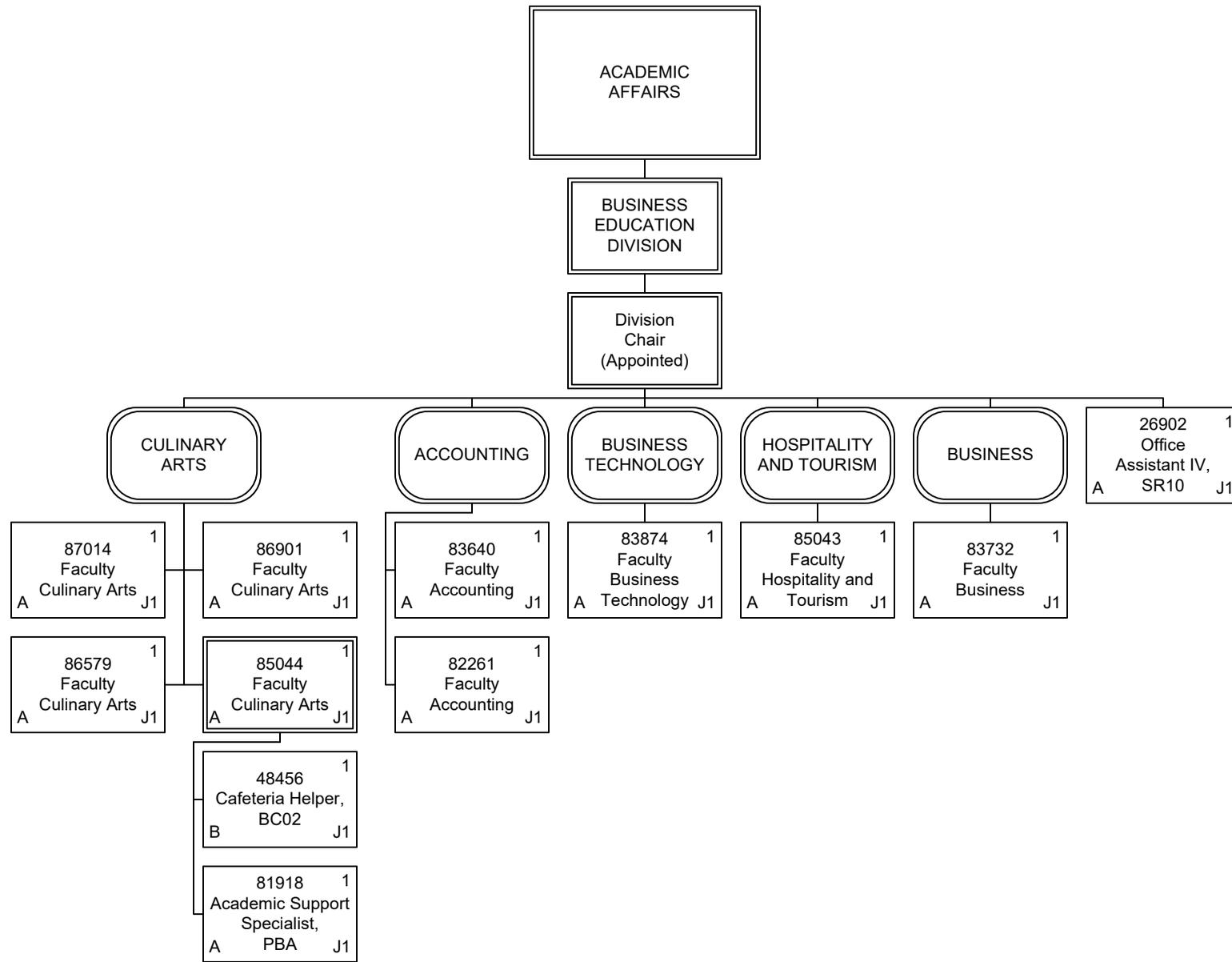
<b>Permanent</b>	<b>15.00</b>
General Fund	15.00
<b>Grand Total</b>	<b>15.00</b>

Organization Chart

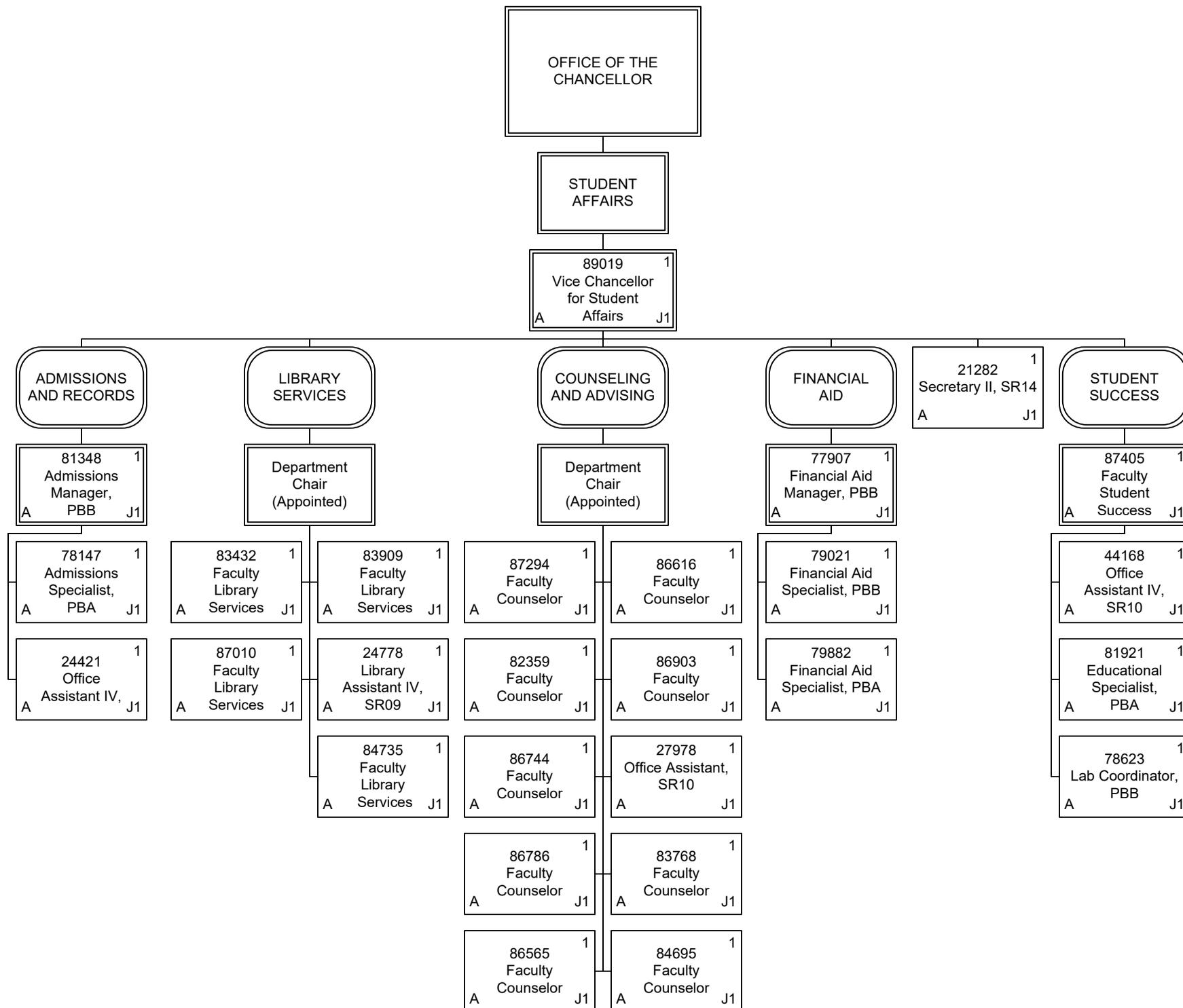
Chart 3-D



<b>Permanent</b>	<b>14.00</b>
General Fund	14.00
<b>Grand Total</b>	<b>14.00</b>



<b>Permanent</b>	<b>12.00</b>
General Fund	11.00
Special Fund	1.00
<b>Grand Total</b>	<b>12.00</b>



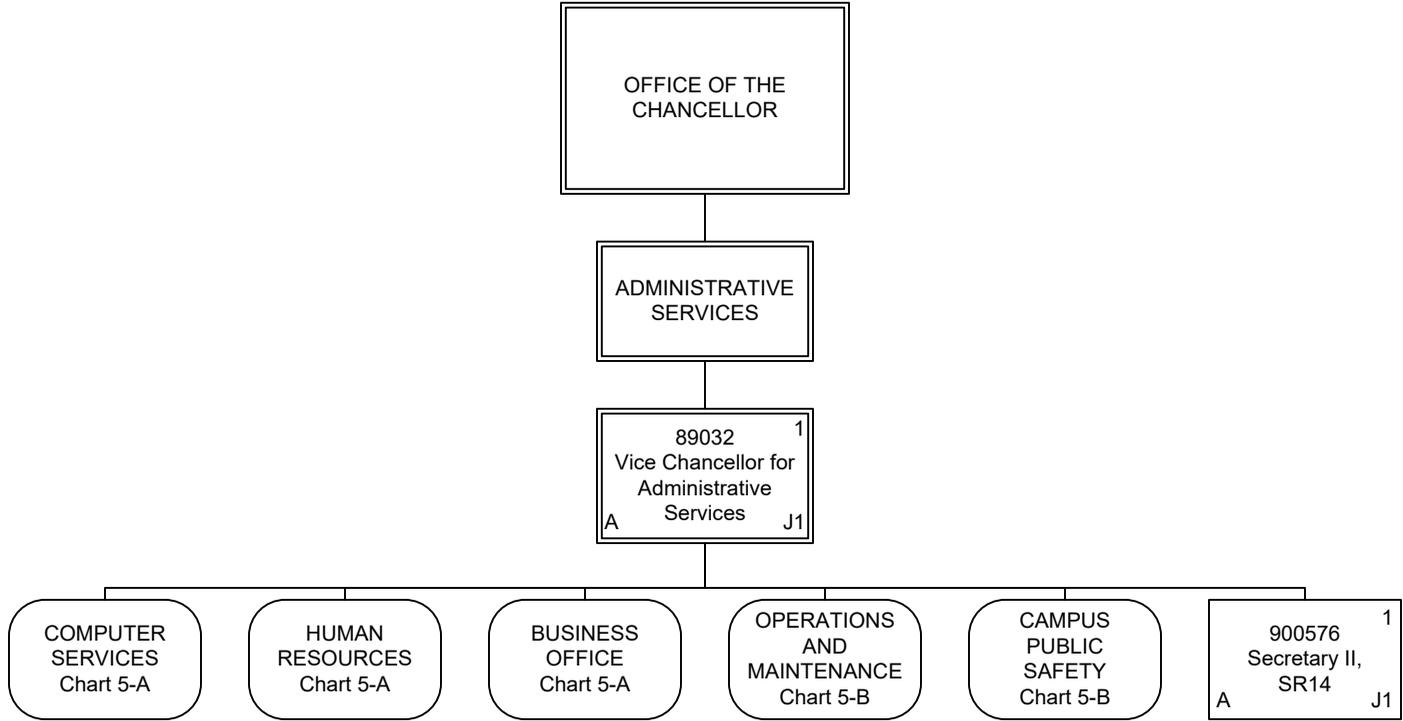
<b>Permanent</b>	<b>27.00</b>
General Fund	27.00
<b>Grand Total</b>	<b>27.00</b>

**CHART UPDATED**  
 DATE: Jul. 1, 2017

STATE OF HAWAII  
 UNIVERSITY OF HAWAII  
 KAUAI COMMUNITY COLLEGE

Organization Chart

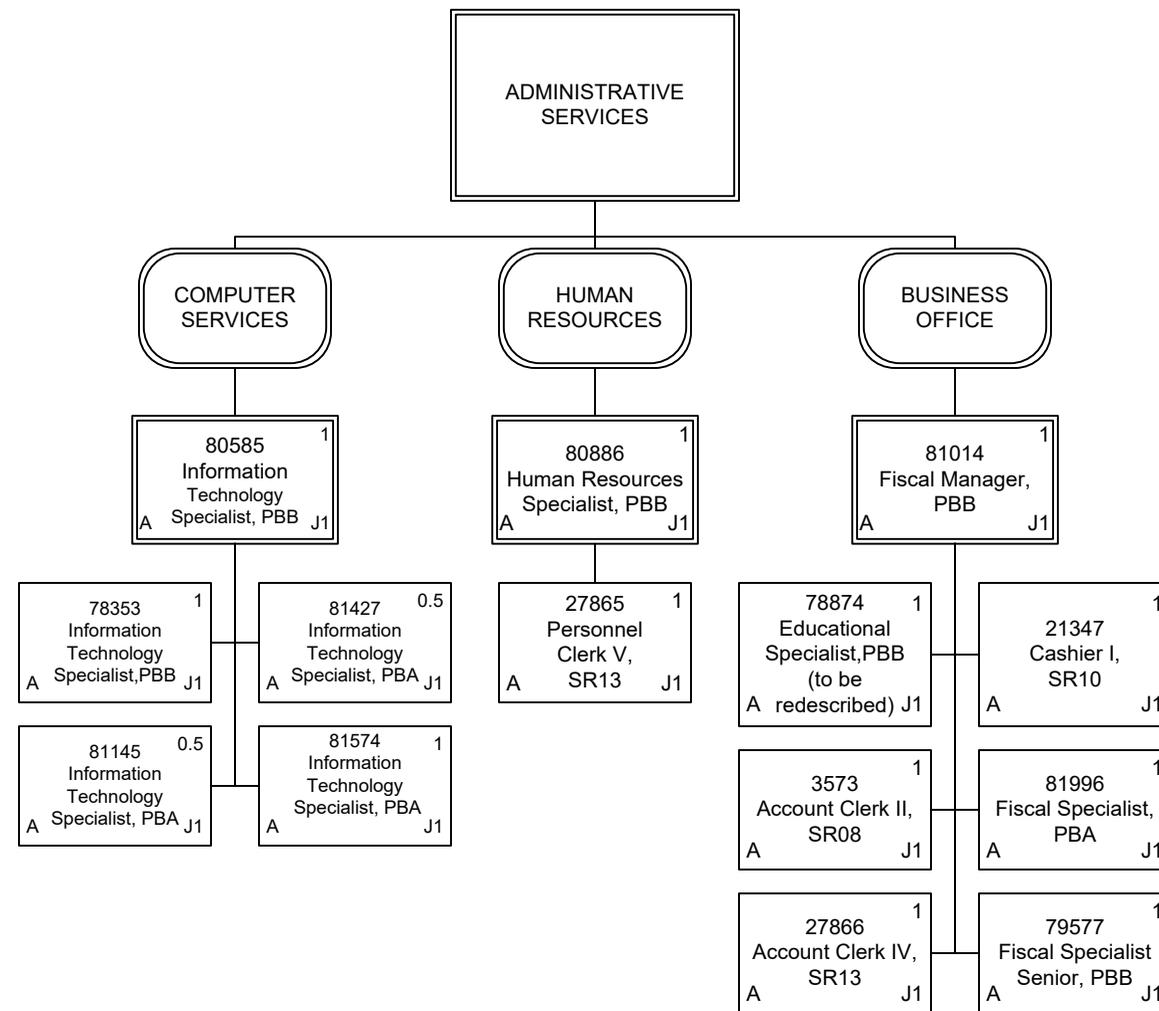
Chart 5



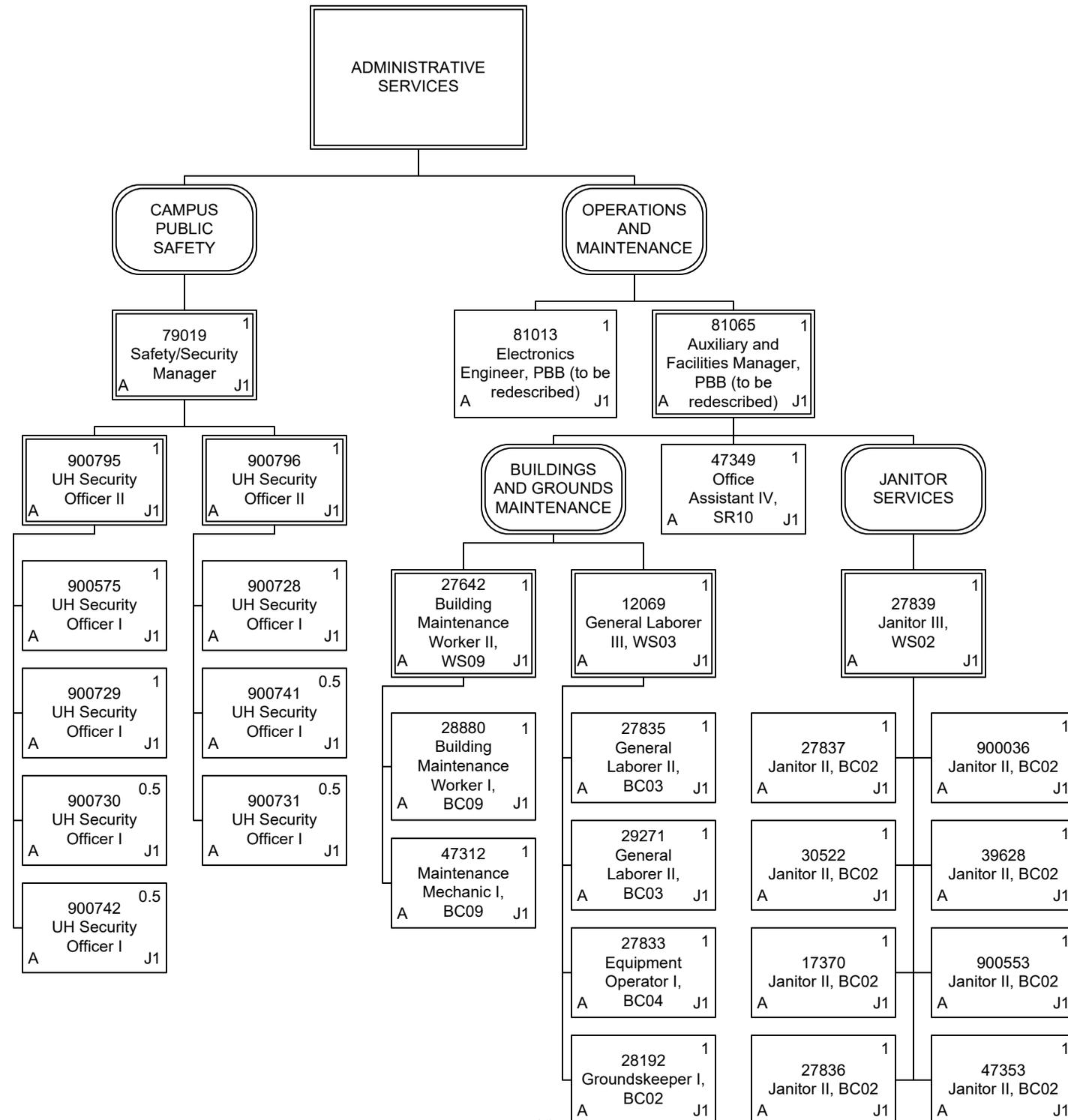
<b>Permanent</b>	<b>2.00</b>
General Fund	2.00
<b>Grand Total</b>	<b>2.00</b>

Organization Chart

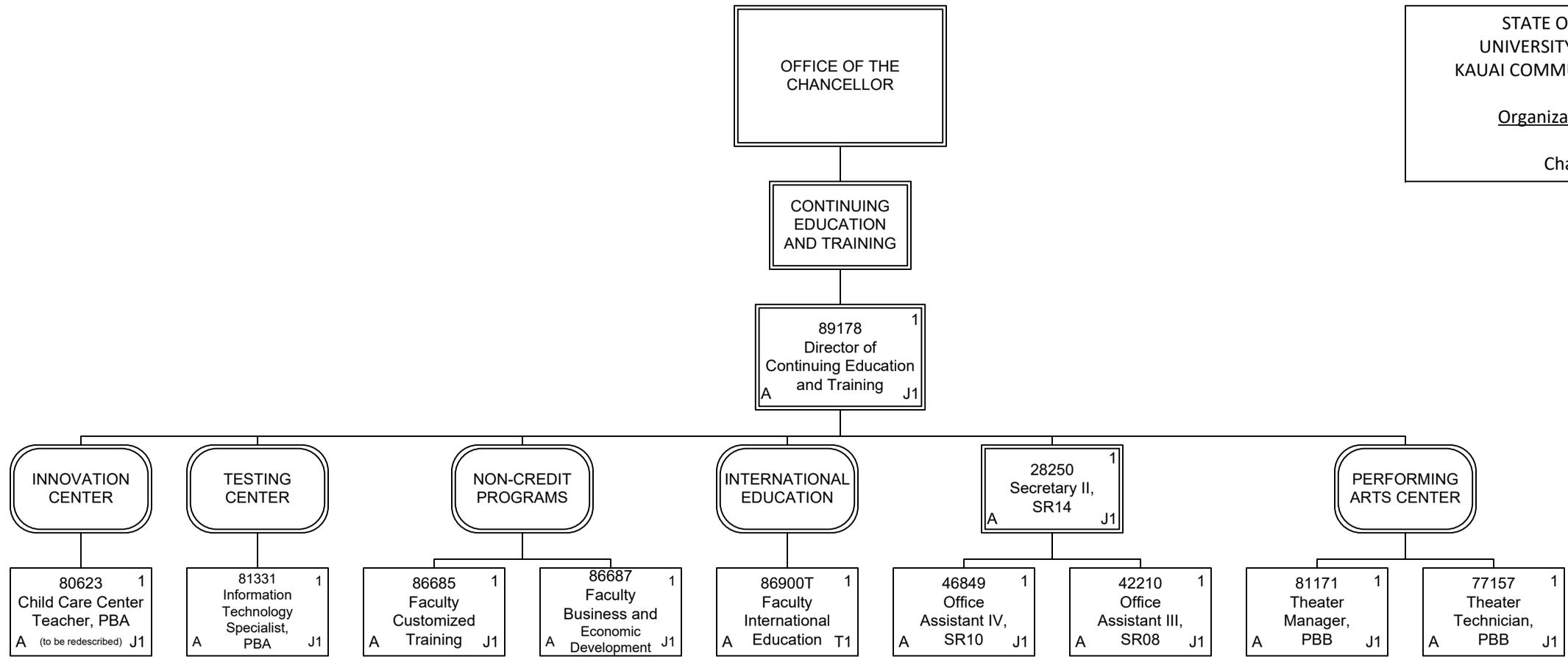
Chart 5-A



<b>Permanent</b>	<b>13.00</b>
General Fund	13.00
<b>Grand Total</b>	<b>13.00</b>



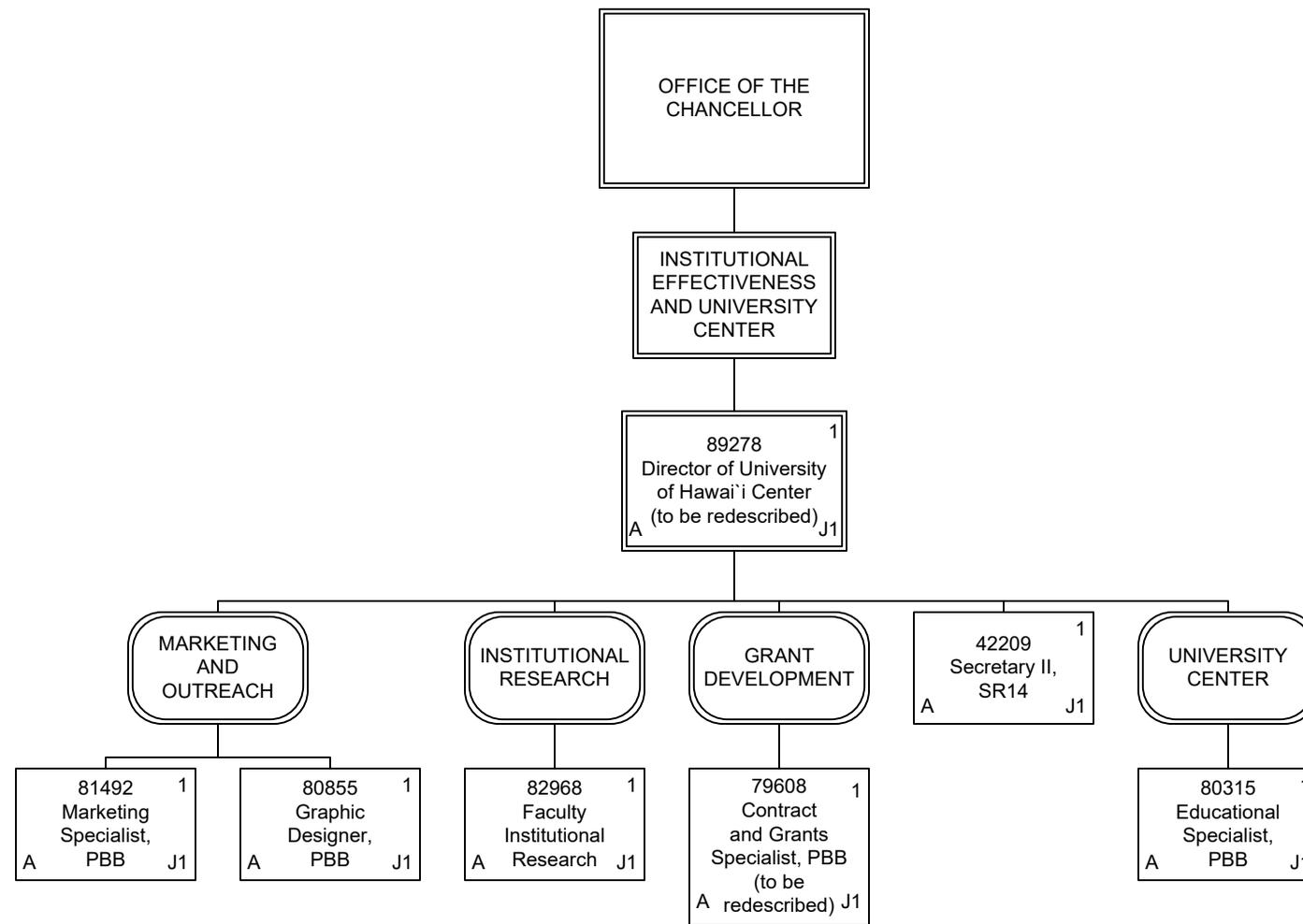
<b>Permanent</b>	<b>28.00</b>
General Fund	28.00
<b>Grand Total</b>	<b>28.00</b>



<b>Permanent</b>	<b>10.00</b>
General Fund	10.00
<b>Temporary</b>	<b>1.00</b>
General Fund	1.00
<b>Grand Total</b>	<b>11.00</b>

Organization Chart

Chart 7



<b>Permanent</b>	<b>7.00</b>
General Fund	7.00
<b>Grand Total</b>	<b>7.00</b>

## **E. Certification of Continued Institutional Compliance with Eligibility Requirements**

Kaua‘i Community College began in 1926 as Kalaheo Vocational School. Governor John A. Burns signed the Hawai‘i Community College Act into law on April 23, 1964 through Act 39, which directed the University of Hawai‘i Board of Regents to develop and administer a University of Hawai‘i system of community colleges. The signing of Act 34 transferred Honolulu, Kapi‘olani, Kaua‘i and Maui technical schools from the State Department of Education to the University of Hawai‘i. The actual transfer took place in 1965. On July 1, 1966, the technical schools were renamed Kapi‘olani Community College, Honolulu Community College, Kaua‘i Community College and Maui Community College. The history of the beginning of the community college system is documented on the UHCC [website](#) and Act 39 was codified into law under [Hawai‘i Revised Statutes §304A-1101](#).

### *Operational Status*

Kaua‘i Community College is fully operational and has served an average of over 1750 students each year since our last accreditation self-study. A majority of these students have been or are [pursuing a degree or certificate](#).

### *Degrees*

All of the College’s credit offerings are required courses, distribution requirements, or elective courses for the degree and certificate programs it offers in 20 areas. In fall 2017, 45% of students had declared a major in the Liberal Arts transfer A.A. degree program, and 30% had declared a major in a career and technical education program (see degree enrollments section above). The remaining students are unclassified, but 32% of them are enrolled in Early College. Moreover, many of the unclassified students are residents taking advantage of cultural offerings for personal development, such as our performance music courses, ceramics, art or carpentry. All degree programs are listed in the [College Catalog](#).

### *Chief Executive Officer*

UH System [Policy 1.102](#) stipulates that the Chancellor of each college in the UH System has the responsibility for administration and operation of the college, including financial oversight. The Chancellor is appointed by the University of Hawai‘i Board of Regents with full-time responsibility to the College and has the requisite authority to administer board policies developed to ensure the quality and effectiveness of the institution. As chief executive officer for the College, the Chancellor reports to the University of Hawai‘i Vice President for the Community Colleges. The Chancellor of the College has responsibility and authority for the day-to-day management of the institution and implementation of board policies. Neither the President of the UH System nor any Chancellor of an individual campus

within the system may serve on the Board of Regents. Dr. Helen A. Cox has served as Chancellor since her appointment in August 2008.

### Financial Accountability

The University of Hawai‘i’s 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. [EP 8.204, University Audit](#) governs financial auditing within the University. The UH System undergoes an annual audit by an external auditor. Audit reports are posted on the University of Hawai‘i [Financial Reporting](#) website. This financial audit includes the annual A-133 audit required by the federal government.

## **F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations**

### Policy on Rights and Responsibilities of the Commission and Member Institutions

The College participates in the development of the Eligibility Requirements, Accreditation Standards, and Commission policies and in the Commission’s periodic reviews both through its representation on the Accrediting Commission via the UHCC System and by sharing announcements and opportunities for feedback related to the ACCJC by the Chancellor and the ALO.

The ALO coordinates accreditation activities at the College, except when the College is preparing a self-evaluation for submittal to the ACCJC. Generally, the process of preparing the self-evaluation begins two years before it must be submitted, and the first step is for the Chancellor to select one or more self-evaluation chairs. The chair(s) are tasked with organizing the self-evaluation process to produce an accurate report based on broad participation across the College. The chair(s) are supported in this task by the ALO. For more information about the current self-evaluation process, see the Organization of the Self-Evaluation Process Section.

The College posts all reports, records, and correspondence related to its accreditation by ACCJC on its accreditation webpage. This page is located one click away from the College homepage. The accreditation page also includes a link to the ACCJC’s form for third party comment.

The College maintains hard-copy records concerning student grievances in different locations, depending on the nature of the grievance. If the grievance is non-academic, the file is maintained with the Office of Student Affairs. If the grievance is academic, the file is maintained with the Office of Academic Affairs. If the grievance warrants a [Title IX](#) or [discrimination](#) investigation, those records are maintained electronically with the system

office. The office of Student Affairs is currently in the process of purchasing a commercially available product, Maxient, to electronically maintain records.

*Policy on Institutional Degrees and Credits*

The College follows [UHCCP 5.228](#) which defines the credit hour as follows:

A. A credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement. Reasonably approximates but is not less than:

1. Fifty minutes to one hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time.

OR

2. At least an equivalent amount of work for other academic activities such as distance education instruction (instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor), laboratory work, internships, practical, studio work and other work that earns academic credit.

B. Across the UHCC System, a credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.). In general, this reflects the expected work a student, prepared for the class, would need to achieve the intended student learning outcomes.

This definition of credit hour is consistent with the common notion of Carnegie Unit or Carnegie Credit in higher education in the United States, and complies with the federal [34 CFR 600.2](#) definition.

By College policy ([KCCP 4-15](#)), credit is awarded based on faculty-established student learning outcomes.

[UHCCP 5.203](#) requires that all associates degree programs consist of at least 60 credit hours of coursework. Additionally, certificate of achievement programs must consist of at least 24 credit hours. The College does not offer any clock hour courses or programs. See Standards II.A.5 and II.A.9 for more detail.

### *Policy on Transfer of Credit*

The College's transfer of credit policies are clearly stated in the College Catalog and on the College's website. The College requires that transfer courses come from an accredited institution and that students submit official transcripts from the originating institution. The transfer of credit is done manually by the Admissions and Records office. The College does not utilize electronic transfer of credit.

In many cases, transfer and articulation agreements have already been determined for students' transfer courses, especially those from other UH institutions. The UH System maintains a [transfer database](#) that shows information for previously agreed-upon transfer and articulation agreements both within the system and with some common partner institutions. The information in this database is updated every 24 hours.

When students apply for transfer credit for courses that are not covered by prior agreements, the Admissions and Records office contacts faculty members in the course discipline to determine whether or not the course is substantially similar to a course offered by the College or meets the College's standards for elective credit(s) to be awarded. Generally, the College does not award program credit unless a transfer course is accepted as being substantially similar to a course in the program. The exception is for electives, which are accepted based on whether the course, as judged by the discipline faculty reviewer, meets the standard of college-level, based on its content and level of rigor.

Students are advised about transfer at new student orientation and at the mandatory counseling and advising session prior to enrolling in courses for the first time. These are in addition to information on transfer that is available on the College's website and in its College Catalog.

The UH and UHCC Systems have ongoing dialog about the transfer of students. There are several policies and programs that are used to smooth the transfer process for students, while maintaining standards of content and rigor throughout the system. See Standard II.A.10 for more details.

### *Policy on Distance Education and Correspondence Education*

The Kaua'i Community College Distance Education Handbook (KCCDEH) and UH [EP 5.204](#) (Distance and Online Learning) states how distance education (DE) is defined and how courses are classified. The [KCCDEH](#) states the two types of distance education courses that require an instructor certification; fully online courses and hybrid courses.

Through the joint effort of the Office of the Vice Chancellor for Academic Affairs (OVCAA), the Distance Learning Committee, the Professional Development Coordinator,

academic division chairs, and program coordinators there is an accurate and consistent application of the DE policies, procedures, and best practices.

The handbook along with the instructor certification and evaluation processes outline best practices for DE and ensures that faculty who are teaching or planning to teach online are providing substantive interaction with their students. Faculty are required to post a welcome announcement and check-in assignment by midnight of the first day of instruction. Both are designed to encourage student engagement during the early stages of a class and also to inform faculty of students who may need intervention.

The Distance Learning Teaching Certification process is outlined in the handbook and requires that all certified instructors read and review the “Before You Teach Online” packet provided by the Professional Development Coordinator; complete the Distance Education Certification Application; and review the Professional Development Coordinator’s recommendation(s) and complete any follow-up activities. Once a faculty member is certified, he or she must have his or her first distance course taught at the College evaluated by an approved evaluator and receive a rating of “Satisfactory” or better; have at least one distance course evaluated every two academic years by an approved peer evaluator and receive a rating of “Satisfactory” or better; and participate in one DE-related professional development activity per academic year.

Students enrolled in DE courses are encouraged to attend a face-to-face or online orientation. Faculty are also encouraged to provide students with instructions on accessing course materials and navigating the course site as well as providing links to online tutorials, FAQs, and contact information for any service used in a class.

To verify the identity of any student who participates in DE, instructors are required to have their students log-in to UH’s single-sign-on system (which is typically done by having students log-in to Lulima or Google Classroom) to access course material. Additionally, faculty are encouraged to incorporate at least one proctored face-to-face activity at one of the campus testing centers available throughout the state.

The College and UH’s technology infrastructure is sufficient to sustain distance education. UH’s Information Technology Services provides the overall network infrastructure and the College’s Computer Services (CS) unit provides access to this infrastructure by providing faculty and students access to wired and wireless local-area network (LAN). CS also provides faculty and staff with desktop computers (and some laptops) with wired LAN connections for day-to-day use. This technology infrastructure also provides DE faculty reliable and sufficient network bandwidth to conduct their courses without major interruption or downtime.

In summary, the KCC Distance Education Handbook and EP 2.204 provide guidelines and policies to shape distance education at KCC. Currently, the institution does not offer correspondence education.

### *Policy on Representation of Accredited Status*

The College provides the required information about its accreditation status on a webpage that can be reached in one click from the College homepage. The required statement from section C of this policy is included, and no other statement about the institution's accredited status is given. This webpage also contains information on programmatic accreditation for the College's four externally accredited programs.

### *Policy on Student and Public Complaints against Institutions*

The College has student grievance policies and procedures for both [academic](#) and [non-academic](#) grievances, as outlined in Standard I.C.8. These are published in the College Catalog and on the College's website. The policies are reasonable, seeking for the grievance to be resolved amicably among the involved parties first. If that is not possible, the student may bring the grievance to progressive higher levels of the institution. When necessary, the College convenes a review panel of appropriate composition (students, employees, and administrators) to hear all sides of the case and recommend a resolution. If the grievance warrants a Title IX or discrimination investigation, the UH system-wide policies, [EP 1.204](#) or [EP 1.202](#) are adhered to respectively.

### *Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status*

All advertisements, publications, and recruitments activities of the College are focused on its educational programs and services. The College strives to represent itself clearly and accurately in all communications to the public. To that end, the College has an Enrollment and Marketing Specialist and a Webmaster who review public-facing information about the College.

The College Catalog is updated annually and contains all of the information required by this policy. Page number references for the required elements can be found in Standard I.C.2, addressing ER 20, with the exception of "Faculty with degrees held and the conferring institution", which may be found on p. 181-184 of the 2018-2019 catalog. Although not required by this policy, information on degrees held by staff and administrators is also included on these pages. Where programs lead to licensure examinations for employment in the field, the Catalog refers to these requirements. This applies only to the Practical Nursing and Nursing programs, which both lead to licensure exams for a student to be employed as a licensed practical nurse (LPN) or registered nurse (RN), respectively.

Regarding student recruitment, the College does not take part in any of the "practices to avoid" listed in this policy. Students are recruited by the Enrollment and Marketing

Specialist or by trained academic advisors, generally as part of site visits to the three main public high schools on the island.

The College only offers scholarships based on specific criteria related to merit or financial need.

The College accurately depicts its accredited status in all communications, including on its website and in its Catalog.

*Policy on Contractual Relationships with Non-Regionally Accredited Organizations*

The College contracts with non-regionally accredited organizations for several minor services including a 24/7 tutoring service to supplement on-site tutoring services, some library databases and modules, and some facilities services. The College evaluates these services and assumes the responsibility for their quality. See Standard III for more information. Vital core operations are offered by the College itself, including instruction of all credit courses, admissions and records, financial aid, and student counseling and advising.

UH [EP 8.200](#) (Policy on Contracts and Signing Authority) follows the ACCJC Guidelines for Good Practice in Contracting with Non-Regionally Accredited Organizations as outlined in the ACCJC’s Policy on Contractual Relationships with Non-Regionally Accredited Organizations. The College has developed a Contract Review Form to ensure that contracts are reviewed for alignment with the College’s mission and goals by relevant stakeholders and administrators. The Chancellor has the sole authority to enter into certain external contracts and agreements on behalf of the College and will do so only upon the proper completion of the Contract Review Form. See Standard III.D.16 for details and for some additional examples of the College’s contractual agreements.

*Policy on Institutional Compliance with Title IV*

The College monitors student loan default rates annually by a three-year cohort.

<b>Cohort</b>	<b>Default Rate (by 3rd year)</b>
2010	12.1%
2011	21.2%
2012	25.9%
2013	26.5%
2014	17.0%
2015 (Draft)	21.8%

The Financial Aid Office took actions to reduce default rates after two consecutive years of exceeding a 25% default rate. See Standard III.D.15 for more information. In 2016, the Financial Aid Office responded to a UH System audit finding of two minor compliance issues related to Title IV, and the external auditor found the resulting corrective actions taken by the College to have adequately resolved the issues. The response to the finding was accepted as a viable resolution by the external auditor. See Standard III.D.8 for more information on this audit finding and the College's response.

Within the current accreditation cycle, the College has not had any negative action taken by the U.S. Department of Education regarding its compliance with Title IV requirements.

### **Evidence**

- A.1 UH Sustainability Policy
- A.2 KCC Sustainability Plan
- A.3 Kaua'i CEDS Plan (2016-2020)
- A.4 Kaua'i County General Plan (2017)
- C.1 Results from 2012 Reaffirmation of Accreditation Process Survey
- E.1 Hawai'i Revised Statutes §304A-1101
- E.2 UHCC Website with History of the System (Screenshot)
- E.3 Student Enrollment by Award Type
- E.4 College Catalog
- E.5 EP 8.204 University Audit Policy
- E.6 UH Financial Reporting Website (Screenshot)
- E.7 UH Executive Policy 1.102
- F.1 EP 1.204 Interim Policy on Title IX
- F.2 EP 1.202 Statement on Non-discrimination
- F.3 UHCCP 5.288 Credit Hour Definition
- F.4 34 CFR 600.2
- F.5 KCCP 4-15 Awarding Credit
- F.6 UHCCP 5.203 Associate Degree Program Length
- F.7 Transfer Database Website (Screenshot)
- F.8 EP 5.204 Distance and Online Learning Policy
- F.9 KCC Distance Education Handbook
- F.10 KCCP 5-3 Academic Grievance Policy
- F.11 KCCP 5-6 Non-Academic Grievance Policy
- F.12 EP 8.200 Contracts and Signing Authority Policy

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### **I.A: Mission**

#### **I.A.1**

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### **Evidence of Meeting the Standard**

The Kaua'i Community College (KCC) mission serves our intended student population and demonstrates the College's commitment to student achievement by adhering to its mission when developing educational degrees and other credentials. The College's mission is broad and strives to "inspire, engage, and empower learners and educators to enrich our community and world." The mission is also presented in Hawaiian and refers to a Hawaiian proverb, to reflect the island's cultural heritage.

**"Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world."**

Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e  
ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā  
kānaka a'o aku a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a  
me ka honua.

**'O ke kahua ma mua, ma hope ke kūkulu.  
First comes the foundation, then comes the building.  
(‘Ōlelo No’eau, number 2459)**

Associated practices define the intended student population, types of degrees and other credentials, and commitment to student learning and achievement. Kaua'i Community College:

- Provides open access, affordable education;

- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.

**Analysis and Evaluation**

The College’s mission describes its broad educational purposes, whereas the associated practices describe the intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. The college serves its diverse student population by providing a variety of degrees, certificates, and academic pathways. In addition, the college serves its community by offering non-credit training and personal enrichment classes to residents and employees of the island.

**I.A.2**

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

**Evidence of Meeting the Standard**

Each year, the college reviews performance in meeting mission practices using quantitative and qualitative data. Areas reviewed include affordability, diversity, educational opportunities, workforce alignment, and innovative learning.

<b>Mission Practice</b>	<b>Types of Data Examined</b>
Provides open access, affordable education	Adheres to the community college philosophy of open access and affordability; tuition for AY 17-18 is \$126 per credit (residents) and \$248 per credit (nonresidents)
Welcomes and values diversity	No ethnic majority among students; student clubs support students of different backgrounds and ethnicities; Institutional Set Standard #3 (Native Hawaiian Degrees and Certificates Awarded); Institutional Set Standard #4 (Pell Recipient Certificate and Degrees Awarded)

Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning	Average credit class size is 14 students; continuing education class sizes average 10.6 over the last five years; international exchange programs for students; 44 distance learning courses (2016-2017); University Center supports 66 programs and certificates offered by UH universities via distance education; Institutional Set Standard #1 (Course Completion); Institutional Set Standard #2 (Degrees and Certificates Awarded)
Provides programs that address workforce and community needs	Offers 18 CTE programs and certificates; All CTE programs have an advisory board to help to identify community and career/labor market trends;
Prepares and supports students individually and collectively to succeed in academic endeavors and engage in lifelong learning	Academic student clubs; two dedicated academic advisors for Liberal Arts transfer students; CTE advisors assigned to each CTE division; dedicated staff to provide individualized support to students pursuing distance education certificates or degrees through the University Center; Institutional Set Standard #5 (Transfers to Baccalaureate Institutions); Institutional Set Standard #6 (IPEDS Student Success Rate)
Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua'i	Thirty Hawaiian Studies AA degree majors in 2016-2017; Polynesian Voyaging Academic Subject Certificate; eight courses in Hawaiian language and 15 in Hawaiian studies; Sustainability Committee, Sustainability Club, four Sustainable Science Management courses; six Plant Biology and Tropical Agriculture courses; College received a 2013 <a href="#">Climate Leadership Award</a> from Second Nature.

KCC conducts required convocations at the beginning of each semester. The Chancellor shares and explains performance data relating to campus strategic goals and how it connects to UH System [initiatives](#). College Conversations are periodically held to discuss pertinent topics based on shared information, such as the September 22, 2017 College Conversation titled “How Are We Serving Our Students Now and in the Future: [Part I Native Hawaiians](#).” These events serve as a forum for gathering suggestions and determining future actions for the campus, with the goal of meeting institutional priorities as defined by the College’s mission statement.

Further assessment of how well the college is meeting its mission is provided by the Vice President for Community Colleges (VPCC) each fall. Performance measures related to completion, diversity and system-defined subpopulations are presented and discussed via an open campus [meeting](#). Not only are KCC goals versus actual data shared but also results from each UHCC campus, which provides comparison measures.

[Institutional Set Standards](#) are tracked annually in reference to baseline and aspirational goals, which have been set by the UHCC System Office. Longitudinal results are posted on the Institutional Effectiveness [website](#). See Standard I.B.3. for further details on Institutional Set Standards.

### **Analysis and Evaluation**

The college reviews and discusses data related to mission practices throughout the academic year in various forums to guide institution priorities. In addition, the Mission guides strategic priorities. [Strategic Priorities](#) for 2018-2019 include increasing direct high school enrollments, distance education offerings, and transfer and job placement, in addition to decreasing cost and time to graduation. All of these align with Mission Practices (e.g., provide open access affordable education, align programs with workforce and community needs, and prepare students to succeed in academic endeavors and life-long learning).

### **I.A.3**

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

The institution's mission is the foundation for programs and services and guides planning and decision making that fosters student achievement, as indicated by the Review of Established Programs [Policy](#). Program action plans must align with the mission and strategic priorities, as outlined in the Annual Program Review Update (APRU) [template](#). In addition, all programs undergo annual review and five-year program review processes to assure that programs and services are assessed and updated according to the mission and strategic priorities.

Each fall, College Council evaluates academic and support programs using a [rubric](#), which include requirements for aligning with mission and campus strategic goals, outcomes, and evidence. Scoring is ranked higher for prioritizing resource allocations if a program more closely meets the rubric criteria. Resource requests, which are supported with data, aim to fortify programs to improve student learning and achievement. Assessment of student learning is a component of program review, and program Student Learning Outcome (PSLOs) assessments are reported in the APRU. Each resource request should align with at least one PSLO.

### **Analysis and Evaluation**

Programs and campus services are aligned with the mission. The mission directs planning, resource allocations, and decision-making to support student learning and achievement.

College policies require that program review, action plans, and budget requests be aligned with the mission. Assessment and review processes ensure programs and services meet this requirement.

#### **I.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

#### **Evidence of Meeting the Standard**

KCC's approved mission statement is published on the college's internet homepage and in the [College Catalog](#). The most recent mission statement update process took place from 2015-2017. Multiple groups on and off campus were formed to discuss the current mission statement and solicit comments and suggestions for improvement. The campus College Council reviewed the proposed mission statement and approved it in January 2017, with the UH Board of Regents review and approval in February 2017. The following meetings reflect participation from a broad mix of college and community members.

- Spring 2015: Meetings at community centers around the island
- August 2015: Future Scenarios Workshop
- Spring 2016: Long Range Facilities Development Plan Vision
- May 2016: Meet with KCC Friends to get input on mission and goals
- August 2016: Conduct a community focus group to provide input on mission and the process was outlined at convocation
- September 2016: Create a task force to take input from the community and college to gather input regarding the mission statement
- November 16, 2016: Campus College Conversation on the task force's work
- December 6, 2016: Task force to revise and gather students' input
- December 2016: Submit to College Council for review and recommendation on approval
- January 18, 2017: College Council recommended approval to the Chancellor
- February 13, 2017: [Submitted](#) to Board of Regents by Chancellor Cox
- March 23, 2017: [Approved](#) by Board of Regents

The mission statement is reviewed at least once every five years, per [KCCP 1-1](#) and adheres to system and campus requirements. Policy [KCCP-1-8](#) provides guidelines for developing and maintaining the mission statement within the context of the University of Hawai'i System. The review process requires broad participation from the college and community it serves.

#### **Analysis and Evaluation**

The College's mission statement is approved by the UH Board of Regents and is widely published. The Chancellor initiates a task force to meet and review the mission statement, per

policy. A variety of participants, both internal and external, are solicited for input, review, and recommendations.

### **Evidence I.A**

I.A.2-1	Climate Leadership Award from Second Nature
I.A.2-2	Convocation Presentation by Chancellor Cox Fall 2017
I.A.2-3	College Conversation on Serving Native Hawaiian Students
I.A.2-4	UHCC Strategic Directions Fall 2017 Presentation
I.A.2-5	Institution Set Standards Policy
I.A.2-6	Institutional Set Standards Results (website screenshot)
I.A.2-7	KCC Strategic Priorities 2018-2019
I.A.3-1	KCCP 1-6 Review of Established Programs
I.A.3-2	Annual Program Review Update (APRU) Template
I.A.3-3	Ranking Rubric 2017
I.A.4-1	UH Board of Regents Memo from Chancellor Feb13.2017
I.A.4-2	UH Board of Regents Approved Minutes of Revised Mission March23.2017
I.A.4-3	KCCP 1-1 Administration
I.A.4-4	KCCP 1-8 Mission Statement and Integrated Planning

### **I.B. Assuring Academic Quality and Institutional Effectiveness Academic Quality**

#### **I.B.1**

*The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

#### **Evidence of Meeting the Standard**

KCC continuously discusses student learning and achievement through substantive and collegial dialog in open forums (e.g., College Council), at bi-annual convocations, and in various committees (e.g., Assessment, Curriculum, and Integrated Student Success). College Council reviews student achievement annually during the program review process and makes recommendations to programs for continuous improvement of student learning and achievement. The four programs with external program accreditation also engage in dialog about continuous improvement as part of their accreditation processes. The Chancellor organizes two convocations each academic year to communicate outcomes, progress, and goals for student achievement. [College conversations](#) are also held throughout the academic year and all campus students, faculty and staff are invited to attend and participate. These provide a venue for dialog on current initiatives, innovation, and topics of interest to the college. Recent College Conversation topics include [Early College](#), grants, and [Quality Focus Essay](#) topics.

The University of Hawai‘i Community College (UHCC) System developed achievement goals for all seven community colleges in the system. The Vice President for Community Colleges (VPCC) visits the campus each semester to discuss [system level topics](#), such as prior year results on performance measures for both the college and system. These dialogues have led to the implementation of exploratory majors, structured pathways to reduce excessive credit accumulation, smart registration utilizing the STAR GPS system, and reforms in remedial/developmental education.

### **Analysis and Evaluation**

Convocations, College Conversations, the annual and five-year program review processes, and ongoing college and system initiatives provide forums for sustained dialog about continuous improvement of all aspects of the college.

#### **I.B.2**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

### **Evidence of Meeting the Standard**

All [programs](#), which includes both instructional and student learning support services, perform [annual](#) and [five-year comprehensive](#) reviews to assess effectiveness in meeting student learning outcomes and strategic priorities per [KCCP 1.6](#). Each instructional program develops student learning outcomes (SLOs) for both courses and programs. A new assessment tool, LiveText, was implemented in the spring of 2016. This software provides a platform for programs to assess course and program student learning outcomes.

### **Analysis and Evaluation**

The campus defines and assesses student learning outcomes for its instructional programs and student and learning support services through its APRU and CPR processes.

#### **I.B.3**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

### **Evidence of Meeting the Standard**

The college establishes and revises its institution-set standards every five years, per [UHCCP 4.203](#). The current cycle is 2016 – 2021. The standards include course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell

recipient degrees and certificates awarded, transfer to baccalaureate institutions, integrated postsecondary education data system (IPEDS) student success rate, licensure and/or certification examination success rate, and job placement rate. Annual results are presented to the campus by the VPCC, posted to the college [webpage](#), and discussed at convocations.

Baseline values were set as the three-year average from 2012-2015 and aspirational values were set by the UHCC System to represent 5 percent growth per year from the original baseline. The policy, as well as annual results, are published on the Institutional Effectiveness [webpage](#).

### **Analysis and Evaluation**

The college has established and assessed institution-set standards, per UHCCP 4.203. These standards are aligned with the strategic directions and mission of the college. Annual assessment of achievement of these standards takes place at both campus and system levels. Results are published on the college website.

#### **I.B.4**

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

### **Evidence of Meeting the Standard**

Student achievement data are reported annually by the UHCC System in the Annual Report of Program Data ([ARPD](#)). Programs review these [metrics](#) and develop action plans for unhealthy indicators and underperforming Core Perkins Indicators. Programs link budget requests to the college's strategic goals, which were developed to improve student achievement. The annual review also requires an analysis of program student learning outcomes that includes the expected achievement level, courses assessed, assessment instrument, results of program assessment, and next steps.

### **Analysis and Evaluation**

The college has demonstrated throughout this self-study its dedication to developing, reviewing, and improving processes, such as program review and use of assessment tools, to support student learning.

For example, early in the current reaffirmation of accreditation cycle, the college reviewed the tool being used for assessment of student learning outcomes, which was a homegrown database. The college determined that the system did not fully meet assessment needs because: 1) each course section had its own spreadsheet template that required manual data entry, which introduces human error into the database through entry and formatting errors; 2) the complexity of the database made multi-year comparisons and trend analysis difficult with SLOs changes because of technical and time-consuming issues; 3) "filtering-up" was deemed

an ineffective way to measure program student learning outcomes; and 4) faculty felt disconnected from assessment because the process was centralized with the Assessment Coordinator and Institutional Researcher.

In 2016, after a formal selection process led by the Institutional Researcher and with representation from faculty and other constituencies across campus, the college chose the LiveText proprietary software to address some of the assessment issues. Its web interface and instant reporting features put more control of assessment data in the hands of the instructors. The Professional Development Coordinator offers individualized and group trainings on this software to assist faculty with implementation.

### **I.B.5**

*Institutional Effectiveness: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

#### **Evidence of Meeting the Standard**

As detailed in Standard I.A.2, the college has a robust program review process that incorporates assessment of student learning and achievement in relation to the college mission and strategic priorities. Each Annual Program Review Update (APRU) is reviewed in context of both the entire college mission and strategic priorities and used to determine future activities and funding for program improvements. Quantitative data, which are disaggregated by programs, subpopulations, and mode of delivery, are provided by the UHCC as Annual Reports of Program Data (ARPD) for [instructional](#), [student services](#), and [academic support](#) programs. Each program is required to discuss the demand, effectiveness, and efficiency of the program using these data, supplemental data provided by the Institutional Researcher, upon [request of the program](#), and qualitative data. Examples of qualitative data used by programs may include trends in hiring supplied by advisory boards, surveys provided to employers, program health indicators, and student demographics.

#### **Analysis and Evaluation**

KCC's program review process is designed to evaluate program goals and student achievement relative to the college mission and goals. Data are disaggregated by program type, subpopulations (e.g., part-time/full-time, Native Hawaiian Students, Pell recipients, and Perkins Core Indicators), and mode of delivery.

### **I.B.6**

*Institutional Effectiveness: - The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance*

gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence of Meeting the Standard**

Every year, programs review their [Annual Report of Program Data](#) provided by the UHCC System office, which is disaggregated (i.e., Native Hawaiian, Pell recipients, Perkins Core Indicators, STEM, full-time/part-time, and distance education). Other metrics are used to establish program “[health calls](#).” As part of the review process, programs review demand, efficiency, and effectiveness data and develop action plans to improve areas identified as “unhealthy” or “cautionary.” In addition, programs with Perkins Core Indicators are required to write action plans to address any metric that was below the established benchmark. In this process, programs are also asked to report on the outcome of previous year action plans, and budget requests should be supported by data and linked to the [college’s strategic priorities](#).

In addition, the [UHCC Strategic Directions](#) identified four subpopulations for special attention: Native Hawaiians, Filipinos, Pacific Islanders, and Pell recipients. Subpopulation performance, relative to strategic priorities, is [discussed annually](#) at open forums with the UHCC Vice-President and College Conversations are held to discuss any performance gaps and identify possible improvement strategies.

**2016 Enrollment vs Graduation Comparison for Subpopulations of Students\*\***

	<b>Fall 2016 College Enrollment</b>	<b>FY16 Graduation (Degrees and CAs)</b>
<b>Native Hawaiians</b>	31%	29%
<b>Filipinos</b>	21%	21%
<b>Pacific Islanders</b>	*	*
<b>Pell recipients</b>	54%	58%

\* Not reported because of small size

\*\* Target is for the percentage of graduates from each subpopulation to meet or exceed subpopulation enrollment percentage

In addition to UHCC system initiatives (e.g., exploratory majors, guided pathways, and accelerated college readiness), KCC has developed or expanded services to reduce performance gaps among these four subpopulations. In 2016, the subpopulation with a performance gap in graduation was Native Hawaiian students. One tactic to improve this has been Makaloa Council’s initiative of increasing hiring of qualified Native Hawaiians at the college to provide role models for Native Hawaiian students. In fall 2017, a college

conversation was dedicated to reviewing [Native Hawaiian student](#) achievement across programs, gender, and age, as well as identifying possible interventions. The Chancellor summarized the [minutes](#) and shared the outcome with the campus. Another tactic was the development of the Native Hawaiian Advisory Council, which includes community membership and is chaired by the Chancellor. Suggestions from the College Conversation and Native Hawaiian Advisory Council led to concrete plans for interventions. For example, gaps in Native Hawaiian student success led to [tactics](#) such as summer English and math Early College courses and a summer bridge program for Native Hawaiian students, slated for the summer 2018 semester. Additionally, design-thinking strategies will be implemented by council members to interview Native Hawaiian students to identify barriers, and a survey is being sent to all KCC students to identify how to better serve students.

### **Analysis and Evaluation**

KCC reviews disaggregated outcome and achievement data at both the program and institution level to identify performance gaps. Action plans and/or strategies are developed to improve outcomes for underperforming subpopulations and results of efforts are reviewed annually in program reviews and at the UHCC Institutional Performance presentation by the Vice-President. Since the inception of the 2015-2021 Strategic Priorities Plan, KCC has met achievement goals for the subpopulations established by the UHCC System, except for Native Hawaiian students.

Discussions and ideas developed during the fall 2017 College Conversation regarding the Native Hawaiian student achievement gap were shared with the Native Hawaiian Council to develop an action plan to implement during the 2018-2019 academic year.

### **I.B.7**

*Institutional Effectiveness: - The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

### **Evidence of Meeting the Standard**

Per [KCCP 1-1](#), all college policies are reviewed at least once every five years to ensure currency with the current mission and strategic goals. The unit that administers the policy ensures these reviews are conducted and suggests changes and updates to College Council, which is the [advisory council to the Chancellor](#) and has broad representation from units, councils, and labor unions at the college. Faculty Senate is the shared governance body for academic and faculty issues. Hence, academic policies initiate with this senate per [KCCP 4-17](#). Once approved by Faculty Senate, the policy is forwarded to College Council for consideration.

## **Analysis and Evaluation**

KCC evaluates policies across all areas of the institution at least once every five years, and practices align with these policies to support the mission of the College.

### **I.B.8**

*Institutional Effectiveness: - The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

## **Evidence of Meeting the Standard**

The college has dialog about institutional strengths and weaknesses at its bi-annual Convocations and at College Conversations. Ongoing discussion also happens at College Council and in campus committee meetings.

Programmatic strengths and weaknesses are identified and discussed within the annual program review (APRU) process. All APRUs are posted to the Institutional Effectiveness website and personnel are alerted to their availability. Minutes for the evaluation and planning process of College Council, to strengthen areas identified in the APRU, are kept on CampusDocs (the College's main Google Docs folder), which is accessible to the campus community.

Institutional strengths and weaknesses are also discussed by the VPCC at bi-annual presentations on UHCC Strategic Directions, achievement metrics for identified subpopulations (see I.B.6), and performance funding metrics. Although institutional performance metrics are calculated at the system level and shared by the VPCC, discussions are held at the campus level to develop tactics for improvement of identified weaknesses at both the institutional and program levels.

## **Analysis and Evaluation**

The institution communicates its assessment and evaluation results to foster a shared understanding of its strengths and weaknesses and collectively develop tactics and action plans for improvement. Recent examples in academic year 2017-2018 include College Conversations on Native Hawaiian students and [College Strategic Priorities](#).

### **I.B.9**

*Institutional Effectiveness: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning*

*addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

### **Evidence of Meeting the Standard**

KCC integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality that is detailed in [KCCP 1-6](#). Instructional and non- instructional programs undergo annual and comprehensive reviews to assess effectiveness, operational decision making and resource allocation. [KCCP 1-8](#) was developed to support the college goals and guide decision making. Long-range planning needs for educational programs and services and for human, physical, technology, and financial resources are addressed by the campus [Long Range Development Plan](#) that aligns with the college strategic goals and mission.

Through these processes, programs request resource allocations to improve identified weaknesses or fund innovative action plans. All Annual Program Review Updates (APRUs) are reviewed by the College Council and proposals for funding to acquire supplies, equipment, training aids, space, and/or additional personnel are ranked. A scoring rubric is used to rank all proposals to align with the college mission and its strategic goals. Programs/units not requesting resource allocation are also reviewed by the College Council during the APRU process, and recommendations are made for program improvement.

The short term APRUs lead to the five-year comprehensive program review ([CPR](#)) that assesses a program's long term effectiveness and addresses improvements and future direction. A long-term strategy is presented and resource requests are proposed to assure continual alignment with the college mission and strategic goals into the future. Additionally, the Executive Cabinet reviews each CPR and schedules a discussion with program leads to improve the program and celebrate program strengths.

Career and Technical Education (CTE) programs also have [program advisory boards](#) that meet at least once per year, to assure industry standards are maintained. Collaboration with industry partners helps to guide programs in preparing graduates to meet community needs and industry standards. Recommendations by an advisory board may guide programmatic resource requests on equipment and training needs. Recommendations made by external program accrediting bodies are also used by programs to guide long-term planning and resource requests.

### **Analysis and Evaluation**

The college addresses short and long term needs through a robust program review process that integrates with its Long Range Development Plan. External program accreditation, as well as advisory boards and other community interactions, also inform the College's planning processes.

## **Evidence I.B**

I.B.1-1	KCCP 1-2
I.B.1-2	College Conversations: Hawaiian Students
I.B.1-3	Table College Conversations 2014-18
I.B.1-4	VPCC Discussion: System-Level Topics Screenshot
I.B.2-1	APRU Screenshot
I.B.2-2	Annual Program Review Update
I.B.2-3	Comprehensive Program Review Outline
I.B.2-4	KCCP 1-6
I.B.2-5	Programs PSLO
I.B.3-1	UHCCP 4.203 Institution-Set Standards
I.B.3-2	Faculty and Staff Resources in Campus Presentations Screenshot
I.B.3-3	Institutional Effectiveness Webpage Screenshot
I.B.4-1	ARPD Screenshot
I.B.4-2	2017 APRU Accounting
I.B.5-1	Instructional ARPD Screenshot
I.B.5-2	Student Services ARPD Screenshot
I.B.5-3	Academic Support ARPD Screenshot
I.B.5-4	Liberal Arts Program Analysis Screenshot
I.B.6-1	ARPD Screenshot
I.B.6-2	ARPD Health Call Rubrics
I.B.6-3	APRU Template
I.B.6-4	UHCC Strategic Directions 2015-2021
I.B.6-5	Presentation by VPCC Morton
I.B.6-6	College Conversations: Native Hawaiian Students
I.B.6-7	College Conversations Minutes: Native Hawaiian Students
I.B.6-8	Summer English and Math Early College Courses
I.B.7-1	KCCP 1-1 Administration
I.B.7-2	KCCP 1-7 Policy on Establishment of College Council
I.B.7-3	KCCP 4-17 Policy on Academic Policies
I.B.8-1	APRUs Screenshot
I.B.8-2	VPCC Morton Fall 2017 PowerPoint presentation- KCC
I.B.8-3	Academic Year 2018-2019 KCC Strategic Priorities
I.B.9-1	KCCP 1-6 Review of Established Programs
I.B.9-2	KCCP 1-8 Mission Statement and Integrated Planning
I.B.9-3	Long Range Development Plan
I.B.9-4	CPR Template
I.B.9-5	CTE Program Advisory Boards

## **I.C: Institutional Integrity**

### **I.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. ER 20*

#### **Evidence of Meeting the Standard**

The mission statement is reviewed at least once every five years to ensure authenticity and integrity, per [KCCP 1-1](#). The approved mission statement is printed in the [College Catalog](#) and posted to the college's [website](#) homepage.

Each year, departments are asked to review the information related to their program that is published in the College Catalog that includes curricula, program descriptions, student learning outcomes, available support services, and accreditation status, where applicable. The institution gives accurate information to students and the public about accreditation status, of both the institution and academic programs, by posting accreditation information and links on the [website](#) and in the [College Catalog](#).

In addition, the college developed a [webpage owner list](#) that not only identifies the person responsible for each webpage, but also states how often the information should be reviewed and updated. This helps ensure accuracy of electronic information shared with the public.

KCC provides accurate information on student achievement to the public through our [Institutional Researcher's website](#) and through recently implemented annual [Fact Books](#), which make our student success data easily accessible across multiple years. In compliance with the Student Right to Know Act of 1990, additional information is provided to students on gender, race/ethnicity, federal grant/loan recipients, persistence rates, and transfer out rates in both the [College Catalog](#) and online via the [UH Institutional Research Data Access](#) portal.

#### **Analysis and Evaluation**

The college has sufficient processes in place to ensure clarity, accuracy, and integrity of information provided to students, personnel, and the community.

### **I.C.2**

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (ER 20)*

**Evidence of Meeting the Standard**

The College [posts the current College Catalog](#) on its homepage. Printed copies are also available in the following offices: Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Student Affairs, Vice Chancellor of Administrative Services, Institutional Effectiveness, Academic Counseling, and Registrar.

**The college reviews information required to meet ER20, per the timeline and process detailed in Standard I.C.1. Required information and associated page numbers in the College Catalog are below.**

Category	Item	Catalog Location 2018/2019
<b>General Information</b>		
	Official name, address, telephone number, website	pg. 1
	Educational mission	pg. 8
	Representation of accredited status with ACCJC and programmatic accreditors	pg. 4
	Course, program, and degree offerings	Course Descriptions: pgs. 103-170 Programs and Degree Offerings: pgs. 60-102
	Student learning outcomes for programs and degrees	Multiple pgs: 60, 62, 63, 65, 67, 69, 70, 71,72, 74, 76, 77, 79, 80, 81, 82, 83, 84, 86, 88, 90, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102,
	Academic calendar and program length	Academic Calendar: pg. 6 Program Length: pgs. 60-102
	Academic freedom statement	pg. 15
	Available student financial aid	pgs. 17, 25-28

	Available learning resources	pgs. 29-37
	Names and degrees of administrators and faculty	pgs. 181-184
	Names of governing board members	pg. 2
<b>Requirements</b>		
	Admissions	pgs. 16-17
	Student fees and other financial obligations	pgs. 22-24
	Degree, certificates, graduation, and transfer	Degrees and Certificates: pgs. 15, 52-54 Transfer: pgs. 18, 50 Graduation: pgs. 44-45
<b>Major Policies Affecting Students</b>		
	Academic regulations, including academic honesty	pgs. 38, 49
	Nondiscrimination	pgs. 46-47
	Acceptance of transfer credits	pg. 18
	Transcripts	pgs. 18, 49
	Grievance and complaint process	pgs. 47, 49, 171-179
	Sexual harassment	pgs. 47,49
	Refund of fees	pgs. 24-25

<p><b>Locations or Publications where Other Policies may be Found</b></p>		<p>pgs. 41-42: Pursuant to Section 99.6 of the rules and regulations governing the Family Educational Rights and Privacy Act (FERPA)</p> <p>pg. 49 Sexual Harassment: University of Hawai'i Executive Policy EP 1.204</p> <p>pg. 49 Copies of the Student Conduct Code are available at the Office of the Vice Chancellor of Student Affairs or online on the KCC website under Student Support Services – Policies.</p> <p>pg. 49 The process of addressing allegations of misconduct is directed in the Student Academic Grievance Procedure or the Student Grievances Non-Academic Grievance Policy and Procedure. Copies are available at the Office of the Vice Chancellor of Student Affairs.</p>

**Analysis and Evaluation**

The college ensures information required in ER20 is precise, accurate, and current in the College Catalog by following a review process. The college uses software to check that components of the online College Catalog are Americans with Disabilities Act (ADA) compliant and truly accessible to all. The 2018-2019 catalog will be the first edition to meet ADA compliance.

**I.C.3**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

**Evidence of Meeting the Standard**

The college communicates student achievement data to the public in numerous reports posted to the College’s website and in multiple places within the College Catalog. Reports posted to the Institutional Effectiveness (IE) webpage include ACCJC [Annual Accreditation reports](#), annual and comprehensive [program reviews](#), which include

assessment of program student learning outcomes and program data, and annual [strategic priority outcomes](#) in relation to system-established benchmarks. Programs have defined student learning outcomes (PSLOs) which are assessed during the APRU process. Graduation and persistence rates are published in annual [Fact Books](#) on the Institutional Research website. Programmatic data on student achievement and student learning outcomes are available on the [program review](#) link on the IE webpage in each annual and comprehensive review. As mentioned in 1.C.1, the college follows “Student Right to Know” requirements by providing information on [student achievement](#) to the public in the College Catalog, including [graduation and persistence data](#). [Gainful Employment](#) information for occupational certificate programs is also provided in the College Catalog and on the website.

### **Analysis and Evaluation**

The institution communicates matters of academic quality to prospective students and the public by posting reports and data to the college internet webpage as well as publishing information in the College Catalog.

### **I.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

### **Evidence of Meeting the Standard**

Degree and certificate programs offered by the college are listed in the [College Catalog](#) and on the [website](#). Within the catalog, each degree or certificate lists [student learning outcomes](#), required courses, number of credit hours required to meet graduation requirements, and jobs available to graduates. In addition, each course offered by the college has a course description in the College Catalog, which includes any prerequisites and and/or minimum placement test scores.

To ensure that certificates and degrees are clear regarding their purpose and expectation when initially developed, a Program Action Request [form](#) is reviewed and approved by the division, assessment committee, curriculum committee, Vice Chancellor of Academic Affairs and the Chancellor. Information from PARs is used to update the College Catalog each academic year and develop [advising sheets](#) for counselors to assist students in planning their course of study. However, with the implementation of STAR GPS, these advising sheets will be replaced with pathways of programs, accessible via their UH portal, to help keep students on-track to on-time completion. STAR GPS is a visual tool that shows real-time progress and remaining courses required for graduation.

### **Analysis and Evaluation**

The college describes the purpose, content, course requirements, and learning outcomes for all degree and certificate programs both on its webpage and in its College Catalog, which is available both in print and electronically.

## I.C.5

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

### **Evidence of Meeting the Standard**

KCC reviews its established policies at least once every five years, per [KCCP 1-1](#) to ensure accuracy, integrity, and currency. Suggested changes are initiated by the appropriate campus unit then discussed at College Council. Per [KCCP 1-7](#), College Council is charged with reviewing and updating college plans and policies and policy updates are a standing item on every bi-monthly College Council [agenda](#).

The main college publication is the College Catalog, and it is reviewed annually. Program brochures are updated and revised by program coordinators within academic divisions when curricular changes are made and/or as needed. Final drafts of both the College Catalog and program brochures are reviewed by the VCAA's office.

Electronic publications are reviewed and updated by site owners per an established review timeline (see std 1.C.1). Assistance is provided by the Information Technology Advisory Council (ITAC), which "monitors, oversees, and manages the college's webpage along with the webmaster."

### **Analysis and Evaluation**

The college meets this standard by conducting reviews and adhering to established policies for printed and electronic publications, policies, and brochures.

## I.C.6

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

KCC provides students information on the total [cost of education](#) in both the College Catalog and on the college's webpage, which includes tuition and fees, [financial assistance](#), and program-specific expenses (e.g., lab fees). The Financial Aid website also includes a [Net Price Calculator](#) that estimates the total cost of college (including room and board as well as textbooks).

The college complies with federal Gainful Employment requirements by providing information on both the [college website](#) and in the [College Catalog](#) regarding program length, cost, median loan debt, and completion statistics for occupation certificate programs with 10 or more graduates. The college also provides a link to the

[Hawai'i Industry Sector Information](#) to help students realize both potential earning power and job opportunities relative to program cost.

### **Analysis and Evaluation**

The college provides reliable and accurate resources for students to estimate the total cost of their education.

### **I.C.7**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

### **Evidence of Meeting the Standard**

The college demonstrates its commitment to institutional and academic integrity by following the guidelines on academic freedom described in [UH Administrative Rules](#). A [campus statement](#) was developed from these guidelines and is published in the College Catalog.

Students have a system wide [Code of Conduct](#) that is published on the College's website and provided during mandatory student orientation. Faculty are provided additional information on their responsibilities to students regarding the pursuit of learning in the Faculty and Staff Handbook and on the College's [policy](#) webpage. Faculty are also provided details on their specific [rights](#) and [responsibilities](#) related to academic freedom in the University of Hawai'i and the UH Professional Assembly contract.

### **Analysis and Evaluation**

The college and UH System support academic freedom and ensure academic integrity by publishing and following policies on academic responsibilities pertaining to faculty and students.

### **I.C.8**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

### **Evidence of Meeting the Standard**

The College Catalog contains statements regarding academic honesty, nondiscrimination, and grievance and complaint process (see catalog table in I.C.2). The [Student Support Services webpage](#) includes links to policies and procedures including both [academic](#) and [non-academic](#) grievances, [academic probation](#), and [consequences](#) for violating the System wide Student Conduct Code.

The University of Hawai'i Community College System has policies on faculty responsibilities including [ethics](#), which is provided in the Faculty and Staff Handbook. The University of Hawai'i Professional Assembly (UHPA) contract details the procedure for dealing with alleged [breach of professional ethics](#). Any [disciplinary actions](#) arising out of the investigation follow [Article XVIII](#) of the contract.

### **Analysis and Evaluation**

KCC publishes and follows policies and procedures that promote academic integrity and clearly define the consequences for dishonesty for all constituencies.

### **I.C.9**

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

The UHCC System provides a [Statement on Professional Ethics](#) for faculty. Faculty members are expected to “make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit.” The UHCC System modeled its professional ethics policy after the [American Association of University Professors](#).

Faculty are expected to teach their courses in alignment with the approved course outline, which creates a course content standard, yet allows for academic freedom in presentation and discussion.

The college’s contract renewal, tenure, and promotion process includes both student evaluations and peer evaluation. Both types of evaluation include comments on the instructor’s teaching, which can be used to identify issues in objectivity of faculty.

### **Analysis and Evaluation**

The college has policies and procedures that provide a framework for objectivity of faculty in their teaching of content while allowing for academic freedom.

### **I.C.10**

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

Kaua‘i Community College neither requires conformity to a specific code of conduct nor seeks to instill specific beliefs or worldviews. Hence, this standard does not apply to the college.

### **I.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Kaua‘i Community College does not operate in foreign locations. Hence, this standard does not apply to the College.

### **I.C.12**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. ER 21*

#### **Evidence of Meeting the Standard**

The institution communicates matters of educational quality and institutional effectiveness via the accreditation [website](#). The college has submitted all annual and midterm reports within the required timelines.

#### **Analysis and Evaluation**

KCC meets all compliance requirements, responds to the Commission when directed to act, and discloses required information to the public.

### **I.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in*

*consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

### **Evidence of Meeting Standard**

The college publicizes its institutional and program accreditation status in the [College Catalog](#) and electronically on the institutional effectiveness website. [Accreditation status updates and reports](#) are publically accessible on the institutional effectiveness page of the KCC website. Program accreditation status information is available in the [College Catalog](#), and electronically both on program websites and on the college's institutional effectiveness page. Program coordinators communicate changes and updates on program accreditation status with advisory board members in a timely manner via email and formally through advisory board meetings, whereas any changes in institutional accreditation are communicated to the college and public by the Chancellor.

Kaua'i Community College remains compliant with the regulations of the U.S. Department of Education in regards to accrediting agencies.

### **Analysis and Evaluation**

The institution demonstrates honesty and integrity in its relationships and actions. It maintains a consistent description of itself to all accrediting agencies and communicates any changes in such accredited status.

## **I.C.14**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

### **Evidence of Meeting the Standard**

KCC is a state institution without any links to investors, related or parent organizations, or other external interests. The college is fully committed to its mission to serve its students and the community.

### **Analysis and Evaluation**

The college is committed to high quality education, student achievement, and student learning first and foremost.

## **Evidence I.C**

I.C	2018-2019 College Catalog
I.C.1-1	KCCP 1-1 Administration
I.C.1-2	College's Website Screenshot (Mission)
I.C.1-3	Accreditation Information Website Screenshot
I.C.1-4	Website Contacts
I.C.1-5	Institutional Researcher's Website Screenshot
I.C.1-6	Fact Book Screenshot
I.C.1-7	UH IR Data Access Portal Screenshot
I.C.2-1	College Catalog pdf on College Website Homepage
I.C.3-1	2018 Annual Accreditation Report
I.C.3-2	Program Reviews link
I.C.3-3	Strategic Priority Outcomes in Program Review
I.C.3-4	Fact Book Screenshot
I.C.3-5	SLOs in Program Review
I.C.4-1	Degrees and Certificates (Website Screenshot)
I.C.4-2	Program Action Request Form Screenshot
I.C.4-3	Student Advising Sheets Screenshot
I.C.5-1	KCCP 1-1 Administration
I.C.5-2	KCCP 1-7 Establishment of College Council
I.C.5-3	College Council Agenda (Policy Review Standing item)
I.C.6-1	Financial Assistance Screenshot
I.C.6-2	Net Price Calculator Screenshot
I.C.6-3	Gainful Employment Website
I.C.6-4	Hawai'i Industry Sectors Info Screenshot
I.C.7-1	UH Administrative Rules
I.C.7-2	System wide Student Code of Conduct EP 7.208
I.C.7-3	UH, UHCC, and KCC policies on website
I.C.7-4	Article IX, UHPA Faculty Contract
I.C.7-5	Article IV, UHPA Faculty Contract
I.C.8-1	Student Support Services Screenshot
I.C.8-2	Academic Grievance Policy
I.C.8-3	Non-Academic Grievance Policy
I.C.8-4	Academic Probation Policy
I.C.8-5	System wide Student Conduct Code
I.C.8-6	UHCCP 5.211 Statement on Professional Ethics (Faculty)
I.C.8-7	UHPA Contract Breach of Professional Ethics
I.C.8-8	UHPA Contract Disciplinary Actions
I.C.9-1	UHCCP 5.211 Statement on Professional Ethics (Faculty)
I.C.9-2	AAUP Statement on Professional Ethics Screenshot
I.C.12-1	Accreditation Website Screenshot
I.C.13-1	Accreditation Status Updates Screenshot

## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **II.A. Instructional Programs**

#### **II.A.1**

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.*

#### **Evidence of Meeting the Standard**

The College adheres to [HRS Section 304A-102](#), the state statute that ensures that programs are appropriate to higher education. All programs culminate in the attainment of program student learning outcomes (SLOs). The College's curriculum development process includes a review of [proposed](#) course and program SLOs to ensure consistency with the College's mission. All instructional programs are developed for students to earn a certificate or associate's degree for employment and/or transfer to a four-year university.

The University of Hawai'i Community College (UHCC) system requires annual and [cumulative \(five-year\) program reviews](#) for all programs at the College, in part, to assess [student achievement](#), which includes the number of program majors, certificate and degree attainment, job placement (Perkins Core Indicators), and transfer to a University of Hawai'i (UH) four-year institution. These metrics are part of the Annual Reports of Program Data ([ARPD](#)), which assess demand, effectiveness, and efficiency of a program in preparing students for the job market and/or transfer. Program review also includes an [analysis by program faculty](#) of how well students are meeting identified program outcomes.

The College does not offer any distance education programs at this time.

### **Analysis and Evaluation**

The processes for curriculum development and program review provide the framework for the College to ensure all instructional programs are consistent with both its mission and higher education.

Additionally, the College analyzes data on the number of open positions in the County of Kaua'i in fields related to the degree/certificate offered by the program. Doing so allows the College to manage the size of its programs so that the workforce needs of the community are served while ensuring students are not graduating with degrees or certificates in fields where they cannot find jobs.

### **II.A.2**

*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

### **Evidence of Meeting the Standard**

Each course offered at the College is reviewed by the Curriculum Committee. All courses address the same SLOs, regardless of mode of instruction (e.g., face-to-face, online virtual, or Polycom<sup>(R)</sup>), location (e.g., campus or high school), or instructor (full-time faculty or lecturer). Quali Curriculum Management currently serves as the College's repository of all course curriculum information, including SLOs, course descriptions, content, objectives, methods of instruction, methods of evaluation, and texts. Every course must be developed in accordance with [accepted standards](#) and is reviewed on a five-year cycle. In addition, each Career and Technical Education (CTE) program has a system-wide UHCC Program Coordinating Committee (PCC), which strives to meet annually to review course content at each campus to ensure currency across all curricula. As described in STD II.A.16, each CTE program also has an [advisory board](#) that meets every academic year to review student outcome data and ensure programs remain relevant to industry standards.

In order to ensure that content and methods of instruction are continuously improved, faculty assess student achievement of course learning outcomes and receive feedback from peer and student evaluations of teaching. Faculty discuss what they have learned from these processes and what improvements they have made in their courses in their contract [renewal, tenure, or promotion dossiers](#). Committees and individuals reviewing these documents base their recommendations, in part, on this reflection [refer to Standard III.A. for relevant policies and procedures].

Each program undergoes annual [program review](#) and a five-year comprehensive program review to examine program learning outcomes, assess student achievement, and develop action plans for continuous improvement, which may include course revision, development of support services, and/or updating course materials/equipment.

### **Analysis and Evaluation**

Faculty are engaged in continuous processes of assessment and curriculum review at both the course and program level. The College uses peer evaluation and the contract renewal/tenure/promotion process to provide additional feedback to faculty on their individual teaching performance. The program review process includes not just instructional programs, but also [services](#) directly related to student learning, such as tutoring services, library services, and academic advising.

### **II.A.3**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

### **Evidence of Meeting the Standard**

The core curriculum information for the College's courses and programs, including student learning outcomes, is contained in documents called course outlines (COs) and program action requests ([PAR](#)). Program and division faculty submit COs and PARs to the Curriculum Committee, which evaluates, critiques, and approves them according to the College's curriculum policies and procedures. Curricula are reviewed at least once during the established five-year review cycle. Program SLOs are made available to the public in the College Catalog. Faculty assess course outcomes each semester, which are then aggregated to provide course-wide data using assessment management software (LiveText). Assessment of program SLOs is part of the annual and cumulative [program review](#) process.

Course syllabi with learning outcomes are distributed to students in each course at the beginning of the term. A [course syllabus template](#) is made available to faculty on the CampusDocs Google Drive folder to provide guidance to faculty about elements to include in a syllabus. Faculty are required to submit a syllabus, which includes course student learning outcomes, to their Division Chair and the Academic Affairs' Office, for each course they teach by the end of the first week of instruction each term. The Academic Affairs Office reviews syllabi to verify student learning outcomes are included. A course syllabus reminder is sent out to instructional faculty prior to the start of each semester to submit their syllabi for each course and to provide a copy to each student. The submitted syllabi are posted in CampusDocs in the Office of the Vice Chancellor for Academic Affairs (VCAA) Course Syllabi [folder](#) by the VCAA secretary, who tracks receipt of all syllabi.

## **Analysis and Evaluation**

The campus has an established course review process and annual program review process that provides the framework for reviewing and assessing SLOs. Additionally, the Curriculum Committee reviews course and program outlines using established procedures. The VCAA has the role of ensuring syllabi contain approved SLOs and that students are provided a copy. This requirement is communicated to faculty via e-mail reminders, new faculty orientation, and by division chairs.

### **II.A.4**

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

## **Evidence of Meeting the Standard**

The College uses a numbering system to distinguish between pre-collegiate and college level courses, guided by the University of [Hawai'i Developmental Education Initiative](#) and [UHCCP 5.300](#). Courses with two digits are identified as pre-collegiate level, whereas college-level courses are numbered with three digits. In addition, each pre-collegiate course is part of an identified [pathway](#) to a college-level course.

To enroll in math or English courses or those with a college-level math or English prerequisite, students must meet certain placement levels that correspond to the basic skills and abilities required for the course. From 2013-2015, Kaua'i Community College (KCC) and Maui College developed and implemented a successful pilot that used high school transcript information to place students into college-level math and English courses. The results of the pilot informed the current 'multiple measures' placement system that has been adopted by the UHCC system and was [presented](#) to the campus by VPCC Morton in spring 2017.

## **Analysis and Evaluation**

Pre-collegiate courses are identified by their course numbers, and these courses have been designed specifically to prepare students for success in a college-level course. KCC has been a leader in the UHCC system efforts to redesign developmental education. The College has piloted accelerated courses in both English and math, as well as alternative placement models. Prior to the UHCC system redesign taking effect, the College had reached full implementation of redesigned math pathways, including a non-STEM developmental course. The College's curriculum for this course has been modeled throughout the system and served as the model for the Department of Education's "Transitions to College" math course.

The combination of shortened developmental pathways, co-requisite support courses, and multiple placement methods (e.g., high school grades or placement test score), have resulted in a higher percentage of students completing college-level English and math within one year of entering the College.

<b>% of entering cohort completing college-level within one year</b>	<b>F13 Cohort</b>	<b>F16 Cohort</b>
English	32%	38%
Mathematics	20%	29%

These and [additional data on student outcomes](#) in math and English were presented by the UHCC Student Success Council in April 2017.

## **II.A.5**

*The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.*

### **Evidence of Meeting the Standard**

The UHCC system has established several policies related to academic programs and higher education. Program length and minimum course GPAs are detailed in [UHCCP 5.203](#), as is the role of the Chancellor. The policy states that the Chancellor is responsible for assuring that “high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials.” In summary, all programs must be reviewed for alignment with the College’s mission by the Chancellor; each program must be approved by the Board of Regents; students must earn at least a 2.0 GPA in each program course; and degree and certificate programs have a set number of credit hours to align with higher education standards (e.g., minimum sixty credit hours for an associate’s degree, between twenty-four and fifty-one credit hours for a Certificate of Achievement, and between four and twenty-four credit hours for a Certificate of Competence).

The College approves course sequencing tables when the [PAR](#) is submitted for the development of a new program or revision of a current program. All degree programs are also required to have a [general education component](#).

### **Analysis and Evaluation**

The College offers degrees and certificates that adhere to practices common to higher education by following UHCC system policies when developing programs and certificates.

## **II.A.6**

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*

### **Evidence of Meeting the Standard**

Plans for course sequencing begin with the initial proposal of the program. The **PAR** requires the proposer to complete a suggested plan of courses for students to complete the degree or certificate based on full-time status.

For existing programs, the College uses a variety of tools to assist with planning and scheduling. Division chairs and program coordinators review and update the Multi-Year Plan of Offerings **MYPO** every academic year to update the next two academic years of course sequencing. Each spring semester, program coordinators, division chairs, counselors, and the VCAA's office meet to discuss and create the class schedule for the summer and upcoming academic year. They make adjustments as needed, based on factors such as historical enrollment trends, cohort model, and survey data. The College began developing academic year course schedules, as opposed to semester schedules, beginning with the 2016-2017 academic year to help students better plan their academic pathway, and is the only Community College in the System to do so. The VCAA plans to advance this to two-year scheduling.

### **Analysis and Evaluation**

The manner in which the College schedules courses is based on available data, student need, and course sequencing. Through a concerted effort between academic advisors, program coordinators, division chairs, and the VCAA's office, the College manages decisions impacting registration, enrollment, cohort pathways, and scheduling while monitoring overall enrollment and class size. In general, the minimum size for a course is ten students. Nonetheless, to support small or cohort programs, some courses proceed with fewer students to facilitate their progress toward degree completion.

The UH system has recently adopted the homegrown STAR GPS registration system, which provides students with recommendations on courses to take to complete their chosen degree or certificate, as well as warnings when students attempt to register for courses outside of

their pathway. This tool not only helps students reduce time-to-degree but also assists the College in ensuring appropriate courses are offered as defined by the pathways.

## Action Item

Programs will develop course sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related to one of our Quality Focus Essays, [Scheduling for Success](#).

### II.A.7

*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

## Evidence of Meeting the Standard

The College has demonstrated its commitment to equity and the changing needs of students by adding distance education and early college courses to its offerings, supporting the UH University Center on Kaua'i, streamlining developmental education pathways in math and English, expanding continuing education offerings, assessing effectiveness of learning support services, and applying various teaching methodologies, as appropriate, augmented with professional development.

**Delivery Modes and Teaching Methodologies:** The College has continued to maintain distance learning opportunities for students while embarking on and expanding the early college modality since the last self-evaluation. Distance learning allows Kaua'i Community College (KCC) students not only to enroll in online courses offered at the College, but also at any college within the UHCC system. Although distance education course enrollment at the College grew for several years, at this point, the College's distance learning offerings are not expanding because of the availability of distance courses offered by other colleges within the UHCC system.

<b>Academic Year:</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
Students Enrolled in distance education at KCC (duplicated count)	1,183	1,367	1,236	1,078	1,044
# of distance education sections	34	63	60	43	44

Over the past five years, less than 8% of students at KCC have taken distance education at other system community colleges. Most recently (2016-2017), 6% of KCC students were part-time at our college but [full-time in the system](#). Additionally, in 1996, the UH Board of Regents [established](#) three University Centers on the neighbor islands of

Kaua‘i, Maui, and Hawai‘i `i, to provide access to certificate, associate, bachelor, and post-baccalaureate degree programs offered via distance education. Currently, there are 66 programs available with the majority offered via online courses, albeit some Polycom<sup>(R)</sup> and interactive video courses are still offered. Staff at the College provide local support to students enrolled in these programs. Hence, there are many distance education opportunities available for students.

Rather than dedicate more resources to expanding distance education offerings, the College has placed additional emphasis on offering early college courses at the three public Department of Education (DOE) high schools on Kaua`i. Early College has been found to be a [college-bound equalizer](#) for male, low-income, and minority students.

Early College Course Offerings at the Three Public High Schools from 2015-2018

<b>Academic Year:</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>
Kapaa HS	5	8	13
Kaua‘i HS	3	4	8
Waimea HS	2	7	8
<b>TOTALS</b>	<b>10</b>	<b>19</b>	<b>29</b>

Both math and English developmental education courses were [redesigned](#) to reduce the time before students can enroll in college-level courses. Additional support, including embedded and professional tutors, have been added to support student success. Since the inception of the new model in Fall 2016, math and English have seen increases in the [percentage of students completing college-level courses](#).

**Instructional Support Services:** Student support services are reviewed through the annual program review process to identify areas for improvement. In an effort to improve student persistence, increase completion rates, and reduce the time to graduation, the College has initiated several new support services and strategies over the past few years that include the following: mandatory orientation (face-to-face and virtual), distance education orientation (through the University Center), Early Alert System, STAR GPS registration system, online round-the-clock tutoring, and a First Year Experience (see Standards II.B.1, II.C.1, and II.C.3 for details).

### **Analysis and Evaluation**

The College reviews data annually and responds to the changing needs of its students through a variety of methods. Most recently, these have included expanded Early College course offerings, implementation of integrated student support services, and redesign of developmental education. Additionally, professional development offerings have focused on teaching methodologies such as indigenizing the curriculum, teaching millennial students, and using flipped classrooms.

When college-level courses for skill enhancement and workplace advancement are not required, the College also strives to meet the training needs of the island through the [Office of Continuing Education and Training \(OCET\)](#). This center collaborates with local businesses, labor unions, and advisory boards to offer timely trainings and personal enrichment courses.

## **II.A.8**

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### **Evidence of Meeting Standard**

The College does not offer department-wide course or program examinations. The College does have a robust process for assessing [prior learning](#) and awarding credit, falling under [UHCCP 5.302](#), the System policy on Prior Learning Assessment (PLA). This process is published in the [College Catalog \(p.18\)](#). Prior learning assessments are designed to determine whether the student meets the learning outcomes for the course in order to receive credit.

The Hospitality and Tourism Program received a Carl D. Perkins Grant in FY17 to market PLA to industry employees. As a result, PLA assessments were developed for three courses, human resource managers on Kaua`i were surveyed for PLA need, outreach materials were created, and accelerated courses were designed to encourage certificate completion for students with PLA.

### **Analysis and Evaluation**

Appropriate policies and procedures are in place to reduce test bias and enhance reliability of PLAs for awarding college credit. The College does not offer department-wide course or program examinations. PLA is available to students and 18 students over the past three years have obtained credit using this process.

## **II.A.9**

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.*

### **Evidence of Meeting the Standard**

## **Evidence of Meeting the Standard**

Units of credit are consistent with the federal definition of a credit hour ([34 CFR 600.2](#)) and the [System policy](#), which both define a credit hour as the Carnegie Unit standard. Each credit hour requires one hour of in-class instruction and a minimum of two hours of out-of-class study each week for approximately fifteen weeks (e.g., forty-five minimum hours for each credit hour), or the equivalent for shorter-term course offerings. In general, this reflects the minimum amount of work required for a student to achieve the intended student learning outcomes. In addition, the College awards credit for student achievement based on faculty-established [student learning outcomes](#). The College does not offer any clock hour courses or programs.

## **Analysis and Evaluation**

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that comply with federal requirements and generally accepted standards in higher education. (ER 10).

## **II.A.10**

*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.*

## **Evidence of Meeting the Standard**

The University of Hawai‘i System maintains a [Course Transfer Database](#) to identify equivalencies for students transferring credits within the UH system. The database also includes equivalencies for transfers from some colleges outside of the system. The College’s transfer-of-credit policies to and from other institutions are discussed in the College Catalog.

When a student transfers credits from an institution that does not have an already-established equivalency, the Admissions and Records Office works with faculty in the relevant discipline to examine the course and determine whether it is appropriate to award a transfer credit. The decision is based on whether the course substantively meets the same learning outcomes as the KCC course.

The UHCC system also has a [policy](#) on common course numbering to make it easier for students to take courses from any college within the system and smoothly transfer them back to their home campus. Additionally, [EP 5.209](#) is related to [transfer among UH colleges](#) and universities and was developed to streamline the process and make transfer across the system

more transparent to students. In particular, individual colleges can certify which of their courses meet system-defined hallmarks for general education requirements, which are then accepted at any institution within the system. Therefore, a student who earns an Associate in Arts degree at a college within the system is considered to have met all general education requirements at any university within the system.

The UH system maintains a list of [articulation agreements](#) on its Academic Affairs, Policy, and Planning webpage. Since 2012, the College has established thirteen articulation agreements with other University of Hawai'i campuses to facilitate the seamless transfer of those programs to other UH campuses, particularly the bachelor's degree granting institutions. In addition, the three UH universities have developed an express transfer process that allows students to easily transfer across the system. This process is shared with KCC students at the annual Transfer Day by university representatives.

### **Analysis and Evaluation**

The College clearly states System transfer policies to support the mobility of students. The College certifies that the learning outcomes for transfer courses are comparable to its own and develops articulation agreements when appropriate.

In addition to transfer of courses, the UH system supports reverse transfer, as detailed in [UHCC Policy 5.206](#). Reverse transfer allows community college students who transferred to a UH four-year institution before completing their Associate in Arts or Associate in Science degree to obtain that credential while progressing toward their bachelor's degree. Also, students that complete an associate's degree at the College are automatically admitted to the UH four-year university of their choice.

### **II.A.11**

*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

### **Evidence of Meeting the Standard**

The College's programs have student learning outcomes which are reviewed for appropriateness by the offering division, assessment committee, curriculum committee, VCAA, and Chancellor. Career and Technical Education programs receive input on the relevance of their student learning outcomes from their advisory boards, which include industry leaders in employment areas related to the program. Each degree program is expected to have at least one course student learning outcome (CSLO) that addresses each of these outcome themes: communication competency, information competency, qualitative competency, analytical inquiry skills, ethical reasoning, and diverse perspectives. In most cases, the [outcome themes](#) are met through student learning outcomes in specific courses

within each program's major courses. However, for some programs, some outcomes themes are met through required general education courses in a program rather than in the program's major courses.

### **Analysis and Evaluation**

Every academic program develops its specific student learning outcomes to meet industry and professional competencies as well as to meet the expectations of the College's accrediting body.

### **II.A.12**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*

### **Evidence of Meeting the Standard**

UHCC policies ([UHCCP 5.200](#) and [5.203](#)) address the inclusion of a component of general education in all degree programs offered by the institution. They ensure that 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 students.

The College's philosophy for general education is found in the [College Catalog \(p. 10\)](#). Students in all degree programs at the College are required to take general education courses commensurate with their academic program. The College's Institutional Learning Outcomes, which constitute the general education outcomes expected for all degree graduates learning outcomes, are also listed in the [College Catalog \(p. 10\)](#).

When a degree program is created or modified, program faculty document the curriculum action on a Program Action Plan (PAR). The PAR contains general education requirements for the program as well as the program student learning outcomes. Each PAR goes through the College's curriculum process, which includes review by the program's division chair, the assessment committee, the curriculum committee, the VCAA, and the Chancellor, who grants final approval. The general education requirements and learning outcomes for each degree program are listed in the College Catalog under each program's heading.

For transfer degree programs, both Associate in Art degrees and specific Associate in Science degrees, the general education requirements include the University of Hawai‘i diversifications and foundations requirements. Diversification courses fall into the categories of arts, biological science, physical sciences, humanities, literature, social sciences and science labs. Foundations cover global and multicultural perspectives, symbolic/quantitative reasoning, and written communication. The campus Foundations and Diversification committees, comprised of faculty in the related disciplines, approve those designations for general education courses based on hallmarks established throughout the system. General education courses that meet the hallmarks at one UH campus can transfer freely to meet the requirement at any other campus.

The College’s ten institutional learning outcomes stand as the pillars of its general education philosophy. All associate degree programs are designed for students to meet these outcomes. In most degree programs, all of the institutional outcomes are met as part of the program’s identified student learning outcomes. In the remaining cases, some institutional outcomes are met through a major or general education course that is required for the program. Each program maps [program outcomes with institutional outcomes](#), as well as the exceptions where a course rather than a program outcome is used to ensure the given institutional outcome is met.

### **Analysis and Evaluation**

All associate degree programs meet general education competencies as required in [UHCCP 5.200](#) and as described in the College’s General Education Philosophy. The institutional outcomes and all program outcomes are published in the College Catalog and made available on the College’s website so that students are aware of them.

### **II.A.13**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

Per [UHCCP 5.203](#), all programs are required to focus study in at least one area of inquiry or in an established interdisciplinary core. During the 2017-2018 academic year, the College offered eighteen associate degrees across twenty majors to provide students with the skills and knowledge required for employment or transfer. Each associate degree program at the College contains a core group of courses that provide focus in the designated area of study, including liberal arts, which has an established interdisciplinary core that is common to the notion of a liberal arts education.

The College has faculty boards to award designations that allow courses to satisfy various graduation requirements and ensure the rigor is appropriate to the degree level. Committees, such as the Curriculum Committee and Assessment Committee, make recommendations about programs and courses regarding their appropriateness to their associated degree level and ensure that the core or focused study area will allow graduates to meet program and institution student learning outcomes. In select Career and Technical Education (CTE) programs, advisory boards review and make recommendations about programs and courses in the focused study area regarding the relevance to their respective industry.

### **Analysis and Evaluation**

The College's programs include either a core area of emphasis or an established interdisciplinary core based on the intended outcomes for graduates of the program. UHCC policy makes the Chancellor responsible for ensuring that all associate degree programs include such a core. The Chancellor is the final approving authority for curricular actions, which allows her to exercise this oversight.

### **II.A.14**

*Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

Career Technical Education (CTE) programs are designed to meet industry standards and remain current with employment standards through advisory boards and/or [external program accreditation](#). At a minimum, CTE advisory boards include representatives from business and industry to ensure programs remain relevant to current employment trends, competencies, and technology. All CTE programs complete Annual Program Review Updates ([APRUs](#)) to analyze demand, efficiency, and effectiveness. Where applicable, licensure pass rates are reported and reviewed during this process as well as in the annual review of [Institution Set Standards](#). Licensure pass rates for certificate programs are reported in the College Catalog and posted on the [website](#) per Gainful Employment Requirements. Student learning outcomes in CTE programs are developed by faculty based on their expertise in the field, industry required skills, employer input, requirements of credentialing agencies, and program-level accreditation standards, when applicable.

### **Analysis and Evaluation**

The College offers Certificates of Achievement, Associate in Science, and Associate in Applied Science degrees in various career and technical education fields. Programs are reviewed annually by advisory boards and/or by program-level accrediting agencies for alignment to current employment competencies and standards.

The Early Childhood Education (ECE) program has volunteered to participate in the [National High-Quality CTE Program Initiative](#) developed by the Association of Career and Technical Education (ACTE). ECE will use knowledge and experience it gains through this pilot not only to improve the program but also to prepare its application for the National Association for the Education of Young Children (NAYCE) program accreditation. Based on results from this pilot, the College will determine if it should be used by other CTE programs to ensure they are competitive nationally.

## **II.A.15**

*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.*

### **Evidence of Meeting the Standard**

The College follows UH policy [RP 5.201](#) that requires community colleges to offer coursework to current students for up to two years to complete program requirements. When a [program undergoes significant changes](#), the College allows students that stay continuously enrolled to graduate either under the original program curriculum or the modified one

### **Analysis and Evaluation**

The College honors its commitments to students who are enrolled in programs that are eliminated or undergo major curricular change as described above. Very few degree and certificate programs have been eliminated in recent years. The Auto Body Repair and Painting Associate in Applied Science program was eliminated at the end of the 2016-17 academic year. Although the program did not accept new students after the 2016-17 academic year, it offered classes for the remaining two students so they could complete their degree in May 2017. In the 2015-16 academic year, the College eliminated the Renewable and Sustainable Energy Technologies Certificate. No student accommodations were required, as there were no students enrolled in the program.

In fall 2017, the Business Technology Program was temporarily placed on hold to undergo major revisions to make it more relevant to the current needs of the industry. No new students were admitted, with second-year courses only being offered for two subsequent semesters to allow current students the opportunity to complete their degrees under the unmodified degree requirements. Program revisions are expected to be completed so that new first year students can once again enroll in the program starting in fall 2018.

## II.A.16

*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### **Evidence of Meeting the Standard**

The institution regularly evaluates and improves the quality and currency of all instructional programs and courses, including developmental education, to enhance learning outcomes and student achievement, regardless of delivery mode. The College employs several approaches for improving instructional programs, including annual [program review](#), course curriculum review on a five-year cycle, CTE advisory boards, external program accreditation, and professional development opportunities for faculty. System wide Program Coordinating Committees provide the opportunity for faculty to benefit from their colleagues' experiences in developing and improving their programs. Additionally, reports on annual program data were provided through charts and other data visualizations, beginning in 2017, which facilitated the [comparison of programs](#) across community colleges in the system.

CTE programs present student success data to advisory boards that meet annually to identify gaps regarding relevance of instruction to current industry standards. Programs holding [industry accreditations](#) perform required reviews and comprehensive recertification evaluations.

The College does not offer any distance education programs at this time. However, there are several processes in place for the continuous improvement of distance education courses offered by the College. Courses go through the same review process mentioned above regardless of whether they are offered face-to-face or through distance education. The College also has a Distance Learning Committee that exists to ensure and improve the quality of its distance education offerings. This committee has a certification and peer review process for distance education instructors and offers regular professional development opportunities to help instructors improve their teaching practices in distance education courses.

Non-credit community education courses are offered through the Office of Continuing Education and Training (OCET). OCET meets regularly with industry, community partners, and vocational agencies to ensure that courses offered are relevant. OCET coordinators and directors are members of the Chamber of Commerce, Society of Resource Managers (SHRM), Kaua'i Economic Development Board (KEBD), various business associations, and serve on the Kaua'i Workforce Development Board (WIOA) and its subcommittees. OCET surveys students to ensure that the course suits their needs. Coordinators meet with

instructors to review course curriculum and make revisions where necessary. In addition, OCET staff meetings are held to discuss course frequency, cancellations, length, price, and expenses.

### **Analysis and Evaluation**

Assessing program and course student learning outcomes in comparison to established benchmarks, maintaining program-level accreditation standards for select CTE programs, and adhering to the College's established program review policy ensures the quality and currency of its instruction. For example, the program review of the Business Technology Program identified the need to update its curriculum to reflect the skills needed by today's businesses. The program has temporarily stopped enrolling new students while it undergoes this revision.

Another example is the reform of developmental English and math. Through the College's continual review of developmental education, it was identified that developmental students were not persisting to college-level courses at a satisfactory rate. To address this, developmental pathways were shortened, alternative placement measures were developed, and additional student support services were implemented to allow students greater access to and success in college-level courses. These initiatives were started at the College and provided the structure for the UHCC system developmental redesign initiative.

### **Evidence II.A**

II.A.1-1	HRS 304 A
II.A.1-3	Kuali Application
II.A.1-4	UHCCP 5.202
II.A.1-5	Student Achievement Data 2016-2017
II.A.1-6	APRU Template
II.A.1-7	ARPD Website and Example
II.A.2-1	CTE Advisory Board Handbook
II.A.2-2	KCCP 4-13
II.A.2-3	KCCP 1-6 Program Review Policy
II.A.2-4	APRU List Screenshot
II.A.3-1	PAR FORM
II.A.3-2	Course Syllabus Template
II.A.3-3	VCAA Syllabi Folders
II.A.4-1	HI Developmental Education Initiative Website
II.A.4-2	UHCCP 5.300
II.A.4-3	English and Math Pathways
II.A.4-4	VPCC Presentation SP17
II.A.4-5	Student Success Council Presentation
II.A.5-1	UHCCP 5.203
II.A.5-2	UHCCP 5.200
II.A.6-1	MYPO
II.A.6-2	Quality Focus Essay: Scheduling for Success

II.A.7-1	PT at KCC and FT in System (DE) Chart
II.A.7-2	Regent Policy 5.206
II.A.7-3	DXP Data (Early College)
II.A.7-4	OCET Courses
II.A.8-1	KCCP 4-16
II.A.8-2	UHCCP 5.302
II.A.8-3	PLA in College Catalog
II.A.9-1	34CFR 600.2
II.A.9-2	EP 5.228
II.A.9-3	Program Student Learning Outcomes
II.A.10-1	UH Course Transfer Database Screenshot
II.A.10-2	UHCCP 5.301 Common Course Number Policy
II.A.10-3	EP 5.209
II.A.10-4	Transfer Among Colleges Memo
II.A.10-5	Articulation Agreements Screenshot
II.A.10-6	UHCCP 5.206
II.A.11-1	PSLO to ACCJC Outcome Matrix
II.A.12-1	UHCCP 5.200
II.A.12-2	UHCCP 5.203
II.A.12-3	PSLO to ISLO Matrix
II.A.14-1	Institution Set Standards
II.A.14-2	Gainful Employment Screenshot
II.A.14-3	CTE High Quality Program Initiative
II.A.15-1	RP 5.201
II.A.16-1	Comparison of a Program Across CC's
II.A.16-2	Externally Accredited Programs

## **Section II.B Library and Learning Support Services**

### **II.B.1**

*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

The College's [learning support services](#) include a variety of programs available to all students, whether taking classes face-to-face or online. These services include access to library collections, tutoring, online resources, computer laboratories, IT Help Desk, and orientations/trainings for library users and other learning support services; which are often offered as a course activity (i.e., ENG 100 and IS 103). The student affairs and academic

affairs units collaborate to provide a variety of integrated student support services that are delivered across multiple modalities.

The first floor of the Learning Resource Center is designed for collaborative learning. This area consists of a collaborative study space in an open area, two group meeting rooms, a reference desk, computers and printers and the Academic Support Center (ASC). The ASC provides students with peer tutors, access to embedded tutors, professional tutors and many instructors hold office hours in this area.

The Library supports the programs of the College, the learning and success needs of its diverse student population, and instructional and other faculty by providing a rich variety of resources as well as instruction in information competency. The library and the ASC also provide support to online students.

Like other programs at the College, all [student support services](#) are reviewed as part of the annual and comprehensive [program review](#). [Third Party Surveys](#) such as the Community College Survey of Student Engagement (CCSSE) and Noel Levitz are also reported and discussed in program reviews, as student perception and level of engagement in services is another measure of breadth of student services.

### **Analysis and Evaluation**

Library and other support services are accessible to students and personnel both in-person and remotely. The College's robust program review process and the integration of student support among campus units helps ensure services remain varied and current to meet student and personnel needs.

### **II.B.2**

*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.*

### **Evidence of Meeting the Standard**

Academic faculty and divisions provide input regarding the campus' [student learning resources](#) and the Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs co-chair the campus Integrated Student Support Committee. Additionally, one faculty member from each academic division serves on the Library Advisory Committee, which allows faculty to provide input into resource needs for students. All faculty are strongly encouraged to participate in the book selection process by reviewing new titles in Choice Book Reviews or GOBI<sup>(R)</sup> alerts. Recommendations for book purchases can be marked on the GOBI<sup>(R)</sup> Alerts and will be routed back to the head librarian as recommended purchases. In addition, the library regularly receives individual requests for purchases of books, DVDs, streaming video, and e-resources. Purchases adhere to UH purchasing policies and the [Collection Development Policy](#).

The library maintains twenty-three desktop computer workstations for students to use for research, and students may check out one of thirty laptop computers for short periods of time. The Tutoring Center, which is located in the learning commons area of the library, also has five desktop stations. All computers are maintained and replaced by the Computer Services unit of the College.

### **Analysis and Evaluation**

Although the College has had a Library Advisory Committee, it only met once per semester and focused on hard-copy learning materials. As a result, the College decided to move this committee's function of supporting selection of materials to the [Learning Resources Committee](#), which is also responsible for expanding and reviewing open educational resources. This combined committee will be implemented in fall 2018 and aligns with the College mission by engaging learners and offering both an open and affordable education.

### **II.B.3**

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

The College evaluates the adequacy of its [library](#) and other learning support services through the program review process. Each service unit has defined metrics and learning [outcomes](#) that are analyzed for program review. In addition, an academic support survey was coordinated yearly by the College with faculty and staff evaluating various support services in academic support until 2015. The survey measured how faculty and staff perceived the role the library played in student learning (See Academic Support Survey for 2012, 2013, 2014, and 2015). After the reorganization of the Academic Support unit with Student Services in January 2017, a new faculty/staff survey was developed to evaluate library and tutoring services, which became part of the newly created Student Affairs unit. The survey also evaluates testing services, which is currently housed under the Office of Continuing Education and Training, but will move to Student Affairs in fall 2018

Library data analyzed in the program review process included statistics on use of resources by students and staff, dissemination and analysis of an annual student survey, and assessment of program student learning outcomes. The library has continued to improve its services based on student survey results over the past five years, and all survey questions, with exception of one on whether or not the Library is a comfortable place to study, had over 90% agreement/satisfaction in the most recent survey. [Tutoring Center](#) data reviewed each year includes a review of statistics on CCSSE survey results, the percentage of students

passing a course they were tutored in, the usage of online tutoring services, the number of students per tutor, and student evaluations of tutors.

### **Analysis and Evaluation**

Student learning support services engage in the College's robust program review process that requires analysis of data for continuous improvement, including data on achievement of student learning outcomes. For example, the library will be monitoring student satisfaction with comfort in the library to see if it returns to typically high levels now that the library has moved back to its regular location after having been displaced for two years due to building renovations.

Another example of continuous improvement resulted in the implementation of embedded tutors in math and English courses. Surveys indicated that students desired more time with their tutor. Also, it can be noted that a small percentage of the students take advantage of the tutoring center. As a result, the ASC decided to implement embedded tutors in math and English classes, because they increase the number of students who are exposed to a tutor. As a result, students may feel more comfortable seeking assistance in the ASC where they may receive additional tutoring services.

The mathematics faculty noticed that some students are much more comfortable receiving assistance in the ASC than in faculty offices. Therefore, the mathematics discipline requested that each faculty member hold office hours in the ASC. Other disciplines, such as English and chemistry have followed suit.

### **II.B.4**

*When the College relies on or collaborates with other institutions or sources for library and other learning support services, it documents that formal agreements exist and that such resources and services are easily accessible and utilized and adequate for the College's intended purposes. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

### **Evidence of Meeting the Standard**

The library is currently in various forms of collaboration with other libraries and vendors. The largest is the Hawai'i Libraries Consortium (HLC), consisting of libraries of the University of Hawai'i Libraries System, the Hawai'i State Public Libraries System, the Hawai'i State Department of Education, various private colleges and schools, and other organizations. Within the University of Hawai'i Libraries System, there are [Intrasystem Loan](#) and [Lending Policies](#) in which the various campuses agree to share resources. The College also has service agreements with various vendors that provide learning support services. These include many of the library's e-resources such as Credo

Online Reference Service, Ebsco products, Films on Demand, Encyclopedia Britannica, ProQuest products, Science Direct, CQ Researcher, and Kanopy. These services are communicated to students during orientations, and access to these services is integrated into the Library website. The assessment of library services is gathered via end-of-semester surveys (see II.B.2) that are administered to students who have undergone library instruction. New agreements are presented in the program review process and supported by data and a budget request.

The Tutoring Center contracts with a service to provide round-the-clock tutoring to students over the web. This provides additional support for distance education students who cannot make it to a physical appointment in the Tutoring Center. The College tracks usage and satisfaction (link survey) with its [contracted tutoring services](#), and the Tutoring Center coordinator has communicated with faculty about the quality of the services.

The College is committed to virtual and physical resource security. Digital resources must be accessed using a University of Hawai‘i (UH) login and password, whereas physical library resources are tagged and all students entering or departing the library must pass through a scanner. Identification is required if a library resource is checked out by a student, staff, or faculty.

### **Analysis and Evaluation**

The College collaborates with the UH system and other agencies and vendors to adequately provide library and learning support for instructional programs. Evidence is collected and evaluated annually to ensure that these services are easily accessible and utilized. In addition, measures are in place regarding security of both digital and physical library and student support resources.

### **II.B. Evidence**

II.B.1-1	Learning Support Table
II.B.1-2	Third Party Services
II.B.2-1	Division Learning Resources
II.B.2-2	Collection Development Policy
II.B.2-3	Learning Resources Committee
II.B.3-1	Library APRU (2016-2017)
II.B.3-2	Tutoring Center APRU (2016-2017)
II.B.3-3	Learning Support Services Outcomes
II.B.4-1	Intrasystem Loan Policy
II.B.4-2	Intrasystem Lending Policy
II.B.4-3	Contracted Tutoring Services Data

## Section II.C Student Support Services

### II.C.1

*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### **Evidence of Meeting the Standard**

The College is committed to providing the following core student support services, regardless of location or means of delivery:

<b>Core Service</b>	<b>Access Methods</b>
Admissions and Records	Students can apply and register online, with assistance in person at the College or with assistance at local Department of Education (DOE) High Schools. Students can complete these activities during enrollment days which occur on weekdays and weekends
Financial Aid	Students can apply online, with assistance in person at the College or with assistance at local DOE High Schools
Placement Assessment	Students can take a placement test at the College or at local DOE high schools. Multiple measures are utilized so that high school grades, test scores and coursework may be used for placement. Students can complete placement activities during enrollment days which occur on weekdays and weekends
Orientation Services	Students can complete orientation online or in-person during enrollment days which are offered on both weekdays and weekends

Access to Complaints, Grievances, and Students Rights and Responsibilities	Students may file a complaint or grievance by email or in person. Access to Student Rights and Responsibilities is available online in the student handbook.
Disability Services	Students may access disability services in person at the College.

The College evaluates these support services annually through the program review process. All programs are required to discuss how they align with the [College’s Mission](#), UHCC Strategic Priorities, and the College’s Strategic Goals, as well as collect and/or review [benchmarked data](#).

The annual program review update (APRU) is the primary driver through which the College assesses and improves its student support services, while the comprehensive program review, a more thorough and extensive assessment, is conducted every five years. Program review data summarizes key information including the following: student learning findings, efficiency and demand indicators, Achieving the Dream (AtD) success measures, effectiveness indicators, and results of college-wide surveys, including an assessment of student engagement and satisfaction (Community College Survey of Student Engagement, CCSSE, and SENSE). Representatives from Student Support Services convene to discuss the contents of their program reviews and to identify where to target collaborative efforts in the coming year. This discussion takes place in the Student Affairs Leads meetings and the All Student Affairs meetings that are held every few weeks.

**Analysis and Evaluation**

The College uses a robust program review process to evaluate the quality of student support services annually and comprehensively every five years. Analyses of data regarding demand, efficiency, and effectiveness provide information regarding the impact on student learning, whereas surveys provide direct feedback from students to ensure quality and suitability to the current student population. All programs are required to discuss how their mission aligns with the College’s mission in each program review.

**II.C.2**

*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

The College offers a number of targeted support services in addition to the core services discussed in II.C.1. Core and support service programs at the College have [outcomes](#) that are assessed annually in the program review process. Results from assessments are used to develop action plans to strengthen or expand services.

### **Analysis and Evaluation**

The program review process includes analysis of data for continuous improvement of student support services to assist students in achieving their academic goals. After the completion of the 2017 cycle, many units determined that their outcomes were dated or not easily measurable. In response, these units wrote new outcomes to provide a better assessment of their services. For example, Counseling and Advising engaged the Office of Institutional Research for data review and analysis to determine if their Program Learning Outcomes (PLOs) were assisting students with certificate, degree, or transfer completion. One of the former PLOs involved a check-in with students once they earned thirty credits, which was aimed at guiding these students towards completion. The institutional researcher reported that 65% of currently inactive students dropped prior to completing twenty-four credits. Therefore, the Counseling and Advising unit has adjusted this outcome to better align with current student trends.

### **II.C.3**

*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. (ER 15)*

### **Evidence of Meeting the Standard**

The College offers comprehensive student support services, most of which are available in-person, online, by email, telephone, or mail (e.g., US Postal Service or facsimile). Commonly used services, such as admissions/records, counseling, career center, disability and mental health, bursar, administration (student affairs and academic affairs), financial aid, and the testing center have been consolidated into one building, the One Stop Center (OSC), to increase visibility and access to students. The campus also has a [Wellness Center](#) that offers the immunizations and TB testing required for students to enroll at the College. All in-person services are open to students during normal operating hours. Students also have access to the library, Academic Advising and Counseling, new student orientation, financial aid, Tutoring Center, and the UH [bookstore](#), services both in-person and remotely.

During the 2016-2017 academic year, the UHCC developed new support tools for implementation across the seven community colleges to expand online student services. These included an online UH application and the Starfish tool within the MyUH student portal, which students can use to view course schedules, including system-wide online courses, link to orientations and tutorials, request transcripts, and access financial information. Additionally, students can register for courses online using the STAR GPS tool.

## **Analysis and Evaluation**

The College offers comprehensive student support services both in-person, remotely (e.g., telephone and mail), as well as virtually (e.g., online) to ensure access to all students. The College also implements UHCC tools and resources to expand services for students. In an effort to improve services to current and prospective students, the College is embarking on focused outreach efforts as part of its Quality Focus Essay plan on Integrated Career and Academic Services.

### **II.C.4**

*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

## **Evidence of Meeting the Standard**

The Student Life and Development Office oversees co-curricular activities on campus and the Student Life Coordinator is a member of the Association of Student Unions - International (ACU-I) and abides by their [Code of Ethics](#). Although college faculty oversee student life and serve as club advisors, clubs and organizations are student-led and governed. Providing these co-curricular opportunities is aligned with the College's mission of preparing and supporting students individually and collectively to succeed in academic endeavors and engage in lifelong learning. The major elements of Student Life follow Board of Regents policies and include:

- [Associated Students of the University of Hawai'i - Kua'i Community College Student Government](#) (ASUH-KCC SG) – The College's [chartered](#) student government, which also provides two representatives to the [University of Hawai'i Student Caucus](#), the system wide association of all campus student governments; Provides governance leadership training and development opportunities for students;
- [Student Activities Council](#) – The College's chartered student organization that plans co-curricular activities;
- Registered [Independent](#) Campus Organizations (N = 27) – Special interest groups reflecting the diversity of students, including academic, service, cultural, recreational, and religious student clubs (see p. 34 of the [College Catalog](#)).

Like other programs on campus, Student Life undergoes annual program reviews and five-year [comprehensive review](#) to monitor and evaluate demand, effectiveness, program outcomes, and coherence to the College mission, per [RP 7.201](#). Additional data are obtained from student interest surveys that are administered every few

years (see [2017 Student Life Program Review](#)), and an evaluation of longitudinal student participation/attendance data.

Authority is given to the UH President and delegated to chancellors to approve the budget for student organizations, per [Board of Regent Policy 7.202](#) and [Executive Policy 7.101](#). Currently a \$30 [Student Activity Fee](#) is collected from each student each semester, and is appropriated by the State to ASUH-KCC SG for the specific purpose of carrying out and achieving its educational responsibilities, programs, and related activities. The Student Activities Council is allocated a portion of the Student Activity Fee to plan and offer co-curricular activities. Both Student Government and the Student Activities Council are Chartered Student Organizations and their expenditures are compliant with all university [policies and procedures](#).

There is no organized Intramural Athletic program at the College.

### **Analysis and Evaluation**

Co-curricular programs are aligned with the College's mission and are designed to augment the education experience for all students with social and cultural priorities. The UH system has well-defined procedures on student organizations as well as fiscal controls, which apply to all universities and colleges in the system.

### **II.C.5**

*The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

### **Evidence of Meeting the Standard**

Upon enrollment, each student is assigned to an academic advisor according to their [program of study](#) in an effort to develop a continued, sustained relationship with a specific advisor. Advisors are engaged with program faculty and the curriculum process so that they understand all aspects of student educational planning, including major requirements, course sequencing, prerequisites, and scheduling issues. It is mandatory for new students to meet with an advisor and attend New Student Orientation (face-to-face or online) before registering for courses. During the initial appointment, the advisor and student clarify educational and career goals and develop an action plan utilizing an academic planner instrument. Besides course sequencing and registration, this planner allows for taking notes on life goals, career exploration, and transfer intent, which may require different courses depending on the institution. Advising is available to students throughout the year by appointment, email, or telephone.

In 2016, the College implemented the STAR Academic Essentials and STAR GPS registration programs, which are online planning and registration applications. Academic Essentials is an online advising tool that tracks the completion of program requirements. Prior to course registration, students identify the program of study or meta-major they will explore. STAR GPS then provides a template which outlines the sequence of program requirements to ensure timely completion.

Academic advisors stay current on best practices through professional development. They regularly attend the annual [Academic Advising and Transfer Network](#) conference.

The UHCC system also holds an annual Spring conference, [Hawai'i Student Success Institute](#), which brings together administration, faculty, and staff. These conferences provide opportunities for receiving and discussing information on upcoming initiatives, program and system wide updates, and learning about best practices in higher education from both national experts and colleagues within the community college system. Individual counselors also attend professional development conferences pertaining to their specific program needs as well as college committees and meetings. For example, counselors attend program, division and advisory board meetings, as well as, course scheduling and low-enrollment meetings to offer insights into curricular decision making.

The Student Success Coordinator and counselors and advisors provide timely, useful, and accurate information about relevant academic requirements and available resources. This information is conveyed to students during one-on-one advising appointments and during the New Student Orientation. The New Student Orientation, offered both in-person and online, provides new students with information about:

- Academic expectations and progress standards
- Description of available programs, support services, and campus facilities
- Academic calendar and important deadlines
- Registration and overall cost of College attendance
- Available education planning services
- How to interpret English and math placement scores
- How to schedule classes, manage time, and calculate GPA
- Financial aid and scholarships
- Policies and procedures on transfer, graduation, and No Show/Drop policies
- Transferring to a four-year university

### **Analysis and Evaluation**

Academic advising is the primary responsibility of the faculty counselors within the Counseling and Advising Office. The counselors hold weekly meetings to share and discuss the myriad of system and campus initiatives involving student success and campus academic issues as well as to provide updates on recently attended professional development.

Academic advisors and admissions specialists from various programs throughout the system meet to share information about transfer opportunities and provide program updates.

Financial support for system meetings is provided by the College and through the UH Foundation.

The UH system has adopted tools for clear navigation through course registration process and presents easily understood program requirements and placement scores. Graduation certification is accomplished using the Academic Essentials evaluation tool, and remaining requirements are communicated to students in real-time when they login to the STAR GPS system. This system was initially piloted by selected programs at the College but has been expanded to all students during the 2016-2017 academic year.

A STAR users group is closely examining important system implications such as course scheduling, program sequencing, course coding in Banner, STAR rules writing, and value to students in reducing time-to-degree. At the time of this writing, the College is advertising for a full-time counseling position that will have responsibilities for overseeing the STAR GPS system.

## **II.C.6**

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16).*

### **Evidence of Meeting the Standard**

The College is an open admissions institution sanctioned by Board of Regents [policy](#), which provides opportunities for the residents of Kaua'i to access higher education consistent with the College mission. The College's admissions policy is published in the [College Catalog \(p 16\)](#). Admissions criteria are also stated on the College's website.

Some of the College's associate [degree programs](#) have more stringent admission policies, which are approved by the Curriculum Committee and published in the [College Catalog \(p 97\)](#) on the program page (e.g., Nursing) and on the College's [website](#). These policies reflect external accreditation standards and/or clinical site requirements. The College also has some cohort programs with a cap on the number of students in a cohort. These programs admit students on a "first applied, first qualified" or "most qualified" basis.

The Counseling and Advising Office uses an academic planner instrument to help students develop customized academic plans to reach their goals, where course sequencing, schedule offerings, and prerequisites are considered. As noted in Standard II.C.5, the College recently implemented STAR GPS Registration, an online planning and registration tool developed by the UH system to guide students through their academic pathway. Graduation certification is accomplished using the Academic Essentials evaluation tool, and remaining requirements are communicated to students in real time when they login to the STAR system.

### **Analysis and Evaluation**

The College follows publicized admission policies, including open admissions, that aligns with its stated purpose. Programs with more stringent admissions requirements are clearly stated in the College Catalog and on the College's website. Advising tools such as STAR GPS and the Academic Planner are employed by advisors to guide students through their educational pathway, which may include obtaining a certificate, degree, or transferring to a four-year university.

## **II.C.7**

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

The College is part of the University of Hawai'i system, which has an open admissions policy for all community colleges. Because the mission of our institution is to provide education to individuals with a high school diploma or GED, changes to the admission policy would only stem from a change in the overarching community college mission. Some academic programs have additional admission requirements, and these programs review their requirements annually to align with external accreditation, workforce trends, and/or advisory board recommendations.

System-approved placement test cut-off scores are particularly important in a multi-campus community college system where students may attend multiple campuses in a given semester. During the past five years, the English and math departments have **reduced the time** needed to complete the remedial and developmental English and math tracks. The College's math program was a system leader in the development of a non-STEM math pathway in addition to the traditional STEM pathway. The College partnered with UH Maui College to run a pilot for placement into college-level English and math using high school transcript information. The pilot grew into new **alternative placement criteria** that were adopted as part of the system wide redesign of developmental education. For students who do not meet the alternative placement criteria, the College utilizes the Accuplacer placement test. Placement testing information is available on the College's website.

### **Analysis and Evaluation**

The College, along with the UHCC system, has adopted new placement methods as part of its recent developmental education redesign initiative. These methods were informed by a successful pilot project at the College and by a national conversation around alternative placement. The methods are under study by the Student Success Council, which includes input from mathematics and English faculty throughout the system. **Initial findings from 2016-2017 data** indicate that there has been an overall increase in students completing college-level English and math courses within the first year, including students who would have traditionally placed into courses below college-level. Ongoing changes to

optimize outcomes for students are expected as the redesign initiative continues. For example, math faculty at the College are involved in a system work group that is exploring replacing Accuplacer with EdReady. The benefits include vastly reduced cost and the ability to combine placement testing, test preparation, self-guided reviews, and a remediation plan into a single tool.

### **Standard II.C.8**

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. Banner and application records are backed up daily. The institution publishes and follows established policies for release of student records.

### **Evidence of Meeting the Standard**

In compliance with the University of Hawai'i system wide executive policy and administrative procedures, the College maintains student records securely and ensures backup of all files, per [policy](#) and [procedure](#). As the record custodian of the College, the Admissions and Records Office stores all electronic documents and data on a [secure drive](#). The drive is maintained and monitored by the College's Computer Services Department. Electronic student data is protected and securely stored in Banner. Access to Banner student information is available only to select individuals and requires approval from the campus [data steward](#). The level of access to student data is determined by an individual's position and need for access. Social security numbers are restricted and not used to identify students. Instead, students are issued randomly generated student identification numbers when they are admitted into the UH system. Students also have access to a password-protected personal UH account that provides online services, including email and access to academic records.

All employees with access to personally identifiable information, per [EP 2.215](#) are required to complete the [UH Information Security Awareness Training](#). The training was developed to educate the UH community on the proper handling of sensitive information and UH policies and procedures related to protecting sensitive, personal and confidential information. In addition, individuals are required to sign the [University of Hawai'i General Confidentiality Agreement](#), which is submitted to the Office of Research Services.

Student documents and data are retained for specific time periods as recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In compliance with the UH administrative procedures and Family Educational Rights and Privacy Act of 1974 (FERPA), policies for the release and withholding of student records are stated in the College catalog (p 41-42) and on the College's [website](#). Students may request their academic records by submitting the [Transcript Request Form](#) in-person, by mail, or by fax. Transcripts may also be requested online through the [National Student Clearinghouse](#).

## **Analysis and Evaluation**

The College follows UH system policies on data storage, access to sensitive information, student records, data governance, and records management. For example, records in the student management system are safeguarded and social security numbers are not listed. The College hosted a training on updated UH data governance policies on February 14, 2018 and staff from Admissions and Records, Computer Services, Financial Aid, and Institutional Research were in attendance.

As another measure to ensure confidentiality, Admissions and Records and Financial Aid staff are required to attend FERPA training and webinars when made available. Recently, on December 7, 2017, these staff attended [FERPA 101 Training](#), which was presented by the director of the Privacy Technical Assistance Center of the United States Department of Education.

## **II.C Evidence**

II.C.	2018-2019 College Catalog
II.C.1-2	UHCCP 5.202 Review of Established Programs Policy
II.C.2-1	Student Support Services SLOs
II.C.3-1	Wellness Center Website Screenshot
II.C.3-2	Bookstore Website Screenshot
II.C.4-1	Student Union Code of Ethics
II.C.4-2	ASUH-KCC Constitution
II.C.4-3	RP 7.202 Chartered Student Government
II.C.4-4	RP 6.100 UHI Student Caucus
II.C.4-5	Student Activities Council
II.C.4-6	RP 7.203 Independent Campus Organizations
II.C.4-7	Student Life CPR
II.C.4-8	RP 7.201 Student Organizations
II.C.4-9	EP 7.101 Delegation of Authority
II.C.4-10	Student Activity Fee
II.C.4-11	Fiscal Policies
II.C.4-12	Student Life Program Review
II.C.4-13	RP 7.202
II.C.5-1	Programs Assigned to Advisors
II.C.5-2	Academic Advising and Trans. Network Conference
II.C.5-3	HI Student Success Institute
II.C.6-1	RP 5.211 Admissions
II.C.6-2	Degree Programs
II.C.6-3	Nursing Admissions on Website
II.C.7-1	English and Math Placement Pathway
II.C.7-2	Alternate Placement Criteria Memo
II.C.7-3	2016-2017 Placement Data Report
II.C.8-1	EP 2.214 Institutional Data Classification Categories

II.C.8-2	AP 7.022
II.C.8-3	EP 2.216 Institutional Records management
II.C.8-4	EP 2.215 Institutional Data Governance
II.C.8-5	UH Information Security Awareness Training
II.C.8-6	Confidentiality Agreement
II.C.8-7	FERPA on the College Website (Screenshot)
II.C.8-8	Transcript Request Form
II.C.8-9	National Student Clearinghouse
II.C.8-10	FERPA 101 Training

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college Systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/System. In such cases, the district/System is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **III.A Human Resources**

#### **III.A.1**

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

Criteria, qualifications, and procedures for selection of administrators, faculty, and staff are clearly and publicly stated. College employees are either Board of Regents (BOR) appointees or State of Hawai‘i Civil Service employees. BOR appointees are categorized as Faculty, APT (Administrative, Professional, and Technical), or Executive/Managerial personnel, and are subject to classification and qualification rules established for these employees. Faculty, APT, and Administrators (Executive Managers) are required to complete an [application form](#) that details education, experience, and professional activities directly related to the position. Support staff, including clerical and grounds and maintenance staff, are State of Hawai‘i Civil Service employees subject to civil service classification and qualification rules, as well as collective bargaining agreements.

The University of Hawai‘i Community Colleges (UHCC) System developed hiring practices for all employee groups to assure appropriate experience, qualifications, and education. Faculty positions are written based on [minimum qualifications](#) that meet institutional and/or program accreditation standards, whereas APT positions are developed using the University of Hawai‘i (UH) Position Description Generator to assure appropriate education and experience based on responsibilities, duties, and authority. All BOR appointed positions are publicly posted on the [Work at UH website](#), which includes detailed directions on how to apply. Civil Service positions exist within the University as well as other state agencies; hence, their recruitment is controlled by the State Department of Human Resource Development (DHRD). As a result, Civil Service position descriptions must adhere to statewide job class specifications, and must be approved by the UH System Office of Human Resources before the two-step recruitment process can begin, which is to: 1) internally advertise to all Civil Service employees within the University through the Work at

UH website and 2) externally advertise by DHRD through the [State's Civil Service Job Listing](#).

UH System wide administrative policy [AP 9.540](#) describes the procedures for recruitment and selection of Faculty and APT personnel. These procedures ensure compliance with the University's hiring policies, affirmative action and equal employment opportunity guidelines, and its respective collective bargaining agreements. The System Director of Human Resources, Director of EEO/AA, or Campus EEO/AA Coordinator oversees the hiring unit/screening committee process, per the checklist attached to AP 9.540, to ensure a consistent process for vetting applicants.

The position description and list of duties/responsibilities are provided in all advertisements and describe the authority of the position as well as how it will serve the mission of the College. New positions and vacant positions are reviewed by the vice-chancellor or director that oversees the area of the position to assure their alignment to the mission and strategic plan. New positions must be presented to College Council for priority ranking in the Annual Program Review Update process, whereas replacement of vacant positions are brought to College Council to seek a recommendation for allocation of funds to support its refilling.

### **Analysis and Evaluation**

The College adheres to System recruiting and hiring policies and aligns positions with the College's mission and strategic priorities. The college clearly states authority, duties, and minimum and desirable qualifications in all job descriptions. Positions are publicly advertised and the Work at UH website describes the steps necessary to apply.

The College's hiring policies and practices lead to the hiring of well-qualified faculty, staff, and administrators. Results in the last [Administrative Services Survey](#) administered to students and staff in the fall of 2017 indicate high percentages of responding students and employees believed that the College had sufficiently qualified faculty (89% agreed), staff (86% agreed), and administrators (85% agreed) to effectively support its programs and services.

### **Action Item**

The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the Administrative Services Annual Program Review Update (APRU).

## **III.A.2**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and*

*potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

### **Evidence of Meeting the Standard**

Teaching faculty in any discipline must meet the [minimum qualifications](#) (MQs) set forth and published by the UH System. The MQs include degrees appropriate for the subject matter as well as professional and teaching experience. These MQs are the same for lecturers as for full-time faculty. The expertise of the hiring unit is employed to ensure that job descriptions are written to be aligned with student, programmatic, and institutional needs. Instructional faculty position descriptions are created using a [template](#), which includes expected duties related to curriculum and assessment, and are reviewed by the Vice-Chancellor for Academic Affairs (VCAA) to assure alignment with the college's mission and strategic plan.

Applicants for faculty positions are required to complete an [application form](#) that details degrees, education, courses taught, professional experience, and scholarly activities directly related to the position.

### **Analysis and Evaluation**

The application process and required minimum qualifications provide the structure for the college to hire faculty that are skilled and knowledgeable in their discipline. Additionally, job descriptions for teaching faculty include the development and review of curriculum as well as the assessment of student learning.

In the [Fall 2017 Administrative Services Survey](#), 98% of responding students and 84% of responding employees agreed that the College had sufficiently qualified faculty to effectively support its programs. This is indicative of a general sense throughout the campus that the College delivers effective instruction through faculty who are both qualified and capable.

### **III.A.3**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

### **Evidence of Meeting the Standard**

Administrative positions responsible for educational programs and services are developed according to [UH Executive Policy 9.212](#). The current administrators [possess](#) the minimum education and experience requirements detailed in their job descriptions.

Each academic division at the college has a faculty Division Chair. Chairs must be at least Rank 3 (Assistant Professor), as outlined in the University of Hawai'i Professional Assembly (UHPA) Contract, KCCP 4-02, and University of Hawai'i Community Colleges Policy (UHCCP) 9.237. Candidates for Chair are recommended by their academic divisions and selected by the Chancellor. These selection procedures are described in KCCP 4-08.

The [current division chairs](#) as of the spring 2018 semester hold the minimum rank, per policy, and teach in disciplines within their respective division. Additionally, each academic program at the college has a faculty Program Coordinator. Coordinators are nominated by their academic divisions and selected by the Chancellor for their expertise in the discipline and their ability to effectively manage the program, per [KCCP 4-11](#).

### **Analysis and Evaluation**

Administrators and employees responsible for educational programs and services possess the necessary qualifications to perform their duties to promote academic quality and institutional effectiveness.

In the [Fall 2017 Administrative Services Survey](#), 89% of responding students and 83% of responding employees agreed that the College had sufficiently qualified administrators to provide the continuity of leadership necessary to achieve its mission and goals.

### **III.A.4**

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

When the College hires for a position, a screening committee (see III.A.1 and [AP 9.540](#)) is formed. The committee reviews all complete applications, checking that each applicant meets the minimum qualifications for the position. As part of this check, the committee examines any transcripts included in the application and verifies that degrees have been granted from institutions that are accredited by recognized U.S. accrediting agencies or that the candidate has included an equivalency review of their degree(s) by a recognized agency such as the National Association of Credential Services.

Before offering the position to an applicant, the relevant supervisor (e.g. the VCAA for teaching faculty positions) makes a final check of all credentials, including a check of degrees according to the rules described above.

## **Analysis and Evaluation**

The College has a process to ensure that employees hold degrees from U.S. accredited institutions, or an equivalent non-U.S. institution. This requirement is stated on all UH job postings, by stating this requirement on all UH job postings, and degrees are checked by both the hiring committee and the relevant supervisor.

### **III.A.5**

*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.*

## **Evidence of Meeting the Standard**

The College has a review process for each employee classification, which varies based on bargaining unit contracts and UH policy.

<b>Employee Classification</b>	<b>Formal Procedures</b>	<b>Summary</b>
Civil Service	<a href="#">Performance Evaluation Overview</a> (restricted access)	Probationary employees are reviewed at six month intervals the first year, then every year thereafter.  At the start of the evaluation period the employee must set working goals with the supervisor. At the end of the evaluation period, the employee and his/her supervisor will discuss the performance of the employee and confirm that the employee has met their goals listed at the start of the evaluation.
Faculty (Full-time and Lecturers)	Faculty Evaluations ( <a href="#">KCCP 4-13</a> )	Full-time tenure-track faculty are evaluated for contract renewal in years 2 and 4, and for tenure in year 5. Beyond tenure, promotion intervals are typically every 4 years. Faculty must submit performance reviews every 5 years if they

	<p>Tenure Promotion Guidelines and Application</p> <p>Probationary Contract Renewal Guidelines</p> <p>Non-Probationary Contract Renewal Guidelines</p> <p>Acting Instructor Contract Renewal Guidelines</p>	<p>have not submitted a successful promotion application within that time period.</p> <p>Non-tenure track full-time faculty are evaluated annually.</p> <p>Lecture faculty are evaluated annually if at rank A, biannually if at rank B, and quadrennially if at rank C. Lecturers must submit one peer evaluation to their division chair, results of student evaluations for all classes taught, a self-analysis of the degree of attainment of student learning outcomes in the classes taught, instructional strategies and their effectiveness in each course, and any planned actions as a result of evaluations and/or responses prior evaluation recommendations, if any.</p>
APTs	AP (Administrative Procedure) 9.170 - Administrative, Professional, Technical (APT)	APTs have annual performance evaluations each fall; or on the employee's anniversary during the 3-year probationary period. The Performance Evaluation is completed online and employees develop performance objectives in collaboration with their supervisor at the beginning of each evaluation cycle.
Executive/Managerial	Executive Policy EP 9.212	All EM personnel with at least six (6) months of continuous EM service by March 1st of the evaluation year are evaluated. EM evaluations are conducted on an annual basis to provide feedback regarding the achievement of goals and objectives, expectations, accomplishments, and overall performance. The evaluation includes specific metrics aligned to the University's strategic vision and the identification of goals and objectives to be accomplished in the coming year. The evaluations also include 360 evaluation

		by peers, subordinates, and external constituents.
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**Analysis and Evaluation**

The College has evaluation policies and procedures for all employee groups, which are structured to both assess the effectiveness of its personnel as well as promote professional growth and improvement.

**Action Item**

The Human Resources office will develop a list of review dates for APT evaluations to remind supervisors of review deadlines.

**III.A.6**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

**III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

**Evidence of Meeting the Standard**

Each academic program performs an Annual Program Review Update (APRU) along with a five-year Comprehensive Program Review that includes data on the number of faculty assigned to the program and the faculty-to-student ratio. During these reviews, if a program identifies a need for a new or replacement faculty or staff position, then the program or division submits the request through the APRU process. This process involves the ranking of positions and other budgetary requests based on a rubric that includes elements for how well the request aligns with the campus strategic plan goals and for whether data demonstrates the need for the position. Requests that rank highest based on the rubric and availability of funds are reviewed by the Chancellor prior to final approval. The [Faculty MQs Guidelines](#) assure that qualified faculty are hired to fill any new or vacant position.

The College’s academic divisions can hire lecturers to fill additional teaching duties when necessary. However, the College employs more regular faculty than lecturers, and the number of lecturers employed per academic year has generally been decreasing since the 2012-2013 academic year (AY).

	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17
Full-time Faculty	79	80	77	75	80
Lecturers/Part-time	50	51	40	32	32

### **Analysis and Evaluation**

As noted in Standard I, one of the College’s mission practices is to deliver educational opportunities on campus in small classes. One of the College’s unique features is its low [student-to-faculty ratio](#), which has held steady near 12:1 over recent years. The college’s program review process incorporates an analysis of student-to-faculty ratios in each program. As of the 2016-17 academic year, no program had more than 50 student majors per faculty.

In the [Fall 2017 Administrative Services Survey](#), 96% of responding students and 81% of responding employees agreed that the College maintains a sufficient number of faculty to effectively support its programs. This is indicative of a general sense throughout the campus that the College employs enough faculty to consistently deliver effective instruction.

### **III.A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

### **Evidence of Meeting the Standard**

All faculty, including lectures, are evaluated per policy and provided an orientation, integration into campus life, and have opportunities for professional development.

**Orientation:** All new full-time and part-time faculty are encouraged to participate in “New Faculty and Staff Orientation,” which occurs at the beginning of each academic year during the Welcome Back Week. These orientations disseminate information such as New Faculty and Staff Handbooks, ethics and other policies, a campus directory of employees and

services, and the college mission and strategic priorities. Additionally, [team building](#) and [other professional development activities](#) are offered to new employees to assist in campus life assimilation.

In addition, each academic division is responsible for [integrating lecturers](#) into the division and providing continuous mentoring and support to lecturers. Lecturers with a workload greater than 7.5 teaching equivalencies in a semester are part of the faculty collective bargaining unit, are considered voting members of their academic division or unit, and are constituents of Faculty Senate.

**Evaluation and oversight:** All lecturers, whether full-time or part-time, are subject to evaluation and must hold the same academic qualifications as full-time faculty, per [UHCCP 9.104](#) and [KCCP 4-13](#). Evaluation frequency depends on the employment level of the lecturer (A: Entry, B: Intermediate, or C: Senior). Minimally, reviews occur once per year, once every two years, or once every four years for step A, B, and C lecturers, respectively. All lecturer evaluations must include one peer review, all student evaluations of teaching, and a self-analysis covering student attainment of learning outcomes, effectiveness of teaching, an analysis of evaluations, and responses to prior evaluation recommendations.

**Professional development:** The College offers training opportunities both face-to-face and via webinar. These are organized by the Professional Development Coordinator and are listed on the [Professional Development website](#). Training opportunities are available to all faculty, including lecturers (part-time and full-time). Lecturers may also apply for Foundation funds for monetary professional development support. More detail is found in III.A.14 below.

All lecturers are invited to campus-wide faculty meetings, ‘ohana gatherings, and professional development events. Attendance is optional.

### **Analysis and Evaluation**

The College adheres to lecturer hiring policies and practices, which include formal evaluation. To help coordinate evaluation of lecturers, the VCAA provides a list of all lecturers along with their level to all division chairs.

Although lecturers are invited to meetings, professional development, and campus community events, a challenge regarding participation is that they often have other employment and cannot always take the time off from their other job(s). Although they cannot replace all of the face-to-face opportunities for involvement at the College, webinars and other “at-your-own-pace” training opportunities that are offered may be the best way for some busy lecturers to stay engaged in professional development.

### **Action Item**

The College will create a guide for orienting and mentoring lecturers.

### III.A.9

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

#### **Evidence of Meeting the Standard**

(Note that in some areas that may typically be considered ‘staff, Kaua‘i Community College’s employees are classified as faculty. For clarity, these employees will be discussed in this standard.)

Sufficient [support staff](#) is essential to maintain effective campus operations ([College Organizational Chart](#)). Annual Program Review Updates are performed by each program or department to review its indicators for health, demand, effectiveness, and efficiency. Through this process, if the need for new or additional personnel arises, a position request is generated and submitted to College Council. College Council ranks all position requests, along with other budgetary requests submitted during the program review process, and they are funded according to their priority ranking and the availability of resources. The Office of Human Resources ensures that all personnel hired on campus meet the minimum qualifications for the position.

#### **Analysis and Evaluation**

Support staff at KCC is sufficient in number with qualified individuals for the effective operation of the College’s educational, technological, physical, and administrative functions. This assertion is supported by survey results. The [Fall 2017 Administrative Services Survey](#), examined both the quantity and quality of support staff necessary to support the College’s programs and services. In terms of quantity, 93% of responding students and 85% of responding employees agreed that the College had a sufficient number of staff to effectively support its programs and services. In a similar question on quality, 96% of responding students and 80% of responding employees agreed that the College had sufficiently qualified staff to effectively support its programs and services.

During the 2017-2018 program review process, several areas identified the need for additional support staff. One area was Institutional Effectiveness, which was developed into a unit as of January 2017. One responsibility of this unit is marketing and outreach, which includes maintaining the College’s website. The current Webmaster is partially grant-funded and the need for institutionalization of the position became apparent as the new website was being developed to not only meet Americans with Disabilities Act (ADA) requirements but also UH System guidelines. This request was ranked number one by College Council and will be advertised in early 2019 before grant funds are depleted.

### III.A.10

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

#### **Evidence of Meeting the Standard**

The College currently employs six executive managers (administrators). While no formal administrative staffing ratios have been established, the staffing levels for executive/managerial employees are reviewed and compared across the colleges and approved by the Board of Regents (BOR), per the [UHCC Functional Map](#).

All administrators are qualified with the appropriate preparation and expertise for the positions they hold in accordance with [EP 9.205](#), which states the minimum qualifications in academic managerial and executive positions (see STD III.A.3 for incumbent administrators' qualifications). Executive Manager job descriptions are written to assure the positions align with the College's mission.

#### **Analysis and Evaluation**

The college maintains a sufficient number of qualified administrators that is on par with other community colleges in the System (e.g., [2-3% of employees](#)). In the [Fall 2017 Administrative Services Survey](#), 90% of responding students and 84% of responding employees agreed that the College had a sufficient number of qualified administrators to provide the continuity of leadership necessary to achieve its mission and goals.

Although the college has the lowest enrollment within the UH System, it still must provide the same level of academic quality and support services as the other campuses. Nevertheless, the college is currently the only campus in the System with no academic deans, which is inconsistent with UHPA contract [provisions](#) for faculty evaluations. Hence, in 2017, the VCAA submitted an APRU request to establish an academic dean position, which was ranked number 16 out of the 25 total requests that were approved and funded. However, due to a number of concerns raised by faculty about the addition of this position, the College spent the 2017-2018 academic year evaluating the need for the position. This evaluation was conducted by a task force, convened by the Chancellor, which was comprised of the VCAA, the chair of Faculty Senate, and a faculty representative from each academic division. Furthermore, the Chancellor shared and discussed the results of the task force with College Council prior to making her decision, which was ultimately to approve it and make a request to the UHCC System for this additional executive position.

### III.A.11

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

## **Evidence of Meeting the Standard**

[Personnel policies and procedure](#) are published at multiple levels. These include Board of Regents Policies, Administrative Procedures, UHCC System policies, and the College's [Makaloa Policy](#), which supports the system wide Hawai'i [Papa O Ke Ao Plan](#) that promotes placing Native Hawaiians in decision making-roles at every level. System wide policies and procedures are publicly posted on the UH system's Policies and Procedures Information System (PPIS), whereas college policies are made available to employees electronically via CampusDocs. Additionally, collective bargaining agreements govern personnel actions for the covered employees, which are available electronically on the respective bargaining unit's website.

A checklist and description of evaluation policies and procedures for each non-faculty employee group is available to UH employees on the [Performance Evaluation System](#) website. Faculty evaluation guidelines are detailed in [UHCCP 9.104](#) and [KCCP 4-13](#). These policies and procedures were developed to promote equity, fairness, and consistency of performance evaluations.

Finally, all posted University of Hawai'i position descriptions include a statement summarizing the Systems policies on fairness and equity regarding applicants and personnel: "The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, domestic or sexual violence victim status, national guard absence, or status as a covered veteran."

## **Analysis and Evaluation**

The College employs a Human Resources (HR) Manager and Office Assistant to not only serve as the EEO/AA Manager, but also guide supervisors on the proper administration of all personnel policies. The HR Manager also provides training to hiring committees and reviews interview questions prior to any interviews to ensure compliance with equal opportunity and affirmative action requirements. The collective bargaining agreements, along with publicly published policies and procedures, define the process for fair and equitable treatment of employees.

### **III.A.12**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its Mission.*

## **Evidence of Meeting the Standard**

A formal [EEO/Affirmative Action](#) analysis is conducted by the UHCC System office on a regular basis and is incorporated into the recruitment/hiring processes. Each UH Community College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

In accordance with federal contractor requirements, the [OVPC Director of Equal Employment Opportunity and Affirmative Action Director of EE\)/AA](#) develops annual affirmative action plans (AAP) for the seven UH Community Colleges. These plans cover minorities, women, protected veterans, and individuals with disabilities. The Director of EEO/AA works closely with assigned [EEO/AA Coordinators](#) at each campus to monitor and oversee employment practices. These include:

- recruiting and hiring decisions,
- reviewing job announcements,
- reviewing employment areas for underrepresentation,
- monitoring recruitment,
- ensuring equitable treatment of applicants,
- assembling diverse screening committees,
- briefing search committee members on recruiting practices including nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews, and
- receiving, investigating, and resolving complaints.

**Policies and practices promoting understanding of equity and diversity:** The UH System has developed [policies](#), [procedures](#), and [statements](#) that govern all University of Hawaii Community College campuses, such as [Anti-Discrimination, Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking](#), [Consensual Relationships, Disability Access](#), and [Recruitment and Hiring](#). The UH Human Resource department makes this information available to its employees with [Brochures and Posters](#), as well as via email blasts.

**Employment equity tracking and analysis:** The UH System has an [Applicant Data](#) system, which is an online human resources program that performs functions such as:

- informing applicants that their application has been received,
- surveying and analyzing applicant sex, ethnicity, veteran, and disability status for federal EEO reports by authorized users,
- tracking the screening process, and
- prompting hiring units to adhere to EEO guidelines.

### **Analysis and Evaluation**

The UH System has developed Equal Opportunity policies and procedures that guide all campuses to support diverse faculty and staff. Aggregated data on faculty and staff diversity

is provided by the UH [Institutional Research and Analysis Office](#) each fall semester. The effectiveness of the EEO/AA Plan and the college's adherence to its mission of welcoming and valuing diversity is assessed annually during the annual program review process. The College has followed its EEO/AA plan, and the number of [EEO complaints](#) and/or investigations has been two or less annually since the last reaffirmation of accreditation visit.

Additionally, in spring 2018, the College began including a new desirable qualification on all of its position descriptions: "Commitment to, knowledge of, experience with the UH mission to be a premier indigenous serving higher education System." This highlights the College's strategic goal of strengthening itself as an indigenous-serving institution, and also aligns with [KCCP 2-2](#), the campus-specific hiring policy, which was developed to ensure the interests of Native Hawaiians are duly represented in the College's recruitment process.

### **III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

#### **Evidence of Meeting the Standard**

Board of Regents Policy [RP12.201](#) sets forth ethical standards of conduct for all employees, whereas the University of Hawai'i Community Colleges Policy [UHCCP 5.211](#) provides a detailed ethics policy for faculty that is based on the [American Association of University Professors](#) statement of ethics. The Chancellor ensures all new hires receive this policy by including a copy in the Faculty and Staff Handbook. Beginning in the 2018-2019 academic year, a printed copy will be incorporated into the new hire paperwork provided by the Human Resources Department.

UH Policy [EP 12.214](#) deals with conflicts of interest. It contains a form for reporting potential conflicts, as well as procedures for how to deal with them as well as consequences for failure to disclose conflicts. Furthermore, all employees of the college are encouraged to complete state ethics training. As detailed in this training, consequences of ethics violations are based on current State law.

#### **Analysis and Evaluation**

The college upholds standards of ethical conduct established by the University of Hawai'i System. Consequences of violating ethics policies are stated in the policies. The State of Hawai'i offers annual ethics trainings, and members of the college are encouraged to attend.

### **III.A.14**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution Systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

The College has a full-time Professional Development (PD) Coordinator whose primary responsibility is to facilitate PD activities for the faculty and staff, including budgeting and evaluation of PD programs. The PD coordinator is responsible for developing a three-year PD plan for the campus, based on input from faculty and staff, consideration of student learning outcomes assessment data, and the College's mission and goals. The planning process consists of surveying faculty and staff in a variety of ways periodically to identify areas of need. After receiving this information, the PD Coordinator categorizes the feedback and prioritizes training to address these needs.

Professional Development offers a [variety of training and support](#) to both faculty and staff. These trainings include, but are not limited to, sessions on using various UH and KCC-specific services (e.g., Google's suite of applications, Lulima LMS, LiveText Via, Zoom video conferencing, assessment best practices, crafting good rubrics, drafting measurable learning outcomes, etc.). It also includes supporting staff with training and troubleshooting assistance with classroom equipment, which can include computers, projection equipment, software, etc.

PD also provides support to instructional staff who are interested in improving the overall design of their face-to-face and distance courses by discussing [best practices](#) in regards to pedagogy and curriculum design. The PD Coordinator has worked with the Assessment Coordinator on assisting faculty and staff with assessment plans, rubric building, drafting outcomes, data analysis, and closing-the-loop. The PD Coordinator also works closely with colleagues throughout the UH System to ensure Kaua'i Community College faculty and staff have access to System-wide PD opportunities, such as [conducting focus groups](#) and online education resources.

Professional development sessions also have included group and panel discussions on best practices in teaching and in managing Early College courses. Two outcomes from this discussion have been improvements in the Early College enrollment process and greater clarity on the respective roles of the college and high school teachers collaborating on the course.

The PD Coordinator creates and implements the new faculty and staff orientation program every year. The program invites new faculty and staff to participate in monthly meetings that focus on assisting new staff to adjust to working at KCC. The program culminates in a multi-day retreat at the Waipa Foundation grounds located on the north shore of the island. This retreat exposes participants to Native Hawaiian culture, language, and traditional practices, as well team building exercises and community service projects.

Attendance lists for activities are kept to measure the number of participants. Organized professional development activities are followed-up with [surveys](#) to determine whether the activity fulfilled the participants' needs and to continuously improve offerings. Suggestions for future PD offerings are also solicited.

Professional development is a key component of the contract renewal, tenure, and promotion processes for faculty at the College. Applicants must discuss their recent PD activities and explain how each activity contributed to their ability to serve the college. The PD Coordinator also works with faculty who are going through the tenure and promotion process to assist them with drafting and revising their dossiers. This assistance is done on an individual and group basis.

In addition to the activities of the PD Coordinator, the College supports professional development by funding travel, lodging, registration, and other costs for faculty and staff to attend trainings, webinars, conferences, and other PD events. Employees of the College have attended numerous intra- and inter-state trainings and conferences. For example, 27 faculty and staff attended the [Hawai'i Student Success Institute](#) conference at the Hawai'i Convention Center in Honolulu on March 28, 2018. Another group of three attended the renowned [Hawai'i National Great Leaders Seminar](#) held on the Big Island of Hawai'i in February of this year. Also, three faculty and one administrator attended the [Achieving the Dream conference](#) 2018 in Nashville, Tennessee.

The College provides a total of \$5000 in annual funding to each instructional unit to use at their discretion for professional development and provides faculty and staff members the opportunity to apply for additional funding from the UH Foundation and the Edward T White Memorial endowment (more commonly known as the Ed White Fund) to support professional development. As of April 27, 2018, the Ed White Fund's balance of expendable cash is \$87,217. Moreover, tenured faculty with six years of full-time creditable service are eligible to apply for sabbatical, which can be utilized for professional development.

The College also provides [tuition waivers \(III.A.14-8\)](#) of up to six credit hours to employees working at least 50% time to promote and support their continued education by taking any courses offered by the University. Faculty and staff can also take non-credit professional development courses through the Office of Continuing Education and Training. For example, the Chancellor allocated funding for a select number of faculty and staff to take Hawaiian language courses at no or reduced cost during the last two academic years.

The UH and UHCC Systems also provide several leadership training opportunities that employees of the College may apply to attend. These include the annual [Hawai'i National Great Teachers](#) seminar, [Wo Learning Champions](#), [Community College Leadership Champions](#), and [President's Emerging Leaders Program](#).

## **Analysis and Evaluation**

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The College plans for appropriate professional development for its employees. It supports a Professional Development Coordinator position to assist in the planning and implementation of professional development events, both on an individual basis and for large-scale events. The College also supports employees in seeking their own professional development opportunities, including providing access to UH Foundation funds that may be used for travel to conferences and trainings.

Professional development at the College is planned and coordinated with the mission and goals in mind, and with input from its employees. Faculty and staff can suggest topics for professional development in a variety of ways, including via a [comment forms](#) on the PD webpage, through [post-session surveys](#), and by communicating directly with the PD Coordinator. In the fall of 2012, after meeting with interested division and units, the PD Coordinator determined the priority areas of need as technology, interpersonal relations, and distance education. Therefore, events were planned and conducted in these areas. For example, in the Spring 2014 semester, the PD Coordinator and a Science faculty member escorted the clerical and operations and maintenance staff to the National Botanical Gardens in Kalaheo on Excellence in Education Day for a retreat to discuss their professional development goals and to improve camaraderie. One outcome of this retreat was that the clerical staff committed to reconvening the clerical council on campus.

However, by the fall of 2016, the priority needs had changed slightly. Technology was still a priority, but the emphasis shifted to using LiveText C1 (and eventually LiveText Via) for tracking assessment data. Also, since the College was shifting more focus to program-based assessment, trainings and meetings discussing best practices in assessment were held throughout the 2016-2017 and 2017-2018 academic years.

The College uses [event surveys](#) to evaluate a variety of aspects of each training. Participants are asked to rate the quality of information, the effectiveness of the presenter, and more generally their overall impressions of the session. These results help the PD Coordinator fine-tune event offerings. For example, survey results from a recent Google Suite training suggested that the information was “too basic” and participants wanted to cover more advanced features, specifically in Google Sheets. Hence, the PD Coordinator is planning advanced Google Suite training in partnership with the Office of Continuing Education and Training in the upcoming academic year. The PD Coordinator also discusses survey results with trainers to help them improve.

### **Action Item**

The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College.

### **III.A.15**

*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.*

### **Evidence of Meeting the Standard**

UH Administrative Procedure [A9.075](#) establishes procedures for the maintenance of official personnel files for all BOR-appointed employees, and identifies the documents to be included therein. These personnel files are maintained in locked filing cabinets in the One Stop Center office 106 H.

Depending on the employees' bargaining unit, official records may be housed elsewhere. For instance, United Public Workers (UPW), Hawai'i Government Employees Association (HGEA), and Executive Employee official records are housed on the island of Oahu in the University of Hawai'i Human Resource Office, and require additional steps for retrieving and viewing. Regardless of where these records are located, all requests to view the records are initiated in the College's Human Resource Office.

Employees records are kept and destroyed according to the [State of Hawai'i - Accounting and General Services, Archives Division Administrative Records, General Records Schedule No. 1, 2002](#).

### **Analysis and Evaluation**

The college maintains personnel records securely and confidentially, following UH System procedures and agreements with collective bargaining entities. All employees have access to their personnel records.

### **III.A. Evidence**

III.A.1-1	Faculty, APT, and Executive Employment Application
III.A.1-2	Faculty Minimum Qualifications (MQs)
III.A.1-3	Work at UH Website Screenshot
III.A.1-4	State of HI Civil Service Job Listing Screenshot
III.A.1-5	AP 9.540 Recruitment and Selection of Faculty and APT
III.A.1-6	2017 Administrative Services Survey
III.A.2-1	Faculty Job Description Template
III.A.3-1	EP 9.212
III.A.3-2	Table of Current Administrator Qualifications
III.A.3-3	UHPA Contract
III.A.3-4	KCCP 4-2
III.A.3-5	UHCCP 9.237
III.A.3-6	KCCP 4-8
III.A.3-7	Rank and Discipline of Current Division Chairs
III.A.3-8	KCCP 4-11
III.A.4-1	AP 9.540
III.A.5-1	Civil Service Performance Evaluation Overview
III.A.5-2	KCCP 4-13

III.A.5-3	Tenure/Promotion Guidelines and Application
III.A.5-4	AP 9.170
III.A.5-5	Probationary Contract Renewal Guidelines
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III.A.7-1	Student-to-Faculty Ratio Table
III.A.8-1	Team Building Example for New Faculty
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III.A.8-3	UHCCP 9.104
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III.A.8-5	Professional Development Website Screenshot
III.A.9-1	Number of Support Staff Table
III.A.9-2	College Organizational Chart
III.A.10-1	UHCC Functional map for KCC
III.A.10-2	EP 9.205
III.A.10-3	Percentage of Administrators at each UHCC Table
III.A.10-4	UHPA Contract Article XII.G.
III.A.11-1	Board of Regents Policies Screenshot (Personnel)
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III.A.11-3	Papa O Ke Ao Plan
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III.A.12-3	EEO/AA Coordinators
III.A.12-4	UH Equity and Diversity Policy
III.A.12-5	UH Equity and Diversity Procedure
III.A.12-6	UH Equity and Diversity Statement
III.A.12-7	Anti-discrimination
III.A.12-8	Sexual Harassment
III.A.12-9	Sexual Assault/Domestic Violence/Dating Violence/Stalking
III.A.12-10	EP 1.203 Consensual Relationships
III.A.12-11	Disability Access
III.A.12-13	EEO/Affirmative Action Brochures and Posters
III.A.12-14	UH Application Data System
III.A.12-15	Aggregated Faculty and Staff Data (Annual)
III.A.12-16	EEO Complaint/Investigations Table
III.A.13-1	RP 12.201
III.A.13-2	UHCCP 5.211
III.A.13-3	AAUP Ethics Statement
III.A.13-4	EP 12.214
III.A.14-1	Professional Training and Support Examples
III.A.14-2	Best Practices on Pedagogy and Curriculum Design PD
III.A.14-3	Focus Group Training
III.A.14-4	Professional Development Surveys

III.A.14-5	HI Student Success Institute
III.A.14-6	HI National Great Leaders Seminar
III.A.14-7	Achieving the Dream Conference
III.A.14-8	KCCP 4-9 Tuition Waivers for Faculty and Staff
III.A.14-9	HI National Great Teachers
III.A.14-10	WO Learning Champions
III.A.14-11	Community College Leadership Champions
III.A.14-12	President's Emerging Leaders Program
III.A.14-13	PD Comment Form (electronic)
III.A.14-14	PD Post-Session Survey
III.A.14-15	PD Exit Surveys
III.A.15-1	AP A9.075
III.A.15-2	State of HI Accounting and General Services Records Schedule

### **III.B Physical Resources**

#### **III.B.I**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

#### **Evidence of Meeting the Standard**

Although KCC is part of the UH System, it operates as a sole campus at only one location. The campus resides on 200 acres and consists of 40 buildings and structures totaling approximately 300,000 gross square feet. Facilities are maintained to provide a healthy and safe learning environment. The buildings, facilities, walkways and parking lots meet OSHA safety standards and ADA compliance. The campus receives support from the University of Hawai'i Community College System's Environmental Health and Safety Officer who provides semi-annual trainings and inspections on hazardous material safety and injury prevention. Contracted services are used for elevator maintenance, fire alarm Systems, fire extinguisher maintenance, automatic door maintenance, HVAC System, and vehicle maintenance. The College has five Automated External Defibrillator (AED) kits and eleven surveillance cameras that are monitored by campus security. State and County agencies also inspect new and renovated facilities during their completion for adherence to County building and fire codes as well as Federal handicap accessibility requirements. Since November 2016, the campus has been staffed by its own 24-hour Campus Security personnel and doors were re-keyed in 2016 to enable lockdown in the event of a threat to the safety of people on campus.

The campus was built to accommodate 1,500 FTE students. However, the College has never enrolled more than 900 FTE students, so there is adequate room to grow in terms of classroom and parking space. As a result, neither faculty, staff, nor visitors are charged for parking on-campus.

To respond to the needs of physical maintenance requirements of the campus, the Operations and Maintenance Department, housed under Administrative Services, is staffed with one Facility Manager, eight Janitors, five Groundskeepers, three Building Maintenance staff, and one Office Assistant. This 18-person department maintains the entire campus. In fall 2017, a new [work order system](#) was implemented to meet the needs of campus personnel by centralizing and tracking orders electronically. Campus members can request IT/media services, janitorial services, grounds services, and custodial services via the College website. The College has a standing [Campus Safety and Operations Committee](#) whose mission is to maintain a safe campus environment conducive to learning. The Committee discusses campus safety, construction and maintenance of facilities, and the utilization of space. Issues may be brought to the committee by individuals, divisions, student groups, or units. Recommendations from the committee are submitted directly to the Chancellor.

### **Analysis and Evaluation**

The institution maintains safe and sufficient physical resources through the work of the Operations and Maintenance unit, the Campus Safety and Operations committee, the centralized work order System, and support from the UH System Environmental Health and Safety Officer.

Periodically, Administrative Services surveys students and College employees to evaluate its performance. Relevant responses to the [Fall 2017 Administrative Services Survey](#) regarding buildings, grounds, and safety are below.

Statement	Respondents	Respondents who agree
KCC's buildings and grounds provide spaces that meet your learning needs.		
Buildings	Students	91%
Grounds	Students	93%
KCC's buildings and grounds are clean and well maintained.		
Buildings	Students	100%
Grounds	Students	100%
KCC's physical facilities support an effective learning and working environment.		
Learning	Employees	88%
Working	Employees	91%

KCC's facilities are clean and well maintained.		
Learning	Employees	97%
Working	Employees	97%
KCC's Security Officers provide prompt and courteous service.		
Prompt	Combined	85%
Courteous	Combined	87%
I feel safe at KCC.	Combined	96%
I know what to do in the event of an emergency on campus.	Combined	91%

These results show that the vast majority of responding students and employees believe the campus has safe and sufficient physical resources that are well maintained to ensure a healthful learning and working environment.

**Action Item**

Service outcomes will be developed for Operations and Maintenance prior to the fall 2018 semester.

**III.B.2**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

**Evidence of Meeting the Standard**

Since the last ACCJC Self Evaluation Study, the campus has continued to expand its facilities by renovating and improving original (circa 1976) and later-constructed structures, as well as building new facilities, to meet current safety regulations, ADA compliance, and the College's mission. For example, the Learning Resource Center was renovated in 2016, the Fine Arts building was renovated and expanded in 2017, and the Performing Arts Center is currently under current renovation. The [Project List](#) summarizes projects that were completed over the last 5-years and also projects that are currently funded.

Construction of new facilities is done in alignment with the College's Long Range Development Plan (LRDP), which was last updated in 1999. The College is currently in the process of updating its LRDP and expects it to be completed by the end of the fall 2018 semester. This updated plan envisions future needs and opportunities for the growth of the college to better serve its mission and surrounding community. Building and infrastructure maintenance is guided by the UH System capital renewal and deferred maintenance program that uses the Facilities Renewal Resource Model (FRRM).

Programs and units at the college use their [Comprehensive Program Reviews and Annual Program Reviews](#) to analyze and voice their facilities and equipment needs. The APRU funding process determines which requests will be supported.

In the [Fall 2017 Administrative Services Survey](#), 90% of responding students and employees agreed that the College's physical resources meet their learning or working needs. This is an overwhelming indication of a general sense throughout the campus that the College has invested in and effectively utilizes the facilities and equipment necessary to support its programs and services.

### **Analysis and Evaluation**

As reflected in the [Project List](#), since the last accreditation visit the College has completed over \$16 million in facilities renovations, is in the process of completing projects valued at almost \$9 million, and has secured roughly another \$9 million of funding for additional building renovations. The college continually assesses its facilities and infrastructure, prepares both short- and long-term maintenance and development plans, and acquires the funding needed to maintain the physical infrastructure necessary to support its programs and services and achieve its mission.

### **III.B.3**

*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.*

### **Evidence of Meeting the Standard**

Equipment and infrastructure within campus facilities are evaluated on an annual basis by instructional programs and other campus units through the Annual Program Review process. Each program or unit identifies facilities and equipment needs, supported by data collected independently (e.g., copier use) or from the UHCC System (e.g., [ARPD](#)) and makes requests through action plans for improvements that support the college's mission, strategic priorities, and/or campus strategic goals.

In addition, a [study of classroom utilization](#) was conducted in 2016 by Ad Astra, a consultant contracted by the UHCC System, who prepared a [Capacity Analysis](#)

for the college, as well as other supporting and summary documents. The results of the study showed that the campus' 48 classrooms, had an overall use rate of 46% during normal operating hours (2014 data). Hence, the campus has ample room to support enrollment and programmatic growth over the near term.

### **Analysis and Evaluation**

The College uses its robust annual review process to identify equipment and other infrastructure needed by programs and units. In addition, Administrative Services surveys students and staff to further identify areas for improvement and evaluate the adequacy of facilities and equipment. As a result, the College's [deferred maintenance project list](#) has consistently remained at manageable levels through the combined and concerted efforts of the college as a whole.

### **III.B.4**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Evidence of Meeting the Standard**

The College is currently in the process of updating its Long Range Development Plan ([Current LRDP](#)); the [New LRDP Draft Site Plan](#) that will guide and direct the physical form and character of the campus for the next 10-15 years. The plan is being developed in partnership with PBR Hawai'i and Associates, Inc. Highlights of this plan include the building of a photovoltaic field to generate electricity for the campus and support the College's sustainability strategic priority. Renovations are identified for faculty office buildings and to relocate the Hawaiian Studies department. New facilities envisioned to support growth include an Innovation Center, new Health Sciences building, new weight room, and student housing. Having a current LRDP allows the College to request funding for new facilities identified in the plan to support enrollment growth and/or program expansion.

Additionally, the College uses its facilities capital renewal forecasts ([FRRM](#)) to help guide its reinvestment in its existing facilities. According to the model, the College has a current backlog of deferred maintenance of \$1.7 million, which it plans to reduce down to less than \$1 million by the end of fiscal year 2020.

Lastly, the College projects the cost of ownership and plans for additional expenses through the APRU process. The VCAS attends annual System meetings with other UHCC System representatives. A systemwide project priority list is created and submitted to the State Legislature which must approve funds for capital improvement.

### **Analysis and Evaluation**

The College is currently updating its LRDP to better align with its current strategic priorities and goals. Although still in draft form, this update includes a number of capital improvements to support the stated purpose and goals of the institution. For example, in order to reinforce the College as an indigenous-serving institution the Hawaiian Studies department would be relocated from its current 2,000 square foot, wood-frame building located towards the back of the campus to an existing concrete building with 14,000 square feet of usable instructional and office space located at the entrance of the campus. In addition, in response to the University's Modern Teaching and Learning Environment goal, the draft plan incorporates new construction and renovations to support the Health Sciences programs, student and faculty interaction, OCET, and even on-campus student housing. Moreover, to support the UH Hawai'i Innovation Initiative goal, the draft plan adds a 14,000 square foot innovation center that will bring together students, faculty, staff, and the community in a collaborative setting to develop innovative and practical solutions to the problems faced by our community. Lastly, the draft plan will envision the transformation of approximately 40-acres of unused agricultural lands into a teaching and learning environment representative of the College's commitment to place-based education.

Until the University System eliminates, or at least significantly reduces, its approximately \$600 million of deferred maintenance, it will continue to operate under a general new construction moratorium. However, once the prohibition is lifted the APRU resource allocation process used by the College to prioritize all resource requests, including the acquisition of new facilities and equipment, will ensure that the total cost of ownership is considered.

### **III.B Evidence**

- III.B.1-1 Work Order System
- III.B.1-2 Campus Safety and Operations Committee
- III.B.2-1 KCC Project List
- III.B.2-2 Long Range Development Plan
- III.B.2-3 Facilities Capital Renewals Forecasts (FRRM)
- III.B.2-4 List of APRUs and CPRs completed 2017
- III.B.3-1 Example of ARPD and Screenshot of Site
- III.B.3-2 Ad Astra Classroom Utilization Report
- III.B.3-3 Kaua'i Capacity Analysis
- III.B.3-4 Deferred maintenance List
- III.B.4-1 New Long Range Development Plan (Draft)

### **III.C Technology Resources**

#### **III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

### **Evidence of Meeting the Standard**

The College has a Computer Services unit, housed within Administrative Services, that is staffed by four Information Technology (IT) Specialists who collectively support the technology resource needs of the campus. This includes the campus' data network, servers that host the College's electronic data and website, approximately 700 computers and related equipment, a multitude of software applications, instructional technology in 40 classrooms, interactive television and Polycom® equipment in four classrooms, audio-visual equipment, and centralized copier equipment.

The Information Technology Advisory Committee (ITAC) identifies, assesses, and recommends the instructional and support technology necessary for the campus to achieve its mission. The Committee recently updated its campus [Technology Vision Plan](#) based on the 2017 University of Hawai'i Information Technology Services [Strategic Plan](#). Classroom technology and educational equipment needs are developed at the program/division level and are reviewed by ITAC to ensure compatibility with current technology Systems. Small purchases (under \$3,000) are made by divisions or units from their individual budgets. Larger purchases are reviewed by College Council, with consideration of ITAC's input, during the program review process to assess alignment with the college's mission and strategic goals. The College has numerous [software tools and applications](#) to serve its programs and units.

### **Analysis and Evaluation**

The college has sufficient technology resources to support its academic programs, student support services, and management and operational functions. ITAC periodically conducts surveys of students and employees to help assess the college's technology needs, and reviews technology purchase requests to ensure currency and compatibility with existing resources. Administrative Services also conducts surveys to determine how well technology needs are being met, and the most recent survey shows that campus technology users generally find resources to be sufficient.

Results of the 2017 Administrative Services Survey indicate that 84% of students and employees believe KCC effectively deploys technology across the campus to develop, maintain, and enhance its programs and services. Seventy-six percent of the same group reported that that "instructional technology used in my classrooms meet my learning or instructional needs," whereas 81% of respondents agreed that KCC uses technology to effectively support communication and sharing of information across the campus.

Results of the survey indicate that the area with the largest room for improvement is classroom technology, and as described below in Standard III.C.2, the College is upgrading technology in 20 classrooms, which is approximately 40% of the College's 48 classrooms, before the start of the fall 2018 semester.

### **III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

### **Evidence of Meeting the Standard**

ITAC's Vision Plan, which encompasses a five year period, provides the framework for the College, with respect to investing in and implementing new technology to support its programs and services. The IT Technology Plan identifies the replacement schedule and replacement cost of the College's existing technology resources over a seven year period. The plan is a living document that is continually updated as technology resources are added or removed from the College. This includes infrastructure such as networks, servers, hardware, software, and distance education technology (e.g., Polycom® and Hawai'i Interactive Television System (HITS)).

The UH System is responsible for providing the College with enterprise resource planning, student information, and learning management Systems that includes the Quali Financial System, SuperQuote System, Sightlines Facilities Renewal Reinvestment Model, PeopleSoft Human Resources, Banner Student Information System, STAR Guided Pathways System Registration, Academic Essentials degree check, Quali Curriculum Management System, Laulima (UH's online learning and collaboration System), and UH Alert (UH's emergency notification System).

### **Analysis and Evaluation**

During the 2017-2018 fiscal year Annual Program Review Update (APRU) requests regarding upgrading classroom technology ranked high during the review process. Hence, the College allocated a one-time expenditure of \$66,000 to upgrade approximately 20 classrooms with the new technology standard that includes a 75" 4K display, Smart KAPP, desktop PC, and document camera, which aligned with the long-term IT fiscal plan for technology replacement/upgrades.

Furthermore, the System invested in Drupal to provide Colleges a platform for upgrading their websites to ensure ADA accessibility. The College adopted this platform in 2017 because the previous website was built using Google, which lacks some accessibility capabilities.

In the Fall 2017 Administrative Services Survey, only 65% of responding employees agreed that the College's technology planning is integrated with its institutional planning. To address this, ITAC will be updating its review form to be more relevant to the current Program Review process and the College plans to add, as part of the APRU procedure, a written requirement on including the ITAC review form for all technology resource requests.

### **III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

### **Evidence of Meeting the Standard**

The College operates from a single campus location and most of the Systemwide or online resources used by the College are controlled, managed, and maintained centrally by the University's Information Technology Services (ITS) Department. Both ITS and the College's IT Department have implemented a variety of physical and electronic safeguards, protocols and procedures to protect the College's technology resources.

### **Analysis and Evaluation**

Currently, there are safeguards, protocols, and procedures are implemented at the College regarding both physical and electronic technological resources.

#### **Physical Safeguards:**

1. Primary server rooms located in the One-Stop Center and Learning Resource Center are secured by two locked doors and environmentally controlled through the building's central A/C System, as well as a backup A/C unit;
2. Backup server rooms located in the Natural Science and OCET buildings are secured by a single locked door and environmentally controlled through the building's central A/C System, as well as a backup A/C unit;
3. IT provides continuous backup of local server data;
4. Redundant network firewalls are established and monitored; and
5. Computer labs are monitored by faculty or staff during hours of operation

#### **Electronic Safeguards:**

1. Use of all campus computers and wireless network requires a secure login with a UH Username;
2. Installation of programs or applications of campus computers is restricted to the IT Department, with certain exceptions;
3. All campus computers are protected with antivirus software;
4. All external computers accessing University or campus servers are required to be protected by antivirus software; and
5. [Policies and procedures](#) are developed relative to data governance and information security, which includes mandatory continuing education and training for data users ([AP 2.215](#)).

In the [Fall 2017 Administrative Services Survey](#), 81% of responding students and employees agreed that the coverage and speed of the College's wireless network meets their needs, and 84% of responding students and employees agreed that the College distributes technology resources effectively across the campus. Although this demonstrates the

accessibility of the College's technology resources, it does not address whether or not the campus generally feels these resources are safe and secure. Nevertheless, the College is not aware of any data breaches or incidents of identity theft since the last reaffirmation of accreditation in 2012. The IT Department will consider including a question related to the safety and security of its technology resources the next time the survey is taken.

### **III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology Systems related to its programs, services, and institutional operations.*

#### **Evidence of Meeting the Standard**

The College provides technology instruction and support to employees and students through its IT Help Desk (students and employees), work order System to request technology support (employees), professional development (employees), [Institutional Student Learning Outcomes](#) (e.g., Technical Competency; students), [non-credit courses](#) on the use of technology offered by the Office of Continuing Education and Training (employees and students), and credit courses on the use of technology (e.g., ACC 255 Using Excel in Accounting, BUSN 121 Intro to Word Processing, and ICS 111 Intro to Computer Science I; students and employees).

#### **Analysis and Evaluation**

Examples of recent trainings and professional development on technology offered to employees include Starfish (MySuccess), Livetext, Quali-financial training, distance education instructor certification, classroom technology, and new faculty orientation. The hiring of a permanent Professional Development Coordinator in addition to the development of the ITAC Committee is further evidence of the College's commitment to providing appropriate instruction and support on the effective use of technology.

Trainings offered to students each academic year on technology include new student orientation (UH portal and Star GPS), distance education (face-to-face and online), electronic resources at the library, and individualized support at the IT Help Desk.

Further support is provided in the [Fall 2017 Administrative Services Survey](#), where 80% of responding students and employees agreed that the IT Help Desk provided the requested technical support, 84% of responding employees agreed that they receive the technology training necessary to perform their job duties and responsibilities, and 92% of responding employees agreed that IT provides prompt and courteous service. Moreover, to facilitate increased student accessibility to technology support services the IT Help Desk will move from an out-of-the-way location in Natural Science to a more centralized and visible location in the Learning Resource Center starting in the fall 2018 semester.

### III.C.5

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

#### **Evidence of Meeting the Standard**

The College adheres to UH system wide [Executive Policies and Administrative Procedures](#), which are overseen and managed by the University's Information Technology Services (ITS) Department in conjunction with the Vice-President for Information Technology and CIO. These policies and procedures describe the appropriate and responsible use of technology within the University. The primary governing policy is Executive Policy 2.210, [Use and Management of Information Technology Resources](#), which is communicated to all students and employees at the time their [UH Username](#), the electronic key to gaining access to the University's online services, is established. Policies and procedures form a comprehensive set of rules and responsibilities regarding technology use within at the college and include user rights, responsibilities, privileges and accessibility; appropriate and inappropriate forms of technology use; information security, privacy, and confidentiality; protocols for electronic communication with students; institutional data governance; and mandatory continuing education and training for data users.

#### **Analysis and Evaluation**

The College follows UH System policies and procedures on the appropriate use of technology in the teaching and learning process. These policies outline the rights and responsibilities for all parties, and were developed to ensure security and privacy.

#### **III.C Evidence**

III.C.1-1	<a href="#">Technology Vision Plan</a>
III.C.1-2	<a href="#">UH's IT Strategic Plan</a>
III.C.1-3	<a href="#">Table of Software Tools and Applications at KCC</a>
III.C.2-1	<a href="#">IT Technology Plan</a>
III.C.3-1	<a href="#">UH Policies and Procedures on Technology Safeguards Table</a>
III.C.3-2	<a href="#">EP 2.215 Institutional Data Governance</a>
III.C.4-1	<a href="#">Institutional Student Learning Outcomes</a>
III.C.4-2	<a href="#">Noncredit Courses</a>
III.C.5-1	<a href="#">UH Policies and Procedures Table</a>
III.C.5-2	<a href="#">EP 2.210 Use and Management of IT Resources</a>
III.C.5-3	<a href="#">UH Username Documentation</a>

#### **III.D. Financial Resources**

##### **III.D.1**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

### **Evidence of Meeting the Standard**

The UHCC campuses rely heavily on general funds, which are appropriated by the state, to subsidize operating expenses. The Vice-President for Community Colleges and the UHCC Chancellors determine the General Fund allocations needed to support the individual UHCC campuses, and the fiscal health of the College is monitored by the Vice-Chancellor of Administrative Services. There have been no significant budget reductions that have reduced the College's ability to finance its programs and services since FY 2011.

These General Funds combined with the tuition collected by the campuses, referred to as tuition and fees special funds (TFSF), comprise the total amount of appropriated funds the campuses receive from the State or the "unrestricted operating budget" of the campuses per Act 161, SLH 1995; Act 161 was codified into law under [Hawai'i Revised Statutes §304A-2153](#). This combination has a stabilizing effect on campus operations because General Funds are independent of enrollment.

In spite of [tuition increases](#) over the past 12 years, the UHCC campuses remain one of the most affordable according to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education ([Affordability Study](#)).

Other funding sources (i.e., special and revolving funds, extramural, Capital Improvement Program, Performance-funding, and Innovation Funds) finance specific program activities. Special and Revolving funds support non-credit instruction, summer session instruction, conferences, and student activities. These funds are established by statute and operate on a self-sustaining basis. Extramural funds are project-based funds received from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. All extramural funds are administered through the University Office of Research Services. Capital Improvement Program funds are usually generated from state-issued general obligation bonds while debt service payments to retire the bonds are funded by the State. Individual campuses are not obligated to pay for these long-term obligations. Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability and educational attainment. Through funding incentives, performance based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. Kaua'i CC has earned the vast majority of the available [UH and UHCC performance funding](#) since this revenue stream was initiated in 2012. Innovation and strategic initiative funding allocations are used to fiscally support critical needs identified through the UHCC Strategic Planning process.

Since 2009 the UHCC System has required that each campus maintain adequate financial resources to ensure long-term financial stability; see [UHCCP 8.201](#), which predates [RP 8.203](#) and [EP 8.210](#). Accordingly, the College maintains a separate unrestricted reserve fund, in addition to its unrestricted operating fund cash balances, and meets the 5% reserve requirement of EP 8.210 and UHCCP 8.201. Together these provide financial stability in case of emergencies, temporary downturns in enrollment, or significant one-time investment opportunities that support educational improvement and innovation. The maximum cash balance generally allowed by EP 8.210 is 16% and the College's total unrestricted cash balance also complies with that requirement.

The College's [unrestricted cash balances](#) split between its reserve fund, which represents the static cash balance maintained throughout the year in a separate reserve account, and the remaining unencumbered cash balance in its operating fund. In accordance with Act 236, SLH 215, which amended Hawai'i Revised Statutes §304A-2153, starting in FY16 the UH System began temporarily sweeping both the reserve fund and operating fund cash balances to UH System-level accounts at the end of each fiscal year; these balances are subsequently returned back to the campus-level accounts at the start of the next fiscal year. Therefore, these temporary transfers must be reversed in order to reconcile the campus' accounting ledger to its true [cash balances](#), and these reconciliations are visible in the FY16 and FY17 balances.

Initial campus budgets are presented to the Board of Regents for approval prior to each fiscal year. The System and campuses use the Kualii fiscal management System to establish and monitor general operating and other special and revolving fund accounts. These budgets are monitored via [monthly budget to actual reports](#) that are posted to the [UHCC Budget website](#). Kaua'i CC's budgetary and cash reserve practices and procedures ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

The campus [Operating Budget approved by the BOR for FY 2017](#) has a projected \$14,219,301 in unrestricted revenue and transfers to fund an unrestricted expenditure budget of \$14,271,759. Expenditures exceed revenues by \$52,458 which slightly decreases the College's expected ending operating cash balance to \$551,553. In addition to this operating reserve, the College's expected catastrophic reserve balance of \$722,619 meets the BOR required 5% minimum threshold.

### **Analysis and Evaluation**

The College has met or exceeded cash reserves per UH policy. General funds, special and revolving funds, and tuition and fee funds have continued to provide adequate resources for the programs and services the college offers. Respondents to the [Fall 2017 Administrative Services Survey](#) indicated that 93% of students and 76% of employees felt that financial resources were effectively allocated and used to support and enhance student learning, whereas 93% and 81% of employees felt allocations supported and enhanced student learning within an individual program or department.

### **III.D.2**

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

#### **Evidence of Meeting the Standard**

The College's integrated planning and budgeting process (APRU) begins with the mission and strategic plan, which aligns with [UHCC Strategic Directions 2015-2021](#). All programs and services complete a program review using the mission and strategic plan goals as a guide and every budget request should be linked to at least one Kaua'i CC [strategic priority](#). Requests are reviewed and ranked by College Council as part of the integrated planning process (see I.B.9 for details). These rankings result in fiscal recommendations to the Chancellor.

Budget and financial reviews are conducted by the Board of Regents (BOR). [Board of Regents Policy 8.204](#) sets the University's fiscal management, budget process, legislative budget proposal, and preparation processes. The [UHCC Budget Preparation webpage](#) provides additional information on the budget development process, including links to the current and previous two years of Fiscal Biennium Budget Policy Papers and Instructions.

The College provides information about the institutional planning process throughout the academic year. Information on upcoming campus improvements and the College's financial circumstances are shared at the fall and spring convocations by the Vice Chancellor for Administrative Services (VCAS). During the fall convocation, the VCAS presents the actual financial results of the [previous fiscal year](#). During the spring, the VCAS presents the [final campus operating expenditure plan or budget](#) for the current year. The VCAS shares [updates about the budgeting process](#), including preliminary and final operating expenditure budgets, with College Council, as well as individual units as needed or requested.

#### **Analysis and Evaluation**

Leading practices encourage boards to establish policies and practices to ensure that institutional priorities and budget expenditures are aligned and that resources are strategically invested in the institution's mission, vision, and plans. RP 8.204 shows that the University of Hawai'i Board of Regents follows these practices. The College has a well-established integrated planning and budgeting process that begins with its mission and goals. The College aligns its mission and goals with the UH System and UHCC System Strategic Directions. Financial information is distributed to the campus on a regular basis at the fall

and spring convocations. Relevant responses to the [Fall 2017 Administrative Services Survey](#) indicated that 77% of employees understood how KCC's mission and goals drive resource allocation in the APRU process, whereas more employees (83%) understood the College budgeting process as a whole when compared to their individual program or department (79%).

These results show that although most employees are aware of the College's overall budgeting process, some don't feel as strongly connected to the budgeting process of their individual units. Consequently, the College has worked with the UHCC System Budget and Finance Office to provide the various units with monthly budget to actual expenditure reports, which will be made available in April 2018 at the [UHCC Budget and Finance Office Public Report webpage](#) (e.g., [February 2018 Report](#)). These reports should stimulate more discussion and awareness of the budgeting process throughout the individual units. Additionally, some employees either do not understand or do not agree that the College's resource allocation process is firmly rooted in its mission and goals. In response, the College continually evaluates and improves its APRU process, and it will identify opportunities to improve the resource allocation methodology of that process for the fall 2018 semester.

### **III.D.3**

*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.*

#### **Evidence of Meeting the Standard**

The UH and UHCC Systems initiate the financial planning and budget development process at the macro level as described on the [UHCC Budget Preparation webpage](#). The process begins with the University's strategic planning process, which in turn guides the development of the Fiscal Biennium Budget Policy Paper and Instructions (e.g. [FB 2017-19 Budget Policy Paper & Instructions](#)), a document required by [RP 8.204, University Budget \(Operating and Capital Improvements\)](#), and continues on to the elements discussed on the [UHCC Budget Execution webpage](#). This System-level process culminates with the UHCC System Budget and Finance Office, in consultation with the Vice Chancellor for Administrative Services, developing a high-level annual campus operating budget for the current fiscal year during the summer in accordance with the [General Fund and Tuition and Fees Special Fund Allocation Policy](#).

The Budget Policy Paper and Instructions provide the major assumptions the UHCC System uses in developing its centralized Capital Improvement Project (CIP) plan, i.e. capital expenditure plan. The CIP funding request is made to the Legislature, and the UHCC System creates the subsequent CIP budget based on the amount of funding granted and authorized by the Legislature.

The College's campus-level operating budget remains a fluid and constantly evolving working document until the University's general fund appropriations are finalized by the Governor. This may not happen until late in the fall or sometimes into the spring semester. As a starting point for the beginning of the academic year the College uses a traditional methodology which initially allocates each division or unit a base budget, which may be proportionately decreased outright if necessary to bring the College's total expenditures in line with the BOR-approved budget; it is never increased outright even if the BOR approved budget reflects a budget surplus. These base budgets may also be decreased throughout the fall semester as necessary in response to budget restrictions enacted by the Governor, lower than expected enrollment, or other UH or UHCC System-imposed funding reductions. Moreover, each division or unit is given the authority to further allocate the base budget down to its individual programs and departments.

Once the UHCC Budget and Finance Office has confidence that the general fund appropriations, tuition and fee revenues, and other System allocations, transfers, and adjustments are more or less set, the College will allocate any expected budget surplus based on its APRU process, while, while maintaining the 5% minimum reserve and any additional operating contingency reserves necessary to reasonably assure its financial stability (see Standard III.D.1). The APRU process gathers input from all campus constituencies in order to rank all of the current year's budget requests in priority order. These budget requests include all forms of resource requests including but not limited to one-time or base budget increases for personnel, facilities, equipment, supplies, services, or travel. From there, College Council and Cabinet make recommendations on which requests should be funded, primarily based on the priority ranking and availability of funding, but also considering health and safety items, unfunded requests from prior years, and time-sensitive requests. The final decision on which requests are funded is made by the Chancellor, and these approved budget requests together with the base budgets constitute the final operating budget for the campus. For example, refer to the [FY17 Budget](#).

Again, the CIP budget for the community college campuses is centrally controlled by the UHCC System whose overarching priority is to maintain the College's existing aged facilities and physical infrastructure, and eliminate deferred maintenance, which for the campus was \$1.7 million for FY17 according to the University's [facilities renewal reinvestment model](#). The APRU process also serves as the mechanism for the campus to identify capital expenditure priorities for repairs and maintenance, renovations, or new facilities. The Facilities Manager and Vice Chancellor for Administrative Services are the College representatives primarily responsible for communicating and justifying these campus-identified priorities to the UHCC System Facilities and Maintenance Office for funding consideration. For the five-year period from FY13 to FY17, the College completed \$15.6 million in CIP projects, \$3.3 million of which was identified as a priority through the APRU process. See the [Project List](#) for a summary of projects completed over the last five years and projects that are currently funded.

### **Analysis and Evaluation**

The College has clear procedures for budget development and financial planning. All campus

constituencies submit plans for future program development and request resources through the APRU process, which is driven by College and the System’s mission and strategic plan. The BOR-approved summary-level operating budget guides the College in developing its detailed department or account level budgets for the year within the UH Systemwide strategic planning and Statewide social, economic, and political contexts it establishes. While the operating budget is developed at the System level, campus stakeholders have input in the development of department budgets as well as on additional expenditures requested through the APRU process. Although the CIP budget is centrally controlled and managed, the UHCC System works collectively with the community college campuses to allocate these funds to meet the individual needs of each campus.

#### **III.D.4**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

#### **Evidence of Meeting the Standard**

The University’s Fiscal Biennium Budget Policy Paper and Instructions provide the College with a realistic assessment of macro level financial and economic indicators, assumptions, and parameters. For example, the [FB 2017-19 Budget Policy Paper & Instructions](#) sets a conservative outlook given the current economic climate of the State and financial situation of the University with the following statements:

“Considering the University’s major revenue sources and the forecasted trajectory for these various revenue components, the University needs to be mindful of balancing its revenues and expenditures with an eye on sustainability of programs... For different reasons, the University needs to cautiously consider the prospect of either revenue component [i.e. general funds and tuition and fees] growing sufficiently to support current levels of operations.”

“Expenditure trajectory of costs for programs and operations are also forecasted to increase and the rate of increase could exceed the rate of any optimistic projection of revenue increases.”

“The Administration anticipates that the majority of CIP budget proposals will be directed towards [addressing] capital renewal and deferred maintenance needs. Although new facility requests will surely be requested for campuses previously identified for strategic growth or evolution, the budget requests will have to be mindful of the existing moratorium on new facilities.”

Historically, approximately 80% of the College’s operating revenues come from general funds, with the remainder being tuition and fees (see [Financial Summary](#)). The [2017-19 Budget Policy Paper](#) provides the following elaboration on the near-term

growth expectations of each of these sources of revenues as well as the University's strategy for securing additional State funding:

“State public fund support in the form of general fund appropriations to the University has been very slowly increasing since the end of the economic recession. However, the total amount of general funds to the University of Hawai‘i remains less than the 2009 peak level prior to the recession, and much of the restoration supports new collective bargaining agreements.”

“The University needs to weigh its requests for State funding support in concert with its own revenue development. State tax revenue trajectory (growth) is forecasted to remain positive for the upcoming biennium; however, there are already signs that the economy has reached its peak for the cycle. For the University, our self-generated revenue growth (i.e., from tuition) will be flat or challenged for growth over the upcoming biennium [i.e. the incremental revenues from the tuition increases in this biennium will be used to address deferred maintenance and modernization at each campus rather than to fund operational activities]. The University cannot assume that revenue growth at the State will translate into increased revenue contributions to alleviate revenue challenges at the University.”

“The Legislature appropriated \$6,360,818 in general funds in each of FY16 and FY17, for the President and the BOR to distribute to campuses as performance funding [refer to the table in III.D.1 for the amount of performance funding received by the College]. This funding is the first substantive representation of performance-based funding to the University System by the Legislature to improve student achievement and degree attainment metrics. The Administration is hopeful that this approach will continue in future legislative budgets. This funding is not, however, treated as recurring funding for the University, so work with the Legislature is required to demonstrate that the University has deployed the initial funding in ways that have resulted in short-term performance results.”

“Budget requests for the upcoming biennium need to be cognizant that the University revenue components have been strained in recent years and are forecasted to remain so into the near-future. As such, requests involving program expansions or new initiatives should expect to be challenged for revenues to be sustainable. University thematic priorities that are rooted in delivery strategic objectives will assist in prioritizing these requests.”

“The University should present program ideas that warrant public funding investment and/or funding ideas that have [a] broad public interest [and are] deserving of public funds. It remains imperative that the University incorporate plans for strategic growth in which the State can invest. Serious weight and consideration must be given to the prospects and trajectory of University revenue components. This includes every campus's evaluation of general fund appropriations in addition to tuition revenues and campus reserve balances. Program initiatives must be weighed for sustainability in the long-term against the likelihood of revenue.”

The 2017-19 Budget Policy Paper also provides guidance for the College to use when developing its campus-level operating budget and expenditure forecasts, as well as laying out the University's CIP funding strategy. The objectives of the biennium budget building process are as follows:

- Request new general funds for those UH initiatives that are most directly aligned to the Strategic Directions and are supported by metrics that can be used to demonstrate performance and return on investments. Support allocation of tuition revenues that incentivize units to improve productivity and efficiency and emphasize alignment with Strategic Directions.
- In allocating campus fiscal budget resources, academic programs will need to be refreshed for relevance to the Strategic Directions and incorporate performance metrics.
- Campuses and System will continue to evolve fiscal reserve administration to maintain strong reserve levels where they exist and build reserve levels to at least the Regent Policy minimum [i.e. 5%] where reserve levels are low.
- Focus on long-term financing of existing deferred maintenance levels in order to eliminate current amounts of deferred maintenance within a ten-year schedule and concentrate on fiscal measures that will prevent new amounts of deferred maintenance.
- Campuses should aggressively realign existing cost components where savings can be realized - especially in the area of developing projects that can garner utility savings or consolidation of shared services.

The following assumptions will be applied in the biennium budget building process for the operating and Capital Improvements Project (CIP) budgets:

- Capital funds for addressing capital renewal or deferred maintenance on existing facilities will be the priority in the capital budget.
- General funds or general obligation bond funds will be the first order of preference to meet annual capital renewal needs and for major renovation and modernization.
- The University will pursue revenue bond authority in order to supplement general fund or general obligation bond funds to the degree that the latter is insufficient to meet capital needs to support our ten-year plan to eliminate current levels of deferred maintenance.
- The moratorium on new construction will continue for the FY2017-2019 biennium, with limited exceptions as previously approved by the BOR. Therefore, requests for new construction will be heavily scrutinized as potentially compromising the University's campaign for adequate funding to address maintenance.

Lastly, prior to the BOR approving the high-level operating budget and CIP budget, the UH System Chief Financial Officer provided the following additional clarifications on the [State's current fiscal situation](#):

- While State ended FY16 with general fund surplus exceeding \$1 billion, that was a single point of data and the current balance is much lower;
- [The State's] Council on Revenues latest forecast is for 5.5% growth for FY17;
- Tax revenue collections at the end of September were down 3.3% compared to FY16;
- ERS (retirement) and EUTF (health fund) unfunded liabilities for the State are roughly \$18 billion [all post-retirement benefits for the University are funded and administered directly by the State];
- Labor negotiations for all 14 bargaining units are underway.

Both the high-level and the campus-level operating budgets for the College are prepared according to the assumptions, parameters, and requirements of the University's Budget Policy Papers. For the high-level operating budget and CIP budget, this compliance is assured through the BOR's approval of both the Policy Paper and the resulting budgets. For the campus-level operating budget, to comply with the spirit of the [2017-19 Budget Policy Paper](#) the College has implemented the following actions or plans:

- Discontinued the Associate in Applied Science in Autobody Repair and Painting due to low enrollment;
- Continues to evaluate and improve the productivity and efficiency measures for academic programs to maximize performance funding and institutional effectiveness;
- Developed a strategic enrollment plan to increase enrollment across underserved populations;
- Requested Legislative funding to support student success initiatives targeted towards Native Hawaiian and veteran students;
- Consolidated Computer Services and Media Services into a new IT unit to gain operational synergies;
- Continues to maintain adequate cash reserves;
- Secured \$2.5 million of legislative funding to install a photovoltaic system which will defray electricity costs;
- Reduces deferred maintenance to less than \$1 million by the end of the FY2020.

The College also supplements its operating revenues with extramural funding, primarily donations administered through the UH Foundation and federal grants. Since the majority of these funds are temporary, the College uses a very conservative approach and generally does not use these "soft" monies to fund its ongoing or core operations. Instead, it uses these revenues to underwrite test trials for new or expanded programs and services, with the goal of permanently funding successful programs or expansions through either the additional enrollment and tuition directly generated by the new or expanded program, or additional general funds secured from the Legislature justified by the program or service improving the College's productivity or efficiency measures. In the few cases where the College relies upon extramural funds to fund a long-term activity, it is either reasonably assured of the stability of the funding source, e.g. an endowed foundation account used to fund faculty and staff professional development, or the activity is not a core operation of the College, such as its 10-year breadfruit research projected funded through a USDA grant.

## **Analysis and Evaluation**

The UH System, UHCC System, and KCC have carefully studied the current fiscal and legislative environment. Financial planning for the college is done in consideration of these factors. The College makes plans and takes precautions to ensure the continued availability of funding for its core functions. At the same time, the College is pursuing initiatives to improve efficiency and effectiveness of its units.

Donations for the college come through the UH Foundation and are allocated according to the donors' wishes. Examples of partnerships include clinical facility agreements, donations from businesses for program equipment, collaboration with Island School and Kawaikini for Preschool and Charter school offerings, and invasive albizia tree removal with Kua'i Island Utility Cooperative.

### **III.D.5**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control Systems.*

## **Evidence of Meeting the Standard**

As proscribed in [EP 8.204](#) the University's Vice President for Budget and Finance/CFO is ultimately responsible for the development and maintenance of an adequate financial controls across the University. To that end the University has a comprehensive set of Administrative Procedures (AP) under [Chapter 8, Business and Finance](#), which establish numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications.

Furthermore, the UHCC System Office has instituted several additional procedures to provide additional guidance and direction to the community college campuses on establishing and maintaining a strong internal control environment and the responsible stewardship of the College's financial resources.

In order to reasonably assure its financial integrity and the responsible use of financial resources, the College complies with all of these procedures related to internal controls. The [linked table](#) categorizes these procedures by their underlying transaction cycle or as a general internal control procedure, for those that relate to all transaction cycles.

To further ensure that it maintains a robust control environment the University employs the following enterprise resource management Systems:

- Quali Financial Management (Procurement and Accounting)
- eThority (Management Reporting)
- eTravel (Travel Approval and Reimbursements)
- Banner (Academic Registration)
- Destiny (Non-credit Registration)
- myGrant (Grant Management)
- PeopleSoft (Human Resources)
- UH Leave System (Employee Leave)

Internal controls are evaluated through an annual audit of the UH System, and CFS & A-133 audits are posted on the [UH System Financial Management Office website](#). These include policies and procedures on purchasing and receiving, travel, and approvals.

Changes to the budget are communicated to the College through several channels: 1) both Cabinet and College Council are made aware of any changes, who are in turn responsible for communicating this information to their constituents, 2) updates on the College's budget are highlighted at Convocation each semester, and 3) each unit's budget is updated to reflect changes such as increases from approved APRU requests or reductions due to unexpected revenue shortfalls.

Financial management practices are regularly reviewed by the Administrative Services Office, the Community College System Budget and Finance Office, and occasionally the University's Office of Internal Audit, which reports directly to the Board of Regents. The results of these reviews are used to update or improve the College's internal control Systems. For example, the Administrative Services Office created a new [operating procedure](#) for the cafeteria cashier position in anticipation of an expected increase in revenue and transactions due to a major student discount that was implemented in the 2017-18 academic year.

UHCC System budget execution documents are distributed during monthly Vice Chancellor for Administrative Services meetings and/or posted on the UHCC [Budget Planning and Finance](#) website. These documents include the following:

- General operating budget allocations ([Allocations](#))
- Capital Improvement Plans ([CIP Plans](#))
- Consolidated Financial Statements ([Financial Statements](#))

### **Analysis and Evaluation**

The College follows all University policies and procedures that govern the maintenance of a strong control environment and regularly reviews its financial management practices to improve its internal control Systems. In so doing, the College utilizes effective segregation of duties, reviews, reconciliations, and verifications to reasonably assure the accuracy and completeness of its financial information. Furthermore, the College widely disseminates

dependable information through a variety of channels to support sound financial decision making.

In the [Fall 2017 Administrative Services Survey](#), only 71% of responding employees agreed that the Business Office provided them with the financial information they needed to perform their job duties and responsibilities, and only 76% agreed that it addressed their questions or concerns in a timely manner. In response, the College has worked with the UHCC Budget and Finance Office to create new, more meaningful monthly budget-to-actual expenditure reports. For example, see the [February 2018 Report](#). These reports are available for the campus to view and download at the [UHCC Budget and Finance Office Public Report webpage](#), and the Business Office will be providing training to the campus on understanding and using these new reports in April 2018. To coincide with the release of the new reports and to further address the survey responses, the Business Office will be better utilizing its recently acquired Fiscal Specialist to support questions and requests from the campus.

### **III.D.6**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

#### **Evidence of Meeting the Standard**

To ensure the accuracy and completeness of all financial reports used by the College, UHCC System-generated reports are linked to the general ledger by the UHCC Budget and Finance Office, and all campus generated reports are linked to these UHCC System-generated reports by the Business Office or Vice Chancellor for Administrative Services.

The University's financial statements are audited by external auditors as required by ER 5. Additionally, the policies and procedures (listed in III.D.6) establish and maintain a strong internal control environment to ensure the accuracy and completeness of all other financial documents.

In order to ensure the credibility of the University's financial budgets, and as required by [RP 8.204](#), every year the BOR reviews the high-level annual operating budget, which forms the basis for the detailed operating budget developed by the campus. For the past three years, from FY15 to FY17, the campus-level operating budget has been very accurate, within a 2% variance, when compared to the actual revenues and expenditures for the corresponding period; except for FY15 wherein over \$500,000 of expenditures were either curtailed or charged out to other sources of funding in order to maintain sufficient operating cash balances throughout the year. The percent variances to budget are detailed in the [FY15-17 Actual to Budget Variance Summary](#).

The College's commitment to its student learning programs and services is evident from the large proportion of [fiscal resources allocated](#) to these areas.

Funding allocations over base-budgeting are made to divisions or units through the [APRU process](#), detailed in Standard I.B.9, which serves as the College's integrated planning and resource allocation process. This holistic and inclusive approach promotes broad participation from across the campus to assure the responsible and judicious allocation of financial resources to support student learning programs and services.

### **Analysis and Evaluation**

The College adheres to Generally Accepted Accounting Practices (GAAP), allocates the majority of its resources to support student learning programs and services, and seeks Board of Regents and external auditor reviews to validate accuracy of its financial documents.

### **III.D.7**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

The College process in response to audit findings is as follows:

- Affected units and administrative or support unit staff discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or the implementation of new Systems.
- Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as ORS (A-133 audit corrective action plans). Corrective action plans identify the individuals responsible for implementing the corrective action, the actions taken to prevent reoccurrence, and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor.

The UH System undergoes an annual audit as an external check on the effectiveness of internal controls.

### **Analysis and Evaluation**

The UH System undergoes an annual audit by an external auditor. Audit reports are posted on the [UH Financial Reporting website](#). The college has a process for dealing with audit findings. Since the College's last self-study, it has had one minor audit finding. On December 15, 2016, the firm Accuity LLP concluded its financial and compliance audit on

the UH System that covered the period from July 1, 2014, to June 30, 2016 (Audit Report 12/15/16). Acuity found the College to be **noncompliant** in its administering of Title IV financial aid and enrollment reporting, wherein: 1) the College incorrectly calculated the return of Title IV, which resulted in an underpayment of \$982, and 2) the College's notification procedures failed to update student enrollment status in the NSLDS within the 60-day requirement.

In accordance the College procedure noted above, the Financial Aid and Registrar's Offices have instituted changes in their procedures to prevent these errors from recurring. First, all Financial Aid Office staff were trained on using the correct information to prepare the return of Title IV calculation, and a vacant Financial Aid Specialist position was filled to allow for an independent review and verification of all calculations on the return. Secondly, the Registrar's Office corrected its procedures to keep track of NSLDS reporting due dates based on the graduation status changes as opposed to using only the NSC 'Scheduled Transmission Dates'.

The Financial Aid Director and Registrar implemented corrective action plans based on the audit recommendations, and these plans were accepted as a viable resolution by the external auditor.

### **III.D.8**

*The institution's financial and internal control Systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

#### **Evidence of Meeting the Standard**

The BOR's Committee on Independent Audit (Audit Committee) and Office of Internal Audit (OIA) are charged with the duty to evaluate and assess the University's internal control Systems for validity and effectiveness, and ensure the results of these assessments are used for improvement.

The [Bylaws of the Board of Regents of the University of Hawai'i](#) states:

#### Committee on Independent Audit

1. Advise the Board regarding the Board's responsibilities to oversee:
  - a. the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls related to risks;
  - b. the function, disclosures, and performance of the University's compliance, internal control, and risk management Systems regarding ethics and compliance, risk, finance, and accounting, and the adequacy of such Systems; and

- c. the independent certified public accountant's qualification, independence and performance, as well as performance of the internal audit function.
2. Review the annual internal audit plan and the extent to which it addresses high risk areas.
3. Review the annual report of the internal audit department and discuss significant issues of internal controls with the Internal Auditor and management.
4. Discuss the planned scope of the annual independent audit with the independent certified public accountants and review the results of the audit with the independent certified public accountants and management.
5. Receive and review the annual certified financial reports with the independent certified public accountants and management.
6. Recommend to the Board the certified public accountants to serve as the independent auditor, and their fees.
7. Revise the scope of the annual audit, and approve any services other than audit and audit related services provided by the certified public accountants.
8. Provide recommendations to the Board regarding approval of the internal audit mission statement, the committee's charter, and other governance documents related to both internal and external compliance and auditing activities at the University.

Furthermore, the OIA's [charter](#) provides the following mission statement:

“The mission of the University of Hawai‘i (University) Office of Internal Audit is to assist the University’s Board of Regents and University Management (President, Senior Management Team, Council of Chancellors) in fulfilling their oversight, management, and operating responsibilities. This is accomplished through providing independent and objective assurance and consulting services conducted in a Systematic and disciplined approach to evaluate, add value, and improve the University’s operations.”

Since the last accreditation team visit, the activities of the OIA’s annual audit plans that have directly pertained to the College’s specific operations or internal controls are as follows:

1. November 14, 2017 - [Check disbursements less than \\$2,500 survey](#);
2. October 25, 2013 - [HIPAA Questionnaire](#);
3. January 25, 2013 - [Report on Agreed-Upon Procedures for PCards](#).

Additionally, OIA audit activities pertaining to other community college campuses that have or may result in improvements to the College’s internal control procedures are as follows:

1. January 19, 2018 - [Business Office Cash Collections Questionnaire](#);
2. February 6, 2017 - [Financial and Operational Oversight of Revenue Generating Programs](#).

Lastly, in addition to the required Single Audit, (e.g. [2017 Financial and Compliance Audit](#)), the University's external financial auditors also prepare an Internal Control and Business Issues Report (e.g. [2017 Internal Controls Report](#)), which provide the comments and observations identified by the external auditor that were not required to be reported in the aforementioned compliance audit report, i.e. Single Audit. Since the last accreditation visit the College had only one finding related to the Single Audit (formerly the A-133 Audit), which is discussed in III.D.7, with no other findings identified in the Internal Control and Business Issues Reports.

### **Analysis and Evaluation**

Audit activities have resulted in improvements in the College's compliance with University policies and procedures related to PCards and HIPAA. Furthermore, and most significantly, the February 6, 2017 OIA report on Financial and Operational Oversight of Revenue Generating Programs marks the conclusion of a 4-year internal control improvement initiative for the community college campuses, which ultimately resulted in the establishment of [UHCCP 8.200](#), and the corresponding improvement of the College's internal controls resulting from its compliance with that procedure.

### **III.D.9**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

### **Evidence of Meeting the Standard**

On December 15, 2016, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 (Audit Report 12/15/16). The opinion read "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." Additionally, the UHCC System maintains sufficient reserves to maintain financial stability and all UHCC campuses meet both 5% minimum and 10% targeted reserve requirements.

The balance of unrestricted fiscal reserve of the College is \$722,619 as of the BOR-approved budget for FY 2017 ([Approved BOR Budget FY17 p 93](#)). [Campus reserves](#) are 5.3% of the prior year expenditures .

The timing of payment of funding from the State and from tuition provides the college a steady flow of funds into the College throughout the fiscal year. The State provides approximately one-quarter of General funds prior to the beginning of the fiscal year and provides the remaining full year allocation prior to the end of the first quarter. The College collects tuition prior to the beginning of fall and spring terms.

Contingency plans have not been implemented by the College, but would follow UH and UHCC policies and procedures including [RP 8.203](#), Operating Reserves; Non-General Funds, [EP 8.210](#), system wide Financial Reserves, and [UHCCP 8.201](#) Unrestricted Funds Reserve - General, Special, Revolving Funds. Potential contingency plan actions could involve reductions in services, reductions in workforce, or the use of the college's financial reserves.

### **Analysis and Evaluation**

The College meets or exceeds reserve minimums established by the UHCC and receives a steady flow of funds throughout the fiscal year to meet the needs of its programs and services. In addition, careful monitoring of revenues, expenditures and cash are conducted to prevent cash-flow problems. Hence, a contingency plan has not needed to be implemented.

### **III.D.10**

*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.*

### **Evidence of Meeting the Standard**

A variety of [financial management policies, procedures, and evaluation tools](#) are used to plan, project, monitor, and maintain financial integrity across financial aspects of the College. Reports and management tools used to monitor extramural funds, loan funds, and non-extramural funds include monthly budget status reports, monthly cash management reports, and Kualii Financial System (KFS) reports.

Kaua'i CC participates in the following federal financial aid programs: 1) Federal Pell Grant, 2) Federal SEOG Grant, 3) Federal Work Study, 4) Federal Direct Subsidized Loan, 5) Federal Direct Unsubsidized Loan. In addition to federal aid, state aid and scholarships are also administered through the financial aid office. State and/or UH System aid consists of: 1) B Plus Scholarship, 2) Second Century Scholarship, 3) Opportunity Grant, and 4) Native Hawaiian Tuition Waiver. The majority of our scholarships are managed through the UH Foundation and administered via the financial aid office. All disbursements are made in accordance with the UH System's timeline, which falls 10 days prior to the start of the semester.

The financial aid office at Kaua'i Community College administers all Federal Title IV financial aid in accordance with all UH System policies and procedures and all federal regulations. Compliance is ensured by a System of checks and balances with various government databases (COD, CPS, NSLDS, FAFSA.gov) along with coordinating processes with other departments on campus such as the Business Office and Registrar. The following

are a few examples of regular and recurring processes that have been put in place to ensure compliance:

- Monthly reconciliations for various FA programs amongst financial aid, business office, and government sites;
- Daily import of files from various government sites (CPS, NSLDS, COD), and ensuring of correcting of any rejected records;
- Weekly withdrawal reports to identify any needed R2T4 calculations;
- Administering Pell grants/Direct loans with established amounts set forth from Dept. of Ed;
- Verification process to ensure no conflicting information, prior to awarding, for those selected for verification from Dept. of Ed;
- Knowledgeable guidance for students when completing FAFSA so ensure accurate information on application.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation's internal control System. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

### **Analysis and Evaluation**

The College practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations by adhering to policies and procedures detailed above. Further evidence is the lack of findings in financial audit reports (except the minor December 2016 finding described in Standard III.D.7) since the last reaffirmation of accreditation.

### **III.D.11**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### **Evidence of Meeting the Standard**

The College participates in short-term and long-term planning as noted in Standard I.B.9. and III.B.2. All financial plans incorporate payments of long-term liabilities and obligations,

including debt, health benefits, insurance costs, and building maintenance costs. The same information is used in short-term or annual budget and other fiscal planning efforts.

All fringe benefits for general funded (i.e. budgeted) positions are incurred and paid directly by the State. The College is responsible for paying for fringe benefits for all other types of employees. However, the benefit plans are all managed directly by the State.

The UHCC campuses do not issue debt for Other Post-Employment Benefit (OPEB), insurance costs, or repairs and maintenance projects, which are funded by the State. The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs. See Standard III.D.14 for further discussion.

The College allocates resources for the payment of its liabilities and funds/reserves to address long-term obligations. No funds are directed to actuarially developed plans for OPEB obligations.

### **Analysis and Evaluation**

The College maintains a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. Furthermore, the vast majority of employee benefits cost, particularly pension and OPEB, are borne directly and entirely by the State, which further buttresses the College's solvency. The College clearly identifies, plans, and allocates resources for the payment of liabilities and future obligations. The College has maintained a strong financial position as a result of these practices.

### **III.D.12**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post- Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

The employer's share of OPEB obligations for general funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general funded positions are not part of the UH operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University; which for the College is less than 5% of its OPEB eligible employees. The University's contributions are calculated as part of the State's total contribution requirements and are reimbursed to the

State's General Fund as part of the fringe benefit rate on employees' actual salaries. The University's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution (ARC) of the employer, an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board (GASB) Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employer's' OPEB obligations for non- general funded positions are fully recognized and accounted for in UHCC non- general fund financial plans.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. From the Notes to Consolidated Financial Statements for June 30, 2017 and 2016, page 67, Funding Policy and Annual OPEB Cost section:

“The University is required by GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, to obtain an actuarial valuation every other year. Therefore, an actuarial valuation was performed as of July 1, 2015.”

### **Analysis and Evaluation**

The College is responsible for the OPEB for only a small number of non-general- funded positions. These allocations are made at the required level based on a calculation by the University.

### **III.D.13**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

### **Evidence of Meeting the Standard**

The College calculates the amount of locally incurred debt and allocates adequate resources for its repayment. The percentage of the budget used to repay **locally incurred debt** is approximately 1%.

Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Current locally incurred debt instruments are used to fund energy conservation measure projects that have been implemented campus-wide and to fund alternative energy (photovoltaic) projects. The College includes these debt obligation payments in all budget and planning documents.

### **Analysis and Evaluation**

The College reviews and manages locally incurred debt annually and allocates adequate resources for repayment.

### III.D.14

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

#### **Evidence of Meeting the Standard**

As noted in Standard III.D.10, the College manages its financial resources with integrity including auxiliary activities, fund-raising efforts, and grants.

**Short-term and Long-Term Debt:** The UHCC campuses have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on most campuses including Kaua‘i. Bond funds are used for purchase, and installation of new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utilities cost for campuses. Debt service is paid centrally by the UHCC System wide Support unit with annual reimbursement from campuses based on energy savings for each campus. The funds for this debt service reimbursement are allocated annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement is approximately 1%.

University policies and procedures require that the funds be used in accordance with [state and federal requirements](#), the [mission and goals](#) of the University, and the [purpose](#) of the funding source.

**Auxiliary Activities:** Auxiliary activities are self-supporting services that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities such as the Bookstore, the Cafeteria, and the Wellness Center are operated for the benefit of the College’s students, faculty, and staff. Bookstore operations are administered by the Mānoa Bookstore unit. Other auxiliary activities are reviewed annually to ensure they are not operating at a deficit or accumulating excess cash or profits, in accordance with [UHCCP 8.200](#). Additionally, [AP 8.025, Fiscal Responsibilities within the University](#), requires that the funds be used in accordance with state and federal requirements and the purpose of the funding source.

**Gifts and Fundraising:** University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([RP 8.209, Gifts](#); [RP 8.210, Fund Raising](#); [EP 8.209, Fund Raising](#); and [AP 8.620, Gifts](#).)

**Grants:** The College follows all University policies and procedures and federal requirements related to management of grant funds. These include [AP 8.926](#), Administrative and Financial Management Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai'i, [AP 8.956](#), Accounting for Research & Training, [AP 12.411](#), Subrecipient Monitoring, and [EP 12.102](#), Authority to Sign and Execute Extramural Research and Training Contracts/Grants, Agreements and Contract Assignments and Releases. These policies and procedures were developed to ensure that the College is compliant with federal Office of Management and Budget circular requirements (e.g., 2 CFR 200).

### **Analysis and Evaluation**

University policies and procedures require that all funds be used in accordance with state and federal requirements and the intended purpose of the funding source. Guidelines, processes, and internal control systems are in place and regularly updated to ensure that all financial resources, e.g. bond proceeds, auxiliary activities, fund-raising, and grants, are used with integrity.

### **III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

The College monitors student loan default rates annually by a three-year cohort.

<b>Cohort</b>	<b>Default Rate (by 3rd year)</b>
2010	12.1%
2011	21.2%
2012	25.9%
2013	26.5%
2014	17.0%
2015 (Draft)	21.8%

As a result of two consecutive years exceeding 25%, the Financial Aid Office implemented plans to mitigate and reduce default rates, because rates at 30% and above trigger heightened monitoring by the Department of Education with enhanced requirements and possible loss of Title IV eligibility. Steps taken by Financial Aid included:

- Require students to apply for loans rather than automatically offering them on their MyUH portal.
- Use the National Student Loan Database System (NSLDS) to identify students who are either in danger of defaulting, or who have previously defaulted on their loans. The College contacts these students to provide support and assistance in avoiding or getting out of default.
- Require face- to- face entrance counseling to inform the student of his/her [responsibilities](#) in regards to student loans.
- Promote direct cost borrowing (only borrowing what they need for school costs) which is discussed during the [face-to-face entrance counseling](#).

The College follows [UH Administrative Procedures](#) to ensure that it complies with federal requirements with regard to its use of other federal funds or assets. Although most of the College’s federal contracts, grants, and awards are administered by the RCUH, the College’s Principal Investigator and Fiscal Administrator are still responsible to ensure all federal funds and assets are expended and managed in compliance with all Federal and University policies, procedures, and requirements.

### **Analysis and Evaluation**

Actions taken to reduce student default rates have improved the default rates over the past two years. Nevertheless, cohort default rates inherently have a certain level of fluidity, and will vary from year to year. Kaua’i CC will continue to practice the proven methods mentioned above, as well as verify the underlying data of the draft cohort rates to ensure the official rates are accurate and complete. In addition, the Financial Aid Office complied with a 2016 financial audit finding by creating action plans to come into compliance (see III.D.7 for details).

### **III.D.16**

*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 and the quality of its programs, services, and operations.*

### **Evidence of Meeting the Standard**

The University of Hawai‘i System established a policy on [Contracts and Signing Authority](#) in 2017, which sets standard provisions that should be in all contracts, details the approvals and signing authority required to enter written contracts, and identifies priority contracts requiring additional scrutiny. The College uses a [Contract Review Form](#) to document that all non-procurement related contracts or agreements undergo reviews by relevant stakeholders to ensure that they contain appropriate provisions to maintain the integrity and quality of the College’s programs, services, and operations, and comply with University policy. Documents are only executed after this review process has been completed and the Chancellor concurs that the contract or agreement supports the mission and goals of

the College. Additionally, Business Office staff ensure all procurement and extramural funds-related contracts comply with the applicable [UH Administrative Procedures](#).

### **Analysis and Evaluation**

The College has a variety of [contractual agreements](#), which not only abide by policy or procedure, but also align with the mission or strategic priorities of the System and/or College. Contracts are consistent with the College’s mission statement and goals and require approvals that include the Fiscal Officer, VCAS, and the Chancellor. Contractual agreements are subject to various UH System policies and procedures and oversight is provided by UH System staff, thereby ensuring that the College maintains its integrity in contractual agreements.

### **III.D Evidence**

III.D.1-1	HI Revenue Statute
III.D.1-2	Tuition Increase Table
III.D.1-3	Affordability Study
III.D.1-4	UH and UHCC Performance Funding Table
III.D.1-5	UHCCP 8.201
III.D.1-6	RP 8.203
III.D.1-7	EP 8.210
III.D.1-8	Cash Balance Table
III.D.1-9	Monthly Budget to Actual
III.D.1-10	UHCC Budget Website
III.D.1-11	FY17 Operating Budget (BOR Approved)
III.D.2-1	UH Strategic Directions 2015-2021
III.D.2-2	KCC Strategic Priorities
III.D.2-3	RP 8.204
III.D.2-4	UHCC Budget Preparation Website Screenshot
III.D.2-5	VCAS Presentation Fall 2017 Convocation
III.D.2-6	VCAS Presentation Spring 2018 Convocation
III.D.2-7	FY17 Budget
III.D.2-8	UHCC Budget and Finance Office Public Report Webpage
III.D.2-9	February 2018 Report
III.D.3-1	FB 2017-2019 Budget Policy Paper and Instructions
III.D.3-2	RP 8.204
III.D.3-3	UHCC Budget Webpage
III.D.3-4	UHCCP 8.000
III.D.3-5	Facility Renewal Reinvestment Model
III.D.4-1	Financial Summary
III.D.4-2	2017-2019 Policy Paper
III.D.4-3	Biennium 2017-2019 Operating Budget Request
III.D.5-1	EP 8.204

III.D.5-2	Budget and Finance Screenshot (Chapter 8)
III.D.5-3	Table of Internal Control Policies and Procedures
III.D.5-4	UH System Finance Management Office Website Screenshot
III.D.5-5	Administrative Services Operating Procedures (Cafeteria Cashier)
III.D.5-6	Budget Planning and Finance Website
III.D.5-7	Allocations of Finances at KCC
III.D.5-8	CIP Plans
III.D.5-9	Financial Statements
III.D.6-1	2015-2017 Actual to Budget Variance Table
III.D.6-2	APRU Funding Table
III.D.6-3	Expenditures by Unit
III.D.7-1	UH Financial Reporting Website
III.D.7-2	SFA Finding 2016
III.D.8-1	BOR Bylaws
III.D.8-2	OIA Charter
III.D.8-3	<\$2500 Check Dispersal Survey
III.D.8-4	HIPPA Survey
III.D.8-5	PCard Procedures
III.D.8-6	Cash Collection Survey
III.D.8-7	UHCCP 8.200 Financial Operations Oversight of Revenue Generating Programs
III.D.8-9	2017 Financial and Compliance Audit
III.D.8-10	2017 Internal Controls Report
III.D.9-1	Financial Resources Chart
III.D.10-1	Financial Management Policies, Procedures, and Evaluation Tools
III.D.13-1	Locally Incurred Debt
III.D.14-1	UHCCP 8.200
III.D.14-2	RP 10.24 Environmental Impact Statement
III.D.14-3	EP 2.212
III.D.14-4	RP 8.209
III.D.14-5	RP 8.210
III.D.14-6	RP 8.21X
III.D.14-7	RP 8.620
III.D.14-8	AP 8.205
III.D.14-9	AP 8.926
III.D.14-10	AP 8.956
III.D.14-11	AP 12.411
III.D.14-12	EP 12.102
III.D.15-1	Student Loan Check List
III.D.15-2	Financial Aid Talking Points
III.D.15-3	UH Administrative Procedures for Use of Federal Funds Table
III.D.16-1	EP 8.200
III.D.16-2	Contract Review Form
III.D.16-3	UH Business and Finance Administrative Procedures Screenshot (Chap. 8)
III.D.16-4	KCC Contractual Agreements

## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **IV.A. Decision-Making Roles and Processes**

#### **IV.A.1**

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

#### **Evidence of Meeting Standard**

Kaua‘i Community College leadership has demonstrated a commitment to supporting innovation in a multitude of ways. The strongest evidence are the ideas brought forward by employees and students that have been institutionalized. [Ideas for innovation](#) and improvement of programs, practices, and programs have been brought to leadership in both formal and informal processes. For example, ideas may originate from committees (e.g., Student Government and Sustainability Committee), College Conversations, divisions (e.g., Student Services), the UH System (e.g., Integrated Student Success), or an individual at an informal lunch with the Chancellor when these are held and open to all college employees. Leadership ensures innovations and improvements to services, programs, and practices are channeled through the proper participatory governance processes, per policy.

The College and system also support innovation by investing in professional development aimed to develop current and future leaders (See III.A.14). Opportunities are available to all college employees and include Emerging Leaders, Great Teachers Seminar, Community college Leadership Champions, and Wo Learning Champions. Employee professional development is further supported through UH Foundation funds, which provides monetary support for conferences, training events, and other professional development opportunities. The College established a full-time, general-funded professional development coordinator

that began in fall 2016. The result has been an increase in professional development opportunities along with more organization, planning, advertising, and evaluation of events. Improvements to services, programs and processes have also resulted from implementation of Strategic Priority Goals within and across divisions (e.g., increase the number of Native Hawaiian Graduates), the program review process (e.g., purchase Maxient software to allow for more efficient case management in Mental Health and Disability Services), and input from the community through various boards and advisory groups (e.g., Early College math and English courses being offered to Native Hawaiian students, as suggested by the Native Hawaiian Advisory Board).

### **Analysis and Evaluation**

The breadth of innovation and continuous improvement is evident at Kaua‘i Community College. Leaders create, encourage and support innovation to improve the College’s programs and services. Multiple opportunities and avenues exist for the presentation of innovative ideas. Training to support successful development and implementation of innovations is supported by leadership. In general, successful innovations have had an employee or student champion, in addition to the support of leadership and development through the appropriate participative governance process(es).

To further support innovation at the College, College Council voted to support the establishment of an Innovation Center and hiring for the Center Director is currently underway. Projects supported by the Center will have a faculty lead, address a community concern, be interdisciplinary, and teach students relevant skill sets.

#### **IV.A.2**

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### **Evidence of Meeting the Standard**

The framework for participatory governance at the College is provided by policies and procedures that guide administrators, faculty, staff, and students on collaborative decision-making.

The College Council is the primary forum at the College for regular and in-depth dialogue among stakeholders regarding the College Mission, strategic planning, priority setting, policy development, and budget development, as defined in [KCCP 1-7](#). The Council is an advisory body to the Chancellor and is charged with overseeing the development and updating of key plans and policies to ensure that college actions are aligned with the College Mission and strategic goals. This widely inclusive forum, comprised of representative

administrators, faculty, students, and classified staff, also encourages and supports collaboration and the campus-wide, two-way flow of information to improve student learning and the College's responsiveness to community needs. The agendas and minutes for College Council meetings are shared with all employees and ASUH-KCC Student Government representatives. Meetings are also open to all members of the College.

College-wide standing committees report to College Council, which provides an avenue for information-sharing about the committees' work. Examples of these standing committees include Assessment, International Education, Information Technology Advisory, and Marketing and Outreach. The Chancellor may also develop special ad hoc committees to further research topics that have college-wide implications or are broader than a single committee or council. A recent example was the ad hoc Academic Affairs Dean Committee that was tasked with further investigating the roles of instructional deans in the UHCC System in order to make a recommendation to the Chancellor on whether or not there was enough justification and need at our college. Members included instructional and non-instructional faculty and the Chair of Faculty Senate. Other examples include ad hoc committees established to gather suggestions from College Conversations on mission revision, strategic goals, and strategic priorities to present findings and recommendations to College Council.

College Conversations, as described in [KCCP 1-2](#), provide another way in which campus constituents have a voice and opportunity to engage in dialogue. Conversation topics may be proposed by faculty, staff, or students, and provide opportunities to inform and engage the campus on topics of relevance to the College's mission and strategic plan.

**Faculty:** In addition to College Council, two main policies describe faculty participation in governance at the College. The first, [KCCP 4-2](#), defines the roles and responsibilities of academic Division Chairs. All Chairs report directly to the Vice-Chancellor for Academic Affairs (VCAA) on instructional and administrative matters and disseminate information from the administration to their constituents.

The second is [KCCP 4-17](#), which establishes the process for creation or modification of academic policies. The Faculty Senate is the first to review such policies and make a recommendation to College Council. The complete description of Faculty Senate's role is described in their [Charter](#) and [Bylaws](#). This senate body is composed of elected representatives from each division (listed above) in addition to representatives from Student Affairs, Institutional Effectiveness, and the Office of Continuing Education and Training to provide a voice to all college faculty.

**Classified Staff:** Classified Staff are represented on the College Council (see above) with representation from each collective bargaining unit: Facilities (Unit 1), Clerical (Unit 3), and Administrative, Professional, and Technical (Unit 8).

**Students:** The College's elected student government organization, The Associated Students of the University of Hawai'i - Kaua'i Community College (ASUH-KCC) assigns student representatives to college committees. ASUH-KCC representatives are assigned to each of

the College's five divisions as liaisons that attend division meetings to [voice student concerns](#) ( Article V, section 1) and report to their electorates. In addition, student representatives serve on standing committees and ad hoc committees, when appropriate, such as the Campus Reorganization and Campus Mission Statement Revision Committees. Students are also invited to propose and participate in [College Conversations](#).

### **Analysis and Evaluation**

The College has policies and procedures in place to not only ensure faculty and staff participation in decision-making, but also give all campus constituents the opportunity to have a voice in decision-making. Moreover, the campus welcomes widespread participation and dialogue from all major areas of the campus. However, as a two-year commuter campus, one challenge we face is maintaining an active and robust student population in student government. For example, student representation in committee meetings is sometimes missing.

### **Action Item**

The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees. This topic was first broached at the [January 10, 2018](#) College Council meeting during a program review discussion.

## **IV.A.3**

*Administrators and faculty, through policy and procedures, 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.*

### **Evidence of Meeting the Standard**

College policies clearly define roles in institutional governance for administrators and faculty, and both groups have substantial input into policies, planning, and budget appropriate to their areas of responsibilities. [Policies](#) encompass administration, College Council role, integrated planning, College Mission, review of programs, and academic policies.

A recent example that demonstrates the clearly defined roles of college administrators and faculty in planning and decision-making is evident in the review of the College's Mission Statement, which must occur at least every five years. [KCCP-1-8](#) clearly defines the Chancellor's responsibilities, which include: adhering to planning principles stated therein to ensure the integrity of the process; initiating the review process; creating a timeline coordinated with that of the UHCC and UH systems; appointing a Mission Statement Task Force comprised of faculty, staff, students, and community representatives; conducting a

College Conversation to review the College's Mission; soliciting input from internal and external constituencies including student at large and community members; and revising the mission statement to present to the Board of Regents for final approval. The Mission Statement Task Force's responsibilities include compiling suggestions and incorporating them, as appropriate, and providing several different versions of statements for College Council review and recommendation to the Chancellor. The College Council's responsibilities include involving each of its member's constituents in the process and voicing the general consensus of its various constituencies to aid the Chancellor in determining the final mission statement.

### **Analysis and Evaluation**

The College has policies and procedures that clearly define roles for faculty and administrators in institutional governance. All employee groups actively participate in planning, policy development, and resource allocation through College Council. In particular, faculty have the initial role on establishment and modification of academic policies through Faculty Senate.

#### **IV.A.4**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

### **Evidence of Meeting the Standard**

The College operates under clearly described procedures that describe faculty and academic administrator responsibilities regarding curriculum and student learning programs and services. In addition, the University System has a [policy](#) that explains the role of the Community College Council of Faculty Senate Chairs in advising the Vice President for Community Colleges (VPCC) on academic planning.

The foundation of this process occurs at the division level. Division faculty meet monthly during the academic year to discuss topics including curricula, student achievement, barriers to student success, course alignment/scheduling, and assessment. When course or program curricula are created or modified, the division submits proposals to the Curriculum Committee.

The [Curriculum Committee](#) is a standing committee of the Faculty Senate that includes the Vice Chancellor for Academic Affairs and faculty from each academic division and student affairs. At the course level, the Curriculum Committee's role is to review and approve, and maintain Course Outlines (COs), conduct five-year course reviews and, approve the deletion or inactivation of courses. At the program level, the Committee reviews and approves the creation, revision, or termination of programs. All curriculum decisions must obtain final approval by the Vice Chancellor for Academic Affairs and the Chancellor.

The Curriculum Committee is assisted by the Assessment Committee, which reviews Student Learning Outcomes (SLOs) for courses and programs. The Assessment Committee's mission is to encourage and promote a culture of assessment at the College. The primary purpose of outcomes assessment is to assure institutional effectiveness and to foster ongoing improvements in student learning. The Curriculum Committee is also assisted by the College's various designation boards, which review and approve applications for course designations to satisfy the various General Education graduation requirements (e.g., written communication, global and multicultural perspectives, quantitative reasoning, etc.).

Academic advisors, counselors, and librarians at the College are classified as faculty. They attend division meetings and provide feedback on academic issues, such as scheduling or the need for additional support services to improve student success in a particular course. The Student Affairs unit was also actively involved in the math and English redesign at the College. The College has developed an Integrated Student Success committee where instructional faculty, student support staff, and administrators meet to discuss how to best integrate student services with instruction.

### **Analysis and Evaluation**

Campus and system policies and procedures are in place regarding the role of faculty and administrators in both curriculum and student learning programs and services. Although these usually function as intended, sometimes not all campuses agree on a system-wide approach. For example, during the development of the UHCC [Time to Degree: Co-Requisite Policy](#), the College's English faculty raised some objections to certain aspects of this policy. Nevertheless, the College has implemented this policy to align with the overall System initiative.

### **IV.A.5**

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### **Evidence of Meeting the Standard**

Within the guidelines and policies established by the Board of Regents and the University system, the College has established policies and procedures that ensure the following: 1) appropriate consideration of relevant perspectives; 2) decision-making based on expertise and professional responsibilities; and 3) timely action on institutional plans, policies, curricular changes, and other key issues.

**Appropriate Consideration of Relevant Perspectives:** The College has developed a process for communication that demonstrates its commitment to diverse perspectives.

[College Council](#) consists of representatives from all areas of campus (student government, staff, faculty, and administrators) and meets semi-monthly to address issues of concern to the College or campus community. To encourage the broadest participation in this forum, agendas are emailed to all campus constituents, and meeting minutes are emailed to all employees and posted to the website.

College Conversations, usually held for one-to-two hours during the all-college hour or in the late afternoon when most faculty should be free to attend, further demonstrate the College's desire to address key issues with as many campus stakeholders as possible. As described in the College [Conversations Policy](#), students, staff, faculty, or administrators may propose a conversation topic and the entire campus is invited to attend. The informal, interactive format of College Conversations encourage people from all parts of the campus to work together and share perspectives. Recent College Conversation topics included: Implementation of our Sustainability Policy, Strategic Goals, FY19 College Priorities, Grant Writing, and the Campus Reorganization. During, fall and spring semester Convocations, faculty and staff meet to learn about and discuss topics such as System-wide Initiatives, Goals and Priorities, and Performance Measure Statistics.

The students' role in decision-making is described in the ASUH-KCC [Constitution and Bylaws](#). Article V of the ASUH-KCC [Constitution and Bylaws](#) ensures student representation at the College by requiring thirteen senators to be elected to represent students in each of the five academic divisions and one At-Large member. These senators function as direct liaisons between academic units and student government. In addition to serving as student representatives to each academic division, ASUH-KCC representatives also serve on other college committees to help provide a student perspective.

The College's Makaloa Council also illustrates the College and the UH System's value of diverse perspectives. Although Native Hawaiians are the indigenous population of our state, they are underrepresented in faculty and leadership positions in the UH system. In addition, the UH System's mission is to be a premier indigenous serving institution. To strengthen the College's ability to hire those with an understanding of Hawaiian culture and issues, the Makaloa Council initiated [KCCP 2-2](#), which recommends that a Makaloa Council representative be appointed to all cabinet and search/hiring committees to not only represent the interests of Native Hawaiians but also serve as a cultural advocate to hiring committees.

**Decision-Making based on Expertise and Professional Responsibilities:** The College has [policies](#) that specify governance roles for faculty and students (see also Standard IV.A.3). The faculty's role is described in the University of Hawai'i Board of Regents' Policy on [Faculty Involvement in Academic Decision-Making and Academic Policy Development](#), which states that "the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research." The emphasis on the faculty's role in academic decision-making at the College is echoed in the College's [Division Chair Policy](#), which establishes guidelines for their selection. These criteria state that division chairs are faculty, which makes them valuable as "first-line administrators" in questions relating to instruction.

As noted above, College Council has broad representation and defined responsibilities for decision-making, per [KCCP 1-7](#). Standing Committees that represent specific functions at the College have responsibilities defined in their respective Charter and Bylaws. Faculty also have a role in the development of academic policies through Faculty Senate, as described above.

The College maintains appropriate minimum qualifications for its faculty, staff, and administration (see Standard III.A). This ensures that employees have the necessary expertise to make decisions related to their role on campus.

**Timely Action on Institutional Plans/ Policies/ Curricular Changes/Other Key Issues:**

The College has policies that ensure timely action for updating both policies and institutional goals. Policy [KCCP 1-1](#) states that all policies will be reviewed at least every 5 years, whereas [KCCP 1-8](#) describes the review timeline for the College Mission. [KCCP 1-6](#) provides a timeline for review of academic programs and other units of the College to assess their demand, effectiveness, and efficiency. This policy also defines how and when updates to the review process should be made. The College's curriculum process sets a 5-year review period for courses so that curricula remain relevant to both the profession and local workforce needs.

**Analysis and Evaluation**

Through its system of governance, KCC demonstrates that it values relevant perspectives in its decision-making and aligns decision-making with expertise and responsibility to take timely action on institutional plans, policies, curricular changes, and other key considerations.

The College's adoption of [KCCP 4-10](#), No-Show Drop Policy, is an example of an institutional improvement that resulted from the consideration of diverse perspectives and collaboration of groups and units across the College. This policy, enacted in Spring 2015, enables instructors to drop students from their courses who neither attend nor make contact with the instructor during the first week of class. Both faculty and students recognized that such a policy would benefit the majority of students, as it makes seats available to students and prevents some negative academic and financial repercussions for no-show students, such as receiving F's on their transcripts or incurring payment obligations for courses they never attended.

The composition of the College's Curriculum Committee provides an example of decision-making based on expertise and professional responsibilities. The Curriculum Committee consists of nine voting members; five are faculty representing each division of the College. The Committee also has two ex-officio non-voting members representing academics affairs: the Vice Chancellor for Academic Affairs (VCAA) and the Educational Specialist from the VCAA's office. The VCAA's Secretary serves as the Curriculum Committee secretary.

#### IV.A.6

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

#### **Evidence of Meeting the Standard**

The College uses governance policies to guide processes for decision-making that are updated at least once every five years per [KCCP 1-1](#). Policies are brought to College Council for discussion and recommendation to the Chancellor. Representatives from each division and unit, including the Faculty Senate, discuss proposals with their constituent groups and provide feedback to the proposer and College Council. College Council strives to achieve consensus through discussion on interpretation, implementation, and potential unintended consequences. In the event that a decision by the Chancellor differs from the Council's recommendation, the Chancellor provides the campus community with a written explanation of the factors affecting her overriding decision in accordance with [KCCP 1-7](#). All of the Chancellor's decisions are documented in College Council minutes, which are e-mailed to campus employees and archived in the shared campus drive, CampusDocs.

The Chancellor keeps the campus apprised of new developments and initiatives at the start of each semester during College Convocation and semi-monthly through Chancellor updates at College Council. Additionally, the VCAA provides a campus and system report on new policies or procedures that affect faculty during the session. Lastly, the VCAS provides campus budget updates, including decisions made on resource allocations, at both Convocation and semi-monthly College Council meetings.

#### **Analysis and Evaluation**

Processes for decision-making are effective and used by employees of the College, and the resulting decisions are documented and widely communicated across the institution. Faculty and staff are involved in the planning phase for all major decisions that affect the College. A recent example is the process used to update the College's mission and goals. A [Mission Statement Task Force](#) was created that involved faculty, staff, and administrators, representing all units, to recommend a new Mission Statement. The recommendation followed the decision-making process (see [KCCP 1-7](#)), and was submitted to College Council for review, discussion, and recommendation to the Chancellor. The Chancellor forwarded the campus-approved proposal to the Board of Regents for final approval. Another example was the College's [Reorganization Plan](#), which garnered participation from a cross-section of faculty, staff, and administrators, that provided input via an ad hoc working group. First, a College Conversation was held to introduce the possibility of reorganizing the College to improve institutional effectiveness and student learning. Next, the ideas generated from the conversation were given to the working group to draft a reorganization proposal to bring to College Council.

#### IV.A.7

*Leadership roles and the institution's governance and decision-making policies, procedures, 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.*

#### **Evidence of Meeting the Standard**

KCC Policies (KCCPs) guide the institution and are reviewed at least every five years to assure currency, integrity, and effectiveness, per KCCP 1-1. The policies relating to shared governance include the [roles and responsibilities of the Administration](#), the [review of established programs](#), the [establishment of the College Council](#), the review of the College [Mission Statement and integrated planning](#), the [responsibilities](#) and [selection procedures](#) for division chairs, and the process to [propose or modify an academic policy](#). The most current versions of approved KCCPs are posted to the CampusDocs drive (the College's main Google Drive folder), which is accessible to all college employees.

In 2015, the College challenged itself to re-evaluate its campus organization structure, including leadership roles. While an entire campus reorganization is not undertaken on a regular basis, the College recognized the unique opportunity presented when two long-time administrators announced plans for retirement, which provided favorable circumstances to re-evaluate administrative areas of responsibility in light of current and future goals. Several changes resulted from the reorganization, including: moving developmental English and math from academic support into the respective academic divisions to better align with college-level courses, consolidating the IT function, establishing an Institutional Effectiveness unit, and bridging academic support functions together under the Vice Chancellor for Student Affairs to more effectively serve students. Major [changes in leadership roles](#) occurred as a result. The College's willingness to undertake this process demonstrates its commitment to self-examination and improvement based on widespread campus input and discussion.

#### **Analysis and Evaluation**

The College evaluates its leadership roles, governance structures, and decision-making policies. One challenge the College has faced is creating a regular cycle of evaluation for some of its governance structures. Although surveys have been used for evaluation, some have not been administered on regular review cycles, whereas others have been changed in ways that make trends difficult to identify. As a result, the campus undertook a newly-designed [governance survey](#) in spring 2017 to gauge the effectiveness of KCC's shared governance structures. The results of this survey indicated strengths and weaknesses. For example, one weakness identified by the survey is that staff do not feel as connected to the College Council as faculty. This weakness was addressed by creating a Staff Senate, which mirrors the Faculty Senate, to provide more opportunities for staff voices to be heard and provided it with a voting seat on College Council. As a result, [College Council](#)

was revised to add a Staff Senate representative, complementing the existing three staff members, one for each Staff bargaining unit. The College website was also identified as an area for improvement, and it is being addressed by a new, full-time webmaster. A final weakness was the concern with the transparency of the budgeting process. As a result, the Vice Chancellor for Administrative Services now provides an update to the College Council regarding the fiscal year budget, verifies if divisions will receive base funding, and identifies the amount of extra funds for the APRU process. Rubric rankings, with comments generated from discussions within both College Council and Cabinet, are shared with the entire campus via e-mail. The Chancellor presents the finalized list of items to be funded to College Council, where any questions are addressed.

The governance survey also revealed strengths that included agreement that the mission statement directs the strategic plan, constituents know how to communicate information to College Council, and there is an effective process for reviewing the mission statement. The results of the survey were shared with the campus via email.

#### **Evidence IV.A.**

- IV.A.1-1 Student ID Form with bus pass information
- IV.A.1-2 Institutionalized Innovative Ideas
- IV.A.2-1 KCCP 1-7 College Council Policy
- IV.A.2-2 KCCP 1-2 College Conversations Policy
- IV.A.2-3 KCCP 4-2 Division Chair Responsibilities Policy
- IV.A.2-4 KCCP 4-17 Policy on Proposing or Modifying an Academic Policy
- IV.A.2-5 Faculty Senate Bylaws (2017)
- IV.A.2-6 Faculty Senate Charter (2017)
- IV.A.2-7 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.2-8 College Council Minutes January 10, 2018
- IV.A.3-1 Summary Table of Policies on Governance Roles
- IV.A.3-2 KCCP 1-8 Mission Statement and Integrated Planning
- IV.A.4-1 UHCCP 1.102 Community College Council of Faculty Senate Chairs
- IV.A.4-2 Curriculum Committee Charter
- IV.A.4-3 UHCCP 5.213 Time to Degree Co-req Policy
- IV.A.5-1 KCCP 1-7 College Council Policy
- IV.A.5-2 KCCP 1-2 College Conversations Policy
- IV.A.5-3 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.5-4 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.5-5 KCCP 2-2 Makaloa Hiring Policy
- IV.A.5-6 Summary Table of Policies on Governance Roles
- IV.A.5-7 RP 1.210 UH Policy of Faculty Involvement in Decision-Making
- IV.A.5-8 KCCP 4-2 Selection of Division Chairs Policy
- IV.A.5-9 KCCP 1-7 College Council Policy
- IV.A.5-10 KCCP 1-1 Policy on Role of Administration and Updating Policies
- IV.A.5-11 KCCP 4-10 No Show Drop Policy
- IV.A.5-12 KCCP 1-8 Mission Statement and Integrated Planning Policy
- IV.A.5-13 KCCP 1-6 Review of Existing Programs Policy

IV.A.6-1	KCCP 1-1 Policy on Role of Administration and Updating Policies
IV.A.6-2	KCCP 1-7 College Council Policy
IV.A.6-3	Mission Statement Task Force
IV.A.6-4	Reorganization Plan
IV.A.7-1	KCCP 1-1 Policy on Role of Administration and Updating Policies
IV.A.7-2	KCCP 1-6 Review of Existing Programs Policy
IV.A.7-3	KCCP 1-7 College Council Policy
IV.A.7-4	KCCP 1-8 Mission Statement and Integrated Planning Policy
IV.A.7-5	KCCP 4-4 Division Chair Selection Policy
IV.A.7-6	KCCP 4-8 Policy on Selection of Division Chairs
IV.A.7-7	KCCP 4-17 Policy on Proposing or Modifying an Academic Policy
IV.A.7-8	Changes in Leadership Roles with College Reorganization (Summary)
IV.A.7-9	2017 Governance Survey

## IV.B. Chief Executive Officer

### IV.B.1

*The institutional chief executive officer (CEO) has primary responsibility for the quality for the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

#### **Evidence of Meeting the Standard**

##### **Responsibility for Quality of the Institution:** UH [Executive Policy 1.102](#)

stipulates that the Chancellor of each college in the UH System has the responsibility for administration and operation of the College, including financial oversight. The Chancellor is appointed by the University of Hawai‘i Board of Regents with full-time responsibility to the College and has the requisite authority to administer board policies developed to ensure the quality of institutions within the University of Hawai‘i system. As chief executive officer for the College, the Chancellor reports to the University of Hawai‘i Vice President for Community Colleges and serves as the College’s chief liaison officer to the President of the University, the President’s staff, the Board of Regents (BOR), and the Hawai‘i State Legislature.

**Responsibility for Planning and Organizing:** The Chancellor ensures that the College identifies and regularly reviews and updates the College [mission](#) and that the Mission drives the establishment of strategic goals. Both the Mission and Goals provide the framework for college operations and planning. During the last two years, under the Chancellor’s leadership, members of the College community including the College Council, the Cabinet, the Faculty Senate, and other working groups have collaboratively updated the College Mission, developed the [2016-21 Strategic Goals](#) and began drafting a new Long Range Development Plan.

The Chancellor regularly communicates values, goals, institution-set standards, and other relevant information at Convocation each semester and through semi-monthly College Council meetings. In addition, the Chancellor holds College Conversations on important initiatives to encourage input from college faculty and staff. She ensures that the community is aware of the values, goals and performance of the College by including this information on the website, having a regular presence on local radio and in the island newspaper, serving on various community boards, and in speaking engagements for various community organizations.

Beginning in 2014, the Chancellor led discussions and forums with the entire campus on how to reorganize units within the College, after long-standing Administrators retired. The process began with a small group of faculty and administrators attending a conference on best practices in institutional effectiveness. A College Conversation began the formation of the Reorganization Working group. After much discussion within divisions, units, and committees, a final draft was submitted to College Council for review and recommendations to the Chancellor for approval in 2015. The reorganization added a professional development position, realigned the Student Affairs unit, and created an Institutional Effectiveness unit, which is reflected in the current [Organizational Chart](#).

**Responsibility for Budgeting:** The College links institutional effectiveness, planning, and resource allocations to the College strategic goals through the [Annual and Comprehensive Program Review](#) (APRU and CPR) processes. Working closely with Cabinet and College Council, the Chancellor oversees these processes, invites broad input from the College community, makes final budget allocations, and communicates resource decisions to the College.

**Responsibility for Selecting and Developing Personnel:** Per [UH Executive Policy 9.112](#), Delegation of Authority for Personnel Actions, the Chancellor has the final authority for all personnel hires. She also must approve all position requests and job descriptions. Since the last reaffirmation of accreditation cycle, the Chancellor implemented a first-year faculty and staff experience to better support personnel through activities designed to promote community, build teams, and immerse new hires in Hawaiian culture.

**Responsibility for Assessing Institutional Effectiveness:** To evaluate the College's effectiveness in achieving student learning, the Chancellor ensures that course, program and institutional learning outcomes are assessed. The College adopted LiveText to improve these processes. The UHCC System also has [Institution Set Standards](#), adopted by the Council of Community College Chancellors, that measure the College's effectiveness and link outcomes to performance funding, both from the [UHCC](#) and [UH](#) systems. The College's strategic goals are also linked to these standards. The Chancellor promotes college operations to meet or exceed student outcome benchmarks.

### **Analysis and Evaluation**

There are multiple policies and practices at the College that provide the Chancellor with primary responsibility for the quality of the institution. Implementation of these has led to

effective leadership, as indicated by the examples below and relevant results from the [2017 Governance Survey](#).

**Planning and Organizing:** The Chancellor initiated a comprehensive mission review process that led to a new mission statement to better reflect our mission as a college within our particular cultural and community context. The entire campus and community focus groups were involved in this process. Another example was the Chancellor-led process to update the College's Strategic Plan, which once again engaged both the college and the community. In both of these examples, as well as in the reorganization discussed above, the Chancellor not only oversaw the process, but also actively participated in the work group discussions. Seventy-three percent of respondents to the Governance Survey strongly agreed, agreed or moderately agreed that the College has an effective process for reviewing its mission statement (item 22) and 73% of respondents felt that the College's mission directs the development of the strategic plan (item 6).

**Budgeting:** The College recognized that although the program review processes linked planning, data, and resource allocation, the link was not sufficiently strong; hence, the College revised the template and presentation process for program review under the Chancellor's directive. In the Governance Survey, 71% of respondents strongly agreed, agreed, or moderately agreed that budget decisions are trustworthy (item D2-b) and 84% of respondents believed that budget decisions are supportive of KCC's mission and goals (item D2-c). However, only 58% of respondents felt that the APRU process is valuable at measuring the effectiveness of programs (item 21). To address this issue, the Chancellor continues to work on ensuring that the program review process is strongly linked to the College's goals and drives the judicious and transparent allocation of the College's resources. At the end of the 2017-2018 academic year, a group of faculty and staff began meeting with the Director of Institutional Effectiveness to review the process and recommend further improvements to College Council in early fall 2018.

**Selecting and Developing Personnel:** The Chancellor recognized the importance of professional development and advocated for a full-time professional development position that came to fruition in August 2016. She also supported the implementation of the Makaloa Hiring Policy, [KCCP 2-2](#), which recommends that a member of the Makaloa Council serve on select hiring committees. This aligns the College's hiring process with the Hawai'i [Papa O Ke Ao Plan](#) by supporting

**Assessing Institutional Effectiveness:** As part of the reorganization noted above, the Chancellor created a new Institutional Effectiveness unit to provide more structure, oversight, and visibility to institutional effectiveness and quality control.

In the Governance Survey, 71% of respondents strongly agreed, agreed or moderately agreed that they work in a collegial environment that supports innovation (item 1). In addition, 73% felt that they work in an environment that supports institutional excellence (item 2), and 68% felt empowered by college leadership to take initiative to improve practices, programs, and services (item 3), and 65% felt that the institutional culture promotes willingness to examine and openly discuss institutional excellence (item 7).

## IV.B.2

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities as appropriate.*

### **Evidence of Meeting the Standard**

UH Board of Regents Policy 2.202, Duties of the President, delegates the operation of the campuses in the System to the Chancellors. The Chancellor represents KCC at the UHC and UHCC System-levels in multiple venues, including the Council of Community College Chancellors, the Council of Chancellors, and the UHCC System Strategic Planning Council.

The Chancellor is assisted in campus planning and oversight by an executive cabinet of vice chancellors and directors, with each having authority over their respective area, as indicated on the current [campus organizational chart](#). Cabinet members include the Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, Vice Chancellor for Administrative Services, Director of Institutional Effectiveness and University Center, and Director of Continuing Education and Training.

Furthermore, each functional unit of the College is supervised by a manager, coordinator, or chair who reports directly to one of the administrators listed above. Examples include faculty members serving as division chairs or program coordinators. Other positions with administrative duties are linked to the unit supervisor in the College's organizational chart.

### **Analysis and Evaluation**

An example of the Chancellor's oversight of the administrative structure is the reorganization effort mentioned in IV.A.1. The reorganization required the Chancellor to assess the administrative structure of the College and identify opportunities to improve the functionality of units both independently and collectively. The Chancellor's leadership on this complex and potentially divisive issue resulted in a well-functioning process with broad participation across the campus. The end result aligned campus functions and personnel to reflect current realities and poise the College to better address future challenges such as accountability, enrollment, and both student access and success.

An evaluation of the effectiveness of the reorganization, which became effective in January 2017, has resulted in several discussions on the misalignment of some positions and the need for some minor adjustments. For example, the Testing Center was moved to the Office of Continuing Education and Training, yet it provides math and English placement testing, which is vital to advising. Thus, the Testing Center will be moved to the Student Affairs unit when the minor reorganization occurs. Another discussion during academic year 2017-2018 revolved around the need for an Academic Dean. This position is being requested from the

UHCC as a new general funded position, as each college in the system is allocated a set number of general funded positions.

### IV.B.3

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning community by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

#### **Evidence of Meeting the Standard**

**Establishing a Collegial Process that sets Values, Goals, and Priorities:** The Chancellor ensures the College has a broad-based, comprehensive, and integrated system for establishing values and goals. At the center of collegial processes is KCC's College Council, the governance body for the College. [KCCP 1-7](#) establishes the makeup and functioning of College Council, stating that the Council "is the primary forum at the College which ensures regular and in-depth dialogue among all stakeholders about our mission, strategic planning, priority setting, policy development, and budget development." [KCCP 1-8](#) defines the integrated planning process and details the responsibilities of the Chancellor and College Council for reviewing and updating the mission, strategic planning, reviewing programs, and evaluating processes.

To augment the integrated planning progress, the Chancellor communicates and seeks input regarding the College's values, goals and priorities through Convocations and College Conversations. Ad hoc committees may also be established by the Chancellor to collate input from stakeholders and develop recommendations to assist the College in decision-making.

**Ensuring the College Sets Institutional Performance Standards for Student Achievement:** A common set of Institution-Set Standards (ISS) was adopted by all colleges in the UHCC system per [UHCCP 4.203](#). The College's performance is measured against these standards and tracked annually. The policy explains that while the Office of the Vice President for Community Colleges (OVPC) is responsible for producing an annual report of achievement results, each campus is responsible for reviewing these results and using them in program planning and resource allocation. There is significant overlap between the ISS and the UHCC strategic planning measures.

**Ensuring that Evaluation and Planning Rely on Quality Research and Analysis of External and Internal Conditions:** As part of the recent reorganization at the College (see IV.B.1), the Chancellor established an Institutional Effectiveness unit that includes an institutional researcher to provide the College with data, reports, and analyses. The UH System Office of Institutional Research generates Annual Reports of Program Data (ARPD) to assist academic programs and non-instructional units to review their program's performance. This office also reports on Institution-Set Standards to evaluate the performance of the College as a whole. The College conducts the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) every other year and posts results on the Institutional Research website. Results are used by units within Student Affairs to assess their effectiveness in meeting student outcomes. Individual faculty or programs may also request ad hoc reports from the institutional researcher to support data-driven planning and decision-making. To understand conditions in our community, the College relies on the Kaua'i Planning and Action Alliance [Youth Report](#) and the UHCC System's [Hawai'i Industry Sectors](#) tool, as well as input from advisory boards for Career and Technical Education programs.

**Ensuring That Educational Planning is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning:** The Annual Program Review and Five-year Comprehensive Program Review (APRU and CPR) processes require that resource requests and allocations are linked to at least one of the College's Strategic Priorities that support student achievement and learning. Each year, the Chancellor guides the implementation of planning processes (fall semester) and initiates the annual review of these processes through College Council (spring semester) as outlined in [KCCP 1-6](#).

**Establishing Procedures to Evaluate Overall Institutional Planning and Implementation Efforts to Achieve the Mission of the Institution:** The KCC [Policy and Procedures for New or Revised Mission Statement and for Integrated Planning](#) includes a plan for evaluating institutional planning and implementation processes to ensure that they remain aligned and in support of the College's Mission. For example, the APRU and CPR processes are evaluated annually in College Council and changes are made to improve these processes. The College also conducts a governance survey every five years. However, because of a change in Institutional Research personnel, the last survey was disseminated in 2017, a year later than intended.

### **Analysis and Evaluation**

The Chancellor effectively guides institutional improvement through policy and processes and encourages the entire campus to engage in planning and continuous quality improvement through the program review process, College Conversations, Convocations, and committees.

The Chancellor initiated the review of KCCP 1-6 in spring 2018, per policy. An ad hoc committee met multiple times and submitted suggested revisions to College Council to discuss. The updated policy was supported by the Council and updated in April 2018.

In an effort to increase the use of meaningful data and analysis in decision-making, the Chancellor supported the purchase of data visualization software for the Institutional Researcher. This has allowed the Institutional Researcher to implement interactive dashboards for several key measures, including the College's Institution-Set Standards. These are made publicly available on the Institutional Research website and select faculty have been trained on the software. General trainings for the entire campus will be offered during the 2018-2019 academic year.

#### **IV.B.4**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceed Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

#### **Evidence of Meeting the Standard**

The Chancellor works directly with the Accreditation Liaison Officer (ALO), who serves on the Administrative Cabinet. Cabinet agendas have a standing agenda item for accreditation items where the ALO and ISER Chair provide updates on accreditation. In addition, the Chancellor has semi-monthly meetings with the ALO to stay abreast of reporting due dates, upcoming changes, and to discuss policies, as needed.

The Chancellor has served as both a member and chair on accreditation peer-evaluation teams, allowing for effective guidance and leadership regarding institutional accreditation. To increase the knowledge of Administrators, Institutional Self-Evaluation Report (ISER) Team Leads, and ISER Writers, the Chancellor has encouraged Cabinet members to complete the ACCJC basic online accreditation training and attend ACCJC conferences. The Chancellor helped to recruit ISER Team Leads and members widely from across the campus. Each member of the administrative team, including the Chancellor, was assigned a role to support the work of the teams working on Standards within their area of authority.

College, UHCC, and UH System policies have been developed and updated to align with ACCJC Eligibility Requirements, Accreditation Standards, and Policies. Therefore, all faculty, staff, and administrators at the College comply with accreditation requirements through adherence to these policies.

#### **Analysis and Evaluation**

The Chancellor has been an active and a committed leader throughout the self-evaluation process, and has ensured that administrators are engaged as well. The Chancellor has set aside time during Convocation Week and throughout the semester for collaborative work on the College's ISER, and has fostered the engagement of faculty and staff in the process. For example, the Chancellor supported involvement of the new ALO (as of August 2017) on a peer-review self-study team in March 2018 and supported travel for key ISER personnel to

participate in accreditation meetings on O‘ahu with other community colleges in the UH System.

In addition, the Chancellor drafted responses to Eligibility Requirements 1-5, participated in College Conversations that led to the two Quality Focus Essay projects, and presented the final draft of the ISER to the Board of Regents’ Academic and Student Affairs Committee in May 2018 to answer questions and seek approval.

To-date, all policies at the College are aligned with ACCJC Standards and have been reviewed at least once during the past five years.

#### **IV.B.5**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

#### **Evidence of Meeting the Standard**

The Chancellor administers the UH Board of Regents, UH Executive, and UHCC policies and ensures that institutional policy and practice are consistent with the College’s mission. The College’s [Strategic Plan](#) is nested within the corresponding plans for the [UHCC](#) and [UH](#) systems. In addition, all Kaua‘i Community College Policies align with and include references to Board of Regents, UH, and UHCC policies where appropriate. [KCCP 1-1](#) establishes the process for developing college policies. College personnel have an opportunity to provide input into the development of KCC policies and all BOR, UH, UHCC, and KCC policy additions and revisions are communicated to the campus community once they are official via email.

Per UH [EP 1.102](#), the Chancellor effectively controls budget and expenditures and relies on the Vice Chancellor for Administrative Services and the Fiscal Officer to provide support and financial oversight in administering academic and non-instructional programs. The Chancellor tracks and supervises the budget process and expenditures. Since personnel is a large part of the budget, the Vice Chancellor for Administrative Services and the Chancellor work closely to monitor position counts, as the number of positions allocated to the College are set by the UH System.

#### **Analysis and Evaluation**

The recent mission review and update process, the strategic goals development for 2016-2021, and the reorganization process discussed in IV.B.1, all demonstrate the collaborative approach to a culture of accountability that the Chancellor has developed and that governance decisions are linked to the College’s mission.

#### IV.B.6

*The Chancellor works and communicates effectively with the communities served by the institution.*

#### **Evidence of Meeting the Standard**

The Chancellor plays an active role in the community and serves on many boards. The following table indicates the community boards and committees in which the Chancellor is currently involved or has been involved within the last six years.

<b>Organization</b>	<b>Role</b>
Friends of Kaua'i Community College	Founder
HMSA Foundation Board	Member
Kaua'i Community Partnership Hui (working with transitioning foster youth)	Member
Kaua'i Community College Native Hawaiian Advisory Council	Founder
Hawai'i Council for the Humanities	Executive Committee
Kaua'i Native Hawaiian Chamber of Commerce	Member
Kaua'i Chamber of Commerce	Executive Committee
Kaua'i Community Health Needs Assessment Plan	Steering Committee
Kaua'i Education Leadership Alliance	Member
Kaua'i Economic Development Board	Executive Committee
Kaua'i General Plan Update Community Advisory Board	Member
Kaua'i Planning and Action Alliance	Executive Committee
Keiki (Childhood) to Career Collective Action	Leadership Council
Leadership Kaua'i	Keynote Speaker
Native Hawaiian Education Summit	Keynote Speaker

#### **Analysis and Evaluation**

The Chancellor is active in the community, and her work has resulted in several significant partnerships and productive initiatives, including the following:

- National Tropical Botanical Garden Partnership resulting in a shared lecture series and joint agricultural project,
- Kaua‘i Economic Development Board Partnership resulting in a planned Food Production Center located on the campus, and
- Area high school Partnerships resulting in the growth of the Early College program.

The Chancellor also ensures that communities served by the College are regularly informed about the institution through radio announcements, newspaper articles, and presentations. In recognition of her service to the community, Chancellor Cox was awarded the Adult Leadership Award from Leadership Kaua‘i in 2013.

### **Evidence 1V.B.**

IV.B.1-1	UH Policy 1.102
IV.B.1-2	College Mission
IV.B.1-3	KCC Strategic Goals 2016-2021
IV.B.1-4	KCC Organizational Chart
IV.B.1-5	Program Review
IV.B.1-6	UH 9.112
IV.B.1-7	Institution Set Standards
IV.B.1-8	UHCC Institution Set Standards Policy
IV.B.1-9	UH Institution Set Standards Policy
IV.B.1-10	Governance Survey (2017)
IV.B.1-11	UH Papa O He Ao Plan
IV.B.1-12	KCCP 2-2 (Makaloa Hiring Policy)
IV.B.2-1	UH 2.202 (Duties of President)
IV.B.2-2	KCC Organizational Charts
IV.B.3-1	KCCP 1-7 (College Council)
IV.B.3-2	KCCP 1-8 (Mission Statement and Integrated Planning)
IV.B.3-3	UHCCP 4.203 (Community College Institution Set Standards)
IV.B.3-4	County Youth Report
IV.B.3-5	Hawai‘i Sectors Tool
IV.B.2-6	KCCP 1-6 (Review of Established Programs)
IV.B.3-7	KCCP 1-8 (Mission Statement and Integrated Planning)
IV.B.5-1	UHCC Strategic Directions (2015-2021)
IV.B.5-2	UH Strategic Directions (2015-2021)
IV.B.5-3	KCCP 1-1 (Administration and Review of Policies)

### **IV.C. Governing Board**

#### **IV.C.1**

*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

### **Evidence of Meeting the Standard**

The Board of Regents (BOR) of the University of Hawai‘i is established under Hawai‘i Revised Statutes [HRS§304A-104](#). The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College System. The [Regents are appointed](#) to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed.

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Council ([RCAC](#)), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of [seven members](#), with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position.

The [Bylaws](#) of the Board of Regents include the specific organization and [responsibility](#) of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP). Several policies, including [RP 4.201](#) (Mission and Purpose of the University), focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan ([IAFP](#)).

### **Analysis and Evaluation**

The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the University, including the University of Hawai'i Community College System and the individual community colleges.

#### **IV.C.2**

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

#### **Evidence of Meeting the Standard**

The primary policy governing board interaction among board members and with the broader University community is Regents Policy, [RP 1.202](#) (Relationship of the Board to Administration and University). Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration.

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes [expectations of Regents](#), including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.”

The 2017 [Board Self-Assessment](#) includes several items focused on “Acting as a Unit.” [Responses](#) to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together.”

#### **Analysis and Evaluation**

As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

### IV.C.3

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.*

#### **Evidence of Meeting the Standard**

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. [RP 2.203](#) (Policy on Evaluation of the President), establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment.

**System CEO Selection:** There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the community college system. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in [RP 9.212](#) (Executive and Managerial Personnel Policies). In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position.

**Campus CEO Selection:** The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, [UHCCP 9.210](#) (Recruitment, Selection, and Appointment of Community College Chancellors), was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies. A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the College Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the

agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

**UH CEO Evaluation:** President evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and [subsequent minutes](#) for the [past three](#) Presidential [evaluations](#) are provided as evidence.

**UHCC and CC Campus CEO Evaluation:** The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, [EP 9.203](#) (Evaluation of Board of Regents Appointees), and [EP 9.212](#) (Executive/Managerial Classification and Compensation).

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai'i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through [UHCCP 9.202](#) (Executive Employees Performance Evaluation). This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the College's attainment of its strategic goals as a component of the Chancellor's evaluation.

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the [360 instrument](#) to allow respondents to assess the performance of the executive in furthering the student success agenda. Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now [rated](#) as exceptional, exceeds expectations, meets expectations or does not meet expectations.

### **Analysis and Evaluation**

**CEO Selection:** The procedures used to recruit and select the Vice President for Community Colleges and the College Chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President for

Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

**CEO Evaluation:** Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

#### **IV.C.4**

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

#### **Evidence of Meeting the Standard**

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of [Article X](#) specifically states that:

“There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.”

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University's administrative legislative coordinator.

#### **Analysis and Evaluation**

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an [audit of policies and practices](#), evaluated the processes against best practices in higher education, and [made recommendations](#) in [several areas](#) for [improvement](#). The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations.

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

#### IV.C.5

*The governing board establishes policies consistent with the College/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

#### **Evidence of Meeting the Standard**

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in [RP 4.207](#) (Community College System).

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a [change in the mission](#) that made explicit the University's responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution. In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, [RP 4.208](#), illustrating the alignment of mission and policy. Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in [RP 4.201](#), "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." Policy RP 4.201, Section C.a also differentiates the basic unit missions (four-year

and two-year institutions), which are further articulated in individual campus mission statements.

### **Analysis and Evaluation**

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

### **IV.C.6**

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

The Board of Regents home page (<http://www.Hawai'i.edu/offices/bor/>) includes links to the Board [Bylaws](#) and Policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members.

### **Analysis and Evaluation**

The Bylaws are published and made available to the public, and include all required elements of the standard.

### **IV.C.7**

"

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.*

### **Evidence of Meeting the Standard**

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board's home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the Board policies and the related University Executive Policies and administrative procedures.

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic [notification](#) to interested parties of any change in policy

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy [review dates](#) were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13.

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on [November 1, 2017](#), and subsequently provided to the Board at its [November 16, 2017](#) meeting.

### **Analysis and Evaluation**

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that Board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai'i Revised Statutes, the public employee collective bargaining law.

#### IV.C.8

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

#### **Evidence of Meeting the Standard**

The Board has established [strategic goals for the University](#) and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University’s role as the single system of public higher education in the state.

These key goals, [endorsed by the Board](#) in 2015, are further articulated in and aligned with the strategic goals of the [UH Community College system](#) and of the individual [community colleges \(IV.C.8.6\)](#) and other campuses. When feasible, the goals are [quantified](#) with targeted incremental growth or improvement measures.

The Board regularly receives [updates](#) on the University’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways.

The Board meets on a rotating basis at the campuses in the system; it receives a [briefing](#) from the host campus on its progress toward meeting the student success agenda.

#### **Analysis and Evaluation**

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

**IV.C.9.** *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

#### **Evidence of Meeting the Standard**

All new Board members receive a full-day [orientation](#) that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the [Board of Regents General Overview](#) as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member.

Board members regularly participate in governing board professional development through [attendance at conferences](#) of the Association of Governing Boards and the Association of Community College Trustees.

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part [training session](#) for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. The Vice President for Budget and Finance also provides an [overview](#) of the State of Hawai‘i budget as it pertains to the University system.

#### **Analysis and Evaluation**

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include Board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

#### **IV.C.10.**

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The*

*results are used to improve board performance, academic quality, and institutional effectiveness.*

### **Evidence of Meeting the Standard**

Regents Policy [RP 2.204](#) establishes the process for Board self-evaluation. In 2017, the Board [bylaws were amended](#) to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process.

Pertinent to the current accreditation cycle, the Board has conducted [annual evaluations](#) since 2014. Additionally, in 2012-2013, the Board undertook a [comprehensive audit](#) of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations. The Board has drawn from the [Association for Governing Boards](#) as a guide to structuring and evaluating its operations.

### **Analysis and Evaluation**

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University's strategic directions.

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

### **IV.C.11**

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

### **Evidence of Meeting the Standard**

Article X of the Board of Regents Bylaws establishes the [conflict of interest policies](#) and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation.

Regents Policy [RP 2.206](#) (Policy on Regents as Employees), also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status.

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board [education presentation](#) by the State Ethics Commission Executive Director as an agenda item at its regular meetings.

### **Analysis and Evaluation**

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

### **IV.C.12**

*The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

### **Evidence of Meeting the Standard**

Regents Policy, [RP 2.202](#) (Duties of the President), clearly documents the relationship between the Board of Regents and the University System President, and establishes the authority of the President to implement and administer Board policies.

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, [RP 9.218](#) (Delegation of Personnel Actions), describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President.

The structure of the University of Hawai'i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a [task group](#) was focused on creating an integrated academic and facilities plan ([IAFP](#)) for the University System. The task group included both Regents and University administrative officials. Several meetings were held that led to the [final recommendation to adopt a plan](#) governing academic program planning and related facilities construction across the ten-campus University system.

### **Analysis and Evaluation**

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

### **IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Evidence of Meeting the Standard**

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a [permitted interaction group](#) to assist in the evaluations of

board-related standards. A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its [March 2017 meeting](#).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai'i in early Summer 2018.

### **Analysis and Evaluation**

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

### **IV.C. Evidence**

IV.C.1-1	<a href="#">HRS304A-104: Regents; appointment; tenure, qualifications; meetings</a>
IV.C.1-2	<a href="#">Board of Regents Home Page</a>
IV.C.1-3	<a href="#">HRS304A-104.6: Candidate advisory council for Board of Regents</a>
IV.C.1-4	<a href="#">RCAC Website Home Page</a>
IV.C.1-5	<a href="#">Bylaws of the Board of Regents of the University of Hawai'i</a>
IV.C.1-6	<a href="#">Regents Policies (Chapter Tables of Contents)</a>
IV.C.1-7	<a href="#">RP 4.201 (Mission and Purpose of the University)</a>
IV.C.1-8	<a href="#">Board of Regents Minutes of April 20, 2017, pp. 8-9</a>
IV.C.2-1	<a href="#">RP 1.202 Relationship of Board to Administration/Univ. (Section III.B.2.b)</a>
IV.C.2-2	<a href="#">Board of Regents General Overview</a>
IV.C.2-3	<a href="#">Board of Regents Minutes of October 31, 2017</a>
IV.C.2-4	<a href="#">Board of Regents Minutes of November 16, 2017 (report on self-eval.)</a>
IV.C.3-1	<a href="#">RP 2.203 (Policy on Evaluation of the President)</a>
IV.C.3-2	<a href="#">RP 9.212 (Executive and Managerial Personnel Policies)</a>
IV.C.3-3	<a href="#">UHCC 9.210 (Recruitment, Selection, and Appointment of CC Chancellors)</a>
IV.C.3-4	<a href="#">Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17)</a>
IV.C.3-5	<a href="#">Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9)</a>
IV.C.3-6	<a href="#">Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11)</a>
IV.C.3-7	<a href="#">EP 9.203 (Evaluation of Faculty and APT Employees)</a>
IV.C.3-8	<a href="#">EP 9.212 (Executive/Managerial Classification and Compensation)</a>

IV.C.3-9	UHCCP 9.202 (Executive Employees Performance Evaluation)
IV.C.3-10	360 Questionnaire for Executive/Managerial Evaluation
IV.C.3-11	President's Memo of March 29, 2017 (establishing new categories for 360)
IV.C.4-1	State Constitution, Article X, Section 6
IV.C.4-2	Advisory Task Group (ATG) on Operational and Financial Controls (11/2012)
IV.C.4-3	ATG report of May 12, 2013
IV.C.4-4	ATG report of May 12, 2013
IV.C.4-5	ATG report of July 15, 2013
IV.C.4-6	ATG report of August 14, 2013
IV.C.5-1	RP 4.207 (Community College System)
IV.C.5-2	RP 4.201 (Mission and Purpose of the University)
IV.C.5-3	RP 4.208 (Sustainability Policy)
IV.C.6-1	Board of Regents Home Page
IV.C.6-2	Board of Regents Bylaws
IV.C.7-1	UH Systemwide Policies and Procedures (PPIS) homepage
IV.C.7-2	Sample notifications from PPIS
IV.C.7-3	BOR Policy Review Schedule
IV.C.7-4	Committee on Academic Affairs and Board Governance Minutes (11/2017)
IV.C.7-5	Board of Regents Minutes of November 16, 2017
IV.C.7-6	Committee on Academic Affairs and Board Governance Agenda (4/2018)
IV.C.8-1	Board of Regents Minutes of January 22, 2015 (p. 15)
IV.C.8-2	Strategic Directions 2015-2021 and Strategic Directions Metrics Ppt.
IV.C.8-3	UH Metrics 2015-2016
IV.C.8-4	Midterm Report, January 2018
IV.C.8-5	UHCC Strategic Directions 2015-2021
IV.C.8-6	(individual campus plan)
IV.C.8-7	Campus Brief to Board of Regents
IV.C.9-1	Board of Regents Bylaws
IV.C.9-2	Board Orientation Agenda for 2017-2018
IV.C.9-3	Board of Regents General Overview
IV.C.9-4	Regents attendance at AGB/ACCT conferences (list)
IV.C.9-5	Board of Regents Minutes of October 6, 2016 (documenting AICPA session)
IV.C.9-6	State of Hawai'i Budget 101 (CFO Presentation)
IV.C.10-1	RP 2.204 (Policy on Board Self Evaluation)
IV.C.10-2	Cynthia Quinn Memo on changes to Board of Regents By-Laws (2017)
IV.C.10-3	Board of Regents Minutes of 11/2014 (Board 2014 self-evaluation. p. 2-4)
IV.C.10-4	Committee on Personnel Affairs and Board Governance Minutes (9/2017)
IV.C.10-5	Board of Regents Minutes 10/2017 (Board self-eval. and priority-setting)
IV.C.10-6	2012-2013 ATG Audit
IV.C.10-7	AGB Workshop on evaluating operations
IV.C.11-1	BOR Bylaws (conflict of interest guidelines, Article X, p 13-15)
IV.C.11-2	RP 2.206 (Regents as Employees)
IV.C.11-3	Board of Regents Minutes 1/2017(with Ethics Commission Presentation Ppt.)
IV.C.12-1	RP 2.202 (Duties of the President)
IV.C.12-2	RP 9.218 (Delegation of Personnel Actions)
IV.C.12-4	Board of Regents Minutes 9/2015 (Formation of IAFP task group, p. 5)

- IV.C.12-3 Board of Regents Minutes of 9/2015 (p. 9, need for IAFP task group)
- IV.C.12-5 Integrated Academic and Facilities Plan (IAFP) (penultimate draft, 1/2017)
- IV.C.12-6 Board of Regents Minutes 4/2017 (Report from IAFP task group/adoption)
- IV.C.12-7 Board of Regents Minutes special meeting 10/2017 (Agenda item V.A)
- IV.C.13-1 Board of Regents Minutes 2/2017 (p. 10) on creation of interaction group
- IV.C.13-2 Committee on Academic and Student Affairs Minutes 3/2017 (p. 3)

## **IV.D Multi-College Districts or Systems**

### **IV.D.1**

*In multi-college districts or systems, the district/system CEO provides 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. Working with the Colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the Colleges and the district/system.*

#### **Evidence of Meeting the Standard**

The University of Hawai‘i (UH) system is the sole provider of public higher education in the state of Hawai‘i. The overall structure of the UH system is established in Board of Regents policy, [RP 3.20](#) (Major Organizational Units of the University of Hawai‘i). The ten-campus UH system as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy [RP 4.207](#) (Community College System). UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated.

As an outcome of the reorganization in 2005, [overall leadership of the University of Hawai‘i Community College System](#) is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President. The [UHCC office](#), which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an [Associate Vice President for Academic Affairs \(AVPAA\)](#) and an [Associate President for Administrative Services \(AVPAS\)](#) to ensure support for the effective operation of the colleges at the system level.

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for [campus leadership](#) (see also IV.D.4.). The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all

campuses; and to the Vice President for Community Colleges for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents' actions in supporting both individual campus autonomy and [system-wide coordinated operations](#).

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System [Functional Map](#), most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows [alignment with both the major accreditation topics as well as the detailed parts of Standards](#).

### **Analysis and Evaluation**

Established policies and procedures clearly identify the positions of CEO for both the UHCC system (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

#### **IV.D.2**

*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

### **Evidence of Meeting the Standard**

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Community Colleges Academic Affairs ([AVPCCAA](#)) provides leadership in operational policy-making pertinent to the development and implementation of CC system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives.

The Associate Vice President for Community Colleges Administrative Services ([AVPCCAS](#)) provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications. Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements ([OCI](#)) now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the AVPCCAS, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans ([LRDP](#)), which are used by the CC and UH systems to develop and justify minor and major CIP.

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: [Council of Community College Chancellors](#); Community College [Council of Faculty Senate Chairs](#); and [Community Council of Native Hawaiian Chairs](#).

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the [network \[IV.D.2.8\]](#) of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the [Student Success Council](#), created in 2014 as an outgrowth of the UHCC system having joined the Achieving the Dream Initiative in 2006. The system-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) [Sustainability](#) and b) Distance Education. With reference to Sustainability, an Executive Policy ([EP 4.202](#)), and a new Regents Policy ([RP 4.208](#)) signal a system-level commitment that will

impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses.

### **Analysis and Evaluation**

The UHCC System is well structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.

### **IV.D.3**

*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.*

### **Evidence of Meeting the Standard**

The University system's budget preparation and receipt of and further distribution of resources are governed by State law, primarily [Chapter 37 of the Hawai'i Revised Statutes](#) (HRS). Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community College System is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the [strategic plans](#) of the UH system, the UHCC system, and the individual College Strategic Plan. The Community College [Strategic Planning Council](#) (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and

the Vice President and the Associate Vice Presidents for the community colleges. The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in [UHCCP 4.10](#) (Strategic Academic Planning). The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC system level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC system level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.

While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., special funds, revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: [UHCCP 8.000](#) (General Fund and Tuition and Fees Special Fund Allocation), and [UHCCP 8.201](#) (Unrestricted Fund Reserve—General, Special, Revolving Funds). Each college's budget reflects a different combination of [revenue sources and expenditures](#); all campuses maintain the Reserve required by accreditors.

Campuses have also had access to [additional funds](#) from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC system has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign [vacant positions](#). This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need.

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted [follow-up reviews](#) to ensure implementation of recommendations. The [Internal Audit Report](#) was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, [findings from the Internal Audit Report](#) were included in the UH system’s Annual Report on Material Weaknesses and Fraud, [presented to the 2017 Legislature](#). As one outcome of this case, the OVPCC created a [new policy](#) in March 2016 to provide better management and oversight for revenue-generating programs.

### **Analysis and Evaluation**

Allocation of key resources, particularly funding and personnel, is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

#### **IV.D.4**

*The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.*

### **Evidence of Meeting the Standard**

The University of Hawai‘i System has a President, a Vice President for Community Colleges (among several Vice Presidents responsible for differentiated areas of UH-System functions), and Chancellors for each of the ten universities or colleges in the system. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy [RP 4.207](#) established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. In 2005, the Board of Regents approved the reorganization of the Community College System and created the [new Executive position](#) of Vice President for Community Colleges. A subsequent [memo](#) to the College Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community

Colleges (OVPCC.) Key among the Major Functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in [Executive Policy 1.102](#) (Authority to Manage and Control the Operations of the Campus), which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” University of Hawai‘i Community Colleges Policy, [UHCCP 8.000](#) (General Fund and Tuition and Fees Special Fund Allocation), also specifies the Chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 ([Attachment B](#)).

In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in [UHCCP 9.202](#) (Executive Employees Performance Evaluation). This review [process was updated](#) in late 2017.

### **Analysis and Evaluation**

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

#### **IV.D.5**

*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

### **Evidence of Meeting the Standard**

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the University of Hawai‘i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College system; and the individual community college campuses located on the four major islands in the state. [Satellite Learning Centers](#), providing

additional outreach across the state, are managed by the community colleges and UH-Maui College. A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the [UH Strategic Directions 2015-2021](#), the [UHCC Strategic Directions 2015-2021](#) (intentionally developed to be aligned with the overall UH plan), and the [individual campus strategic plans](#), also developed in alignment with the UHCC plan.

A [crosswalk](#) of these three levels of planning further corroborates the high degree of congruity and integration. In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the [Crosswalk of UH System and UHCC System Performance Funding](#) cited in IV.D.3.

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan ([IAFP](#)) for the University of Hawai'i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is "...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH system is addressed without undue duplication or inter-campus competition." The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that "The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews."

### **Analysis and Evaluation**

The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

### **IV.D.6**

*Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

### **Evidence of Meeting the Standard**

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH President's senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with [memos](#) summarizing BOR approved actions. Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through [notification](#) from the Policies and Procedures Information System (PPIS).

The VPCC also meets regularly with three Councils representing different aspects of college governance: The [Council of Community College Chancellors](#), the [Community College Council of Faculty Senate Chairs](#), and the [Community College Council of Native Hawaiian Chairs](#). Meetings of these Councils are documented, and each Council completes an annual self-assessment.

The VPCC makes [semi-annual visits](#) to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work.

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC system and the individual community colleges. Communication between the top two tiers (UH system and UHCC system) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely

access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

### **Analysis and Evaluation**

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

#### **IV.D.7**

*The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are [regularly reviewed](#), new policies are created when need is recognized (e.g., new UHCC policy on [selection process for Chancellors](#)), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals.

Of specific importance in this last context is the role of the Community Colleges' Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in [UHCCP 4.10](#) (Strategic Academic Planning). The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges.

## **Analysis and Evaluation**

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

### **IV.D. Evidence**

IV.D.1-1	RP 3.201(Major Organizational Units of the University of Hawai'i)
IV.D.1-2	RP 4.207 (Community College System)
IV.D.1-3	Organizational Chart 1
IV.D.1-4	Organizational Chart 3
IV.D.1-5	Organizational Chart 4
IV.D.1-6	Organizational Chart 2
IV.D.1-7	UH System website/Senior Leadership page
IV.D.1-8	University of Hawai'i CC Functional Map by Major Accreditation Topic
IV.D.1-9	University of Hawai'i CC Functional Map (Detailed Map by Standards)
IV.D.2-1	OVPCC Website – AVPCCAA page
IV.D.2-2	OVPCC Website – AVPCCAS page
IV.D.2-3	University of Hawai'i Office of Capital Improvements/Project Delivery
IV.D.2-4	KCC LRDP
IV.D.2-5	UHCCP 1.101 (Council of Community College Chancellors)
IV.D.2-6	UHCCP 1.102 (Community College Council of Faculty Senate Chairs)
IV.D.2-7	UHCCP 1.104 (Community College Council of Native Hawai'ian Chairs)
IV.D.2-8	Sample Minutes from VCAA, VCAS, VCSA meetings
IV.D.2-9	OVPCC Website: Academic Affairs – Student Success Council
IV.D.2-10	EP 4.202 (System Sustainability)
IV.D.2-11	RP 4.208 (Sustainability Policy)
IV.D.2-12	OVPCC Web Page: Sustainability
IV.D.3-1	Hawai'i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
IV.D.3-2	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.3-3	OVPCC Website – Strategic Planning Council page
IV.D.3-4	UHCCP 4.101 (Strategic Academic Planning)
IV.D.3-5	UHCCP 8.000 (General Fund/Tuition and Fees Special Fund Allocation)
IV.D.3-.6	UHCCP 8.201 (Unrestricted Fund Reserve/General, Special, Revolving)
IV.D.3-7	Tables of CC Revenue Summaries
IV.D.3-8	Crosswalk of Performance Funding Measures
IV.D.3-9	UHCCP 9.495 (Long-Term Vacancy Policy)
IV.D.3-10	Kapi'olani and Leeward CC Culinary Arts Programs (Corrective Action 2015)
IV.D.3-11	BOR Committee Minutes on Independent Audit, 2015 (IV.A.2, p. 3-6)
IV.D.3-.12	BOR Committee Minutes on Independent Audit, 2016 (IV.B.1, p. 3-4)
IV.D.3-.13	UH System Annual Report to the Legislature 2017
IV.D.3-.14	UHCCP 8.200 (Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs)

IV.D.4-1	RP 4.207 (Community College System)
IV.D.4-2	Board of Regents Minutes, 2005 (new Executive position of VPCC; p. 8-11)
IV.D.4-3	AVPCCAS Unebasami Memo, 2005 (functional statements, org. charts)
IV.D.4-4	EP 1.102 (Authority to Manage and Control the Operations of the Campus)
IV.D.4-5	UHCCP 8.000 (General Fund and Tuition and Fees Special Fund Allocation)
IV.D.4-6	EP 9.112 (Delegation of Authority for Personnel Actions; Attachment B)
IV.D.4-7	UHCCP 9.202 (Executive Employees Performance Evaluation)
IV.D.4-8	Board of Regents Personnel Affairs and Board Governance Minutes 2017
IV.D.5-1	System Map with CC and Learning Center locations
IV.D.5-2	UH Strategic Directions 2015-2021
IV.D.5-3	UHCC Strategic Directions 2015-2021
IV.D.5-4	Individual Campus Strategic Plan
IV.D.5-5	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.5-6	Crosswalk of UH System and UHCC System Performance Funding
IV.D.5-7	University of Hawai‘i Integrated Academic and Facilities Plan
IV.D.6-1	Sample Board of Regents memos to VPCC
IV.D.6-2	Sample PPIS Memos to VPCC
IV.D.6-3	UHCCP 1.101 (Council of Community College Chancellors)
IV.D.6-4	UHCCP 1.102 (Community College Council of Faculty Senate Chairs)
IV.D.6-5	UHCCP 1.104 (Community College Council of Native Hawai‘ian Chairs)
IV.D.6-6	Individual Campus VPCC PowerPoint presentations
IV.D.7-1	Board of Regents Personnel Affairs and Board Governance Minutes 2017
IV.D.7-2	UHCCP 9.210 (Recruitment, Selection, and Appointment of CC Chancellors)
IV.D.7-3	UHCCP 4.101 (Strategic Academic Planning)

## H. Quality Focus Essay

As a result of College-wide Conversations with faculty, staff, and students held during the fall 2017 and spring 2018 semesters, two Quality Focus topics were chosen that are both related to student success: “Scheduling for Success” and “Integrated Career and Academic Services for Grades 11-14.” These topics align with UHCC Strategic Directions 2015-2012 (e.g. the Hawai‘i Graduation Initiative), the College’s Institution-Set Standards, and several Kaua‘i CC Strategic Goals (e.g., increase recent high school graduate enrollment/working adults, reduce the time to degree: accelerate college readiness, and increase the number of graduates).

### Quality Focus Project #1: Scheduling for Success

#### *Background*

The College currently offers face-to-face courses at its single campus location, augmented by a limited number of distance education offerings and a small but growing number of early college sections which are taught for high school students on the campuses of the three major public high schools on the island. The College serves students from everywhere on the island, and commuting to campus can be a barrier for some students because of:

- Distance to campus for students living on the west side or north shore
- Structure of roads on the island (coastal roads only)
- Traffic
- Time commitments to family and work
- Limited public transportation -- (Not as easily utilized as in urban locations, although a partnership with Kaua‘i County on a subsidized bus pass for students has been successful)

Regular three-credit face-to-face classes are typically scheduled into time blocks that fit one of two patterns:

- M/W/F mornings: Classes start on the hour, providing three 50-minute blocks per week.
- M/W afternoons and T/R all day: Start times are 85 minutes apart, to provide two 75-minute blocks per week.

The College holds “All-College Hour” on M/W from noon to 1:00 pm, and classes are generally not scheduled on Friday afternoons. This provides time for students to participate in clubs and other activities on campus, and for faculty to hold meetings and serve on committees.

Regular classes typically meet for sixteen weeks each fall and spring semester. There are two summer terms available to offer classes, although summer offerings are typically limited. Also,

with some exceptions, [tuition \(QFE-1\)](#) for summer courses is set at approximately twice the rate as for regular-semester courses.

In recent years, the College has begun to offer more courses with nonstandard amounts of credits, which can create scheduling issues by occupying multiple time blocks or overlapping blocks in an atypical way. These changes have been driven by acceleration of course pathways in mathematics and English, including corequisite support courses.

Furthermore, there is a concentration of courses offered within the time blocks between (roughly) 9:00 am and 11:50 am. The College does not have much information as to whether this situation is correctly serving the needs of students and the community by offering courses during times of naturally high demand, or whether demand would remain static, increase, or decline if class times were more spread-out throughout the day.

Prior to each semester there is a “purge date” on which any student that has registered for classes, and has neither arranged for payment, nor is scheduled to receive financial aid, will have all their classes dropped (purged). The UH System has historically used the purge as a tool to prevent students from incurring unpaid debt to the college(s). However, students can re-register for classes at any time after the purge, until the last day to enroll for the semester. Thus, a student may incur a debt for their courses despite the intentions of the purge process.

### ***Project Description/Goals***

The project will encompass five years (2019-2023) with the goal of examining course scheduling at the College in terms of modality, location, time, days, length, etc... to best align with current student and community needs. This will not only aid in on-time degree completion but also provide novel scheduling opportunities for the community that will provide working adults more opportunities to pursue post-secondary education. Areas that will be explored include:

- Compressed courses (e.g., 8-week block)
- Part-time student course plans for non-cohorted academic programs
- Determine best practices for scheduling courses with nonstandard # of credits
- Expand summer offerings - (Pell grant availability is being marketed summer 2018)
- Develop offerings at off-site locations on north shore and west side to mitigate commute
- Address late registration and class cancellation procedures and timeline
- Consider year-long student registration
- Increase offering of hybrid courses
- Enhance place-based education with reworking of scheduling to provide time for hands-on learning in the community
- Other scheduling strategies as needed or discovered during this project

Two of the areas, Compressed Course Scheduling and Part-time Student Course Plans will be implemented in 2018-2019.

### ***Compressed Course Scheduling***

This strategy involves scheduling courses in “part-of-term” blocks, such as two back-to-back eight-week blocks within the standard sixteen-week semester. This allows students to focus on a smaller number of distinct classes at any given time, creates more efficient scheduling with fewer “empty” zones of time between a student’s classes, and may strengthen classroom communities as students spend more concentrated blocks of time together and with their instructors.

Compressed formats have already been used at the College for cohorted career and technical education programs such as Culinary Arts and Automotive Technology. The innovation in the current plan is to apply this strategy to general education courses. The College has already had some successful experience in offering such formats for mathematics courses. Of the 58 students who began eight-week block pairings of a developmental course and then a college-level course, 37 of them (64%) successfully completed both courses. Although summer classes involve different circumstances, so far 37 out of 43 students (86%) have successfully completed a two-week offering of the Survey of Mathematics course.

In planning meetings for Compressed Course Scheduling, two potential formats have been envisioned. One is a smaller-scale cohort-based format where the compressed courses are taken by students as a “set schedule”. This is the [format \(QFE-2\)](#) that the College will employ for 2018-2019, with one cohort of Natural Science majors and one cohort of pre-Nursing majors. The College will analyze the success of this format and gauge interest among faculty for the potential to offer a wide range of compressed courses that could be freely chosen among by students. Another factor that the College will consider is the length of the compressed blocks. The 2018-2019 cohorts will run based on two eight-week blocks, but [four-week and five-week \(QFE-3\)](#) blocks are also under consideration for possible future offerings.

### ***Part-time Student Course Plans***

Currently, academic programs must submit course plans along with any curriculum changes. These show the suggested sequence of courses for students to take in order to complete the program within the appropriate time span. However, these course sequences are created with the assumption that students take a full-time schedule (a minimum of 12 credits). In recognition of the fact that most students are part-time, academic programs that are not already cohorted will create course plans for part-time students as well. These plans will account for the program’s fall

and spring offerings so that students can take the required courses on schedule. Programs will have plans ready for Fall 2019 and will track part-time students' progress to continually evaluate and revise the plans.

**Major Data Source**

The Institutional Effectiveness Office will conduct a Workforce Survey and a Kaua'i Residents' Survey over summer 2018. The survey will identify the scheduling needs of residents and employers on the island, providing guidance to the College in selecting the most fruitful strategies of the ones mentioned here. The survey results will also aid in establishing the details of how the strategies are implemented.

*Implementation Plan for Scheduling for Success Project.*

<b>Timeline</b>	<b>Action/Activity</b>	<b>Responsible Unit or Person</b>	<b>Anticipated Outcome</b>	<b>Assessment Metric</b>
<b>Year 1 (AY 19)</b>	Offer 8wk/8wk AS-NS and Pre-Nursing cohorts	Program Coordinators and Division Chairs	Increase SSH of students, successful course completion, and on-time graduation rates of nursing and ASNS students in block scheduling	# credit hours per semester per student, course completion rates, % students with on-time graduation, and fall-to-fall retention
	Conduct Workforce Survey and Kaua'i Residents' Survey	Institutional Effectiveness Office (IEO)	Identify scheduling needs of residents and employers to identify new scheduling ideas to increase enrollment (headcount and SSH) and increase on-time graduation rates	# students enrolled in newly scheduled courses; persistence of students in newly scheduled courses in the course, academic year, and fall-to-fall;
	Develop guidelines for efficient scheduling of courses with nonstandard credits	Vice-Chancellor for Academic Affairs (VCAA), Faculty Senate, College Council	Reduction in time gaps on student schedules to increase both SSH and on-time graduation rates	# credit hours per student per semester

<b>Timeline</b>	<b>Action/ Activity</b>	<b>Responsible Unit or Person</b>	<b>Anticipated Outcome</b>	<b>Assessment Metric</b>
<b>Year 1 (AY 19)</b>	Study examples of college implementation of “no late registration” policies; consider feasibility for KCC;	Vice-Chancellor for Admin. Services (VCAS), Registrar, Vice-Chancellor for Student Affairs (VCSA), Advising/ Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	# courses cancelled 1 week before or after the semester begins  # students in cancelled course that were able to add another course  Fall-to-spring-fall retention rates of late-registering students
	Appropriate academic programs develop course sequence plans for part-time students	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/ Counseling	Retention and completion rates of part-time students increase because of a clear part-time course pathway	Fall-to-spring-fall retention rates
	Analyze feasibility of registration for full year	Student Affairs Unit	Increase enrollment and persistence because students can better plan by enrolling for an entire academic year, not just a semester	Fall-to-spring-fall retention rates

<b>Timeline</b>	<b>Action/ Activity</b>	<b>Responsible Unit or Person</b>	<b>Anticipated Outcome</b>	<b>Assessment Metric</b>
<b>Year 2 (AY 20)</b>	Develop policies to address late registration and late class cancellation, if necessary, after Year 1 analysis	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	# courses cancelled more than 1 week before the semester begins  # students in cancelled course that were able to add another course  Fall-to-spring-fall retention rates of late-registering students
	Analyze data for Year 1 cohorts to inform Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Expand or contract off-site offerings, as appropriate	Chancellor, VCAA and VCSA	Increase enrollment and access	# courses offered, # students enrolled in each course, and % students enrolled only at the off-site location

<b>Timeline</b>	<b>Action/ Activity</b>	<b>Responsible Unit or Person</b>	<b>Anticipated Outcome</b>	<b>Assessment Metric</b>
<b>Year 3 (AY 21)</b>	Analyze data for Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Analyze data for off-site course offerings	Chancellor, VCAA, and VCSA, faculty, and Institutional Research	Same as Y2 Anticipated Outcomes	Same as Y2 Assessment Metrics
	Determine a long-term model for compressed course offerings at the College	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/Counseling	Increase persistence and retention  Increase on-time graduation rates	Fall-to-spring-fall retention  % on-time graduates

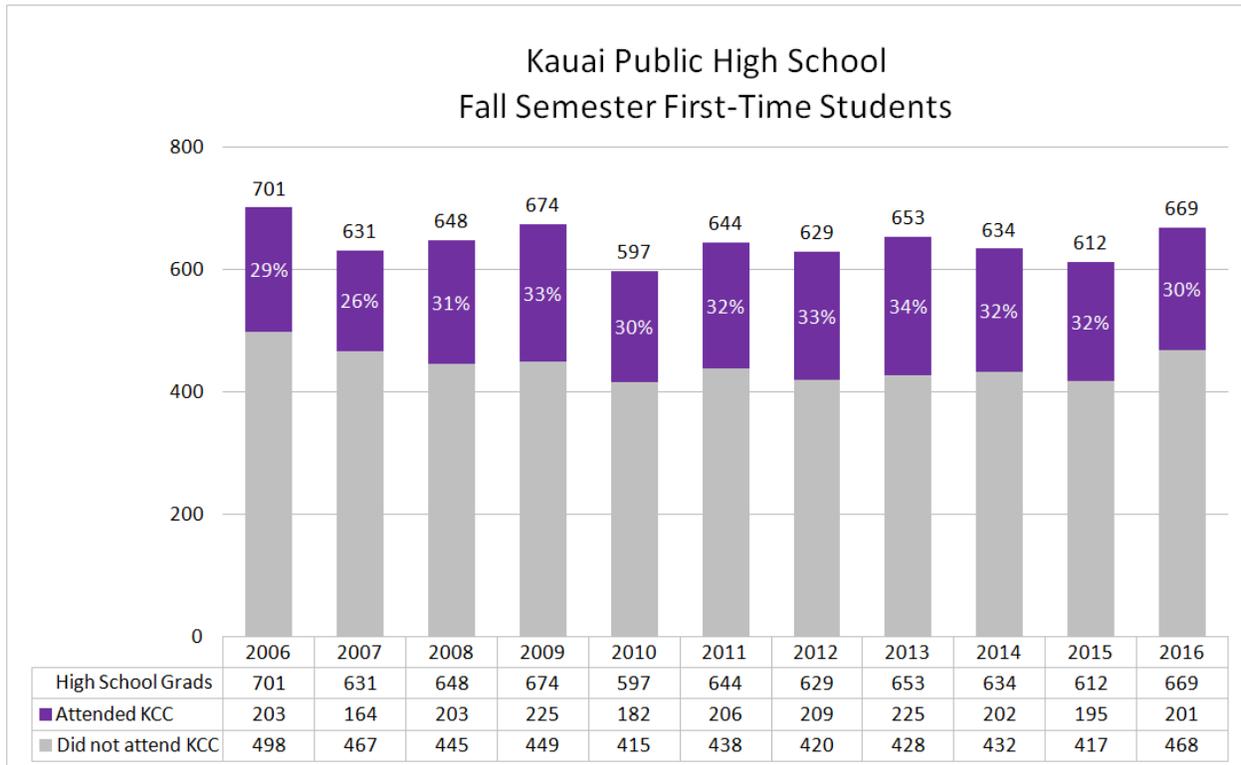
<b>Timeline</b>	<b>Action/ Activity</b>	<b>Responsible Unit or Person</b>	<b>Anticipated Outcome</b>	<b>Assessment Metric</b>
<b>Year 4 (AY 22)</b>	Study impact of policies to address late registration	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Same as Y2 Anticipated outcomes	Same as Year 2 Assessment Metrics
	Analyze progress towards degree for part-time students in new course sequence plans	Division Chair, Program Coordinator, program faculty, VCAA, Institutional Research, and Advising/ Counseling	Same as Y1 Anticipated outcomes	Same as Year 1 Assessment Metrics
<b>Year 5 (AY 23)</b>	Analyze data from all initiatives and institutionalize successful scheduling practices	Entire College (College Conversation)	Initiatives will improve student success as defined in the UH Strategic priorities 2015-2021, Institution Set Standards, and Kaua'i CC Strategic Goals	Longitudinal analysis of assessment metrics for each initiative piloted

## **Quality Focus Project #2: Integrated Career and Academic Services for Grades 11-14**

### ***Background***

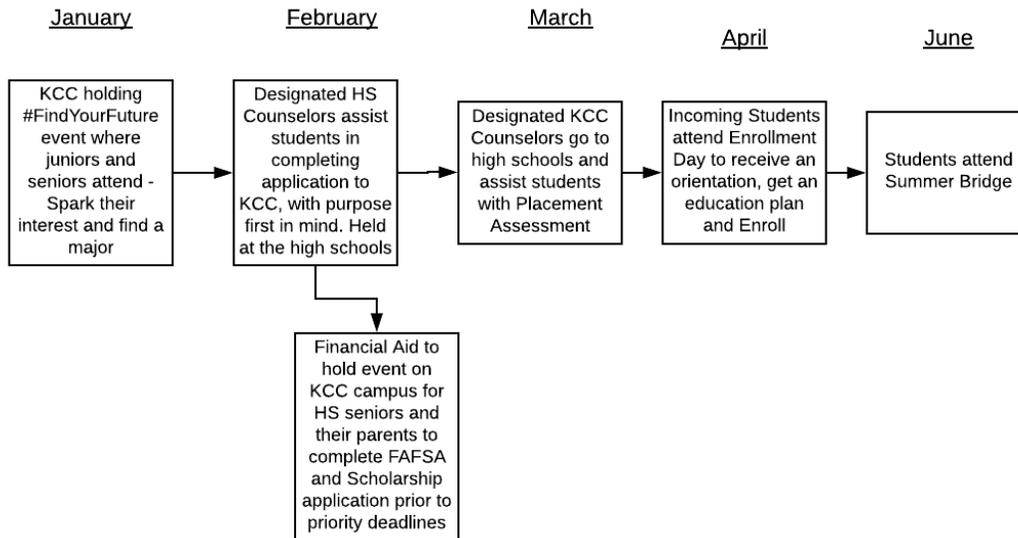
The College annually reviews its performance against its UHCC System Strategic Priority goals. The current Strategic Priority Plan spans 2015-2022. One notable decline over the past three years is in the number of direct high school enrollees, despite growing senior class sizes at the three primary feeder high schools. Hence the College's focus on increasing enrollments in this population over the next several years.

*Percentage of high school graduates that directly enrolled at Kaua‘i Community College from 2006-2016.*



Approximately 25% of these high school graduates directly enroll in a mainland college, and the College does not expect to compete for this population of students. Instead, the College will focus on the 45% of high school graduates not planning to attend college. There is an opportunity to serve these students by educating them on career options and higher education at Kaua‘i CC while they are still in high school. For those who choose KCC, there is a further opportunity to assist them with both the admission process and financial aid application.

The Integrated Career and Academic Services Project will provide scaffolded, developmentally appropriate services to students while they are in their junior and senior years of high school so that they may choose college as an option and be ready to enroll before they graduate from high school. The flowchart below outlines the planned activities.



***Project Description and Goals***

This project will encompass a four-year period (Fall 2018 - Spring 2022) to track participants from their junior and senior years of high school through two years of community college. Specific programming (detailed below) will engage students, especially during their senior year, to explore and possibly choose a major, complete an application, complete orientation, complete placement assessment with the availability of high school grades and coursework, develop an education plan, and enroll. The goal is to complete these activities by April of each academic year to enable students to enroll before they graduate high school (please see flow-chart below).

***Timeline, Responsible Unit/Person, and Assessment Metrics***

A pilot project was implemented at one feeder high school in spring 2018 that included offering a #FindYourFuture Spark event day at KCC for Juniors and Seniors, offering FAFSA and Scholarship workshops at the high school, and scheduling a parents night for incoming students. These activities will be expanded (Table 1) and scaled-up to include all three feeder high schools as well as three charter schools.

Baseline for success will be 2016-2017 data for activities or measures that exist, whereas baseline for new activities will be developed during the 2017-2018 academic year.

*Implementation Plan for Integrated Career and Academic Services Project*

<b>Action Item</b>	<b>Responsible Person or Unit</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment Indicator</b>
Offer Financial Aid Nights/FAFSA Completion Nights at DOE High Schools and Island School. Continue to invite charter schools.	Financial Aid (FA)	October to November 2018-2022	FA Officer, FA student assistant	Feedback from HS and sign-in sheets
Implement Scholarship Manager completion nights at High schools. Explore offering this activity during the day at the high schools	Financial Aid	November to March 2018-2022	FA Officer, FA student assistant	# of Applications
Offer Common Scholarship application workshops	Financial Aid	November to March 2018-2022	FA Officer, FA student assistant	# of Applications
Hold #FindYourFuture Spark event day at KCC for Juniors and Seniors	Counseling and Academic Affairs	January 2019, 2020, 2021, and 2022	Avid program, 6-16 Grant	# of Attendees

<b>Action Item</b>	<b>Responsible Person or Unit</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment Indicator</b>
Hold application days at local high schools	Designated Counselors	March 2019, 2020, 2021, and 2022	UHCC System Student Success Funds	# of Attendees
Offer Placement Assessment at local high schools	Counseling	March 2019, 2020, 2021, and 2022	None needed	# of Attendees
Invite all high school seniors to participate in an enrollment day at KCC	Student Affairs and Academic Affairs	April 2019, 2020, 2021, and 2022	UHCC System Student Success Funds	# of Enrollees
Schedule Parent Nights for parents of new incoming college students	Student Affairs	April - May 2019, 2020, 2021, 2022	UHCC System Student Success Funds	# of Attendees
Schedule Open Enrollment Days at KCC - students can complete all enrollment steps in one day	Student Success and Counseling	Once per month: April - August 2019-2022	UHCC System Student Success Funds	# of Attendees

<b>Action Item</b>	<b>Responsible Person or Unit</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment Indicator</b>
Offer Early College at all three DOE schools and move to a pathway leading to certificate or degree	Academic Affairs	Each semester 2019-2022	DOE	# of Enrollees and # of Completers
Host tours for high school students	Marketing	Ongoing 2019-2022	Marketing Budget	# of Attendees
Offer Summer Bridge for newly matriculating students	Math Department	June-August 2019-2022	UHCC Student Success System Funds and Student Affairs Operating Budget	# of Summer Bridge Attendees and fall-to-spring persistence rates

## **H. Evidence**

- H-1 Tuition Rates for Summer and Regular Terms
- H-2 Fall 2018 Compressed Course Cohort Plans
- H-3 Compressed Course Cohort Block Samples

## I. Changes and Plans Arising out of the Self-Evaluation Process

Throughout the self-evaluation process, Friday accreditation meetings were scheduled to allow for open dialogue regarding the accreditation standards and current College processes. As with any self-evaluation, areas, functions, and processes were examined and possible improvements were suggested.

### *Changes Made at KCC that Arose from Friday Accreditation Meetings.*

Date	Improvement Suggested	Change Implemented
January 20, 2017	Campus technology replacement plan developed and shared with College	ITAC Technology Replacement Plan
January 20, 2017	Add standing items (accreditation and innovation) to Cabinet meetings	Accreditation discussed at each Cabinet meeting
January 27, 2017	Solicit input from faculty and staff regarding governance	IR conducted focus groups in 2017 and shared the report with the Chancellor
February 3, 2017	Develop a governance survey	Disseminated by IR in 2017 and results shared with the campus via email
February 24, 2017	Ensure minutes and charters for standing committees are posted on the website	Modified KCCP 1-3 in September 2017 to require this of committees
February 24, 2017	Purchase visualization software to make data more accessible to faculty and staff	Purchased Tableau in 2017 and IR uses it to create some graphics in the Fact Book
April 21, 2017	Develop a process to update website information	Spreadsheet of all websites created by webmaster and supervisors identified responsible person and update schedule
April 28, 2017	Seek student input on accreditation	Student focus group held and ISER Chair presented results at a Friday meeting
Various meetings	Identified professional development needs	Website workshops and survey training offered in spring 2017

Standard Teams also identified areas for improvement during the process and added them to a master spreadsheet. The master spreadsheet was shared with Cabinet and many suggested improvements were implemented.

*Improvements Implemented from Suggestions Made by ISER Teams.*

Standard	Improvement Suggested	Outcome
I.C.1	Out-of-date policies	Revised KCCP 1-1 to require a review of all policies at least once every five years
I.C.1	Need someone dedicated to maintaining accuracy of website and ensure ADA compliance	Hired a full-time webmaster (previously a part-time position); new website created and launched in May 2018
I.C.2	ADA Compliant Catalog on the Website	2018-2019 Catalog is the first to be ADA compliant
I.C.9	Faculty Handbook needed updating	Completed by the Professional Development Coordinator for the 2017-2018 Academic Year
III.A.10	Faculty not on all levels of administration hiring committees	Added a Faculty Senate representative to all levels of the hiring process
III.A.13	Ensure faculty are aware of the UHCC Ethics Policy	HR will provide a hard copy of UHCCP 5.211 to all new faculty hires
III.B.3	Unsure of the effectiveness of facilities and equipment at the College	Developed and administered a survey to students, faculty, and staff in 2017
IV.A.5	Increase communication between administration and faculty	Faculty Senate Chair and the Chancellor have regular meetings

Areas of improvement that required additional time to complete were added to the ISER as Action Items. The College identified seven of these items:

1. The College's academic programs will develop course sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related to one of our Quality Focus Essays, [Scheduling for Success \(II.A.6-2\)](#).
2. The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees during the 2018-2019 academic year.
3. The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the Administrative Services Annual Program Review Update (APRU). The next survey will be disseminated in 2019.

4. The Human Resources office will develop a list of review dates for APT evaluations to remind supervisors of review deadlines for the 2018-2019 academic year.
5. The College will create a guide for orienting and mentoring lecturers prior to the spring 2019 semester.
6. The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College, beginning in August 2018.
7. Service outcomes will be developed or revised for both the Testing Center and Operations and Maintenance prior to the fall 2018 semester.

## **Glossary of Terms**

Banner-The College's Student Information System (SIS)

Cognition Center (COGs)-Promotes STEM learning and interest through innovative projects with college faculty and students working with students from elementary to high school

Hawai'i Government Employee Association (HGEA)-Union representing Unit 3 (White Collar Employees), Unit 8 (APTs), & Unit 4 (Security Supervisors)

Ho'ouluwehi Program-Embedding innovative sustainability principles within KCC offered curriculum

Information Technology Advisory Committee (ITAC)-Committee that provides an overall vision for the use of technology on campus

Imu Hale-A structure used by the Culinary program to teach traditional hawaiian cooking methods

Kahua ("Foundation or Base")-Hawaiian word used in the Mission Statement

Kīpaipai-First Year Experience Program that assists students during their freshman year through financial, academic, and social supports

Kuali (KFS)-Proprietary fiscal management tool; also has a module for curriculum recordkeeping

Laulima ("Many hands")-The UH system's implementation of the Sakai Learning Management System. Laulima is the most commonly used platform to support distance education courses, although it is also frequently used to manage face-to-face courses as well

LiveText-Proprietary software for tracking and reporting on assessment data

Makaloa Council-A representative of the council appointed to all cabinet and search/hiring committees to represent the interests of Native Hawaiians and to serve as a cultural advocate to hiring committees

MySuccess (Starfish)-UH System's early alert system.

Papa O Ke Ao ("Hawai'i foundation of enlightenment/knowledge")-A system wide committee whose purpose is developing a plan to make the University of Hawai'i a leader in indigenous education

Program Action Request (PAR)-Contains general education requirements for the program as well as the program student learning outcomes

STAR-A homegrown UH System

Star GPS-Provides students with recommendations on courses to take to complete their chosen degree or certificate, as well as warnings when students attempt to register for courses outside of their pathway

University of Hawai'i Professional Assembly (UHPA)-Union representing faculty at KCC

United Public Workers (UPW)-Union representing Unit 1 (Facilities, Operations & Maintenance)

Ulutopia-A three-acre plot where breadfruit growth is monitored in controlled fertilizer and cover crop applications

Wai'ale'ale Program-Provides free education and intensive support to individuals that would not otherwise consider college because of financial hardship and other barriers

Leeward Community College

# **2018 SELF- EVALUATION REPORT**

**Final Draft, May 11, 2018**

# Certification of the Institutional Self-Evaluation Report

Date: May 11, 2018

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

From: Leeward Community College  
96-045 Ala 'Ike  
Pearl City, Hawai'i 96782

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

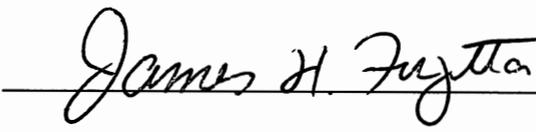
We certify there was effective participation by the campus community, and we believe that the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

  
\_\_\_\_\_  
Manuel J. Cabral  
Chancellor, Leeward Community College

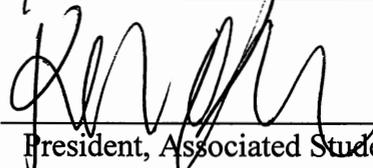
  
\_\_\_\_\_  
Della Teraoka  
Accreditation Liaison Officer  
Vice Chancellor for Academic Affairs

  
\_\_\_\_\_  
Donna Matsumoto  
Self-Evaluation Core Team Co-Chair

  
\_\_\_\_\_  
James Fujita  
Chair, Faculty Senate

  
\_\_\_\_\_  
Auli'i Silva  
Chair, Campus Council

  
\_\_\_\_\_  
Genai U'ilani Keli'ikuli  
Chair, Pūko'a no nā 'Ewa Council

  
\_\_\_\_\_  
Kristina Nip  
President, Associated Students of University of Hawai'i – Leeward Community College

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## ABBREVIATIONS

<b>AA</b>	Associate in Arts
<b>AAS</b>	Associate in Applied Science
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALO</b>	accreditation liaison officer
<b>AP</b>	Administrative Procedure
<b>APT</b>	administrative, professional, and technical
<b>ARPD</b>	Annual Report of Program Data
<b>ARRA</b>	Annual Review and Resource Allocation
<b>AS</b>	Associate in Science
<b>ASPIRe</b>	A Session on Program Information and Registration
<b>ASUH</b>	Associated Students of the University of Hawai‘i
<b>BOR</b>	Board of Regents
<b>CEO</b>	chief executive officer
<b>CCSSE</b>	Community College Survey of Student Engagement
<b>CIP</b>	capital improvement program
<b>CLO</b>	course learning outcome
<b>CRE</b>	Comprehensive Review and Evaluation
<b>CTE</b>	career and technical education
<b>DE</b>	distance education
<b>EEO/AA</b>	Equal Employment Opportunity and Affirmative Action
<b>ELI</b>	English Language Institute
<b>EMC</b>	Educational Media Center
<b>EP</b>	Executive Policy
<b>ESL</b>	English as a Second Language
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>GELO</b>	general education learning outcome
<b>GPS</b>	Guided Pathway Selection
<b>HRO</b>	Human Resources office
<b>ICS</b>	Information and Computer Science
<b>ICTL</b>	Innovation Center for Teaching and Learning
<b>ILO</b>	institutional learning outcome
<b>IM LeeSports</b>	Intramural Leeward Sports
<b>IPEDS</b>	Integrated Postsecondary Education Data System
<b>ISER</b>	institutional self-evaluation report
<b>IT</b>	information technology
<b>ITG</b>	Information Technology Group
<b>KI</b>	Kāko‘o ‘Ike
<b>KSCM</b>	Kuali Student Curriculum Management
<b>Leeward CC</b>	Leeward Community College

<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Queer, +
<b>LRDP</b>	Long Range Development Plan
<b>NSA</b>	New Student Advising
<b>NSO</b>	New Student Orientation
<b>OCEWD</b>	Office of Continuing Education and Workforce Development
<b>OER</b>	Open Educational Resources
<b>OIP</b>	Office of International Programs
<b>OPEB</b>	Other Post-Employment Benefits
<b>OPPA</b>	Office of Planning, Policy, and Assessment
<b>OVPC</b>	Office of the Vice President for Community Colleges
<b>PLA</b>	Prior Learning Assessment
<b>PLO</b>	program learning outcome
<b>PPIS</b>	Policies and Procedures Information System
<b>QFE</b>	Quality Focus Essay
<b>QM</b>	Quantitative Methods
<b>RP</b>	Regents Policy
<b>SAO</b>	support area outcome
<b>STAR</b>	online advising system (brand name)
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>Tk20</b>	assessment software (brand name)
<b>UH</b>	University of Hawai‘i
<b>UH Mānoa</b>	University of Hawai‘i at Mānoa
<b>UH West O‘ahu</b>	University of Hawai‘i-West O‘ahu
<b>UHCC</b>	University of Hawai‘i Community Colleges
<b>UHCCP</b>	University of Hawai‘i Community Colleges Policy
<b>UHPA</b>	University of Hawai‘i Professional Assembly
<b>USDE</b>	United States Department of Education
<b>VCAA</b>	vice chancellor for academic affairs
<b>VCAS</b>	vice chancellor of administrative services
<b>VPCC</b>	vice president for community colleges
<b>WASC</b>	Western Association of Schools and Colleges
<b>WIG</b>	Wildly Important Goal

## WELCOME

The oli komo, or welcoming chant, is a gift offered to those who visit our home. “Hālau Pu‘uloa” tells of the beauty and abundance of our lands of Wai‘awa and the harbor of Pu‘uloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ‘Ewa<sup>1</sup> is known for. It speaks of the refreshing winds that cool and the guardian of the bay who protects. The oli extends all the riches of Pu‘uloa to our guests as we invite them into our home.<sup>2</sup>

### **Hālau Pu‘uloa**

Hālau Pu‘uloa he awa lau no ‘Ewa  
He awa lau moana na ke Kēhau  
He ki‘owai lua he muliwai no ‘Ewa  
No ua ‘āina kai (i‘a) hāmau leo  
E hāmau ana ka leo o ke kanaka  
‘O pānea mai auane‘i hilahila  
Ke‘eo ua i‘a la i loko o ke kai  
O ke kai puakai ‘ula ai ke kai o Kuhia – e  
He mai, he mai  
Eia no mākou nei.

### Translation

*Expansive is Pu‘uloa a harbor for ‘Ewa  
An extensive harbor belonging to the Kēhau breeze  
An abundant, overflowing estuary for ‘Ewa  
To this land belongs the i‘a that silences voices  
The voices of people will be silenced  
Yet, a response is always given lest there be shame  
The aforementioned i‘a fills the sea  
from the sacred reddish sea to the sea of Kuhia  
Greetings, please enter  
For here we are to welcome you.*

Leeward Community College - Wai‘anae Moku Education Center also has an oli that is specific to that location. “Hālau Wai‘anae” is a traditional chant that is used to celebrate the Wai‘anae Moku area.

### **Hālau Wai‘anae**

Hālau Wai‘anae molale i ka lā  
Ala panao ke kula o kūmanomano

---

<sup>1</sup> ‘Ewa refers to the leeward or west side of the island.

<sup>2</sup> Source: “Translation and Transcription of ‘Hālau Pu‘uloa’” ([W-1](#)).

Kūnihi ka noho a Mauna Lahilahi  
Ho‘omaha aku i ka wai o Lualualei  
Lei ana Nu‘uanu i ke kāmakahala  
I paukū ‘ia me ka ‘āhihi  
I ho‘ohihi nō ho‘i au  
Na‘u nō ho‘i ‘oe  
‘O ko‘u kuleana pa‘a nō ia  
He ‘ike haole,  
E lūlū lima ke aloha ē

Translation

*Wai‘anae is like a house that shimmers in the sun  
A dry direct path that leads to the plain of kūmanomano grass  
Steep is the stance of Mauna Lahilahi  
We would rest near the waters of Lualualei  
Nu‘uanu is adorned by the lei kāmakahala  
Combined with the lei ‘āhihi  
My admiration is yours  
And yours is indeed mine  
You are bound to me as one  
When meeting the stranger  
Extend the hand in the greeting of love*



## History of Leeward Community College

Leeward CC was established in 1968 as the first community college in the state of Hawai‘i without a connection to a pre-existing technical school, nine years after statehood was granted. In the first year, there were 1,640 students who were ready to explore the community college experience, more than twice the anticipated number of students. Shortly thereafter, in 1971, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The College’s original guiding principles emphasized innovation and accessibility to higher education.

Since those beginnings, enrollment has grown to place Leeward CC among the largest of the seven public two-year community colleges in the UHCC System with approximately 7,000 students enrolled each fall semester in liberal arts, career and technical education, and noncredit programs.

In 1972, Leeward CC took over the Wai‘anae-Nānākuli Education Center as the operating agency. In 1977, this center was fully integrated into Leeward’s operations and organization. The Wai‘anae-Nānākuli Education Center was renamed the Leeward CC - Wai‘anae Moku Education Center in fall 2017 in conjunction with its recent move to a permanent facility. The Wai‘anae Moku Education Center offers credit and noncredit courses and a full range of learning and student support services. In fall 2017, it had a headcount enrollment of 417 students.

While the College primarily serves students in the Leeward coast and Central O‘ahu, a geographical region containing approximately a third of the state’s population, students from all parts of the island attend Leeward. One constant over the past 50 years has been Leeward’s focus on student learning as its motto makes clear: “To help people learn.”

## Major Developments

### *New Instructional Programs*

Leeward CC continues to look for new programs that will meet the workforce needs of the community. Since its institutional self-evaluation in 2012, the College has developed four new career and technical education degrees including the following: Associate in Science (AS) in Plant Biology and Tropical Agriculture, AS in Integrated Industrial Technology, Advanced Professional Certificate in Special/Inclusive Education, and a certificate program in Alternative Certification for teachers in career and technical education secondary programs. The College has also successfully moved two programs to established status. These programs are the AS in Natural Science and the Associate in Arts in Hawaiian Studies. Finally, the College received program accreditation for the AS in Health Information Technology. This program was reviewed for established status in fall 2017.

### *Facilities and Infrastructure*

Leeward CC has received a number of grants and system funding to complete, renovate, and refurbish facilities at the Pearl City campus. Shortly after the last self-evaluation visit in 2012, the College completed the Ka ‘Imi ‘Ike Education Building, a facility on the Pearl City campus that is the home of Leeward CC’s Teacher Education program. Designed and built to

meet the Leadership in Energy and Environmental Design's silver certification, Ka 'Imi 'Ike has features such as photovoltaic panels, rainwater collection for irrigation, water bottle refilling stations, natural lighting, and a hybrid air conditioning system that incorporates natural ventilation. Additionally, the College completed the planned renovation of the Learning Commons, which involved re-envisioning the Library building as a one-stop shop for academic support services for students. The College also finished a renovation project of the Hālau 'Ike O Pu'uloa that provides a larger collaboration space for students, additional offices, and renovated classroom spaces. Finally, the College relocated its Office of Workforce Development and Continuing Education due to the new public rail station being built in the campus parking lot. The new portable buildings form a small campus environment on the Diamond Head (east) side of the Pearl City campus.

In addition, the College finalized the move of its education center from Wai'anae town to a neighboring community. The previous Wai'anae site leased 9,680 gross square feet on the first and second floors of a two-story commercial building. The new location, located 1.7 miles from the previous site, is a building of 38,600 gross square feet that is being renovated in multiple phases, dependent upon funding availability. The main building is named Hale Kaiāulu. The word kaiāulu has a dual meaning: kaiāulu means "community" and is also the name of celebrated gentle trade winds unique to the area. Currently, the Wai'anae Moku Education Center operates in the Phase I space of 11,000 gross square feet. Students are able to utilize three general classrooms, a math lab/classroom, a computer lab/English classroom, a testing center, a student lounge, and a conference room. The Wai'anae Moku Education Center also includes program support spaces such as offices and meeting rooms for administrators, faculty, counselors, lecturers, and security personnel. This new location is expected to provide the College an opportunity to expand the population served in this historically underserved area.

### *System Initiatives*

The UHCC System has coordinated a number of initiatives and provided funding to address the changing needs of students. Some of the implemented initiatives include the following:

- **Acceleration Initiative.** Provides accelerated and co-requisite models for helping students move through developmental education classes more quickly. Leeward began its efforts in this area before the UHCC System initiative and has scaled up quickly with dramatic results.
- **Early College (Dual Enrollment).** Provides high school students with the opportunity to take college-level courses and earn both high school and college credits at the same time. Among the seven UHCC campuses, Leeward offers the most Early College courses. In spring 2018, Leeward was the first UHCC campus to have 12 Early College students graduate from two different high schools having also earned an associate degree.
- **Open Educational Resources (OER).** Offers courses that do not require students to purchase a textbook. Most OER courses provide online resources free of charge. Leeward has taken a lead role in developing OER courses in the UHCC System, which is especially important to the College's underserved student populations.

- **STAR and Guided Pathways.** Links undergraduate student pathways to registration using the UH System’s newly launched STAR Guided Pathway Selection (GPS) registration system. Leeward’s STAR team has become the trainers for the rest of the campuses in setting up the pathways and ensuring students are able to complete their program pathways as efficiently as possible.

## **College Demographic Data**

### ***Service Area Demographic Information***

Leeward CC is located on the island of O‘ahu in the state of Hawai‘i and serves communities on the north and west shores of the island. The College’s service area contains approximately 30 percent of the state’s population, which in 2010 was 1,360,301.

### ***Brief Overview of Student Demographic Information – Fall 2016***

In fall 2016, there were 7,262 students enrolled at the College. Of those students, 54 percent attended full time and 46 percent attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Women constitute close to 60 percent and males about 40 percent of the total student population.

There were 417 students enrolled at the Wai‘anae Moku Education Center in fall 2017. Of those students, 62 percent were Native Hawaiian.

The average age of a Leeward student is 25 years old. However, the majority of students are less than 21 years old indicating that most students are entering the College soon after graduating from high school.

In fall 2016, 66 percent of Leeward’s student population identified as either Native Hawaiian, Filipino, or Asian. Within that group, 26 percent identified as Native Hawaiian, 23 percent as Filipino, and 17 percent as Asian. The next two largest groups were those that identified with more than one ethnicity (16 percent) followed by Caucasian (ten percent). The remaining eight percent of the student population identified as either Pacific Islander, African American, Hispanic, American Indian, or Alaska Native.

The number of students who receive financial aid in the form of Federal Pell Grant funds has remained steady at approximately 26 percent over the last five years, or 1,819 students receiving Pell Grant funds out of 7,262 total enrollment in fall 2016.

### **Instructional Sites**

Leeward CC has two instructional sites (see Figure 2). The College’s main campus is located in Pearl City, O‘ahu. Its other site, the Leeward CC - Wai‘anae Moku Education Center, was originally located in Wai‘anae town and moved 1.7 miles to a new location in fall 2017.

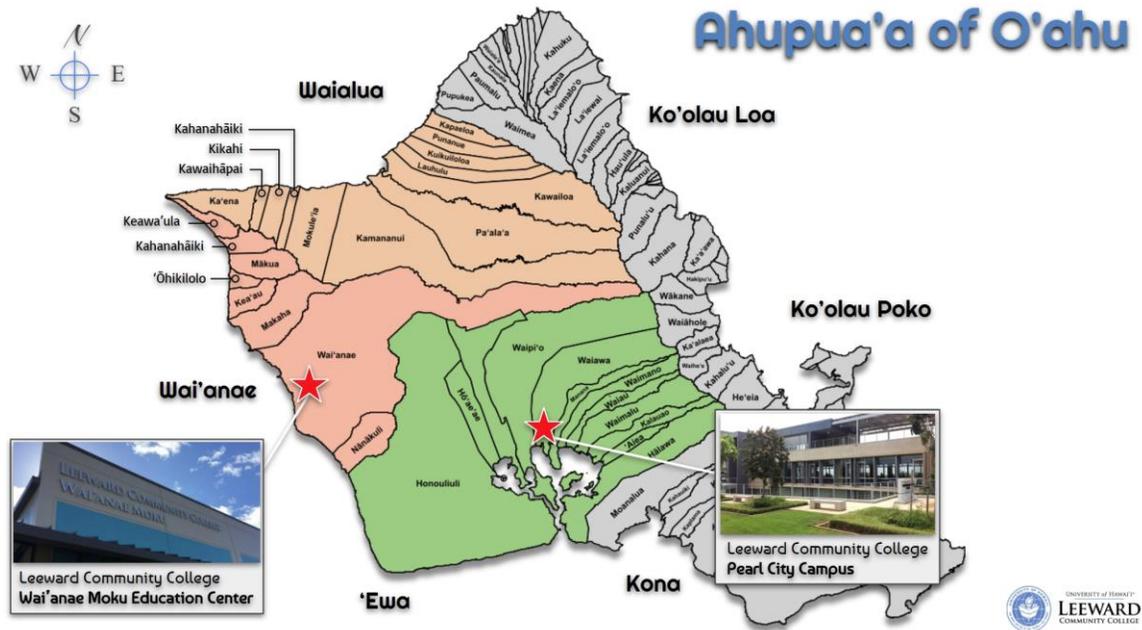


Figure 2. Ahupua'a of O'ahu (Land divisions in the districts of O'ahu).<sup>3</sup>

Instructional Sites	Address
Leeward Community College	96-045 Ala 'Ike Pearl City, HI 96782
Leeward Community College - Wai'anae Moku Education Center	87-380 Kula'aupuni Street Wai'anae, HI 96792

### Specialized and Programmatic Accreditation

The College offers four programs that are accredited by external agencies.

- The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.
- The Culinary Arts program is accredited by the American Culinary Federation Foundation Accrediting Commission.
- The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management.
- The Teacher Education Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation.

<sup>3</sup> A map of the Ahupua'a of O'ahu by the Hawaiian government has been modified and is in the public domain.

## Presentation of Institution-Set Standards and Student Achievement Data

### Institution-Set Standards

The University of Hawai‘i Community Colleges Policy (UHCCP) 4.203, Institution-Set Standards, established seven institution-set standards that apply to the colleges within the UHCC System ([I-1](#)). Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

Table 1.  
*College Wide Student Achievement*

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Successful Course Completion	The percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period.	Actual	72.4%	73.3%	73.8%	74.0%	74.6%
		Baseline	70.0%	70.0%	70.0%	70.0%	70.0%
		Target	75.0%	75.0%	75.0%	75.0%	75.0%
Degrees and Certificates Awarded	The number awarded during the academic year. The baseline value listed under the academic year 2015 is the average for academic years 2012-2015. The target value represents five percent growth per year from the baseline year.	Actual	770	1,090	1,000	1,057	1,019
		Baseline			953	953	953
		Target	-	-	953	1,001	1,051
Certificates and Degrees Awarded to Native Hawaiian Students	The number awarded during the academic year to students of Native Hawaiian descent. The baseline value listed under the academic year 2015 is the three-year average for academic years 2012-2015. The target value represents five percent growth from the baseline year.	Actual	194	253	236	259	264
		Baseline			228	228	228
		Target	-	-	228	239	251

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Pell Certificates and Degrees Awarded	The number awarded during the academic year to students who received Pell awards. The baseline value listed under the academic year 2015 is the three-year average for academic years 2013-2015. The target value represents five percent growth per year from the baseline year.	Actual	459	476	480	518	527
		Baseline			455	455	455
		Target	-	-	455	478	502
Transfer to Baccalaureate Institutions	Number of UHCC students who transferred to a UH baccalaureate institution during the academic year. The baseline value is the three-year average for academic years 2012-2015. The target value represents five percent growth per year from the baseline year.	Actual	1,257	1,332	1,398	1,410	1,349
		Baseline			1,296	1,296	1,296
		Target	-	-	1,296	1,316	1,358
Integrated Postsecondary Education Data System (IPEDS) Student Success Rate	The rate at which first time, full-time students either graduated or transferred to a baccalaureate institution within 150 percent of the time of entry. The baseline value success rate is based on the fall 2012 IPEDS cohort. The target value represents incremental growth to reach a success rate of 50 percent by fiscal year 2020-2021.	Actual	-	31.9%	34.4%	32.8%	36.2%
		Baseline			30.9%	30.9%	30.9%
		Target		32.8%	34.8%	37.0%	39.3%
Licensure and Certification Examination Success Rate	Leeward CC does not require licensure or certification exams.	N/A	N/A	N/A	N/A	N/A	N/A

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Job Placement Rate	The job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the state plan for career and technical education that includes an expectation of continuous improvement. Programs with fewer than ten students exiting the program are not reported. The baseline value is the Perkins established placement rate for AY 2014.	Actual	65.0%	44.8%	66.6%	63.9%	53.3%
		Baseline		68.9%	68.9%	68.9%	68.9%
		Target	64.9%	68.9%	69.0%	63.9%	64.5%

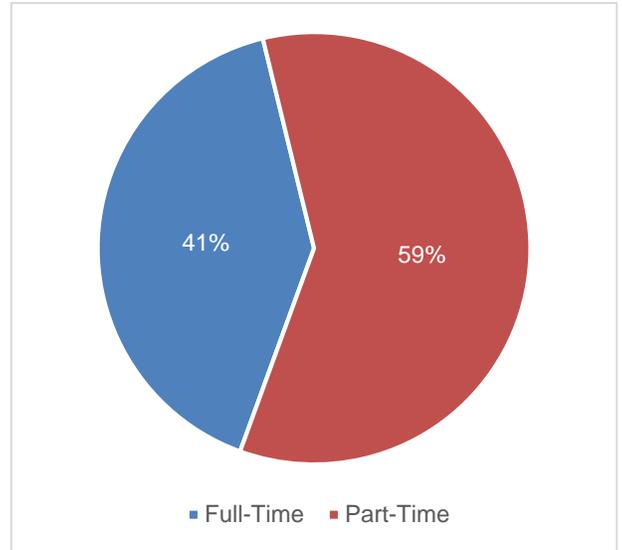
Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH, IRO\_BASE\_UH; IPEDS Student Success Rates; Hawai'i Graduation Initiative Performance Funding Model; OVPCC Data Extraction.

# Student Demographic Information - Quick Look Fall 2016

Table 2. Student Enrollment by Ethnicity, 2016

Native Hawaiian or Part-Hawaiian	26.3%
Filipino	22.6%
Two or More Ethnicities	15.5%
Other Asian	12.5%
Caucasian or White	10.5%
Japanese	4.9%
Other Pacific Islander	2.5%
All Other	5.2%

Figure 3. Full-time and part-time.



Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

Figure 4. Curriculum category.

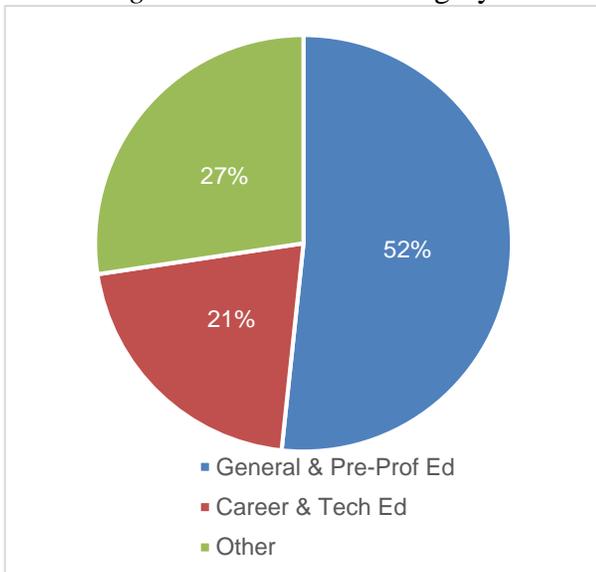
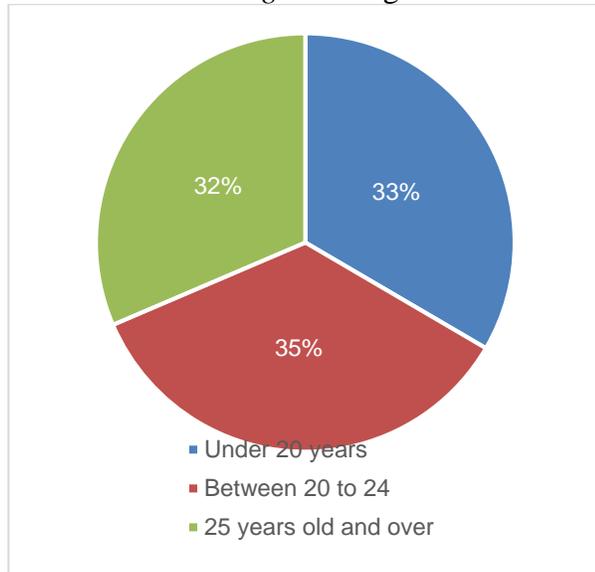


Figure 5. Age.



## Student Achievement Data

### Enrollment

Headcount enrollment has decreased by nine percent since 2013 when the College achieved a record high enrollment of 7,976 students. The percentage of part-time students is consistently around 59 percent while the percentage of full-time students remains steady at about 41 percent.

Table 3.  
*Student Headcount by Enrollment Status, 2013-2016*

Enrollment	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Part-Time	4,835	60.6%	4,547	58.7%	4,468	59.3%	4,311
Full-Time	3,141	39.5%	3,195	41.3%	3,067	40.7%	2,951	40.6%
Total Headcount	7,976		7,742		7,535		7,262	

Note. Retrieved from Fact Sheets 2013-2017.

### Curriculum Category

Over the past five years, a little over half of Leeward CC's students pursued general and pre-professional degrees and about 20 percent pursued career and technical degrees.

Table 4.  
*Student Headcount by Curriculum Category, 2013-2016*

Curriculum Category	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	General and Pre-Professional	4,374	54.8%	4,272	55.2%	4,019	53.3%	3,753
Career and Technical	1,558	19.5%	1,517	19.6%	1,609	21.4%	1,521	20.9%
Other	2,044	25.6%	1,953	25.2%	1,907	25.3%	1,988	27.4%
Total Headcount	7,976		7,742		7,535		7,262	

Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

### Gender

The ratio of female to male students has remained consistent at about 3:2. Women constitute close to 60 percent and males about 40 percent of the total student population.

Table 5.  
*Student Headcount by Gender, 2013-2016*

Gender	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Female	4,579	57.4%	4,518	58.4%	4,436	58.9%	4,289
Male	3,289	41.2%	3,158	40.8%	3,064	40.7%	2,946	40.6%
No Data <sup>a</sup>	108	1.4%	66	0.8%	35	0.5%	27	0.4%
Total Headcount	7,976		7,742		7,535		7,262	

<sup>a</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or nonconforming.

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

### *Age*

The average age of a student is 25 years old, and the median age is 21. A little over half of Leeward students are 21 years old or less, indicating that most enter Leeward soon after graduating from high school.

Table 6.  
*Student Headcount by Age, 2013-2016*

Age	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Under 18	445	5.6%	550	7.1%	593	7.9%	686
18 to 19	2,612	27.1%	1,984	25.6%	1,964	26.1%	1,742	23.9%
20 to 21	1,167	20.3%	1,600	20.7%	1,481	19.7%	1,444	19.9%
22 to 24	1,249	15.7%	1,227	15.9%	1,145	15.2%	1,107	15.4%
25 to 59	2,441	30.6%	2,317	29.9%	2,294	30.4%	2,229	30.7%
60 and over	62	0.8%	63	0.8%	58	0.8%	54	0.7%
Total Headcount	7,976		7,742		7,535		7,262	

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

### *Ethnicity*

Leeward CC tracks 17 ethnicities, three mixed ethnicity categories, and three “other” categories. The table below is a condensed representation of the ethnic makeup of Leeward students with particular attention to three special populations as recognized in the College mission and strategic plan: Native Hawaiians, Filipinos, and other Pacific Islanders.

Table 7.  
*Student Headcount by Ethnicity (Condensed Representation), 2013-2016*

Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Native Hawaiian or Part-Hawaiian	2,124	26.6%	2,141	27.7%	2,037	27.0%	1,913
Filipino	1,792	22.5%	1,745	22.5%	1,661	22.0%	1,644	22.6%
Other Asian	1,386	17.4%	1,327	17.1%	1,327	17.6%	1,260	17.4%
Other	1,338	16.8%	1,202	15.5%	1,152	15.3%	1,135	15.6%
Two or more ethnicities	1,145	14.4%	1,157	14.9%	1,177	15.6%	1,128	15.5%
Other Pacific Islander	191	2.4%	170	2.2%	181	2.4%	182	2.5%
Total Headcount	7,976		7,742		7,535		7,262	

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

In fall 2016, 26.3 percent of Leeward CC’s student population identified as Native Hawaiian or part-Hawaiian, constituting the largest ethnic group. Filipinos follow at 22.6 percent and other Asians (Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed) collectively make up the third largest group at 17.4 percent of the population.

The next largest group, listed as “Other,” is African American or Black, American Indian or Alaskan Native, Caucasian or White, Hispanic, and those who provided no data. They represent 15.6 percent of the student population. Those who identify with two or more ethnicities make up 15.5 percent of the population. Other Pacific Islanders (Guamanian and Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) are collectively the smallest group with 2.5 percent. Table 8 shows the distribution of all categories of ethnicity at Leeward CC.

Table 8.  
*Student Headcount by Ethnicity, 2013-2016*

<b>Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
African American or Black	2.2%	2.4%	2.5%	2.5%
Amer Indian or Alaskan Native	0.3%	0.4%	0.3%	0.3%
Asian Indian	0.1%	0.2%	0.3%	0.3%
Caucasian or White	11.7%	10.4%	10.6%	10.5%
Chinese	1.5%	1.8%	1.6%	1.8%
Filipino	22.5%	22.5%	22.0%	22.6%
Guamanian or Chamorro	0.3%	0.3%	0.3%	0.3%
Hispanic	1.7%	1.8%	1.6%	1.9%
Japanese	5.9%	5.3%	5.1%	4.8%
Korean	1.2%	1.2%	1.1%	0.9%
Laotian	0.2%	0.1%	0.2%	0.1%
<b>Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
Micronesian	0.5%	0.3%	0.3%	0.4%
Mixed Asian	7.4%	7.6%	8.2%	8.3%
Mixed Pacific Islander	0.2%	0.2%	0.3%	0.3%
Mixed Race (2 or more)	14.4%	14.9%	15.6%	15.5%
Native Hawaiian or Part-Hawaiian	26.6%	27.7%	27.0%	26.3%
No Data	0.8%	0.5%	0.3%	0.3%
Other Asian	0.4%	0.3%	0.3%	0.3%
Other Pacific Islander	0.2%	0.2%	0.2%	0.2%
Samoan	1.1%	1.1%	1.1%	1.2%
Thai	0.1%	0.1%	0.1%	0.1%
Tongan	0.1%	0.1%	0.2%	0.2%
Vietnamese	0.6%	0.5%	0.7%	0.6%

Note. Retrieved from Fact Sheets 2013-2017.

### *Federal Pell Grant Recipients*

The number of students who receive financial aid in the form of a Federal Pell Grant has remained steady at approximately 26 percent over the last five years.

Table 9.  
*Student Headcount by Federal Pell Grant Recipients, 2013-2016*

	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>	
Pell Recipients	2,087	26.2%	2,010	25.9%	1,958	25.9%	1,819	25.1%
Non-Pell Recipients	5,889	73.8%	5,732	74.0%	5,577	74.0%	5,443	74.9%
Total Headcount	7,976		7,742		7,535		7,262	

Note. Retrieved from Fact Sheets 2013-2017.

### *First-Term, Degree-Seeking Students*

Over the last five years, approximately 21 percent of the student population were first-time, degree-seeking students. Of that group, over 60 percent sought an Associate in Arts degree, 20 to 30 percent sought an Associate in Science degree, three to nine percent intended to work towards an Accrediting Commission for Community and Junior Colleges degree, about two to three percent sought a Certificate of Achievement, and three to six percent sought a Certificate of Completion or Certificate of Competence.

Table 10.

*Headcount Percentage by Outcome for First-Time, Degree-Seeking Students, 2013-2016*

<b>Outcome</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Associate in Arts	64.8%	66.2%	60.8%	61.1%
Associate in Applied Science	8.7%	3.7%	3.6%	2.8%
Associate in Science	18.6%	25.5%	29.5%	29.7%
Certificate of Achievement	1.7%	1.5%	2.6%	2.4%
Certificate of Completion/Competence	6.2%	3.1%	3.6%	4.0%
<b>Total First-Time, Degree-Seeking</b>	<b>1,732</b>	<b>1,724</b>	<b>1,683</b>	<b>1,484</b>
% of Total Headcount	21.7%	22.3%	22.3%	20.4%

Table 11.

*Student Headcount by Outcome for First-Time, Degree-Seeking Students, 2013-2016*

<b>Outcome</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Associate in Arts	1,122	1,141	1,023	906
Associate in Applied Science	151	64	61	41
Associate in Science	322	439	496	441
Certificate of Achievement	30	26	43	36
Certificate of Completion/Competence	107	54	60	60
<b>Total First-Time, Degree-Seeking</b>	<b>1,732</b>	<b>1,724</b>	<b>1,683</b>	<b>1,484</b>
Total Headcount	7,976	7,742	7,535	7,262

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

### *Distance Education*

Approximately 40 percent of students at Leeward took at least one distance education (DE) course. The data over the last five years show a slight but consistent rise in the number of students who take DE courses. As the College makes more classes available in a DE format and as more students become familiar with the delivery system, the College suspects this number will continue to grow in the next few years.

Table 12.  
*Student Headcount by Course Delivery Method, 2013-2016*

Course Delivery Method	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	DE Students <sup>b</sup>	3,082	39.0%	3,054	39.4%	3,089	41.0%	3,082
Non-DE Students	4,894	61.0%	4,688	60.6%	4,446	59.0%	4,180	58.0%
<b>Total Headcount</b>	7,976		7,742		7,535		7,262	

<sup>b</sup>The category “DE Students” includes students taking at least one DE class.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

### Successful Course Completion

#### *Overall*

The course completion rate is the percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period. The institution-set target value is 70 percent.

Table 13.  
*Overall Course Completion, 2013-2016*

	2013	2014	2015	2016
<b>Overall Successful Course Completion</b>	72.4	73.3	73.8	74.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

#### *Distance Education vs. Face-to-Face Courses*

Successful course completion rates for students enrolled in DE courses were similar to those enrolled only in face-to-face courses.

Table 14.  
*Course Completion by Course Delivery Method, 2013-2016*

Course Delivery Method	2013	2014	2015	2016
DE Courses	73.5%	73.9%	74.0%	73.8%
Face-to-Face Courses	72.0%	73.0%	73.5%	73.4%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

#### *Distance Education vs. Face-to-Face Courses by Ethnicity*

Successful course completion rates for Native Hawaiian students enrolled in DE courses were slightly lower than those in face-to-face courses in two of the five years measured. Successful course completion rates among Filipino students enrolled in DE courses were, on average, 2.8 percent lower than those enrolled only in face-to-face courses. Successful course completion rates among other Pacific Islander students had the greatest variation, averaging

ten percentage points between students enrolled in DE courses and those enrolled only in face-to-face courses. In four of the five years measured, successful completion rates for those in DE courses were lower than those enrolled only in face-to-face courses.

Table 15.  
*Course Completion by Ethnicity for Course Delivery Method, 2013-2016*

Ethnicity	2013		2014		2015		2016	
	DE	Face-to-Face	DE	Face-to-Face	DE	Face-to-Face	DE	Face-to-Face
Native Hawaiian	70.9%	68.2%	69.6%	68.8%	68.3%	68.9%	68.5%	68.1%
Filipino	73.2%	73.8%	73.2%	76.5%	75.0%	76.2%	74.8%	76.4%
Other Pacific Islander	50.0%	56.4%	68.9%	58.4%	61.6%	65.2%	62.4%	64.7%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

### Persistence of Students from Term to Term

#### *All Students*

Leeward CC's student persistence from fall to spring semesters is holding steady at around 68 percent. Full-time students have better persistence than part-time students.

Table 16.  
*Overall Student Persistence, 2013-2016*

All Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall	68.2%	68.4%	67.2%	68.2%
Full-Time	76.5%	77.3%	76.4%	77.2%
Part-Time	59.6%	58.8%	57.4%	58.7%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

#### *Curriculum Category*

Students enrolled in degree-seeking programs have higher persistence.

Table 17.  
*Student Persistence by Curriculum Category, 2013-2016*

Curriculum Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Career and Technical	67.3%	70.6%	69.0%	70.4%
General and Pre-Professional	69.9%	69.7%	69.4%	70.6%
Other <sup>c</sup>	54.5%	50.4%	46.1%	48.3%

<sup>c</sup>The category "Other" includes non-Leeward home-institution students, unclassified students, and dual-enrollment students.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

## Gender

Both male and female students have similar rates of persistence averaging about 69 percent.

Table 18.  
*Student Persistence by Gender, 2013-2016*

Gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	69.1%	67.9%	66.9%	67.5%
Male	67.2%	69.1%	67.4%	69.2%
No Data <sup>d</sup>	66.7%	59.0%	86.2%	69.6%

<sup>d</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or nonconforming.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

## Age

Recent high school graduates have the highest percentage of persistence at about 80 percent.

Table 19.  
*Student Persistence by Age, 2013-2016*

Age	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Recent high school	77.2%	81.8%	79.4%	81.0%
Less than 21	70.2%	68.9%	67.4%	68.4%
21 to 24	63.7%	61.6%	62.9%	62.6%
25 to 49	66.3%	66.1%	64.3%	65.9%
Greater than 49	62.7%	70.2%	68.5%	69.3%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

## Ethnicity

Filipino and other Asian students have the highest persistence with an average of 70 percent. Native Hawaiian or part-Hawaiian students follow closely at about 68 percent.

Table 20.  
*Student Persistence by Ethnicity, 2013-2016*

Ethnicity	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Asian	71.6%	70.5%	68.3%	69.4%
Filipino	70.2%	70.0%	70.1%	72.4%
Native Hawaiian or Part-Hawaiian	69.0%	68.2%	66.2%	67.4%
Two or more ethnicities	68.6%	66.2%	66.6%	66.7%
Pacific Islander	61.3%	65.1%	64.2%	66.5%
Other	60.9%	65.1%	66.1%	62.2%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

### *Federal Pell Grant Recipients*

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 75 percent compared to 64 percent.

Table 21.  
*Student Persistence by Federal Pell Grant Recipients, 2013-2016*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Pell Recipients	75.4%	75.3%	75.0%	75.5%
Non-Pell Recipients	64.5%	64.9%	63.4%	64.8%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

### *First-Time, Degree-Seeking Students*

The average persistence of first-time, degree-seeking students is 74 percent, slightly higher than the overall persistence of 68 percent.

Table 22.  
*Student Persistence by Outcome for First-Time, Degree-Seeking Students, 2013-2016*

Outcome for First-Time, Degree-Seeking Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Associate in Arts	72.8%	75.3%	75.4%	76.5%
Associate in Applied Science	66.9%	65.6%	57.4%	70.7%
Associate in Science	73.6%	76.1%	75.6%	73.2%
Certificate of Achievement	53.3%	65.4%	72.1%	63.9%
Certificate of Completion	65.4%	64.8%	75.0%	75.0%
Overall	71.7%	74.7%	74.7%	75.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

### *Progression to College-Level Courses*

The UHCC System implemented the Acceleration Initiative at all seven campuses to alleviate success gaps and enhance the graduation rate for underrepresented students. As part of the Acceleration Initiative, the College has accelerated learning tracks in math and English. These tracks are designed to move students into college-level courses within one semester or one year, depending on the student's readiness. These efforts are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence. The Catalog provides descriptions of the available tracks ([I-2](#)). For further discussion, see Standard [II.A.4](#).

## English

The English faculty created two options to address student needs. The first option compressed the four developmental education courses into a single 6-credit English 24 course. Students can complete English 24 in one semester and take English 100 in their second semester. For students who are almost ready for English 100, the Accelerated Learning Program accelerates students into English 100 and enrolls them in a co-requisite course, Accelerated Learning Program English 22.

Table 23.

### *Progression from English 24 to English 100*

Term	# Enrolled	% Successful Completion	% Enrolling in English 100	English 100 Success Rate	% English 24 Students Successfully Completing English 100	Average # of Terms to Successfully Complete English 100
Fall 2012	115	62.8%	65.2%	74.7%	48.7%	3.1
Spring 2013	88	64.8%	58%	66.7%	36.4%	3.2
Fall 2013	179	69.1%	65.4%	69.2%	45.3%	2.8
Spring 2014	86	61.9%	50%	65.1%	32.6%	2.6
Fall 2014	210	64.1%	62.9%	69.2%	42.9%	2.6
Spring 2015	124	63.7%	54.8%	78.8%	41.9%	2.5
Fall 2015	161	67.5%	67.1%	83%	54.7%	2.3
Spring 2016	120	51.7%	40.8%	66%	25.8%	2.3
Fall 2016	175	67.1%	60.6%	66.3%	33.7%	2.2

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

Table 24.

### *English 22 and English 100 Concurrently (Accelerated Learning Program English 22/100)*

Term	# Enrolled	% Successful Completion	% Enrolling in English 100	% Students Successfully Completing English 100
Fall 2012	108	89.8%	99.1%	76.6%
Spring 2013	112	69.6%	91.1%	61.8%
Fall 2013	116	74.1%	93.1%	73.1%
Spring 2014	88	72.7%	94.3%	68.7%
Fall 2014	144	70.8%	91.0%	67.9%
Spring 2015	128	70.3%	100.0%	66.3%
Fall 2015	238	82.4%	99.6%	74.7%
Spring 2016	252	67.5%	99.6%	62.5%
Fall 2016	351	72.4%	99.7%	68.4%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

## Math

Math faculty moved to an Emporium model for pre-collegiate math classes starting in 2010. The success of this model has led to the use of the Emporium model in some college-level math classes as well. In fall 2016, the College created three different tracks for developmental math: College Algebra, College Math, and Quantitative Methods (QM). Each track has co-requisite courses, which shortened the course sequence and reduced students' time in remedial/developmental math. The tracks help to guide students through the pathways to meet their graduation requirements.

Table 25.  
*Math Courses and Tracks*

Course	Course Description	Purpose	Track
Math 75	Intro to Math Reasoning	Preparation for Math 100, Math 100C, Math 111, Math 115, or QM 107C	College Math
Math 78	College Math Companion	Co-Requisite with Math 100, Math 100C, Math 111, or Math 115	College Math
Math 82	Algebraic Foundations	Preparation for Math 103	College Algebra
Math 88	College Algebra Companion	Co-requisite with Math 103	College Algebra
QM 78	QM Companion	Co-requisite with QM 107C	QM

### *College Math Track*

Table 26.  
*Progression from Math 75 through Math 100/100C/111/115*

Term	# Enrolled	% Successful Completion	% Enrolling in Math 100	Math 1nn Success Rate
Fall 2016	467	71.0%	62.0%	80.6%
Spring 2017	236	65.7%	32.0%	100.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

Table 27.  
*Math 78 and Math 100/115 Concurrently*

Term	# Enrolled	% Successful Completion	% Enrolled Math 1nn	Math 1nn Success Rate
Fall 2016	191	77.0%	100.0%	66.0%
Spring 2017	63	65.0%	98.0%	60.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

***College Algebra Track***

Table 28.

*Progression from Math 82 to Math 100/100C/103/111/115*

Term	# Enrolled	% Successful Completion	% Enrolling in Math 1nn	Math 1nn Success Rate	% Math 82 Students Successfully Completing Math 1nn	Avg. # of Terms to Successfully Complete Math 1nn
Fall 2012	676	65.7%	61.5%	69.1%	41.0%	3.1
Spring 2013	585	50.1%	46.0%	57.1%	25.3%	2.9
Fall 2013	593	59.9%	51.6%	64.0%	31.2%	2.5
Spring 2014	545	50.9%	33.9%	53.5%	14.1%	2.2
Fall 2014	671	66.6%	56.6%	66.5%	36.7%	3.2
Spring 2015	508	51.8%	52.6%	63.6%	33.1%	3.1
Fall 2015	462	66.2%	56.3%	62.8%	32.5%	2.8
Spring 2016	421	54.3%	51.5%	64.2%	30.6%	2.5
Fall 2016	304	60.3%	51.3%	61.9%	28.3%	2.3

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

Table 29.

*Math 88 and Math 103 Concurrently*

Term	# Enrolled	% Successful Completion	% Enrolled Math 103	Math 103 Success Rate
Fall 2016	57	82.0%	100.0%	79.0%
Spring 2017	26	88.0%	100.0%	88.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

***Quantitative Methods Track***

Table 30.

*QM 78 and QM 107C Concurrently*

Term	# Enrolled	% Successful Completion	% Enrolled QM 107C	QM 107C Success Rate
Fall 2016	10	40.0%	90.0%	22.0%
Spring 2017	10	70.0%	100.0%	70.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGGS\_UH.

## Degrees and Certificates Awarded

### *Curriculum Category*

Leeward CC has 15 degree programs: four general and/or pre-professional and 11 career and technical degree programs.

#### **General and/or Pre-Professional Degrees**

1. Associate in Arts in Liberal Arts
2. Associate in Arts in Teaching
3. Associate in Science in Natural Science
4. Associate in Arts in Hawaiian Studies

#### **Career and Technical Education Degrees**

1. Accounting
2. Automotive Mechanics Technology
3. Business Technology
4. Culinary Arts
5. Digital Media Productions
6. Health Information Technology
7. Information and Computer Sciences
8. Integrated Industrial Technology
9. Management
10. Plant Biology and Tropical Agriculture
11. Television Production

Approximately 75 percent of Leeward students declare an intention to pursue a general and/or pre-professional degree and about 25 percent a degree in a career or technical program.

Table 31.

*Degrees and Certificates Awarded by Curriculum Category, 2013-2016*

<b>Curriculum Category</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
General and Pre-Professional	602	76.2%	835	78.6%	781	75.5%	747	73.6%
Career and Technical	188	23.8%	227	21.4%	253	24.5%	268	26.4%
<b>Total Degrees and Certificates<sup>e</sup></b>	790		1,062		1,034		1,015	

<sup>e</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

### *Distance Education*

#### *Overall*

The number of degrees and certificates awarded that included at least one DE course increased 21 percent from 346 in 2013 to 417 in 2016.

Table 32.

*Degrees and Certificates Awarded by Course Delivery Method, 2013-2016*

<b>Course Delivery Method</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
DE Students	346	43.8%	426	40.1%	418	40.4%	417	41.1%
Non-DE Students	444	56.2%	636	59.9%	616	59.6%	598	58.9%
<b>Total Degrees and Certificates<sup>f</sup></b>	790		1,062		1,034		1,015	

<sup>f</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGS\_UH.

*Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses*

Approximately 25 percent of students who earned an associate degree earned at least 12 of those credits from DE courses. Additionally, 30 percent of students who earned any degree or certificate earned at least 12 credits from DE courses.

Table 33.

*Degrees and Certificates Awarded with 12 Credits Minimum Earned from DE Courses, 2013-2016*

	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
<b>Graduating (Earned Any Degree or Certificate)</b>	238	30.1%	307	28.9%	321	31.0%	316	31.1%
<b>Earned an Associate Degree</b>	209	26.5%	272	25.6%	261	25.2%	264	26.0%
<b>Total Degrees and Certificates<sup>g</sup></b>	790		1,062		1,034		1,015	

<sup>g</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGS\_UH.

*Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses by Native Hawaiian, Filipino, and Other Pacific Islander.*

The College regularly tracks three ethnicities: Native Hawaiian, Filipino, and Other Pacific Islander. Of those ethnicities, more Native Hawaiian students received degrees or certificates with at least 12 credits earned from DE courses.

Table 34.

*Degrees and Certificates Awarded with 12 Credits Minimum Earned from DE Courses by Ethnicity, 2013-2016*

	2013			2014			2015			2016		
	NH	FIL	PI									
<b>Graduating (Earning Any Degree or Certificate)</b>	94	52	7	113	84	3	125	86	5	110	90	12
<b>Total</b>	11.9%	6.6%	0.9%	10.6%	7.9%	0.3%	12.1%	8.3%	0.5%	10.8%	8.9%	1.2%
<b>Earned an Associate Degree</b>	80	46	7	103	72	3	102	70	3	89	76	8
<b>Total</b>	10.1%	5.8%	0.9%	9.7%	6.8%	0.3%	9.9%	6.8%	0.3%	8.8%	7.5%	0.8%
<b>Total Degrees and Certificates<sup>h</sup></b>	790			1,062			1,034			1,015		

<sup>h</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGS\_UH. The following abbreviations are used in this table: Native Hawaiian (NH), Filipino (FIL), and Other Pacific Islander (PI).

### Age

Students less than 25 years old earned approximately 60 percent of the degrees and certificates awarded. The next largest group is those between the ages of 25 and 49 who earned about 40 percent of the degrees and certificates awarded.

Table 35.

*Degrees and Certificates Awarded by Age, 2013-2016*

Age	2013		2014		2015		2016	
Less than 25 years	453	57.3%	648	61.0%	644	62.3%	604	59.5%
25 to 49 years	313	39.6%	383	36.1%	351	33.9%	374	36.8%
50 years or more	24	3.0.0%	31	2.9%	39	3.8%	37	3.6%
<b>Total Degrees and Certificates</b>	790		1,062		1,034		1,015	

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

### Gender

The ratio of male to females earning a degree or certificate is 2:3.

Table 36.  
*Degrees and Certificates Awarded by Gender, 2013-2016*

<b>Gender</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
Female	501	63.4%	625	59.0%	582	56.0%	557	54.9%
Male	284	36.0%	427	40.0%	437	42.0%	454	44.7%
No Data <sup>i</sup>	5	0.6%	10	0.1%	15	0.2%	4	0.4%
<b>Total Degrees and Certificates<sup>j</sup></b>	790		1,062		1,034		1,015	

<sup>i</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or nonconforming. <sup>j</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

### *Ethnicity*

All target populations earned degrees and certificates at a similar rate as their enrollment. Native Hawaiian and part-Hawaiian received the highest number of degrees or Certificates of Achievement of the three target groups.

Table 37.  
*Degrees and Certificates Awarded by Ethnicity, 2013-2016*

<b>Ethnicity</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
Native Hawaiian or Part-Hawaiian	194	25.2%	253	23.2%	236	23.6%	259	24.5%
Filipino	143	18.6%	250	22.9%	236	23.6%	249	23.6%
Pacific Islander	15	1.9%	20	1.8%	14	1.4%	24	2.3%
Other	418	54.3%	567	52.0%	514	51.4%	525	49.7%
<b>Total Degrees and Certificates<sup>k</sup></b>	770		1,090		1,000		1,057	

<sup>k</sup>The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

### *Degrees and Certificates Awarded by Native Hawaiian Students*

The goal of the Hawai‘i Graduation Initiative is to increase the percentage of working age adults with two- or four-year degrees to 55 percent by 2025. In the *UHCC Strategic Directions 2015-2021*, the UH System identifies Native Hawaiians as one of three featured target groups. (The other two groups identified are low-income students and those from underserved regions and populations in Hawai‘i.) Leeward CC’s *Strategic Plan 2015-2021* aligns with the UH System plan by committing to increase the number of Native Hawaiians who receive a degree and/or certificate from the College. Since 2013, the number of degrees and certificates awarded to Native Hawaiian students has increased by 35 percent.

Table 38.

*Degrees and Certificates Awarded by Native Hawaiian Students, 2013-2016*

	2013	2014	2015	2016
<b>Actual</b>	201	248	253	240
<b>Aspirational Target<sup>l</sup></b>	-	-	228 <sup>m</sup>	239
<b>Actual vs. Aspirational Target</b>	-	-	+10.9%	+0.4%

<sup>l</sup>The Aspirational Target is five percent growth per year from the baseline year. <sup>m</sup>This baseline value is established as the three-year average for AY 2012-2015.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

*Federal Pell Grant Recipients*

The number of Federal Pell Grant recipients awarded a degree or certificate has increased significantly since 2013. The gap between Pell Grant recipients and non-Pell Grant students has become minimal in the last three years.

Table 39.

*Degrees and Certificates Awarded by Federal Pell Grant Recipients, 2013-2016*

	2013	2014	2015	2016
<b>Pell Recipients</b>	351	538	495	501
<b>Non-Pell Grant Recipients</b>	439	524	539	514
<b>Total</b>	790	1,062	1,034	1,015

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

*Location*

About seven percent of students awarded a degree or certificate took classes at the Wai‘anae Moku Education Center.

Table 40.

*Degrees and Certificates Awarded by Location, 2013-2016*

Location	2013		2014		2015		2016	
Wai‘anae Moku Education Center	57	7.0%	71	7.0%	68	7.0%	70	6.9%
Pearl City Campus	733	93.0%	991	93.0%	966	93.0%	945	93.1%
<b>Total Degrees and Certificates</b>	790		1,062		1,034		1,015	

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH.

*Student Transfer to Baccalaureate Institutions in the UH System*

*Overall*

The number and percentage of Leeward students that transfer to a baccalaureate campus within the UH System has been increasing.

Table 41.  
*Student Transfer to UH Baccalaureate Institutions, 2014-2016*

Transfers	2014		2015		2016	
	#	%	#	%	#	%
UH Baccalaureate Institution	602	45.2%	613	44.9%	792	56.2%
Non-UH Baccalaureate Institution	730	54.8%	752	55.1%	618	43.8%
<b>Total</b>	1,332		1,365		1,410	

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

### *Distance Education*

About 44 percent of students who transfer to a UH baccalaureate institute do so with 12 or more credits earned from DE courses. Approximately 44 percent of those students transfer after earning an associate degree.

Table 42.  
*Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses, 2014-2016*

	2014			2015			2016		
	#	% of total	% of DE	#	% of total	% of DE	#	% of total	% of DE
<b>Transferred with Associate Degree</b>	127	21.1%	43.8%	129	21.0%	44.2%	132	16.7%	44.4%
<b>Transferred to UH Baccalaureate Institution<sup>p</sup></b>	163	27.1%	56.2%	163	26.6%	55.8%	165	20.8%	55.6%
<b>Total Transfers with DE</b>	290	48.2%	100%	292	47.6%	100%	297	37.5%	100%
<b>Total Transfers to UH Baccalaureate Institution</b>	602			613			792		

<sup>p</sup> This category includes students who transferred to the University of Hawai'i at Mānoa, the University of Hawai'i at Hilo, and the University of Hawai'i-West O'ahu from any UHCC campus (home institution) with 12 or more DE-earned credits.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGS\_UH.

### *Transfers with at Least 12 Credits from Distance Education Courses by Native Hawaiian, Filipino, and Pacific Islander*

About eight percent of those who transfer with an associate degree and about ten percent of pre-degree transfers with at least 12 credits earned from DE courses are Native Hawaiian or part-Hawaiian students. About six percent of students who transfer to a UH baccalaureate institution and about five percent of students who transfer with an associate degree are Filipino. About 0.6 percent of students who transfer to a UH baccalaureate institution and about 0.5 percent of students who transfer with an associate degree are from the Pacific Islands.

Table 43.

*Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses by Ethnicity, 2014-2016*

	2014			2015			2016		
	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI
<b>Transferred with Associate Degree</b>	45	28	3	73	42	3	36	39	4
<b>% Total</b>	7.5%	4.7%	0.5%	11.9%	6.9%	0.5%	4.55%	4.2%	0.5%
<b>Transferred to UH Baccalaureate Institution<sup>p</sup></b>	61	33	4	87	47	4	67	45	4
<b>% Total</b>	10.1%	5.4%	0.7%	14.2%	7.7%	0.7%	8.46%	4.3%	0.4%
<b>Total Transfers to UH Baccalaureate Institution</b>	602			613			792		

<sup>q</sup>This category includes students who transferred to the University of Hawai'i at Mānoa, the University of Hawai'i at Hilo, and the University of Hawai'i-West O'ahu from any UHCC campus (home institution) with 12 or more DE-earned credits.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGGS\_UH. The following abbreviations are used in this table: Native Hawaiian (NH), Filipino (FIL), and Other Pacific Islander (PI).

## Post-Graduate Data

### *Student Job Placement*

The Job Prep Services office offers job placement assistance to all Leeward students and graduates. These services include resume assistance, interview preparation, employment strategies, and labor market information.

The Carl D. Perkins Vocational and Technical Education Act provides funding to states and other grantees to develop academic, career, and technical skills of secondary and postsecondary students. As an awardee, Leeward CC tracks placement rates of students enrolled in career and technical education programs.

Table 44 shows the job placement rate for 2013-2017. The job placement rate is calculated by dividing the number of students who have stopped program participation and who are retained in employment, military service, or an apprenticeship program following program completion with the number of students who have stopped program participation.

Table 44.  
*Job Placement Rate, 2013-2016*

Program	2013-2014		2014-2015		2015-2016	
	Adjusted	Actual	Adjusted	Actual	Adjusted	Actual
Accounting	68.9%	39.1%	69.0%	62.7%	63.9%	60.9%
Automotive Technology	68.9%	57.6%	69.0%	81.6%	63.9%	81.6%
Business Technology	68.9%	46.9%	69.0%	68.1%	63.9%	71.8%
Culinary Arts	68.9%	45.2%	69.0%	63.4%	63.9%	65.8%
Digital Media Production	68.9%	41.4%	69.0%	43.3%	63.9%	37.8%
Health Information Technology	68.9%	N/A	69.0%	66.7%	63.9%	58.8%
Information and Computer Science	68.9%	50.0%	69.0%	87.1%	63.9%	63.2%
Integrated Industrial Technology <sup>f</sup>	-	-	-	-	-	-
Management	68.9%	46.9%	69.00%	68.9%	63.9%	68.3%
Substance Abuse Counseling	68.9%	31.3%	69.0%	80.0%	63.9%	44.4%
Television Production	68.9%	55.6%	69.0%	31.3%	63.9%	90.0%

<sup>f</sup>The Integrated Industrial Technology program was approved in fall 2017, so data has not been collected.

Note. Retrieved from OPPA Data Extraction, OVPCB MDB files for Perkins Analysis IV 2013-2017.

## Organization of the Self-Evaluation Process

### Timeline

Semester	Tasks
Summer 2016	<ul style="list-style-type: none"> <li>● The accreditation liaison officer (ALO) identified the self-evaluation co-chair and members of the self-evaluation core team.</li> </ul>
Fall 2016	<ul style="list-style-type: none"> <li>● The UH vice president of community colleges met with the ALOs from all seven community college campuses to discuss the self-evaluation process and efforts being done at the system level.</li> <li>● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all community college campuses.</li> <li>● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.</li> <li>● The core team worked to better understand the Accreditation Standards and began to collect evidence.</li> </ul>
Spring 2017	<ul style="list-style-type: none"> <li>● Faculty, staff, and administrators participated in breakout sessions on accreditation topics at the College's spring convocation.</li> <li>● The core team continued to collect evidence, began to identify possible changes and plans, and wrote the narrative for the Evidence of Meeting the Standard sections.</li> </ul>
Summer 2017	<ul style="list-style-type: none"> <li>● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.</li> <li>● Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D.</li> </ul>
Fall 2017	<ul style="list-style-type: none"> <li>● The ALO distributed the first draft of the institutional self-evaluation report (ISER) to the campus.</li> <li>● The campus community provided feedback on the draft.</li> <li>● The campus community engaged in dialogue about the ISER findings.</li> <li>● Standard IV team leads continued to participate in the UHCC System task force.</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>● The core team collected broad campus input at convocation through structured roundtable discussions on accreditation topics.</li> <li>● The ALO distributed the second draft of the ISER to the campus.</li> <li>● The ALO, co-chair, and editor finalized the report and the evidence.</li> <li>● The ALO distributed the final draft of the ISER to the campus.</li> <li>● Campus governance groups approved the ISER.</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>● The evaluation team visits in October.</li> </ul>

For Standards IV.C and IV.D, the UHCC System convened teams with representatives from each of the six community colleges; the UHCC System office; and, for Standard IV.D, representatives from the Board of Regents. The system teams worked on the Standards starting in summer 2017 until April 2018. The teams agreed upon the content for both Standards through consensus, and the appropriate individuals provided evidence. The teams standardized the text for inclusion in the six UHCC institutional self-evaluation reports. Additionally, UHCC System representatives provided text and evidence for system-related information in Standard III. For a discussion of the governing board's participation in the accreditation process, see Standard [IV.C.13](#).

Self-Evaluation Core Team

<b>Name</b>	<b>Responsibilities</b>	<b>Position</b>
Della Teraoka	ALO and Self-Evaluation Co-Chair	Vice Chancellor for Academic Affairs
Donna Matsumoto	Self-Evaluation Co-Chair	Professor, English
Susan Wood	Editor	Professor, English
Jayne Bopp	Contributing Editor	Assistant Professor, Sociology, Women's Studies
Brent Hirata	Standard I	Associate Professor, Educational Technology Developer
Eiko Kosasa	Standard I	Assistant Professor, Political Science
Jenny Watada	Standard I Standard II (Summer Team) Data and Evidence Reviewer	Associate Professor, Mathematics
Kathryn Fujioka- Imai	Standard II	Associate Professor, English
Junie Hayashi	Standard II Standard III (Summer Team)	Associate Professor, Librarian
Pi'ikea Hardy-Kahaleo'umi	Standard II	Assistant Professor, Counselor
Helmut Kae	Standard III	Associate Professor, Biology
Warren Kawano	Standard III Standard IV (Summer Team)	Assistant Professor, Business Technology
Jan Shimabukuro Lee	Standard III	Associate Professor, Counselor
William Albritton	Standard IV	Associate Professor, Information and Computer Science
Lexer Chou	Standard IV Standard I (Summer Team)	Associate Professor, Student Life Coordinator
Tracie Losch	Standard IV Standard II (Summer Team) Student Achievement Data Commission Policies	Associate Professor, Hawaiian Studies

## Self-Evaluation Contributors

The College received feedback from over 72 contributors during the fall 2017 and spring 2018 semesters.

<b>First Name</b>	<b>Last Name</b>	<b>Division/Unit/Area</b>
Martine	Aceves-Foster	Language Arts
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Jayne	Bopp	Social Sciences
Jeremiah	Boydstun	Language Arts
Kathleen	Cabral	Creative Services
Tiana	Cho	Student Services
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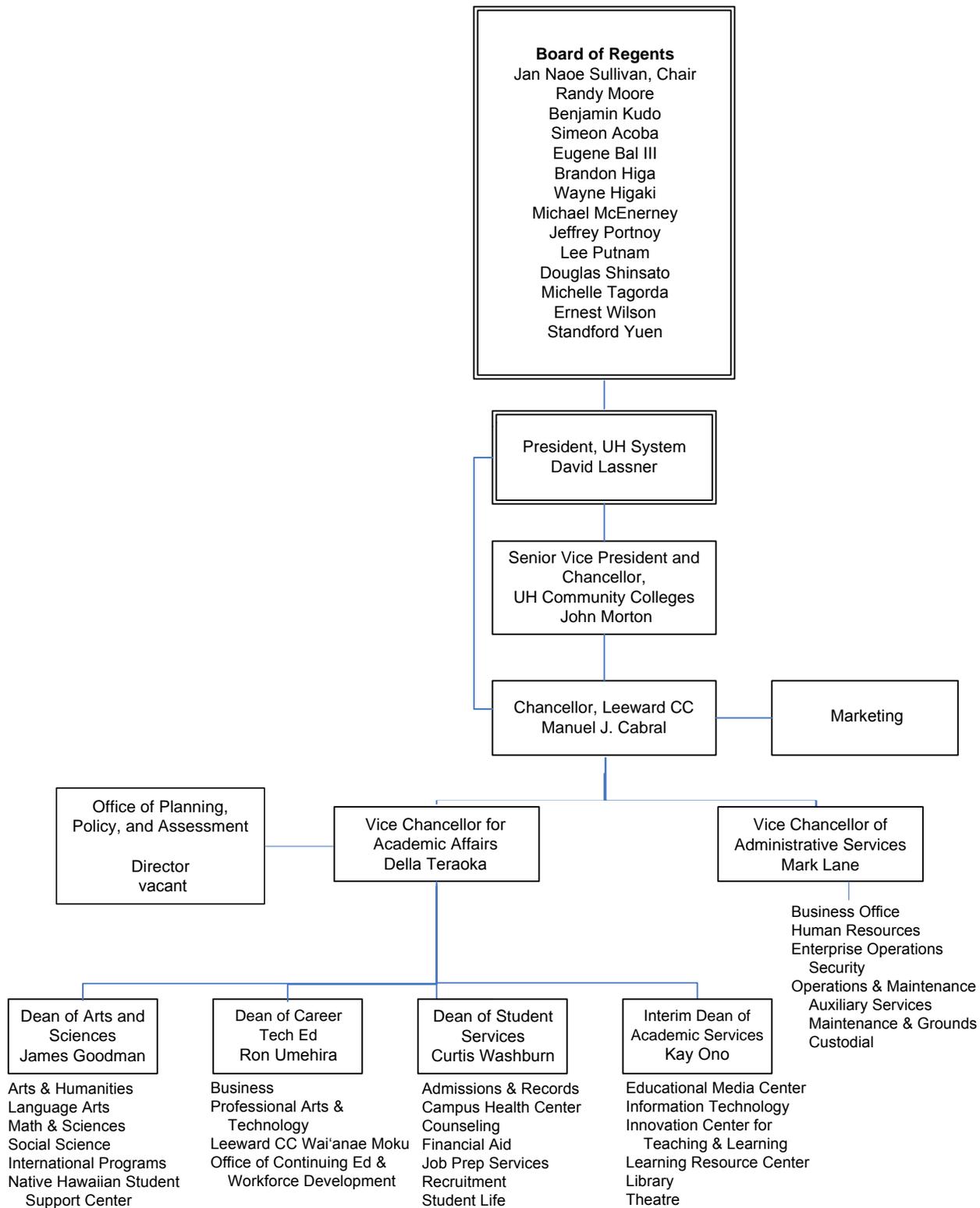
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Mark	Lane	Administrative Services
Patrick	Leddy	Office of Continuing Education and Workforce Development
Tina	Lee	Business
Hannah	Lee	Language Arts/Office of International Programs
Paul	Lococo	Arts and Humanities
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James	West	Arts and Humanities
Frances	Won	Language Arts
Naiad	Wong	Arts and Humanities
Danny	Wyatt	Wai‘anae Moku Education Center (Coordinator)
Irwin	Yamamoto	Professional Arts and Technology

# Organizational Information

## Organization of Leeward Community College



Leeward CC most recently reviewed and updated its organization charts and functional statements on July 1, 2017 ([l-3](#), [l-4](#)).

Functional Responsibilities of the UH System, the UHCC System, and the College by Major Accreditation Topic

Accreditation Topic	UH System/UHCC System	College
I.A. Mission	The UH System mission is adopted by the Board of Regents (BOR) and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH System mission and approved by the BOR. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
I.B. Academic Quality	The UHCC System establishes system wide institution set-standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC System level.	Colleges manage the process of establishing course- and program-based learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
I.B. Institutional Effectiveness	Both the UH System and the UHCC System provide data analytics to measure student success including differentiating the outcomes by targeted student populations. The UHCC System also provides data to the colleges in support of program review and accreditation compliance.	Colleges use data analytics provided by the UH System and the UHCC System along with their own analysis of assessment results to improve student success. Data is disaggregated to allow analysis of sub-populations.
I.C. Institutional Integrity	The UH System and the UHCC System publish information for prospective students including cost of attendance. Some policies regarding institutional integrity exist in UH System policies or system wide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information including accreditation information to students, prospective students, and the general public.
II.A. Instructional Programs	The UHCC System establishes policies relating to degrees and certificates in alignment with UH Executive and BOR policies. All degree and certificate programs require BOR approval after review by the college, the UHCC System, and the UH System. The UH System and the UHCC System establish internal UH articulation agreements, general education core agreements, and transfer policies.	Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program learning outcomes and assessment, and ensuring that both programs and courses meet commonly understood higher education standards.

Accreditation Topic	UH System/UHCC System	College
II.B. Library and Learning Support Services	The UH System provides a common library services software and shared services agreements to all ten UH System campuses. The UH and/or the UHCC System provide some learning support services such as course management software and online tutoring to all students.	Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.
II.C. Student Support Services	The UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.	Colleges are responsible for on-campus student support services including establishing service-level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. UHCC campuses have no athletic programs.
II.A. Human Resources	The UH System, the UHCC System, and applicable collective bargaining agreements determine human resource policies and classifications. The UHCC System establishes faculty academic qualifications for both regular and adjunct faculty. The UH System and the UHCC System act as appeal levels on human resource-related matters. System and colleges share professional development responsibilities.	Colleges implement the applicable human resource policies and collective bargaining contracts. Most hiring and other human resource decisions are based on the campus. Selected higher-level appointments and classifications require system approval.
III.B. Physical Resources	Development of long-range physical plans and implementation of capital improvement plan projects are the responsibility of the UH System and the UHCC System.	Colleges provide input into plans and priorities for capital improvement plan projects. Colleges are responsible for regular maintenance of the physical plant at the college.
III.C. Technology Resources	The UH System manages technology resources including network infrastructure and enterprise software systems. The UH System and the UHCC System plan and coordinate system wide online learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support.

Accreditation Topic	UH System/UHCC System	College
III.D. Financial Resource Planning	<p>The UH System and the BOR set reserve policies, approve the annual operating budgets, and approve the UH System request for new operating funds submitted to the state legislature. The development of the budget and budget request are based on a policy paper derived from the strategic plan and approved by the BOR.</p> <p>The UHCC System is appropriated funds by the state legislature and allocates those funds to the colleges. The UHCC System does not receive funds on a full-time equivalent or other formula basis from the legislature.</p>	Colleges are involved in the system budget planning including adhering to all reserve requirements established by the BOR. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
III.D. Financial Resource Stability	The UH System manages university fiscal systems. Regular audits are conducted of the UH System, including separate schedules for the UHCC System. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. The UH System centrally manages all extramural funds.	Colleges implement fiscal systems in accord with university system fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.
III.D. Financial Resource Liabilities	The UH System does not manage or fund fringe benefits, including post-retirement pensions and other post-retirement benefits. These expenses and liabilities are funded and managed by the state of Hawai'i. The UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
III.D. Financial Resource Contractual Agreements	The UH System establishes and manages all contracts in accordance with state procurement laws.	Colleges adhere to UH System policies and practices in the procurement of all contracts for goods, services, and professional services.
IV.A. Decision-Making Roles and Responsibilities	Board policy establishes a commitment to shared governance. The UH System and the UHCC System confer regularly with college governance groups. State statute governs formal consultation with collective bargaining units.	Colleges implement shared governance policies and processes for internal college decision-making.

Accreditation Topic	UH System/UHCC System	College
IV.B. Chief Executive Officer (CEO)	The UH System and the UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH System policies and delegation of authority as reflected in board policy, UH executive policy, and UHCC System policies.
IV.C. Governing Board	<p>The BOR is established by statute. Members are selected by the governor with the consent of the Senate from a list recommended by a review committee.</p> <p>Board policies are regularly reviewed and posted. BOR bylaws govern board and board member behavior. All board actions are subject to state open meeting and public information laws and regularly published.</p> <p>The vice president for the UHCC System acts as the liaison to the BOR for all UHCC matters including accreditation.</p>	Colleges submit action items to the BOR through the vice president for the UHCC System and the UH System.
IV.D. Multi-College Districts or Systems	<p>The BOR appoints the UH System president who is responsible for the entire ten campus system of higher education in Hawai'i. The UH president appoints the vice president for community colleges who is responsible for the seven-campus community college system. The vice president appoints and supervises the individual community college chancellors.</p> <p>The UH System is responsible for UH executive policies, UH System planning and coordination, and for selected system wide support services such as financial services and facilities planning. The UHCC System is responsible for UHCC wide policies, UHCC budget and resource allocation, UHCC system planning and coordination, and selected system services.</p>	Colleges operate within the policy and planning framework established by the UH System and the UHCC System.

The UHCC System’s detailed functional map summarizes the delineation of functions and the differentiation of responsibilities between system and campus level. The community colleges reviewed and updated the map in fall 2017 ([I-5](#)).

## Certification of Continued Institutional Compliance with Eligibility Requirements

### **1. Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Leeward Community College is a public, postsecondary institution of the University of Hawai'i Community Colleges (UHCC) operating under the authority of the state of Hawai'i and the UH Board of Regents (BOR) to award academic degrees and certificates ([I-6](#)). The College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges ([I-7](#)).

### **2. Operational Status**

*The institution is operational, with students actively pursuing its degree programs.*

The College has been in operation since 1968, with students actively pursuing degree and certificate programs during the fall and spring semesters and summer sessions. In 2016-2017, the College enrolled 7,262 credit students, down from the 7,535 students enrolled in 2015-2016 and 7,742 students enrolled in 2014-2015. The College awarded 1,034 degrees and certificates in 2014-2015, with a decrease to 1,015 in 2015-2016 and 978 in 2016-2017. A current schedule of classes is available on the College website ([I-8](#)).

### **3. Degrees**

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

A substantial portion of the College's educational offerings are programs that lead to degrees. The *Catalog 2017-2018* lists 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence ([I-9](#), [I-10](#)). Data on degrees and certificates awarded by program can be found on the Institutional Research Data webpage of the College intranet ([I-11](#)). The largest program awarding degrees is the Associate in Arts. The College also provides noncredit certificates for students to acquire skills for job placement directly into the workforce through the Office of Continuing Education and Workforce Development ([I-12](#)).

### **4. Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The chief executive officer of a UHCC campus is the chancellor, who is appointed by the BOR. The College’s chancellor is Manuel J. Cabral, who the board officially appointed in May 2008 (I-13). Prior to his appointment, he served as the College’s interim chancellor since March 2007, division chair of the Mathematics and Natural Sciences Division since 1988, and math instructor since 1980. The chancellor provides leadership in planning and setting priorities for the College, managing resources, and ensuring implementation of statutes, regulations, and policies (I-14). After more than 11 years, the chancellor will retire on July 1, 2018, and Suzette Robinson will assume the position of interim chancellor.

### 5. Financial Accountability

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

An independent certified public accounting firm annually audits the UH System’s financial statements. The UH Administrative Procedures, which are located on the Policies and Procedures Information System website, outline internal control procedures (I-15). The auditing procedures provide objective third-party review of internal controls and procedures. The results and recommendations of the audit are presented to the BOR. Other major campus audits include the required Federal Compliance Audit or A-133, the Vocational Education Act Audit, the Financial Aid Audit, various legislative audits, and unscheduled and unannounced audits performed by the UH Office of the Internal Auditor (I-16).

Eligibility Requirements 6 through 21 are addressed in the responses to the following Accreditation Standards:

Eligibility Requirement (ER)	Accreditation Standards
ER 6 Mission	I.A.1, I.A.4
ER 7 Governing Board	IV.C.1, IV.C.4, IV.C.11
ER 8 Administrative Capacity	III.A.9, III.A.10
ER 9 Educational Programs	II.A.1, II.A.6
ER 10 Academic Credit	II.A.9, II.A.10
ER 11 Student Learning and Achievement	I.B.2, I.B.3, II.A.1
ER 12 General Education	II.A.5, II.A.12
ER 13 Academic Freedom	I.C.7
ER 14 Faculty	III.A.2, III.A.7
ER 15 Student Support Services	II.C.1, II.C.3

Eligibility Requirement (ER)	Accreditation Standards
ER 16 Admissions	II.C.6
ER 17 Information and Learning Support Services	II.B.1, II.B.4
ER 18 Financial Resources	III.D.1
ER 19 Institutional Planning and Evaluation	I.B.9, I.C.3
ER 20 Integrity in Communication with the Public	I.C.2
ER 21 Integrity in Relations with the Accrediting Commission	I.C.12, I.C.13

## Certification of Continued Institutional Compliance with Federal Regulations and Commission Policies

<p><b>Public Notification of an Evaluation Team Visit and Third Party Comment</b> [Regulation Citation: 602.23(b)]</p>
<p>Leeward Community College has made an appropriate and timely effort to solicit third-party comment in advance of its comprehensive evaluation visit.</p> <ul style="list-style-type: none"> <li>● The College posted a draft of its institutional self-evaluation report on the College website in spring 2018 (<a href="#">I-17</a>).</li> <li>● The College’s accreditation webpage also includes the visit dates and provides a link to an online feedback form (<a href="#">I-17</a>).</li> <li>● See responses to Standards <a href="#">I.C.12</a>, <a href="#">I.C.13</a>, <a href="#">IV.B.4</a>, and Eligibility Requirement 21.</li> </ul>
<p>The College cooperates with the Accrediting Commission for Community and Junior Colleges (ACCJC) evaluation team in any necessary follow-up related to the third-party comment.</p> <ul style="list-style-type: none"> <li>● The College has received no third-party comments. The College will cooperate with the evaluation team in any necessary follow-up related to third-party comment.</li> <li>● See responses to Standards <a href="#">I.C.5</a>, <a href="#">I.C.12</a>, and Eligibility Requirement 21.</li> </ul>
<p><b>Standards and Performance with Respect to Student Achievement</b> [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]</p>
<p>The College has defined elements of student achievement performance across the campus and has identified the expected measure of performance within each defined element. Course completion is included as an element of student achievement.</p> <ul style="list-style-type: none"> <li>● The College has established institution-set standards for student achievement based on the University of Hawai‘i Community Colleges Policy (UHCCP) 4.203, Institution-Set Standards, and the <i>UHCC Strategic Directions 2015-2021</i> (<a href="#">I-1</a>, <a href="#">I-18</a>). These standards are aligned with the College’s mission statement and <i>Strategic Plan 2015-2021</i> (<a href="#">I-19</a>).</li> <li>● Successful course completion is one of the institution-set measurements.</li> <li>● See <a href="#">Presentation of Institution-Set Standards and Student Achievement Data</a>.</li> <li>● See responses to Standards <a href="#">I.A.1</a>, <a href="#">I.B.3</a>, and Eligibility Requirement 11.</li> </ul>
<p>The College has defined other elements of student achievement performance for measurement that have been determined as appropriate to the College mission.</p> <ul style="list-style-type: none"> <li>● The other measurements of student achievement include, but are not limited to, degrees and certificates awarded, transfer to baccalaureate institutions, Integrated Postsecondary Education Data System Student Success Rate, licensure and certification examination success rate, and job placement rate (<a href="#">I-1</a>).</li> <li>● See <a href="#">Presentation of Institution-Set Standards and Student Achievement Data</a>.</li> <li>● See responses to Standard <a href="#">I.B.3</a> and Eligibility Requirement 11.</li> </ul>
<p>The institution-set standards for programs and across the College are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance</p>

levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the College fulfills its mission, to determine needed changes, to allocate resources, and to make improvements ([I-20](#)).

- The College reports institution-set standard data to ACCJC in its annual report ([I-21](#)).
- The College’s annual integrated planning process includes assessments at the course, program, and institutional level ([I-22](#)).
- See responses to Standards [I.B.3](#), [I.B.4](#), [I.B.5](#), [I.B.9](#), and Eligibility Requirement 11.

The College analyzes its performance as to the institution-set standards and as to student achievement, and the College takes appropriate measures in areas where its performance is not at the expected level.

- The College regularly assesses learning outcomes for courses, programs, academic services, and student services units ([I-23](#)).
- Student achievement data are integral to the College’s planning process ([I-22](#)).
- See responses to Standards [I.B.2](#), [I.B.3](#), [I.B.4](#), [I.B.5](#), [I.B.9](#), and Eligibility Requirement 11.

### **Credits, Program Length, and Tuition**

[Regulation Citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

Credit hour assignments and degree program lengths are within the range of good practice in higher education in policy and procedure.

- The College’s course credit hour conforms to the Carnegie Unit as well as to federal and state guidelines that define a course credit hour.
- The UHCC Policy UHCCP #5.228, Credit Hour, defines a credit hour as 50 minutes to one hour of class or faculty instruction and a minimum of two hours of work per week outside of class over approximately 15 weeks ([I-24](#)).
- Alternately, a credit hour can be earned through an equivalent amount of work for other activities such as distance education (DE) instruction, laboratory work, studio work, and internships.
- See responses to Standard [II.A.9](#) and Eligibility Requirements 9, 10, and 12.

The College verifies the assignment of credit hours and degree program lengths, ensuring they are reliable and accurate across classroom-based courses, laboratory classes, DE classes, and courses that involve clinical practice, if applicable.

- UHCCP 5.203, Program Credentials: Degrees and Certificates, sets graduation requirements for associate degrees and certificates ([I-25](#)). These requirements include the completion of 60 baccalaureate-level semester credits, the evaluation of the student’s work, and the fulfillment of stated outcomes with a cumulative 2.0 grade point average or higher for all courses needed to meet the degree requirements.
- All programs are vetted through the College’s curriculum approval process, which is in compliance with the College’s Policy L5.201, Curriculum Review and Revision ([I-26](#)).
- See responses to Standard [II.A.9](#) and Eligibility Requirements 9, 10, and 12.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- The base tuition at the College is consistent across all degree programs. The Catalog and the College website list any additional fees when relevant or appropriate ([I-27](#), [I-28](#), [I-29](#), [I-30](#)).
- See responses to Standard [I.C.6](#) and Eligibility Requirement 11.

Any clock hour conversions to credit hours adhere to the State of Hawai‘i Department of Education’s conversion formula in policy, procedure, and practice.

- The College does not offer clock-hour based courses.
- See response to Standard [II.A.9](#).

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

[Regulation Citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9]

- The College ensures that all programs are sufficient in content, breadth, and length through the Curriculum Committee’s approval process ([I-31](#)). The College offers a variety of programs of various lengths of study to meet the needs of students pursuing educational goals at the College. All programs have published learning outcomes developed by the faculty within the program. Program-level learning outcomes are assessed as part of ongoing assessment processes at the College ([I-32](#)). The University of Hawai‘i (UH) Board of Regents (BOR) reviews and approves all programs.
- See responses to Standards [II.A.5](#); [II.A.9](#); and Eligibility Requirements 9, 10, and 12.

### **Transfer Policies**

[Regulation Citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)]

Transfer policies are appropriately disclosed to students and to the public.

- The Admissions and Records office and counselors distribute the College’s transfer of credit policies.
- The College website and the Catalog list the transfer of credit policies, and these policies are discussed in transfer workshops held throughout the semester ([I-33](#), [I-34](#)).
- The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions ([I-35](#)).
- See responses to Standard [II.A.10](#) and Eligibility Requirement 20.

Policies contain information about the criteria the College uses to accept credits for transfer.

- Executive Policy (EP) 5.209, Student Transfer and Inter-Campus Articulation, provides guidelines for student transfer and inter-campus articulation within the UH System ([I-36](#)).
- See responses to Standard [II.A.10](#) and Eligibility Requirement 20.

The College complies with the Commission Policy on Transfer of Credit.

[Regulation Citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)]

- The UH System Course Transfer Database, the UH System Transfer site, and transfer information provided in the Catalog and on the College website as well as the response to Standard II.A.10 provide evidence of the College's compliance with this policy ([I-33](#), [I-34](#)).
- See responses to Standard [II.A.10](#) and Eligibility Requirement 20.

### **Distance Education and Correspondence Education**

[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

The College has policies and procedures for defining and classifying a course as offered by DE in alignment with U.S. Department of Education (USDE) definitions.

- The College has a DE coordinator who provides DE support with iLearn (for students), iTeach (for instructors), as well as through workshops for campus constituents who teach both credit and noncredit courses ([I-37](#)).
- The College's Faculty Senate has a DE Committee that informs faculty and staff of federal and Commission requirements regarding the definitions of DE and correspondence education and provides examples of instructor-initiated substantive interaction ([I-38](#)).
- See responses to Standards [II.A.1](#); [II.B.1](#); [III.C.1](#); [III.C.4](#); [IV.A.4](#); and Eligibility Requirements 9, 15, and 17.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by DE (with regular and substantive interaction with the instructor, interaction initiated by the instructor, and online activities that are included as part of a student's grade) or correspondence education (online activities that are primarily "paperwork related," including reading posted materials, posting homework, completing examinations and interaction with the instructor that is initiated by the student as needed).

- Faculty teaching a course taught in a DE format must complete three additional fields and discuss DE components as part of the curriculum approval process before the course can be offered in a DE format. The three required fields include the following questions:
  - 1) "What methods will be employed to ensure timely and effective interaction between faculty and students and student to student? What technological skills will students need to succeed in this course? How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery?"
  - 2) "What type of academic support and technology training will be required to ensure pedagogical development of the instructor for this course?"
  - 3) "How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course?" ([I-39](#))
- The College's program review process includes success and enrollment metrics disaggregated for online and face-to-face modes of delivery to ensure comparable course quality ([I-40](#)).
- All faculty teaching in the DE format must complete training on the requirements of faculty-initiated interaction to be in compliance with federal regulations.
- The College does not offer correspondence courses.
- See responses to Standards [I.C.8](#); [II.A.7](#); [III.C.1](#); [III.C.2](#); [III.C.3](#); [III.C.4](#); and Eligibility Requirements 9, 15, and 17.

The College has appropriate means and consistently applies those means for verifying the identity of a student who participates in a DE or correspondence education course or program and for ensuring that student information is protected.

- The College uses Lulima, a Sakai-based learning management system, for online, hybrid, and web-enhanced classes. Lulima provides secure login for both faculty and students ([I-41](#)).
- See responses to Standards [I.C.8](#); [III.C.1](#); [III.C.2](#); [III.C.3](#); [III.C.4](#); and Eligibility Requirements 9, 15, and 17.

The College's technology infrastructure is sufficient to maintain and sustain the DE offerings.

- The College's Information Technology Group (ITG) maintains and manages all computers, computer labs, institutional servers, Voice Over Internet Protocol telephone systems, web servers, networking services, networked printers, information technology security, the Student Test Center, and Help Desk operations ([I-42](#)).
- The Educational Media Center (EMC) maintains smart classrooms and a portable cart with Chromebooks that are available for instructors to use in the classroom. They also operate technology equipment loans, professional development for learning with technology and for teaching online, video production, and the Copy Center, which serve faculty, staff, and students ([I-37](#)).
- The ITG and EMC analyze technology infrastructure through program review to ensure that their infrastructure is adequate to support their mission, operations, programs, and services ([I-22](#)).
- See responses to Standards [I.C.8](#); [III.C.1](#); [III.C.2](#); [III.C.3](#); [III.C.4](#); and Eligibility Requirements 9, 15, and 17.

### **Student Complaints**

[Regulation Citations: 602.1(a)(1)(ix); 668.43]

The College has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the Catalog and online.

- All policies affecting students are printed in the Catalog and on the Policies webpage of the College website and the Services for Students webpage ([I-43](#), [I-44](#), [I-45](#), [I-46](#), [I-47](#), [I-48](#)).
- These policies include, but are not limited to, academic dishonesty, student conduct code, academic rights and freedom, student academic grievance procedures, discrimination complaints, sex discrimination and gender-based violence, and nondiscrimination and affirmative action.
- See responses to Standard [I.C.2](#) and Eligibility Requirement 21.

Student complaint files for the previous six years (since the last institutional self-evaluation) are available; these files demonstrate accurate implementation of the complaint policies and procedures.

- Student complaint files for the previous six years (since the last institutional self-evaluation) are available in the Office of the Dean of Student Services or in the relevant division/unit office for the evaluation team to review ([I-49](#)).
- See response to Eligibility Requirement 21.

The team analysis of student complaint files identifies any issues that may be indicative of the College's noncompliance with any Accreditation Standards.

- Analysis is to be determined by the evaluation team during the accreditation visit.
- See responses to Eligibility Requirement 21.

The College posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the College and any of its programs, and the College provides contact information for filing complaints with such entities.

- The College website identifies ACCJC/WASC as the accrediting organization overseeing the College's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies ([I-17](#)).
- The Catalog (posted on the College website) also identifies program accreditation information provides contact information for filing complaints with such entities.
- The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing ([I-17](#)).
- See response to Eligibility Requirement 21.

The College demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- The College's marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in College publications. These materials include promotional materials for student recruitment and the publicizing of campus events in the community. Documentation represents the College appropriately and includes required information on the College's current accredited status by ACCJC/WASC ([I-17](#)).
- See response to Eligibility Requirement 21.

### **Institutional Disclosure and Advertising and Recruitment Materials**

[Regulation Citations: 602.16(a)(1)(vii); 668.6]

The College provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- The *Catalog 2017-2018* includes the College's official name, main campus address, telephone number, and website address, and the College's education center address and telephone number. It also provides the mission statement, core values, institutional learning outcomes, history and accreditation status with ACCJC and programmatic accreditors, programs of study (degrees and certificates offered including learning outcomes for programs and degree and program lengths), special programs, description of course offerings, academic calendar, academic rights and freedom policy, student financial aid information, learning resources, and the names and degrees of its administrators and faculty including the names of the regents ([I-50](#)).
- See responses to Standard [I.C.2](#) and Eligibility Requirement 21.

The College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The College’s marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in College publications ([I-51](#), [I-52](#)).
- These materials include promotional materials for student recruitment and the publicizing of campus events in the community.
- Documentation represents the College appropriately and includes required information on the College’s current accredited status by ACCJC/WASC ([I-17](#)).
- See responses to Standards [I.C.1](#), [I.C.2](#), and Eligibility Requirement 21.

The College provides required information concerning its accredited status as described above in the section on Student Complaints.

- The College website includes information related to its mission statement, learning outcomes, educational programs, and student support services. An accreditation webpage provides students and the general public with information about the College’s accreditation status with all its accreditors ([I-53](#)).
- See responses to Standards [I.C.1](#), [I.C.2](#), and Eligibility Requirement 11.

**Title IV Compliance**  
 [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

The College has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- An independent certified public accounting firm annually audits the UH System’s financial statements. The UH Administrative Procedures outline internal control procedures ([I-15](#)).
- The auditing procedures provide objective third-party review of internal controls and procedures.
- The results and recommendations of the audit are presented to the BOR ([I-16](#)).
- Other major campus audits include the required Federal Compliance Audit or A-133, the Vocational Education Act Audit, the Financial Aid Audit, various legislative audits, and unscheduled and unannounced audits performed by the UH Office of the Internal Auditor.
- See responses to Standards [III.D.10](#), [III.D.15](#), and Eligibility Requirement 5.

The College has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, and so forth. If the College does not address issues in a timely manner, the College demonstrates it has the fiscal and administrative capacity to do so in the future and to retain compliance with Title IV requirements.

- The USDE has not identified any issues with the College’s financial responsibility.
- See responses to Standards [III.D.10](#), [III.D.15](#), and Eligibility Requirement 5.

The College’s student loan default rates are within the acceptable range defined by the USDE. The College undertakes remedial efforts when default rates near or meet a level outside the acceptable range.

- The College has a current student loan default rate of 16.5 percent, which is well below the 30 percent federal guideline threshold that would require the creation of a student loan default prevention task force and the subsequent development and

implementation of default prevention action plans ([I-54](#)).

- The College monitors its student loan default rates to ensure compliance with federal requirements.
- See responses to Standards [III.D.10](#), [III.D.15](#), and Eligibility Requirement 5.

Contractual relationships of the College to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- Contractual agreements are subject to various UH System policies and procedures. UH System staff provides oversight of the agreements, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are consistent with the College's mission statement and goals.
- The Library and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success.
- Administrative Services staff follow EP 8.200, Administrative Procedure (AP) 8.270, UHCCP #8.102A, Regents Policies in Chapter 8, and Administrative Procedures in Chapter 8 to ensure the review and approval of all contracts on multiple levels prior to implementation ([I-55](#), [I-56](#), [I-57](#), [I-58](#), [I-59](#)).
- See responses to Standards [III.D.10](#), [III.D.15](#), [III.D.16](#), and Eligibility Requirement 5.

The College demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- The College does not participate in any contractual relationship with a non-regionally accredited organization.
- See responses to Standards [III.D.10](#), [III.D.15](#), and Eligibility Requirement 5.

## Evidence for Introduction

- [I-1](#) UHCCP 4.203 Institution-Set Standards
- [I-2](#) Developmental Education in *Catalog 2017-2018*
- [I-3](#) Leeward CC Organization Charts 1 through 4-A
- [I-4](#) Leeward CC Functional Statements
- [I-5](#) UHCC Detailed Functional Map by Standard
- [I-6](#) State Constitution, Article X, Education
- [I-7](#) ACCJC Reaffirmation Letter, Feb. 11, 2013
- [I-8](#) Sample Spring 2018 Class Availability - Math
- [I-9](#) Programs of Study in *Catalog 2017-2018*
- [I-10](#) Program Requirements in *Catalog 2017-2018*
- [I-11](#) Intranet Webpage for Institutional Research (IR) Data
- [I-12](#) *Office of Workforce Development and Continuing Education Catalog, Jan.-Apr. 2018*
- [I-13](#) Leeward CC Chancellor Job Listing
- [I-14](#) Office of the Chancellor Webpage
- [I-15](#) Table of Contents of Administrative Procedures, Chapters 1-12
- [I-16](#) 2016 Annual Financial Report
- [I-17](#) Accreditation Webpage
- [I-18](#) *UHCC Strategic Directions 2015-2021*
- [I-19](#) *Leeward CC Strategic Plan 2015-2021*
- [I-20](#) Fall 2017 VPCC Presentation
- [I-21](#) 2018 ACCJC Annual Report
- [I-22](#) Integrated Planning and Budgeting Process Overview
- [I-23](#) Assessment Webpage
- [I-24](#) UHCCP #5.228 Credit Hour
- [I-25](#) UHCCP 5.203 Program Credentials: Degrees and Certificates
- [I-26](#) L5.201 Curriculum Review and Revision
- [I-27](#) Financial Information in *Catalog 2017-2018*
- [I-28](#) Paying for College Webpage
- [I-29](#) Tuition and Fees Webpage
- [I-30](#) What You'll Save Webpage
- [I-31](#) BOR Info Field 3 in *Program Proposal Guide*
- [I-32](#) PLOs Field 1 in *Program Proposal Guide*
- [I-33](#) Transcript Request Webpage
- [I-34](#) PLA Program in *Catalog 2017-2018*
- [I-35](#) Sample UH Course Transfer Database - English
- [I-36](#) EP 5.209 Student Transfer and Inter-Campus Articulation
- [I-37](#) About iTeach Webpage
- [I-38](#) DE Committee Website
- [I-39](#) DE Fields 1, 2, and 3 in *Course Proposal Guide*
- [I-40](#) ARPD Template
- [I-41](#) Screenshot of Laulima Login Page
- [I-42](#) ITG Website
- [I-43](#) About the College in *Catalog 2017-2018*
- [I-44](#) Refund Policy in *Catalog 2017-2018*
- [I-45](#) Policies in *Catalog 2017-2018*

- [I-46](#) Transfer Information in *Catalog 2017-2018*
- [I-47](#) Leeward CC Policies Webpage
- [I-48](#) Services for Students Webpage
- [I-49](#) Dean of Student Services Webpage
- [I-50](#) *Catalog 2017-2018*
- [I-51](#) Intranet Webpage for Creative Services
- [I-52](#) Intranet Webpage for Communication and PR
- [I-53](#) Leeward CC Website
- [I-54](#) Fiscal Year 2014-2015 Default Rate Letter
- [I-55](#) EP 8.200 Contracts and Signing Authority
- [I-56](#) AP 8.270 Procurement
- [I-57](#) UHCCP #8.102A Affiliation, Sponsored/Sheltered Class Agreements
- [I-58](#) Table of Contents of Regents Policies, Chapter 8
- [I-59](#) Table of Contents of Administrative Procedures, Chapter 8

## **STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY**

### **Student Spotlight Bernie Mack**



As a Native Hawaiian student, I found great success at Leeward Community College. In particular, Hālau 'Ike O Pu'uloa supported my academic journey as a Native Hawaiian. For example, they provided academic and career counseling services. In addition, Hālau 'Ike O Pu'uloa provided cultural enrichment workshops and activities, which allowed for hands-on immersion into Hawaiian culture. Finally, Hālau 'Ike O Pu'uloa provided me with membership into their Ke Ala 'Ike Native Hawaiian Achievement Program, which helped to support my academic success and achievement at Leeward CC.

## STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### I.A. Mission

#### I.A.1.

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

### Evidence of Meeting the Standard

#### **Mission of Leeward Community College**

Leeward Community College (Leeward CC)'s mission presents the College's broad educational purposes, its intended student population, the types of degrees and credentials the College offers, and its commitment to student learning and achievement. Below is the College's mission statement and accompanying core values ([IA-1](#)). In alignment with the University of Hawai'i Community Colleges (UHCC)'s commitment to becoming a model indigenous-serving institution, the Leeward CC mission statement is presented in English and Hawaiian language.

#### **Mission Statement**

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

#### **Ke Ala Nu'ukia**

Ma ke Kulanui Kaiāulu o 'Ewa, alu like mākou ma ka mālama a me ke kīpaipai i nā haumāna. Kōkua 'ia nā haumāna ma ka huli a loa'a kā lākou mau pahuhopu ma o nā polokalamu hana no'eau laulā a me nā polokalamu 'oihana pākōlea like 'ole. Paipai 'ia nā haumāna i ka lilo i hoa maka'āinana pono ma ke kaiāulu, ma ke aupuni, a ma ke kau'āina. Kāko'o 'ia nā pahuhopu ho'ona'auao a nā haumāna a pau me ke kūpa'a nō ho'i i nā 'ōiwi Hawai'i.

## **Core Values**

Community: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

Diversity and Respect: We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives.

Integrity: We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

Open Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.

[\(IA-1\)](#)

## **Broad Educational Purposes and Commitment to Native Hawaiians**

The mission clearly defines the broad educational purposes of the College. The first sentence of the mission statement articulates the College's purpose to "nurture and inspire all students." The third sentence of the statement describes the College's purpose to "foster students to become responsible global citizens locally, nationally, and internationally."

The College's mission statement articulates its commitment to "advance the educational goals of all students with a special commitment to Native Hawaiians." This commitment is aligned with the University of Hawai'i (UH) System's Regents Policy (RP) 4.201, Mission and Purpose of the University. The policy states

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people in Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture. [\(IA-2\)](#)

RP 4.201 identifies that the UH System fulfills its commitment to Native Hawaiians in the following ways, which the College incorporates in its mission:

1. Support for programs and services for Native Hawaiians
2. Increased representation of Native Hawaiians
3. Full participation of Native Hawaiians in all initiatives and programs
4. Consultation from the Native Hawaiian community and specifically the Pūko'a Council, the system wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the UH System president
5. The use of the Hawaiian language
6. Support for the study of Hawaiian language, culture, and history

7. Encouragement of Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights in Hawaiian environments and facilities.
8. Outreach for the education needs of Native Hawaiians, the state of Hawai‘i, and the world at large in the areas of Hawaiian language, culture, and history ([IA-2](#))

For further discussion of RP 4.201 and the UH System’s responsibility and commitment to the success of Native Hawaiian students, see Standard [IV.C.5](#).

Leeward’s commitment to Native Hawaiians is evident in the establishment of the Wai‘anae-Nānākuli Education Center in 1972. This center, which was relocated and renamed the Wai‘anae Moku Education Center in 2017, is located in the heart of the Wai‘anae coast where the highest percentage of Native Hawaiians reside within Leeward’s service area ([IA-3](#), [IA-4](#)). Based on data from the 2010 Census, Wai‘anae is 60.8 percent Native Hawaiian, and Nānākuli is 71.5 percent Native Hawaiian ([IA-5](#)). At the Pearl City campus, Leeward has focused efforts on improving Native Hawaiian attainment of degrees and certificates with the Hālau ‘Ike o Pu‘uloa (Hālau), the College’s Native Hawaiian student support program. The Hālau focuses on providing cultural and student support services to Native Hawaiian students and to any student interested in participating in the program ([IA-6](#)).

The College also fulfills its commitment to Native Hawaiians through the governance group Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council), which represents the College at the UH System’s Pūko‘a Council. The mission of Nā ‘Ewa Council is to “provide advocacy, leadership, and support for Native Hawaiians through higher education” ([IA-7](#)). An ad hoc committee of Nā ‘Ewa Council is focusing on ways to indigenize the College, including cultural training through the creation of a College oli (chant) ([IA-8](#)). For a detailed discussion of the role of the Nā ‘Ewa Council, see Standard [IV.A.1](#).

Finally, in support of its commitment to Native Hawaiians, the College has an Associate in Arts (AA) in Hawaiian Studies and an Academic Subject Certificate in Hawaiian Language to provide an opportunity for all students to pursue an instructional program with a focus on Native Hawaiian culture, history, and language.

### **Intended Student Population**

The College’s mission statement identifies its intended student population as “all students,” and the core value of “Open Access” clarifies the broad range of students the College serves. As a comprehensive community college, students who attend Leeward CC are recent high school graduates, students returning to college to improve workforce skills, nontraditional students entering higher education for the first time, students transitioning to college-level work, students advancing their education after fulfilling military service, and students pursuing career and technical advancement. The majority of Leeward students are Hawai‘i residents with other students originating from the U.S. continent and foreign countries.

The College mission is aligned with RP 4.201, which affirms that the UH System “is committed to diversity within and among all racial and ethnic groups served by public higher education” ([IA-2](#)). Ethnically, the College’s diverse student population includes Native Hawaiian (26.3 percent), Filipino (22.6 percent), other Asian (17.4 percent), mixed

ethnicities (15.5 percent), Caucasian (10.5 percent), other Pacific Islander (2.5 percent), and other ethnicities (5.0 percent) ([IA-9](#)).

The College has 26.3 percent Native Hawaiian students enrolled in its overall student population, reaching 1,913 students in fall 2016. The College educates the most Native Hawaiian students of the seven campuses in the UHCC System.

Distance education (DE) is another means by which the College broadens access for all students to enter quality educational programs. Currently, 23 percent of all students at the College enroll in at least one class (3 credits) each semester through this delivery mode ([IA-10](#)). The College expanded its DE course and program offerings as a means to serve students regardless of location and in support of those who cannot attend face-to-face classes. Students served through DE include working adults, parents with young children at home, students who live in outlying areas, and students with disabilities that prevent them from physically attending a campus. The College provides student support services online and face-to-face to ensure comparable access to needed services. See Standard [II.B.1](#) and [II.C.2](#) for more detailed information.

### **Types of Degrees, Certificates, and Credentials**

The College mission describes the types of degrees, certificates, and credentials the College offers, which are appropriate to a degree-granting institution of higher education. The second sentence of the mission statement specifies that the College provides “high-quality liberal arts and career and technical education.” These degrees and certificates are supported by the core values for integrity and open access.

The College’s mission statement is in accordance with RP 4.201, which mandates that all UHCC campuses “offer two-year college transfer and general education programs; two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges” ([IA-2](#)).

The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence. In fall 2016, 63.7 percent of its students were enrolled in transfer programs, and 25.8 percent were enrolled in career and technical education programs ([IA-11](#)).

Leeward began as a liberal arts college and expanded its general and pre-professional degrees to address student needs. In fall 2011, the College started an Associate in Science (AS) in Natural Science degree to support students interested in transferring into a Science, Technology, Engineering, and Math (STEM) major. In fall 2012, all of the UHCC campuses started an AA in Hawaiian Studies to support transfer of graduating students to the Hawaiian Studies programs at the four-year institutions.

Leeward has added several career and technical education (CTE) programs in direct response to community needs. These include the Associate in Science (AS) in Health Information Technology and the AS in Integrated Industrial Technology. Both programs seek to address anticipated workforce shortages in the state of Hawai‘i ([IA-12](#)). The College also addresses workforce demands through its noncredit offerings from the Office of Continuing Education and Workforce Development (OCEWD). Both the AS in Health Information Technology and

the AS in Integrated Industrial Technology programs began on the noncredit side. OCEWD quickly develops and offers noncredit programs in direct response to workforce demands. OCEWD also addresses short-term training needs in the health field including training for nurse aides and pharmacy technicians.

The mission statement articulates the College's commitment to fostering global citizens and is aligned with RP 4.201, which recognizes that the UH System is a "global leader and model" within a "unique geographical location" ([IA-2](#)). This commitment led the College to create the Academic Subject Certificates in Philippine Studies and Global Studies.

### **Commitment to Student Learning and Achievement**

The mission emphasizes the College's commitment to student learning and achievement. This commitment is demonstrated in the language of the mission statement: "we work together to nurture and inspire," "we help them attain their goals," and "we advance the education goals of all students with a special commitment to Native Hawaiians." This commitment is supported in the College's three institutional learning outcomes for critical thinking and problem solving; written, oral communication, and use of technology; and values, citizenship, and community ([IA-13](#)).

As part of its mission to focus on student learning and achievement, the College has identified three institutional learning outcomes (ILOs).

#### **Critical Thinking and Problem Solving**

Our graduates are able to examine, integrate, and evaluate the quality and appropriateness of ideas and information sources to solve problems and make decisions in real world situations.

#### **Written, Oral Communication and Use of Technology**

Our graduates are able to use written and oral communication and technology to discover, develop, and communicate creative and critical ideas, and to respond effectively to the spoken, written, and visual ideas of others in multiple environments.

#### **Values, Citizenship, and Community**

Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills.

These three ILOs encompass the seven general education learning outcomes and are critical components of all of the College's programs. Learning outcomes are discussed further in Standard [I.B.2](#).

### **Analysis and Evaluation**

The College's mission statement is clearly defined and describes its broad educational purposes, target student population, degrees and credentials offered, and commitment to student learning and achievement as appropriate for an open-door community college.

I.A.2.

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

### **Evidence of Meeting the Standard**

#### **College Mission and Program Review**

The College uses the program review process to determine how effectively it is accomplishing its mission. All instructional programs, educational units, and support areas at the College complete an Annual Report of Program Data (ARPD), or program review. The ARPD includes quantitative metrics, results of program learning outcomes, qualitative analysis, plans for future directions, and a list of resources required for the future needs of a program or unit. The College uses assessment results to assess how well a program is meeting the College mission. In addition, every program, educational unit, and support area is required to complete a Comprehensive Review and Evaluation (CRE) at least once every four years. The CRE requires that the program's mission is aligned with the College mission, vision, and values. For example, the Hālau's 2014-2016 CRE includes this statement:

Program Mission:

The primary function of Hālau 'Ike o Pu'uloa is to increase Native Hawaiian student success outcomes by providing a full array of services for our Native Hawaiian students and by sharing 'ike Hawai'i with all students so that Hawaiian culture and wellbeing will flourish in our homeland.

Our mission states, "The faculty, staff, and students of Hālau 'Ike o Pu'uloa direct our work and cultivate partnerships in ways that inspire excellence, promote growth, and advance opportunities for Native Hawaiians." ([IA-14](#))

The College also uses the program review process to demonstrate whether the mission directs institutional priorities in meeting the educational needs of its students. The final step in the program review process is the resource request list. The campus prioritizes items on the resource request lists and uses this prioritization to determine campus funding for the next academic year. For further discussion of the program review process, see Standard [I.B.5](#).

#### **College Mission and Strategic Plan Goals**

The College uses strategic planning to determine how effectively it is accomplishing its mission and institutional priorities. In 2015, the College revised its strategic plan to align with the *UHCC Strategic Directions 2015-2021*, which is further discussed in Standard [IV.D.5 \(IA-15\)](#). The resulting document is the College's *Strategic Plan 2015-2021 (IA-16)*. The plan contains five goals, which the College aligned with its mission:

- **Hawai'i Graduation Initiative:** Increasing enrollment and completion rates while reducing time to completion
- **Increase Enrollment of Target Populations:** Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers, General

Equivalency Diploma recipients, Pacific Islanders, working adults, and international students

- **Hawai'i Innovation Initiative:** Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers
- **Modern Teaching and Learning Environments:** Ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments
- **High Performance System of Higher Education:** Providing students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in a cost-effective manner

The College's *Strategic Plan 2015-2021* emphasizes its commitment to Native Hawaiian student success through enrollment, retention, and graduation ([IA-16](#)). Based on data from the UHCC System, the College has exceeded its goal in graduating Native Hawaiian students ([IA-17](#), [IA-18](#)). As part of this commitment, the College supports the Hālau using a combination of state resources, federal grants, community partnerships, and private donations. In addition to the College's responsibility to meet the educational goals of Native Hawaiian students, the *Strategic Plan 2015-2021* targets other student populations using data of recent high school graduates, high school non-completers, GED recipients, other Pacific Islander students, working adults, and international students ([IA-16](#), [IA-19](#)).

### **College Mission and Institution-Set Standards**

The College uses data to determine how well it is accomplishing its mission through the UHCC System's institution-set standards for student achievement ([IA-20](#)). The UH vice president for community colleges reviews the College's attainment of institution-set standards at a campus visit each semester. This review process assists campus administration with identifying institutional priorities for the coming year. For further discussion on the College's institution-set standards, see Standard [I.B.3](#).

### **Analysis and Evaluation**

The College collects and analyzes data on student achievement, student learning, and institutional outcomes in order to evaluate progress toward meeting its mission. The mission is at the heart of the College's planning process. The processes used to evaluate progress are grounded in the ARPD and in annual updates from the UHCC System office.

I.A.3.

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

#### **Alignment of Mission with Programs and Services**

The College's programs and services are aligned with its mission. In support of the mission, "(w)e help them attain their goals through high-quality liberal arts and career and technical education." The College offers 15 associate degrees, comprising four transfer programs and 11 CTE programs. The transfer programs include the AA in Liberal Arts, the AA in

Teaching, the AA in Hawaiian Studies, and the AS in Natural Science. All four programs are articulated with four-year degree programs in the state of Hawai‘i with particular attention to ensure seamless transfer to the UH four-year campuses. The remaining 11 associate degree CTE programs target community needs for workforce demand. These career and technical education programs include Accounting, Automotive Technology, Business Technology, Culinary Arts, Digital Media, Health Information Technology, Integrated Industrial Technology, Information and Computer Science, Management, Plant Biology and Tropical Agriculture, and Television Production.

The Office of International Programs (OIP) is dedicated to facilitating “a greater appreciation of cross-cultural relations and international issues in order to assist the College with meeting its mission of fostering students to become responsible global citizens locally, nationally, and internationally” ([IA-21](#), [IA-22](#)). The OIP offers a range of programs to support students who want to study abroad, coordinates programs for visiting international groups, provides instruction for those needing English language preparation, and takes leadership roles in international initiatives on campus. The College also offers two academic subject certificates targeted to this section of the mission statement – Global Studies and Philippine Studies.

The College’s mission statement affirms, “We advance the educational goals of all students with a special commitment to Native Hawaiians.” To meet this goal the College provides specific support programs for the Native Hawaiian population through the Hālau, the Wai‘anae Moku Education Center, and the Ho‘oulu Project ([IA-6](#)). In 2015, the College established Kapunawai, the Hawai‘i Pacific Resource Room, in the Library as a dedicated Hawaiian place of learning. Kapunawai provides access to prominent Hawai‘i-Pacific resources within a multi-functional space ([IA-23](#)). The word kapunawai translates to “spring, well, fountain,” which guide the purpose and function for this space as a spring of inspiration, a well of resources, and a fountain of knowledge. Since 2015, a Title III grant (federal funding for Native Hawaiian serving institutions) has funded a Hawai‘i-Pacific resource librarian position, which allows the Library to provide dedicated on-site support and services. In terms of instructional programs, the College offers a Hawaiian Studies program and Hawaiian language courses ([IA-24](#), [IA-25](#)).

The Library strives to educate students, faculty, staff, and the public about a variety of social issues in order to accomplish the College mission and fulfill the ILOs on critical thinking, social responsibility, and global citizenship. For example, since 2014, the Library has partnered with the Educational Media Center to identify Open Educational Resources (OER) for faculty to review and to deliver training to faculty transitioning to open, no-cost, or affordable textbooks and other learning materials ([IA-26](#), [IA-27](#)). OER courses often rely on online resources, which means the students have access from any location as long as they have an internet connection. The institutionalization of OER is part of system and campus initiatives to reduce or eliminate the cost of textbooks for students ([IA-15](#), [IA-16](#)). In spring 2017, 279 classes had a “Textbook Cost: \$0” designation (23 percent of all classes offered), which benefited 5,121 students. To date, OER has saved Leeward students \$2,087,575 ([IA-28](#)).

### **Alignment of Mission with Decision-Making, Planning, and Budgeting**

The College mission guides decision-making, planning, and resource allocation. The College’s Integrated Planning and Budgeting Process for programs and services is driven by

the College mission and *Strategic Plan 2015-2021*. Figure 6 illustrates how the College mission and strategic plan are the beginning point for the creation of a program or unit and the ending point to measure a program’s or unit’s alignment.

## Integrated Planning and Budgeting Process

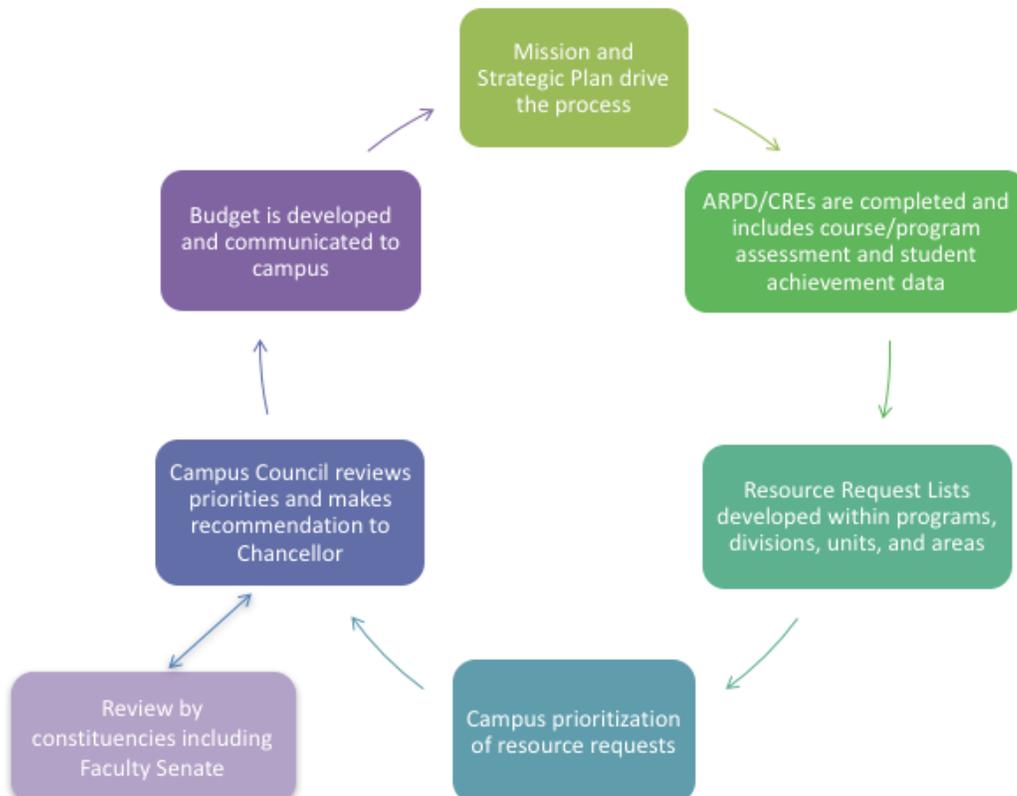


Figure 6. Integrated Planning and Budgeting Process.

The College mission informs institutional goals for student learning and achievement. An example of this alignment is the piloting and implementation of two programs to increase the retention rate of students taking pre-collegiate courses. In fall 2016, the Acceleration Initiative offered accelerated math and English courses to shorten students’ time at the pre-collegiate level and to encourage students to continue their studies while also reducing tuition fees. For further discussion of this initiative, see Standards [I.B.6](#) and [II.A.4](#).

### **Analysis and Evaluation**

The College’s Integrated Planning and Budgeting Process for programs and services is aligned with and driven by the College mission and *Strategic Plan 2015-2021*. Both the mission and strategic plan are the beginning point for the creation of a program and the ending point to measure a program or unit’s alignment. The College consistently strives to improve student learning and achievement through the planning and resource allocation of programs, pilot programs, and support services.

I.A.4.

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*  
(ER 6)

### **Evidence of Meeting the Standard**

#### **Publication of Mission Statement**

The College articulates its mission in a widely-publicized mission statement approved by the UH Board of Regents (BOR) consistent with its legal authorization. The College's mission statement is posted in key locations on the Pearl City campus and at the Wai'anae Moku Education Center including classrooms, labs, high-traffic open spaces, and conference rooms. Additionally, the College publishes its mission statement in the Catalog and on the College website ([IA-1](#), [IA-29](#)).

#### **Review of Mission Statement**

The College periodically reviews its mission statement and updates it as necessary. The College reviews its mission statement in accordance with the College's L4.100, Policy on Institutional Mission, which calls for periodic review every six years ([IA-30](#)). This review period is shorter in duration than the suggested ten-year requirement of RP 4.201 ([IA-2](#)).

#### **Review Process**

In spring 2017, the chancellor tasked the Campus Council, which serves as the recommending and advisory group in matters relating to campus priorities, to facilitate a review of the College's mission statement because the council's membership is representative of the entire campus ([IA-31](#)). This review process was done as a "committee as a whole" where representatives solicited campus wide input. At the council's March 2017 meeting, the interim vice chancellor for academic affairs led a discussion on the mission statement and Accreditation Standard I.A.4. Based on stakeholder input and strategic priorities, the council unanimously approved the current mission without changes ([IA-32](#)). The Faculty Senate, which is the primary voice of faculty in academic governance, also reviewed the College's mission statement in spring 2017. This group did not have any changes but noted that the senate will participate in the next review of the College mission ([IA-33](#)). For a more detailed discussion of the role of the Campus Council and the Faculty Senate, see Standard [IV.A.1](#).

For the 2017 review, the Campus Council did not use data and assessment because the numbers for student achievement and student learning remained the same since the establishment of the *UHCC Strategic Directions 2015-2021* and the *Strategic Plan 2015-2021*, both of which occurred after the last mission review in 2012. The College will use data and assessment as part of its next comprehensive review process. Previously, the College took two years to complete a comprehensive review of its mission statement.

Since there were no changes to the language of the mission statement, the College did not need approval from the BOR. The board approved the mission statement that the College revised in 2012 ([IA-34](#)).

## **Analysis and Evaluation**

The College's L4.100, Policy on Institutional Mission, suggests a periodic review of the mission statement every six years. The College last reviewed the mission in 2017 and, after receiving input from the campus community, determined that the mission did not need to be changed. The College widely publicizes its mission statement through physical postings across the campus, in the Catalog, and on the College website.

## Evidence for Standard I.A.

- [IA-1](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IA-2](#) RP 4.201 Mission and Purpose of the University
- [IA-3](#) Blog Posts of Wai‘anae Moku Opening
- [IA-4](#) *UH News* Article on Wai‘anae Moku Opening
- [IA-5](#) Hawai‘i Census 2010 Webpage
- [IA-6](#) Hālau Webpage
- [IA-7](#) Nā ‘Ewa Council Charter and By-Laws
- [IA-8](#) Nā ‘Ewa Council Ad Hoc Minutes, Oct. 19, 2016, Item IV
- [IA-9](#) Student Diversity Data
- [IA-10](#) DE Data
- [IA-11](#) Enrollment by Major Data
- [IA-12](#) *UH News* Article on IIT Program
- [IA-13](#) Institutional Learning Outcomes in *Catalog 2017-2018*
- [IA-14](#) 2014-2016 CRE - Hālau
- [IA-15](#) *UHCC Strategic Directions 2015-2021*
- [IA-16](#) *Leeward CC Strategic Plan 2015-2021*
- [IA-17](#) Fall 2016 VPCC Presentation
- [IA-18](#) Fall 2017 VPCC Presentation
- [IA-19](#) Spring 2017 VPCC Presentation
- [IA-20](#) UHCCP 4.203 Institution-Set Standards
- [IA-21](#) OIP Promotional Brochure
- [IA-22](#) OIP Mission Webpage
- [IA-23](#) Kapunawai Webpage
- [IA-24](#) Hawaiian Studies Webpage
- [IA-25](#) Hawaiian Language Webpage
- [IA-26](#) Timeline of OER @ Leeward
- [IA-27](#) OER Professional Learning Webpage
- [IA-28](#) Spring 2018 OER Update
- [IA-29](#) Mission Webpage
- [IA-30](#) L4.100 Policy on Institutional Mission
- [IA-31](#) Campus Council Minutes, Feb. 6, 2017, Item 5.a
- [IA-32](#) Campus Council Minutes, Mar. 6, 2017, Item a
- [IA-33](#) Faculty Senate Minutes, Feb. 15, 2017, Item III.B.1
- [IA-34](#) BOR Minutes, May 17, 2012, Item VII

Changes and Plans Arising Out of the Self-Evaluation for Standard I.A

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
I.A.4	Reviewed the mission statement.	Campus Council and Faculty Senate	Spring 2017	The mission statement was reviewed and approved without changes.
I.A.4	Perform a comprehensive review of the mission statement.	Campus Council and Faculty Senate	Estimated Fall 2020	Use institutional assessment data and seek broad campus input to update the mission statement.

## I.B. Assuring Academic Quality and Institutional Effectiveness

### *Academic Quality*

#### I.B.1.

*The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

#### **Evidence of Meeting the Standard**

##### **Dialogue on Student Outcomes and Improvement of Student Learning and Achievement**

The College has structured dialogue about student outcomes through learning outcomes assessment at the course and program level in addition to the annual program review process. The College uses assessment data to evaluate student learning and student achievement. Analysis of assessment data helps the College to continuously improve programs and services. For instructional areas, dialogue on assessment results begins at the discipline and program level as part of course assessment discussions. Course assessment is an ongoing process, and faculty submit documentation of assessment results and plans by entering the information into Tk20, the campus assessment software. Programs also report on course assessment results and the impact on program outcomes as part of the annual program review process known as the Annual Report of Program Data (ARPD).

The Assessment Committee, a standing committee of the Faculty Senate, facilitates structured dialogue about student outcomes ([IB-1](#)). The committee reviews and makes recommendations to the Faculty Senate on policies and procedures relating to assessment such as the College's L5.210, Policy on Assessment, and the Prior Learning Assessment Manual. The committee has created an interactive PDF document that demonstrates the Integrated Planning and Budgeting Process and its relationship to assessment ([IB-2](#)). The committee works with the administration and the Office of Planning, Policy, and Assessment (OPPA) to facilitate the assessment process by conducting two Tk20 assessment workshops each month and establishing a culture of assessment through such efforts as the Assessment Think Tank ([IB-3](#), [IB-4](#)). The membership of the committee is made up of instructional division area representatives, support area representatives, and one nonvoting member from the administration or OPPA ([IB-5](#)).

The College has also been actively assessing its general education learning outcomes (GELOs) through a cross-disciplinary task force that reviews artifacts from a range of courses and evaluates the artifacts using a rubric. This group has had rich discussions on the student work and has used the results to improve its assessment process and refine the GELOs. For a more detailed discussion of the assessment of the College's GELOs, see Standard [II.A.3](#).

Support area units play a key role in institutional dialogue during the annual program review process by submitting their own ARPD. Support areas rely more heavily on student achievement data, but some areas use learning outcome data when appropriate. Constituents in each support area come together to discuss results, devise an action plan, and identify

resources needed for improvement. These discussions often lead to dialogue on institutional effectiveness. For more information on the ARPD, see Standard [I.B.4](#).

### **Dialogue on Student Equity and Improvement of Student Learning and Achievement**

The College engages in substantive dialogue about student equity in order to identify performance gaps and implement strategies to mitigate those gaps. Broad-based discussion on student equity often takes place at open forums. For example, starting in fall 2016, the vice chancellor for academic affairs (VCAA) held periodic Talk Story sessions (informal campus conversations) on student success topics such as the early alert and intervention system Maka'ala, the University of Hawai'i Community Colleges (UHCC) Student Success Pathways Framework, and the Guided Pathways and Exploratory Majors in order to explain these initiatives and obtain feedback from faculty and staff ([IB-6](#)).

In addition to discussing student equity through the ARPD, the College has made many strides to close the gap for underrepresented students with a variety of programs including the Hālau 'Ike O Pu'uloa (Hālau), the Pacific Islander summer cohort program, and focused efforts at the Wai'anae Moku Education Center.

The Wai'anae Moku Education Center participates in institutional discussions while also facilitating their own dialogue on similar issues at their location. Faculty and staff hold regular meetings to review how well students are performing and advocate for changes when needed. The faculty and staff also hold training events to address issues that are specific to the community they serve.

### **Dialogue on Academic Quality and Institutional Effectiveness**

The College engages in collegial dialogue about academic quality and institutional effectiveness through a variety of campus activities. The goal of these activities is to develop plans for improvement.

In fall 2016, the Faculty Senate provided feedback to improve the College's Integrated Planning and Budgeting Process and increase transparency ([IB-7](#)). As a result, the VCAA updates the campus on prioritized planning at each stage. These updates provide details regarding how a specific resource request is prioritized and where that request ends up on the final institutional priorities list. (For further discussion of the VCAAs updates, see Standard [IV.A.6](#).) Additionally, in spring 2017, the Campus Council reviewed the Integrated Planning and Budgeting Process and will make recommendations for improvement in 2017-2018.

Another campus event that provides an opportunity for dialogue on academic quality and institutional effectiveness is the campus forum with the University of Hawai'i (UH) vice president for community colleges (VPCC) each semester ([IB-8](#)). At this forum, the VPCC shares information on the College's progress towards institution-set standards and presents data on the College's initiatives and *Strategic Plan 2015-2021* ([IB-9](#), [IB-10](#), [IB-11](#)). Attendees can ask questions and make comments on the issues at hand. Additionally, constituent groups later meet to discuss the information provided by the VPCC and develop strategies for improvement. For further discussion of the VPCC's forums, see Standards [I.B.3](#) and [I.B.6](#).

Governance groups including the Campus Council, the Faculty Senate, the Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council), and the Student Government meet regularly to engage in collegial dialogue ([IB-12](#), [IB-13](#), [IB-14](#), [IB-15](#)). For example, as a standing committee of the Faculty Senate, the Distance Education (DE) Committee supports institutional dialogue about the continuous improvement of distance learner success. This committee serves as the primary voice on matters relating to DE. Its membership includes faculty and staff from instructional divisions, support area units, as well as the campus DE coordinator and an educational technologist ([IB-16](#)). In spring and fall 2017, the DE committee led well-attended breakout sessions at convocation to facilitate discussion of federal and Commission requirements regarding DE ([IB-17](#)).

For issues of interest to all campus constituents, the College holds a convocation at the beginning of each semester for faculty, staff, and administrators to discuss critical issues ([IB-18](#)). The College has adopted the practice of organizing focused breakout sessions after the general meeting so campus constituents can discuss topics that concern student learning and achievement, academic quality, and institutional effectiveness ([IB-19](#)).

At the convocation in spring 2018, the College sought broad campus input on essential topics that emerged from the draft of the Institutional Self-Evaluation Report ([IB-20](#)). Participants engaged in structured dialogue about how the College is meeting specific Accreditation Standards and Eligibility Requirements and how the College can improve in those areas ([IB-21](#)). Table 45 lists the roundtable discussion topics and corresponding references to the Accreditation Standards and Eligibility Requirements.

Table 45.  
*Spring 2018 Convocation Table Discussions*

<b>Roundtable Discussion Topic</b>	<b>Accreditation Standard and Eligibility Requirement (ER)</b>
Dialogue and Continuous Improvement	I.B.1
Campus Communication and Priorities	I.B.8
Integrated Planning and Budgeting Process	I.B.9
Mission and Instructional Programs	II.A.1 and ER 9
Faculty and Curriculum Development	II.A.2
Course and Program Assessment	II.A.3
Library and Learning Support Services	II.B.1 and ER 17
Mission and Support Services	II.B.2, II.C.1, and ER 15
Library and Learning Support Services Program Review	II.B.3

Student Support Services Program Review	II.C.1 and ER 15
Student Support Services	II.C.2
Shared Governance	IV.A.5
Campus Communication and Decision-Making	IV.A.6

Of those participants who evaluated this convocation (n=118), 100 percent agreed that the roundtable discussions were productive (IB-22). Among the comments received were the following:

- “I like the opportunity to discuss and learn from other faculty and administrators across campus.”
- “I enjoyed the breakout sessions. It was great hearing from other departments/units.”
- “I learned a lot at the breakout sessions. Very interesting to hear comments from each individual.”

Meaningful, productive dialogue occurs when administrators, division chairs, unit heads, and other campus leaders meet for retreats. In February 2013, campus leaders held a retreat to review the planning process and made suggestions for improvement (IB-23). Campus leaders held a retreat in July 2013 to focus on using data to support resource requests and to determine how the College was performing in areas of financial health and academic achievement (IB-24). Leaders held a retreat in July 2014 to discuss and evaluate the Student Success Committee, which was created in 2010 (IB-25). In July 2015, the Leadership Excellence program designed a summit to strengthen campus leadership (IB-26). In August 2017, a leadership retreat focused on “The Student Experience” at the College (IB-27).

### **Analysis and Evaluation**

The College engages in a wide variety of ongoing, meaningful dialog on student outcomes, student equity, academic quality, institutional effectiveness, and the improvement of student learning and achievement through a variety of methods including convocations, retreats, information sessions, governance groups, and the ARPD.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about institutional dialogue and continuous improvement at the College. Participants discussed how the College meets Standard I.B.1 and how the College can improve in these areas. They said that the College provides numerous opportunities for dialogue including convocations, division meetings, and professional development opportunities like the Excellence in Education conference and Teaching Squares. Faculty are enthused about the idea of further opportunities for dialoguing and provided several suggestions for how to add opportunities for dialogue (IB-21).

I.B.2.

***The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)***

## Evidence of Meeting the Standard

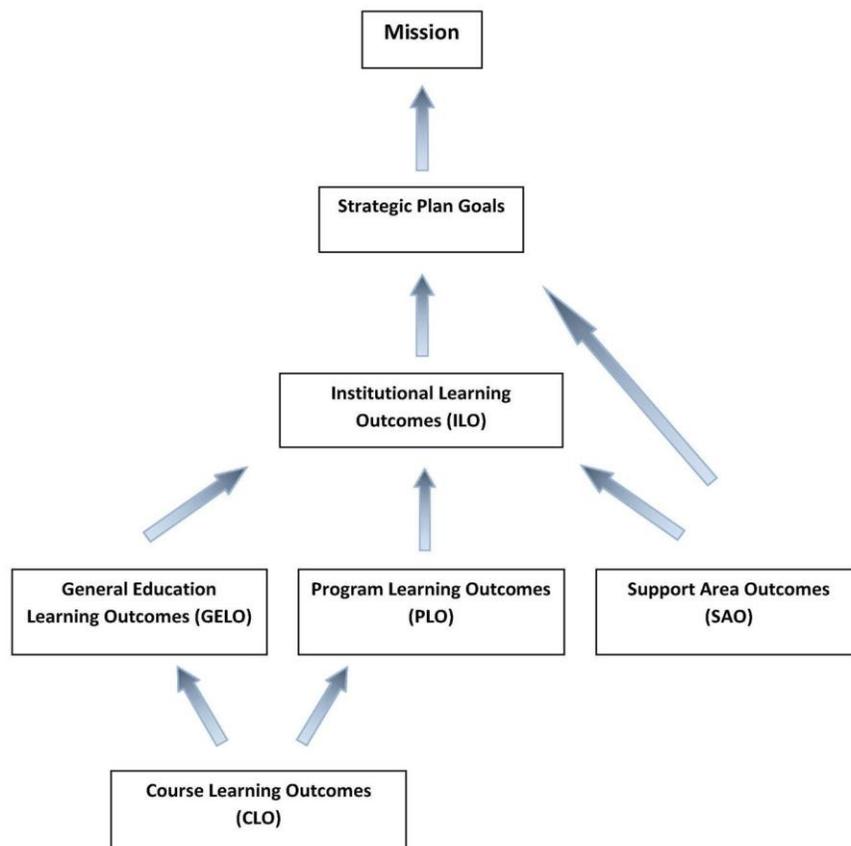
### **Mapping of Learning Outcomes**

At the College, learning outcomes are organized into a hierarchy in order to map the College mission, *Strategic Plan 2015-2021*, and levels of learning outcomes. At the course level, faculty teaching a course develop its course learning outcomes (CLOs) to identify what students are expected to learn by the end of the course.

CLOs align with program learning outcomes (PLOs) and GELOs. Program faculty define the PLOs, which identify what students are expected to learn by the completion of the program. CLOs support the attainment of PLOs. A small group of faculty representing the specific learning outcome developed the GELOs; the GELOs have been revised since their origination.

Support areas develop support area outcomes (SAOs) that are specific to the area. Support areas may also develop learning outcomes if appropriate. SAOs will align with institutional learning outcomes (ILOs) if they are learning outcomes. SAOs that are learning outcomes, PLOs, and GELOs support the attainment of ILOs.

The alignment model continues with learning outcomes and SAOs supporting the strategic plan goals and the College mission.



*Figure 7. Mapping of learning outcomes.*

As Figure 7 illustrates, assessment of learning outcomes is performed at both the course and the program level. Through curriculum maps located in the assessment reporting software Tk20, individual CLOs are linked directly to PLOs. The College publishes in the Catalog each program's expected learning outcomes and any program-specific achievement outcomes. GELOs are assessed at the program level and are linked to the College's mission statement, the *Strategic Plan 2015-2021*, and the *UHCC Strategic Directions 2015-2021*.

### **Institutional Learning Outcomes and General Education Learning Outcomes**

The College developed ILOs in 2009 as summary learning outcomes of the skills representing the GELOs. The College soon after wrote overarching GELOs to encompass the required skills for each individual outcome. The Assessment Committee has been considering the removal of the ILOs in favor of using the GELOs to represent both learning outcomes for general education and the institution since Leeward is a community college and requires GELOs in all degree programs. This discussion is ongoing. In current practice, the faculty are assessing and evaluating the GELOs on an ongoing basis with the understanding that the GELOs further align with the ILOs.

The College annually reports on its GELOs in the ARPD that is posted online ([IB-28](#)). The Faculty Senate discusses the assessment results of the GELOs and recently made some recommendations regarding a further refinement of the outcome language that will be updated in the *Catalog 2019-2020*.

### **Instructional Course and Program Learning Outcomes**

Faculty work together to establish clear, measurable outcomes of student learning for all courses and programs including credit and noncredit instruction. All learning outcomes undergo systematic, ongoing assessment in both face-to-face and DE delivery modes. Through assessment, the College demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes ([IB-29](#)).

Faculty enter learning outcome statements into the Quali Student Curriculum Management database where they go through an approval process. The Curriculum Committee, the Faculty Senate, and administration review and approve learning outcomes as part of a formal five-year curriculum review and revision process. This process allows for widespread dialogue to provide input on needed changes to improve student learning ([IB-30](#)). For further discussion of the curriculum review and revision process, see Standard [II.A.2](#).

Outcomes assessment is the basis for regular evaluation of all courses and programs. The Assessment Committee's division area representative is responsible for running a multi-year report in Tk20 to determine which courses need to be assessed in his or her division ([IB-31](#)). For each learning outcome statement, instructional faculty from their respective division enter into Tk20 the measures to assess that learning outcome, the criteria for success, assessment results, recommendations, and actions for improvement ([IB-32](#)).

Faculty use the results of course assessment, which are mapped to PLOs in Tk20 and integrated into program review, to analyze the strengths and weaknesses of a course or program. Subsequently, faculty create an action plan and a resource request list based on the needs of a course or program, and then they use the plan and list to make improvements.

Program review often leads to improvements in courses and programs. For example, faculty in the Associate in Arts (AA) in Teaching program assessed the PLO on lesson planning in multiple education courses using signature assignments as an assessment strategy and instrument. Seventy percent of students in the program needed to reach developing proficiency on all signature assignments in order to meet the program's expected level of achievement. Assessment results indicated that 80 percent of face-to-face students scored 70 percent or above, and 75 percent of DE students scored 70 percent or above ([IB-33](#)). Although 70 percent of education majors met the developing proficiency for this PLO, Teacher Education faculty discussed strategies to make lesson planning more consistent among the various courses. They identified common elements in lesson planning and agreed to create a standardized template. The intent was to have students spend less time focusing on technical aspects and more time on creating effective, engaging lessons.

The Office of Continuing Education and Workforce Development (OCEWD) offers noncredit courses and short-term programs that address community workforce needs and provide training in high demand areas. Certificate programs have defined program learning outcomes that OCEWD faculty regularly assess to ensure program effectiveness.

### **Learning Support Services and Student Support Services Outcomes**

Learning support services and student support services define and assess learning outcomes. At the College, support services consist of Academic Services areas, Student Services areas, Administrative Services areas, and Institutional Support areas. The College also has four educational units: International Programs, the Native Hawaiian Student Support Programs, the Office of Continuing Education and Workforce Development, and the Wai'anae Moku Education Center.

All units in the Academic Services and Student Services areas have SAOs, and some units such as the Library, the Learning Resource Center, and the Writing Center have CLOs. The units regularly assess the learning outcomes using qualitative and quantitative data ([IB-31](#)). Each unit uses assessment results to determine how well the unit is meeting its expectations and then develops action plans. Units include plans that have the highest priority in resource requests. The College allocates funding to maintain effective support or make improvements. See Standards [II.B.3](#) and [II.C.2](#) for more information.

Outcome evaluation has led to improvements in support services. For example, the Student Services area included as a priority a resource request for 12 student assistants to help meet unit goals and maintain services, and this request was one of the top institutional priorities to receive funding in 2016-2017 ([IB-34](#), [IB-35](#), [IB-36](#)).

### **Analysis and Evaluation**

The College has defined standards for student achievement and regularly assess its performance against those standards. Each credit and noncredit instructional course has clear and measurable learning outcomes at the course and program level regardless of delivery method. All Academic Services and Student Services units have regularly assessed PLOs, SAOs, or CLOs.

### I.B.3.

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

#### **Evidence of Meeting the Standard**

##### **Establishment of Institution-Set Standards**

The UHCC System established the College's eight institution-set standards for student achievement including course completion, program completion, job placement rates, and key metrics used in the U.S. Department of Education (USDE) College Scorecard. These standards align with UHCC Policy (UHCCP) 4.203 on Institution-Set Standards, the *UHCC Strategic Directions 2015-2021*, the College's mission statement, and the College's *Strategic Plan 2015-2021* ([IB-37](#), [IB-38](#), [IB-39](#)). The College uses ongoing assessment to assess how well it is achieving these standards.

Each institution-set standard has a minimum level of achievement and an aspirational target for improvement. Aspirational targets are aligned with the *UHCC Strategic Directions 2015-2021*. The institution-set standards as defined in UHCCP 4.203 are

1. Course Completion
2. Degrees and Certificates Awarded
3. Degrees and Certificates Awarded to Native Hawaiian Students
4. Federal Pell Grant Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

These metrics both monitor and challenge institutional performance. The UHCC System office established these metrics using historical performance data to set the benchmarks and the strategic plan goals for aspirational targets. Some of the institution-set standards developed out of the performance funding initiative that the UHCC System implemented in 2010. (Note: The College does not offer licensure or certification examinations.)

Leeward has not set college-specific institution-set standards; however, the College does set College goals. In 2017-2018, the College goal, or Wildly Important Goal (WIG), was to increase student retention and persistence by ten percent over the previous year. This goal is also known as "Keeping the Students We Have" and is the focus for the year's theme of "The Student Experience." For example, the WIG's #IGotClass initiative in fall 2017 encouraged students to register before the end of the semester, and in one month the campus community encouraged and assisted more than 3,100 students to register for spring 2018 ([IB-40](#), [IB-41](#)). In spring 2018, the College formed the sixteen-member WIG Design Team consisting of counselors, administrators, faculty, and staff. The team's first task was to gain a better understanding of how and where the College loses students and then develop an integrated network of people, policies, processes, and practices that will increase retention and persistence ([IB-42](#)). The College also held a professional development event, the Wildly Important Gathering, in March 2018 ([IB-43](#), [IB-44](#), [IB-45](#)). For further discussion of the WIG implementation, refer to the College's [Quality Focus Essay](#).

### Assessment of Student Performance against Institution-Set Standards

The College annually reviews student-achievement data to assess performance against its institution-set standards. The College reports this data to the Accrediting Commission for Community and Junior Colleges (ACCJC) in its annual report (IB-46). The UH Office of the Vice President for Community Colleges (OVPCC) produces an annual update of the baseline values and aspirational goals of the institution-set standards set within the *UHCC Strategic Directions 2015-2021*. The VPCC shares the results with the campus during an annual fall semester visit (IB-9, IB-11).

To ensure that the campus community has a broad understanding of the institution-set standards and their outcomes, the College publishes the VPCC’s presentation in the Bulletin on the College intranet (IB-47). The UH System has similar measures as part of the UH performance-based funding initiative and annually publishes information on how well the College is achieving the performance-based funding metrics on the Hawai‘i Graduation Initiative website (IB-48).

The institution-set standards developed out of the requirements for reporting to ACCJC in the Annual Report and the UHCC performance-based funding metrics that have been in place for over six years. Four of the institution-set standards are performance-based funding metrics including associate degrees and certificates of achievement awarded, Native Hawaiian degrees and certificates awarded, Federal Pell Grant recipient degrees and certificates awarded, and transfer to baccalaureate institutions. Table 46 identifies the UHCC Performance-Based Funding Metrics.

Table 46.  
*UHCC Performance-Based Funding Metrics*

UHCC Performance-Based Funding Metrics	Weight Percentage
Graduates (Associate Degrees and Certificates of Achievement)	35%
Native Hawaiian Graduates (Associate Degrees and Certificates of Achievement)	10%
Science, Technology, Engineering, and Math (STEM) Graduates (UHCC Associate Degrees and Certificates of Achievement and UH STEM baccalaureate graduates)	10%
Federal Pell Grant Graduates (Associate Degrees and Certificates of Achievement)	10%
Annual Transfers to Baccalaureate Colleges	35%

The performance-based funding metrics are based on the strategic plan goals.

### **Continuous Improvement to Achieve or Exceed Institution-Set Standards**

There is a broad-based understanding of the College's priorities and actions to achieve or exceed its institution-set standards. When the College does not meet its own standard, it establishes and implements plans for improvement that will enable it to reach that standard. Assessment results of the College's level of achievement for each institution-set standard in 2016 show that the College surpassed all of the baseline values set by the UHCC System. Furthermore, the College exceeded four out of eight aspirational targets. For a summary of data, see the [Presentation of Institution-Set Standards and Student Achievement Data](#).

### **Analysis and Evaluation**

The UHCC System established the College's eight institution-set standards based on the *UHCC Strategic Directions 2015-2021*, and these standards are aligned with the College's *Strategic Plan 2015-2021* and mission. In pursuit of continuous improvement, each standard has baseline and target values, which the College annually assesses, shares with the campus community, and publishes on the college and system websites.

I.B.4.

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

### **Evidence of Meeting the Standard**

#### **Use of Data and Processes to Support and Improve Student Learning and Achievement**

Assessment data drives campus planning to support and improve student learning and achievement. The CLO/SAO assessment template includes the following directions for reporting assessment data in Tk20:

1. **Outcome:** Choose ONE course learning outcome (CLO) or support area outcome (SAO) that you want to assess and analyze.
2. **Measure(s):** List an assessment or assignment that measures the outcome.
3. **Measure Type:** Is the measure direct or indirect? Is the measure scored with a rubric or answer key? How many students assessed? Does number of students represent all students or a sample?
4. **Criteria for Success:** List the criteria for what you would consider success on the assessment. Provide breakdown of points or grades for assessment (or assignment).
5. **Results:** List the overall results. List the breakdown of the results.
6. **Analysis/Action:** Analyze the results and describe any specific actions or teaching strategies that you will implement in the future (if any) to increase success on this particular assignment. List any resources that you will need to support that implementation (if any). ([IB-32](#))

At the program level, the College's ARPD template requires data and analysis. Along with the ARPD, planning and budgeting documents include the Resource Request List, Comprehensive Review and Evaluation (CRE), and the Institutional Effectiveness Report

([IB-49](#)). These documents include data related to the achievement of CLOs, PLOs, and SAOs. For a detailed discussion of the Integrated Planning and Budgeting Process, see Standard [I.B.5](#).

### **Analysis and Evaluation**

Program coordinators and unit heads use CLO and SAO assessment data as part of their program review process to support student learning and achievement. The CLO/SAO assessment template and the ARPD program review template require data and analysis. The College's annual Integrated Planning and Budgeting Process uses a wide variety of assessment data to support student learning and achievement. This process is well defined and clearly organized.

### ***Institutional Effectiveness***

I.B.5.

*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

### **Evidence of Meeting the Standard**

#### **Program Review Process and College Mission**

The College uses program review to assess how well its programs and services accomplish the College mission. In the ARPD template, qualitative analyses require that the program, area, or unit reflect on how its previous year's action plan and current action plan align with the College mission and strategic plan goals ([IB-50](#)). The CRE template requires that the program, area, or unit provide an overview analysis that includes a discussion of how its mission is aligned with the College mission. The CRE template also requires that the program, area, or unit explains how its action plans and resource requests are aligned with the College mission ([IB-51](#)).

The College also assesses the accomplishment of its mission through the evaluation of its strategic plan goals and institution-set standards as discussed in Standards [I.A.2](#) and [I.B.3](#), respectively.

#### **Role of Program Review in Planning and Budgeting**

The College has an integrated planning and budgeting process that collects input from all campus levels. The program review process starts at the program, area, or unit level when faculty and staff review and evaluate data metrics and other assessment information. They collaborate on an analysis and evaluation of the data in order to make recommendations for improvement. If faculty and staff determine a need for additional resources, they make the requests at the program, area, or unit level. Higher levels, including instructional or unit heads, the administration team, Campus Council, and Faculty Senate, review and prioritize the resource requests until they develop a final institutional priority list, which they recommend to the chancellor. This entire cycle is called the College's Integrated Planning and Budgeting Process; its development is discussed in Standard [I.B.9](#).

Planning and budgeting documents include the following items:

- **Annual Report of Program Data (ARPD).** Each academic program, educational unit, and support area annually completes a program review. The ARPD is the central planning document for the campus.
- **Resource Implications Template (Resource Request List).** Each academic program, educational unit, and support area annually completes the template to request resources.
- **Comprehensive Review and Evaluation (CRE).** Every four years, each academic program, educational unit, and support area completes a CRE.
- **Institutional Effectiveness Report.** Every four years, the College produces an institutional effectiveness review.

*Annual Report of Program Data (ARPD)*

Each academic program, educational unit, and support area annually completes an ARPD and submits it to the OPPA. The ARPD template requires the following fields of information:

Program/Area/Unit Description  
Part I. Quantitative Indicators  
Part II. Analysis of Program/Area/Unit  
Part III. Action Plan  
Part IV. Resource Implications  
Program/Area/Unit Outcomes and Assessment ([IB-52](#))

The ARPD template includes a section of achievement data for programs, units, and areas based on quantitative indicators for demand, efficiency, and effectiveness. These indicators receive scores of “healthy,” “cautionary,” and “unhealthy,” which the UHCC Health Call Scoring Rubric defines ([IB-53](#)).

Each program, unit, or area is expected to analyze the quantitative data by providing qualitative written data of approximately four pages in length. Part II of the ARPD requires a written analysis of the quantitative indicators. Part III requires a written narrative identifying the actions plans that will be pursued in the next year. Part IV requires a brief summary of the resources needed to implement these action plans ([IB-52](#)). If a program has PLOs, there is additional reporting of assessment results. The final section of the template provides an opportunity for the program, unit, or area to discuss future plans and needed resources.

*Resource Implications Template (Resource Request List)*

Each academic program, educational unit, and support area completes a resource implications template that lists prioritized resource needs ([IB-54](#)). Each instructional division completes a resource implications template to incorporate resources needed that are not identified by a program.

Prioritization occurs by vote and within each overarching area. For instructional prioritization, voting representatives at the prioritization meeting include one representative from each of the six instructional divisions, the Wai‘anae Moku Education Center coordinator, the Native Hawaiian student support program coordinator, and the OCEWD

program coordinator. Each representative has one vote for determining the priorities for instruction. For non-instructional prioritization, voting representatives are the unit heads for each of the Academic Services, Student Services, and Administrative Services units. Each representative has one vote for determining the priorities for services.

Once all overarching areas have prioritized their resource request lists, administration makes an institutional resource request list and provides a draft of the list to the Campus Council and the Faculty Senate for review. Representatives of these governance groups take the draft to their constituencies for review and comment. The Campus Council makes a final recommendation to the chancellor regarding resource request items on the final resource request list.

#### *Comprehensive Review and Evaluation (CRE)*

Each academic program, educational unit, and support area completes a CRE at least once every four years on a staggered schedule ([IB-51](#)). The CRE identifies long-term goals that can be used to direct efforts and create action plans. This requirement ensures that the College meets UHCCP 5.202, Review of Established Programs ([IB-55](#)). A program, unit, or area completing a CRE does not complete an additional ARPD, as ARPD elements are included in the CRE. The College reviews all CREs, which provide information on how well programs, units, and areas are meeting the College mission and strategic plan.

#### *Institutional Effectiveness Report*

The approved planning process includes the publication of the Institutional Effectiveness Report every fourth year. The 2017-2018 Institutional Effectiveness Report is a comprehensive report that examines the College's progress towards meeting institutional goals and the overall impact of plans made within instructional programs, educational units, and support areas. This report provides the College with an opportunity to determine how it is progressing. In the 2017-2018 report, the College evaluated its progress in increasing enrollment for Pacific Islander students, international students, dually enrolled students, and DE students ([IB-42](#)). Administration reviews the report and identifies areas to target in the coming years. This report is under review as part of the Ad Hoc Planning and Budgeting Process Review committee.

#### **Use of Disaggregated Data by Program Type and Delivery Mode**

The OVPCC disaggregates data for each program's ARPD by major for Native Hawaiian students, full-time students, and part-time students; by enrollment trends; by persistence, success, and retention rates; by degrees and certificates awarded; and by delivery mode. Program faculty analyze these factors in the ARPD.

To expand on quantitative data, faculty and staff use the narrative responses in the ARPD as qualitative data and analyze relevant information for each program. The OPPA provides qualitative feedback to faculty and staff during the ARPD process so they can make modifications before final submission.

If applicable, the ARPD can include data on DE, Perkins funding, and performance funding. In addition, the ARPD integrates assessment of PLOs. Through the ARPD, faculty and staff use disaggregated data to analyze a program, develop an action plan to implement modifications, and request resources to make improvements.

In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission. A more detailed discussion about the use of disaggregated data is in Standard [I.B.6](#).

### **Analysis and Evaluation**

The ARPD is the main planning and assessment document used to accomplish the College mission. Each academic program, educational unit, and support area completes the ARPD, which includes program review and evaluation of goals and objectives, learning outcomes, and student achievement data. Each program's ARPD, where applicable, is disaggregated by major for Native Hawaiian, full-time, and part-time students; enrollment trends; persistence, success, and retention rates; degrees and certificates awarded; delivery mode, Perkins funding; and performance funding. To expand on quantitative data, faculty and staff use the narrative responses in the ARPD as qualitative data. In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission.

I.B.6.

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### **Evidence of Meeting the Standard**

#### **Use of Disaggregated Data for Student Subpopulations**

In coordination with the UHCC System, the College disaggregates and analyzes learning outcomes and student achievement data for specific student populations. When the College identifies performance gaps, it implements strategies and may allocate resources to mitigate those gaps. As part of continuous improvement, the College evaluates the effectiveness of those strategies.

The UHCC System has identified performance gaps for Federal Pell Grant recipients and three underrepresented student populations, which are Native Hawaiian, Filipino, and Pacific Islander ([IB-38](#), [IB-9](#)). The College uses disaggregated student achievement data to evaluate these student populations. For the past three semesters, data results for each of these student populations have remained consistent in terms of retention rate, persistence rate, and successful completion rate ([IB-56](#)).

The College uses disaggregated data to better understand where achievement gaps exist and to subsequently develop action plans. Instructional programs include action plans in the ARPD, which also includes disaggregated data. The College utilizes the Institutional Effectiveness Report to highlight equity gaps ([IB-42](#)). Administration uses this report to identify areas to focus on in the upcoming years. For further discussion of the Planning Process Effective Review, see Standard [I.C.5](#).

## **UHCC System Initiatives for Student Subpopulations**

To monitor performance gaps for underrepresented students and enhance the graduation rate for all students, the UHCC System coordinates efforts at all seven community college campuses. The two primary initiatives implemented in 2016-2017 were the Acceleration Initiative and the Student Success Pathway framework.

### *Acceleration Initiative*

At the College, pilot projects to accelerate students through remedial/developmental courses have been ongoing for several years. The UHCC System provided funding in 2016-2017 and 2017-2018 to all the campuses to support the scaling up of these pilot projects. For the Acceleration Initiative, remedial/developmental math and English faculty shortened the course sequence and adopted a co-requisite model to expedite students through developmental courses within one year. In 2015, the College funded requests for equipment, learning support, and professional development, which the developmental math and English ARPDs identified in the resource implications section ([IB-57](#), [IB-58](#), [IB-59](#)). In fall 2016, developmental math and English faculty fully implemented co-requisite courses in which students enroll in one level below a college-level math or English course with a college-level math or English course in the same semester.

For math, three different tracks (College Algebra, College Math, and Quantitative Methods) with co-requisite courses reduce students' time through graduation. Students in the College Math track who are placed two levels below a college-level math course are given the opportunity to complete a college-level math course with no additional cost. In 2016-2017, over 25 percent of students who placed two levels below college-level math completed a college-level math course in one semester rather than two semesters ([IB-60](#)).

For English, the Accelerated Learning Program provides support for students who place one step below a college-level English course through concurrent enrollment in English 22 (Introduction to Composition) and English 100 (Composition I). Students who place two steps below college level may enroll in English 24 (Reading, Reasoning, and Writing) or English 24C for career and technical students. Whereas students who place at the lowest level previously needed to take and pass up to six courses prior to enrolling in college-level English, the course sequence in place facilitates acceleration and success. Students placing at the lowest level can complete English 100 within one year if they pass English 24 and English 100. For more discussion of this initiative, see Standard [II.A.4](#).

### *Student Success Pathway Framework*

To increase student retention and help eliminate identified performance gaps, the College implemented the UHCC Student Success Pathway framework, which is designed as a clear and structured pathway from point of entrance through graduation to transfer and career. The UH System developed and implemented STAR (brand name), which is a web-based tool designed to assist students stay on track to graduation. Students, counselors, and faculty use STAR to help students achieve academic goals in a timely manner. A recent addition to STAR is STAR Guided Pathway Selection (GPS) Registration, which shows students the courses they need to take in their program of study each semester until graduation. STAR GPS also helps prevent students from taking unnecessary courses that delay graduation and incur additional costs. For a more detailed discussion of the pathway framework, see Standard [II.C.6](#).

### **Campus Initiatives for Student Subpopulations**

In addition to UHCC System initiatives, numerous efforts are in place at the College to monitor performance gaps for Native Hawaiian, Filipino, and other Pacific Islander students and Federal Pell Grant recipients.

To support Native Hawaiian students, the College has operated an education center in Wai‘anae since 1972. The Wai‘anae Moku Education Center has embraced the Native Hawaiian culture through its curriculum, programs, mission statement, and community groups. In addition, the Wai‘anae Moku Education Center created the Going to Finish On-Time program for students who aspire to graduate within two to three years with an associate degree. This program offers academic, personal, and financial support for students who want to commit to full-time status in order to graduate on time. In addition, the UH Foundation-sponsored Access to Education program, which is discussed in Standards [II.A.7](#) and [II.C.3](#), also serves this student subpopulation.

The College also created the Hālau with the main goal of eliminating academic achievement gaps among Native Hawaiians. The College received numerous grants to assist in these goals and established the Hālau on the Pearl City campus, where Native Hawaiian students benefit from a variety of support services, learning tools, study space, welcoming and nurturing staff, and peer engagement. The Hālau coordinates the Lanakila First-Year Cohort, the Ho‘oulu Career Development program, and the Native Hawaiian STEM Scholars program ([IB-61](#), [IB-62](#), [IB-63](#), [IB-64](#)). Additionally, as a means of increasing graduation rates, the program developed the Native Hawaiian Excellence program, Ke Ala ‘Ike, to inspire Native Hawaiians and all those who embrace the Hawaiian culture to commit personal excellence toward their academic and cultural pursuits ([IB-65](#)). Since its inception, Ke Ala ‘Ike has been collaboratively managed and improved by faculty from many disciplines who all share the goal of eliminating academic achievement gaps among Native Hawaiians. At the commencement exercises in May 2017, 20 students earned their Ke Ala ‘Ike Scholars kīhei ([IB-66](#)). The College actively recruits Wai‘anae Moku students into Ke Ala ‘Ike demonstrating a coordination between the Pearl City campus and the Wai‘anae Moku Education Center in assisting Native Hawaiian students.

To increase the success of Filipino students, Philippines studies faculty applied for and received grants that led to the creation of the Dap-ayan room. The indigenous Cordillera word *dap-ayan* refers to a place where community members can meet, learn, and resolve issues and conflicts. This room, which is equipped with computers, printers, and supplies, is critical for students of Filipino descent to come together and build rapport.

Additionally, the College has had a memorandum of agreement with Waipahu High School to provide Early College classes. This school’s student body is 67.8 percent Filipino (and 8.4 percent Native Hawaiian and 14.0 percent other Pacific Islander) ([IB-67](#)). In fall 2017, 142 Waipahu High School students enrolled in the College’s Early College classes. One of these students was the first Early College student in the state of Hawai‘i to complete her associate degree before graduating from high school ([IB-68](#)). In spring 2018, the College inducted 28 of Waipahu High School’s Early College students into its Phi Theta Kappa chapter ([IB-69](#)).

In summer 2016, the College developed a summer cohort for Pacific Islander students. As a cohort, 14 students enrolled in Philosophy 110 while receiving additional support from peer mentors in the class. All these students continued at Leeward during 2016-2017 and received additional support that included working with the Writing Center; having use of a campus-purchased laptop through the spring semester; and having a faculty advisor, a club advisor, and a student support advisor available.

In summer 2017, the College organized another summer bridge opportunity for 21 Pacific Islander students. This summer bridge program enrolled students in Learning Skills 110 (College Success Strategies). This course included brush-up work in math and English, exposure to Pacific Island history, and development of college success skills. These students became acquainted with the College and its services, explored career options, and met with a designated counselor to plan their academic paths. The College purchased additional laptops for these students to use during the fall semester. If the program is successful, the College will continue to allocate funds for this program ([IB-70](#)).

To increase the number of students who receive financial aid, especially Federal Pell Grant recipients, the College's Financial Aid office reviewed its current financial aid process and is working with the Banner Central financial aid lead, the UH System's four-year schools, and fellow UHCC campuses to create best practices and simplify the financial aid process. This office has also been instrumental in providing training to student employees at the Wai'anae Moku Education Center to assist students to complete the Free Application for Federal Student Aid application. In 2017-2018, the UHCCs received additional funding from the state legislature for Hawai'i Promise scholarships ([IB-71](#), [IB-72](#)). Hawai'i Promise scholarships are intended to ensure that students with unmet financial need can get the financial support they need to attend college.

### **Use of Disaggregated Data for Distance Education Students**

Disaggregated student achievement data show that DE students are performing just as well as students taking face-to-face courses at the College ([IB-73](#)). The College continues to monitor student success in DE courses. The Educational Media Center provides ongoing training and professional development for online instructors. As of spring 2018, the College provided instructors the opportunity to take online professional development courses through Quality Matters ([IB-74](#)). The College offered these workshops in addition to the campus activities and events to further ensure faculty are prepared to address student issues specific to DE.

### **Analysis and Evaluation**

The College uses disaggregated student achievement data to evaluate student subpopulations. Rates for retention, persistence, and completion are disaggregated by ethnicity for Native Hawaiians, Filipinos, and other Pacific Islanders, and by Federal Pell Grant recipients. Numerous projects and programs exist to reduce identified performance gaps including an acceleration initiative, student success pathways, support and evaluation for DE classes, and programs targeting specific ethnicities. While the College consistently exceeds institutionally-set targets for Pell Grant recipients, the number of such recipients has remained steady over the past several years and efforts are underway to increase that number.

I.B.7.

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

**Evidence of Meeting the Standard**

**Evaluation of Institutional Policies and Procedures**

The College exists within a multi-campus system, so the UH Board of Regents (BOR) is responsible for the regular evaluation of regent policies, the UH System is responsible for the executive policies and administrative procedures, and the UHCC System is responsible for UHCC policies.<sup>4</sup>

The College publishes its policies on the College website ([IB-75](#)). Table 47 identifies the College policies, their approval or effective dates, and their review dates. During 2016-2017, a Faculty Senate ad hoc committee reviewed L5.201, Policy on Curriculum Review and Revision ([IB-76](#)). During 2017-2018, an ad hoc committee of the Campus Council and the Faculty Senate reviewed L5.202, Policy on Annual Program Review. During 2017-2018, the Faculty Senate Assessment Committee reviewed L5.210, Policy on Assessment ([IB-77](#), [IB-78](#)). In spring 2018, the Campus Council and the Faculty Senate reviewed L4.100, Policy on Institutional Mission, and L1.201, Policy on Shared Governance. For a more detailed discussion of these efforts by the governance groups, see Standard [IV.A.7](#).

Some policies do not have review dates as they were approved before the creation of the OPPA. OPPA has been understaffed for 2017, and the office is in the process of filling vacant positions. Once the office has been fully staffed, all policies will be reviewed for currency and revisions made if needed.

Table 47.

*Leeward Community College Policies*

<b>Policy Number</b>	<b>Policy Title</b>	<b>Approval or Effective Date</b>	<b>Review or Revised Date</b>
L1.101	Policy on the Policy Development Process	02-20-2013	02-20-2018
L1.201	Policy on Shared Governance	03-18-2003	Reviewed in spring 2018.
L1.202	Policy of Nondiscrimination and Affirmative Action	August 2017	Date not indicated.

<sup>4</sup> In April 2018, the Office of the Vice President for Community Colleges recodified UHCCP 1.101 through UHCCP 5.211. This process included removing the “#” symbol from the policy title. The office will continue to recodify the remaining UHCC policies.

<b>Policy Number</b>	<b>Policy Title</b>	<b>Approval or Effective Date</b>	<b>Review or Revised Date</b>
L4.100	Policy on Institutional Mission	02-16-2010	Reviewed in spring 2018.
L5.190	Policy on Administrative Disenrollment for Failed Prerequisites	05-03-2013	05-03-2018
L5.200	Policy on Course and Program Prerequisites	02-1992	Date not indicated.
L5.201	Policy on Curriculum Review and Revision	Date not indicated.	03-22-2017
L5.202	Policy on Annual Program Review	03-02-2012	Reviewed in spring 2018.
L5.210	Policy on Assessment	03-02-2012	03-02-2017
Policy number not assigned.	Student Conduct Code	05-01-2010	Date not indicated.
Policy number not assigned.	Student Conduct Code Procedures	05-01-2010	Date not indicated.
L10.201	Facilities Use Guidelines and Procedures	Date not indicated.	08-2012
L10.501	Policy on the Designation of Electrical Vehicle Parking Stalls	03-03-2014	03-03-2018
L10.901	Facilities Access Control Policy and Procedures	04-10-2017	04-10-2022
L11.102	Animals on Campus Policy	03-06-2017	03-06-2022

### **Evaluation of Program Review, Planning, and Budgeting**

The Integrated Planning and Budgeting Process is the College's primary means of evaluating its programs, support services, and resources. In spring 2017, the Campus Council surveyed

authors and reviewers of the ARPD, including instructional discipline coordinators, program coordinators, unit heads, and administrators, and asked them how the program review and planning process might be improved ([IB-79](#)). Survey results indicate that over 80 percent agreed that they understood how to use the data provided by the UH System. Almost 90 percent agreed they know how to make prioritization requests for program or unit improvements. Approximately 55 percent were neutral or disagreed that the program review process motivates them to make programmatic or unit improvements. An ad hoc committee convened in fall 2017 to develop recommendations for improving the Integrated Planning and Budgeting Process. College leaders will use these results to improve program review and planning practices.

The College completes the Institutional Effectiveness Report every four years as a comprehensive review of the College. The review examines the College's progress toward institutional goals and the overall impact of plans made within instructional programs, educational units, and support areas ([IB-42](#)).

The College administers an institutional assessment every two to three years to determine areas of strength and improvement. In fall 2016, the second cohort of the Leadership Excellence program collaborated with the OPPA to administer an employee satisfaction survey ([IB-80](#)). The cohort's goal was to better understand employee morale, satisfaction, and engagement ([IB-81](#)).

In 2014, the College administered a lengthy employee satisfaction survey that contained 86 questions ([IB-82](#)). The cohort reviewed these questions and researched other instruments to determine how best to measure employee satisfaction. In an effort to maximize the quality and quantity of responses, the cohort decided to develop a concise survey that addressed four categories: mission, goals, priorities, and planning; resources; governance and leadership; and work environment. The cohort added open-ended questions to invite employees to share what they liked best about the College and offer suggestions as to how the College could create a better workplace. The cohort distributed the survey through the faculty and staff listserv, which included both active and retired employees.

The cohort presented to the campus community the 2016 survey results as well as data trends based on the employee satisfaction surveys administered in 2011 and 2014 and sent out an analysis report, which was posted on the College intranet ([IB-83](#), [IB-84](#), [IB-85](#)). Administrative leaders discussed the survey results and determined that the Campus Council and the Faculty Senate would create and administer additional surveys to gather more information from campus constituents.

Additionally, individual units and areas will conduct more in-depth surveys. For example, in fall 2017 the vice chancellor of administrative services (VCAS) conducted a survey of administrative services' functional areas and support units ([IB-86](#)). The survey results will help identify specific improvement areas that can support continuous improvement efforts and will be incorporated into the Integrated Planning and Budgeting Process as part of each unit's short- and long-term improvement plans ([IB-87](#)).

## **Analysis and Evaluation**

Through the Integrated Planning and Budgeting Process, ARPD, Institutional Effectiveness Report, and governance groups, the institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure academic quality. Leeward Community College evaluates its policies on a five-year cycle. The College completed an evaluation of the program review and planning process in spring 2017 and an ad hoc committee will develop recommendations for improving the Integrated Planning and Budgeting Process.

I.B.8.

*The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

## **Evidence of Meeting the Standard**

### **Communication of Results through Course Assessment**

The College broadly communicates assessment results and evaluation activities through course assessment. The results of course assessment are shared broadly through the posted ARPDs ([IB-88](#)). Programs include in their ARPDs a discussion of PLOs that covers which courses they assessed and information about the results of those assessments. If programs make significant changes to curriculum, they may note it in the PLO section. Programs report on their course and program assessments at advisory board meetings, which are held at least annually for each of the CTE programs. Programs also include course assessments in Tk20; however, Tk20 has not proven to be a reliable method for communicating assessment results.

### **Communication of Results through Program Review**

The College broadly communicates assessment results and evaluation activities through the program review process. The College uses the ARPD to report annually on demand, efficiency, and effectiveness data for all CTE programs, developmental education programs, the associate degree, and support areas such as Academic Services, Student Services, Administrative Services, OCEWD, and the Wai‘anae Moku Education Center. Deans, program coordinators, and faculty analyze data to assess programs, develop action plans for the coming year, and create resource allocation lists. They assess program health using standard benchmarks that the UHCC System has defined and set. Each academic program, educational unit, and support area uses the strengths and weakness identified in the ARPD to set priorities. The OVPCC reviews and summarizes the completed ARPDs and reports results to the BOR and the Federal Office of Vocational and Adult Education. The USDE is informed about program performance and requirements of Perkins funding. The UHCC System website posts the ARPDs so the campus community can review them ([IB-88](#)). The College posts all the ARPDs on its website ([IB-89](#)).

The College uses the CRE to identify long-term goals ([IB-51](#)). Each academic program, educational unit, and support area completes a CRE at least once every four years. Program coordinators use the CRE to review a program and identify strengths and weaknesses based

on the analysis of data. An academic program, educational unit, or support area uses the strengths and weaknesses to complete a resource request and set priorities. The College publishes the CRE reports on its website ([IB-89](#)).

### **Communication of Results through Campus Presentations**

The College broadly communicates assessment results and evaluation activities through campus presentations. Regular communication of its assessment and evaluation provides the campus community with a shared understanding of the College's strengths and weaknesses and allows the College to set appropriate priorities. The VPCC visits the College each semester to provide an update on progress towards UHCC System strategic plan goals, performance benchmarks, and UHCC System initiatives. These presentations are an opportunity for faculty and staff to ask questions and get feedback on how well the College is performing. Additionally, the College provides updates about campus progress at fall and spring convocations.

The OVPCC uses data from the Community College Survey of Student Engagement (CCSSE) when reporting to the BOR on the UHCC System's progress. This national survey, which is coordinated every two years by the Center for Community College Student Engagement and the Community College Leadership program at the University of Texas at Austin, provides the College with data on student satisfaction and student engagement ([IB-90](#)). The ARPDs include CCSSE results.

### **Analysis and Evaluation**

Assessment takes place at the College through numerous methods to ensure the College is meeting its mission and goals. The College broadly reports these assessments to internal and external stakeholders, which include the BOR, the UHCC System, and the campus community.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about campus communication and priorities at the College. Participants discussed how the College meets Standard I.B.8 and how the College can improve in these areas. They said that the College communicates with its constituents through its weekly bulletin, its website, and through email listservs. Funding opportunities and safety notices, for example, are often sent to the campus listserv to ensure that all campus members get notified. The College strives to further increase its web and social media presence to more effectively communicate with students. A particular challenge is to keep the website current ([IB-21](#)).

I.B.9.

***The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)***

## **Evidence of Meeting the Standard**

### **Revision of Planning and Budgeting Process**

The College engages in continuous, broad-based systematic evaluation and planning. This comprehensive process integrates program review, planning, resource allocation, implementation, and re-evaluation. The College designed this process to support its mission and improve academic quality and institutional effectiveness. By the 2012 institutional self-evaluation, however, the process had become overly complex and cumbersome. Faculty and staff felt overburdened by the work required in the Annual Program Review (APR) process, which included a comprehensive review each year. Instructional programs and some support area programs also submitted an ARPD template to the UHCC System website annually. The following section details the implementation, evaluation, and revision of the College's Integrated Planning and Budgeting Process from 2012 to 2017.

The College convened an ad hoc committee in fall 2012 to review the APR process and make recommendations for improvement ([IB-91](#), [IB-92](#), [IB-93](#)). The ad hoc committee created a proposed template and shared it with the leadership group at a mini-retreat in February 2013 ([IB-94](#), [IB-23](#), [IB-95](#)). The leadership group provided feedback and the committee slightly modified the timeline based on the feedback ([IB-96](#)). Additionally, in April 2013, the Campus Council distributed a survey on the APR process. This was a repeat of the survey conducted in 2011. Some of the findings included a need to revise the APR template ([IB-97](#)). Based on the ad hoc committee recommendations and the survey results, the Campus Council approved a new planning process in May 2013, which would go into effect in the following year.

In 2013-2014, the College introduced a shorter template titled Annual Review and Resource Allocation (ARRA) template ([IB-98](#)). All instructional programs still needed to complete the ARPD template for the UHCC System website. These two annual templates created confusion, and feedback indicated it was still a duplicative process.

In 2014-2015, the OPPA decided to use only the Resource Request form from the ARRA template since this form needed to be submitted in conjunction with the ARPD reports submitted to the UHCC System ([IB-99](#)). The Campus Council approved a new proposal for changing the planning process in May 2015 for the following year ([IB-100](#)). The College used this Integrated Planning and Budgeting Process in 2015-2016 and 2016-2017.

In May 2017, the Campus Council distributed a survey to program coordinators, unit heads, and division chairs to get feedback on the current Integrated Planning and Budgeting Process. The Campus Council discussed the feedback at their meeting on May 1, 2017 ([IB-101](#)). Feedback indicated that there continues to be frustration with the UHCC System site and the late release of data for the ARPDs. Survey respondents recommended that the College reduce reliance on the UHCC System data and identify data that will be more meaningful to the specific programs and units. While the Integrated Planning and Budgeting Process will primarily stay the same, the College will encourage the programs and units to include their own data or data supplied by the OPPA for the analysis of their program/unit. The College later supported this discussion with the decision to convene an ad hoc committee to review the Integrated Planning and Budgeting Process.

## **Current Integrated Planning and Budgeting Process**

The Integrated Planning and Budgeting Process for the year begins with a leadership retreat. At the retreat, all administrators, instructional division chairs and unit heads, academic services unit heads, student services unit heads, and administrative services unit heads discuss institutional issues and determine what the focus for the next planning cycle will be. The goal of the retreat in August 2017 was to review campus initiatives and develop a cohesive understanding of where the College would focus its efforts for the next year. The focus for 2017-2018 was placed on “The Student Experience” with a goal of increasing student retention and persistence by ten percent over the previous year. Refer to Standard [I.B.3](#) for further discussion.

### Program Review

The administration disseminated an overview and timeline of the Integrated Planning and Budgeting Process for 2017-2018 to the campus in September 2017 ([IB-102](#)). Instructional programs, educational units, and support areas receive system data in September and begin the process of analyzing the data. Outcomes assessment at the course and program levels is an ongoing process. Each academic program, area, and unit includes outcomes assessment data and results in the ARPD/CRE templates. Sections in the instructional ARPD template include prompts for program learning outcomes that were completed in the previous year.

In addition to using outcomes assessment data, the academic programs, areas, and units use institutional research data to complete the ARPD template, including student achievement data, such as demographic information and disaggregated data comparing DE and face-to-face classes. The College uses several ARPD templates (Instructional, OCEWD, and Support). Each academic program, area, and unit completes the template with input from its constituents. Through the process of completing the templates, the programs, areas, and units review a wide range of data and evaluate its effectiveness.

The College uses results of assessment and analysis in decision making to align institution wide practices to support and improve student learning. Once programs, areas, and units complete their ARPD, each creates a resource request list and indicates priority items for resource allocations. Instructional divisions also complete a resource request list. For example, the Learning Resource Center provides content tutoring and writing support each year. In 2016-2017, assessment data indicated a need to provide additional tutoring and peer mentoring support. The College approved the request for additional funding for student help for a range of student support areas for 2017-2018 ([IB-36](#)).

### Resource Request Prioritization

The College has a process to consolidate the resource request lists from multiple divisions and units into a combined plan. The instructional unit heads (instructional division chairs and educational unit heads) discuss and prioritize each of their resource request lists into a single Instructional Priorities List ([IB-103](#)). The support areas, which include Student Services, Academic Services, and Administrative Services, complete their resource request lists and prioritize as well. The administrative team reviews all of the prioritized lists and compiles them into a draft institutional priorities list for the College. Prioritization is based on common criteria: alignment with strategic goals and outcomes, scope of impact, evidence of measurable outcomes, and impact on health and safety.

The administrative team presents the draft of institutional priorities to the Campus Council for review, discussion, and re-prioritizing, if needed. The Faculty Senate also reviews the institutional priorities and can make recommendations for re-prioritizing, if needed. The Campus Council approves a final institutional priorities list as a recommendation to the chancellor ([IB-101](#)).

Resource Allocation

Each year the VCAS reviews the operating budget and prepares a proposed budget for the upcoming year based on planned increases in revenues and changes in expenditures. If the VCAS identifies available funds, the College uses the institutional priority list to guide decision-making on updating the budget. Refer to Standard [III.D.3](#) for further discussion.

In addition to informing the operating budget, the institutional priorities list is used to develop the biennium budget request and the supplemental budget request for the UH System. The institutional priority list includes funding requests that the College may submit to the UHCC System, which compiles strategic funding requests from all community colleges. The UHCC System’s centralized funding priorities are, in turn, submitted to the UH System and combined with the strategic funding requests from the UH baccalaureate campuses. The UH president and staff prepare a formal budget request of the UH ten-campus system, which the president presents for approval to the BOR in the fall of each year. Following approval by the board, the president submits the budget request to the governor for review and incorporation into the executive budget request. State law requires that the governor's executive budget request be released by December of each year and submitted to the state legislature. The state legislature convenes in regular session each January to begin deliberations regarding the upcoming biennial budget or supplemental budget.

Division chairs and unit heads also use their respective priority lists to determine expenditures in the coming year. The College provides each division and unit with an annual operating budget to spend on ongoing expenses. The instructional divisions also have an additional budget provided from summer school offerings. The VCAA determines these allocations as a profit-sharing plan to split summer school tuition and fee revenues with the instructional divisions. Since implementing this plan, the instructional divisions have offered more summer school classes that are in high demand and reduced low-enrolled summer school classes.

Table 48.

*Evolution of Planning and Budgeting Process Templates*

2012-2013	<ul style="list-style-type: none"> <li>● Used comprehensive Annual Program Review (APR) template.</li> <li>● Created an ad hoc committee to review and make recommendations for improving the planning process.</li> <li>● Conducted a survey of the planning process in April 2013.</li> <li>● The Campus Council approved the revised planning process.</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>● Introduced ARRA template.</li> <li>● Decided to make additional changes based on confusion with ARRA and ARPD templates.</li> </ul>

2014-2015	<ul style="list-style-type: none"> <li>Continued to use the Resource Request template combined with the ARPD template.</li> <li>Developed the CRE template.</li> <li>The Campus Council approved the revised Integrated Planning and Budgeting Process.</li> </ul>
2015-2016	<ul style="list-style-type: none"> <li>Introduced the revised process including the ARPD template and/or CRE template.</li> <li>Continued to use the Resource Request template.</li> </ul>
2016-2017	<ul style="list-style-type: none"> <li>Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.</li> <li>All remaining programs, units, and areas completed the CRE template.</li> </ul>
2017-2018	<ul style="list-style-type: none"> <li>New cycle of the CRE template to begin.</li> <li>Move towards better use of data in the ARPD process with less reliance on UHCC System data.</li> <li>An ad hoc committee will review and evaluate the Integrated Planning and Budgeting Process.</li> </ul>

As Table 48 demonstrates, institutional planning and budgeting happens on a regular basis and follows a consistent process. This process includes wide participation across the campus community and uses valid data sources.

#### Long-Range Planning Process

Institutional planning addresses the short-term and long-term needs of the College. The College requires each academic program, educational unit, and support area to complete a CRE every four years and uses the CRE to identify long-range goals that direct efforts and create action plans. The comprehensive template includes data sets that the academic program or support area defines. The College reviews the CREs to determine how well the program, unit, or area is meeting the College mission and strategic plan goals. For more information about the CRE, see Standard [I.B.5](#).

In accordance with Eligibility Requirement 19, the College makes public how well and in what way it is accomplishing its mission, including assessment of learning outcomes. All ARPDs report on program learning outcomes and the results of assessments. The College provides the ARPDs on the UHCC ARPD website and the College website ([IB-88](#), [IB-89](#)).

#### Analysis and Evaluation

The College has a well-established, broad based, and comprehensive cycle of evaluation, integrated planning, resource allocation, and implementation that addresses both the short- and long-term needs required to accomplish its mission.

The College evaluated its planning and budget cycle in 2016 and received feedback from 200 faculty and staff. When asked if the College planning process resulted in improvement, 60.5 percent of respondents agreed that the process results in improvements of programs and

services and 34 percent were unsure ([IB-81](#)). Based on this finding, the College is currently working to better communicate the results of program improvements to the campus community. In fall 2016, the VCAA shared an overview of the Integrated Planning and Budgeting Process with the campus. In spring 2017, the VCAA shared the ranked priorities for each area (Instruction, Academic Services, Student Services, and Administrative Services) during March and April. In 2017-2018, the College convened an Ad Hoc Planning Process Review Committee to explore ways to improve the planning and budgeting process.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College's Integrated Planning and Budgeting Process. Participants discussed how the College meets Standard I.B.9 and how the College can improve in this area. They said that the ARPD, the College's Integrated Planning and Budgeting Process, helps faculty to plan for and request budget items that support outcomes assessment. While the College annually communicates this process, some faculty and staff are still unclear how the process works and how to request funding for their specific needs. They cited that the Campus Council and Faculty Senate convened a joint ad hoc committee to review the planning and budgeting process and make recommendations for improvement. The work of the ad hoc committee is ongoing, but one change is the ability for any individual or group to add an institutional resource request into the process. This addition provides an additional avenue for resource requests that impact the College but are not prioritized and forwarded from a division, unit, or area ([IB-21](#)).

## Evidence for Standard I.B.

- [IB-1](#) Assessment Committee Webpage
- [IB-2](#) Diagram of Institutional Assessment and Planning Cycle
- [IB-3](#) Tk20 Training Log
- [IB-4](#) Email on Think Tank, Oct. 11, 2017
- [IB-5](#) Assessment Organization Chart
- [IB-6](#) Sample VCAA Emails on Talk Story Sessions
- [IB-7](#) Faculty Senate Minutes, Aug. 24, 2016, Item V.D.3
- [IB-8](#) Calendar Event for VPCC Campus Forum
- [IB-9](#) Fall 2016 VPCC Presentation
- [IB-10](#) Spring 2017 VPCC Presentation
- [IB-11](#) Fall 2017 VPCC Presentation
- [IB-12](#) Intranet Webpage for Campus Council Minutes
- [IB-13](#) Faculty Senate Minutes Webpage
- [IB-14](#) Intranet Webpage for Nā ‘Ewa Council Minutes
- [IB-15](#) Student Government Minutes Webpage
- [IB-16](#) DE Committee Functions Webpage
- [IB-17](#) Spring 2017 DE Breakout Session Notes
- [IB-18](#) Spring 2018 Convocation Handout
- [IB-19](#) Spring 2017 b Sessions Schedule
- [IB-20](#) Spring 2018 Accreditation Handout
- [IB-21](#) Spring 2018 Convocation Discussion Results, pp. 1-4
- [IB-22](#) Spring 2018 Convocation Survey Results
- [IB-23](#) 2013 Mini-Leadership Retreat Presentation
- [IB-24](#) 2013 Leadership Retreat Agenda
- [IB-25](#) 2014 Leadership Retreat Presentation
- [IB-26](#) 2015 Leadership Retreat Agenda
- [IB-27](#) 2017 Leadership Retreat Agenda
- [IB-28](#) 2016 ARPD - AA in Liberal Arts
- [IB-29](#) Assessment Webpage
- [IB-30](#) L5.210 Policy on Assessment
- [IB-31](#) Assessment Resources Presentation
- [IB-32](#) CLO/SAO Assessment Template
- [IB-33](#) 2016 ARPD - Teaching
- [IB-34](#) 2014-2016 CRE - Student Services
- [IB-35](#) 2016-2017 Resource Requests - Student Services
- [IB-36](#) 2016-2017 Proposed Institutional Priorities
- [IB-37](#) UHCCP 4.203 Institution-Set Standards
- [IB-38](#) *UHCC Strategic Directions 2015-2021*
- [IB-39](#) *Leeward CC Strategic Plan 2015-2021*
- [IB-40](#) Email on #IGotClass, Nov. 14, 2017
- [IB-41](#) Blog Post on #IGotClass Winners
- [IB-42](#) 2017-2018 Institutional Effectiveness Report
- [IB-43](#) Flyer for Wildly Important Gathering
- [IB-44](#) Email on Wildly Important Gathering, Feb. 28, 2018
- [IB-45](#) Wildly Important Gathering Brochure
- [IB-46](#) 2018 ACCJC Annual Report

[IB-47](#) Intranet Webpage for Weekly Bulletin  
[IB-48](#) Performance Funding Model Webpage  
[IB-49](#) Integrated Planning and Budgeting Process Overview  
[IB-50](#) Appendix C 2015-2016 ARPD Instructions and Template  
[IB-51](#) CRE Instructions and Template  
[IB-52](#) ARPD Template  
[IB-53](#) UHCC Health Call Scoring Rubric  
[IB-54](#) Resource Implications Template  
[IB-55](#) UHCCP 5.202 Review of Established Programs  
[IB-56](#) Disaggregated Data by Student Populations  
[IB-57](#) 2015 ARPD - Developmental Math  
[IB-58](#) 2015 ARPD - Developmental Writing  
[IB-59](#) 2016-2017 Acceleration Initiative Funded Requests  
[IB-60](#) Math 75 to Math 100 Data  
[IB-61](#) Lanakila Webpage  
[IB-62](#) Ho‘oulu Webpage  
[IB-63](#) STEM Scholars Webpage  
[IB-64](#) Hālau Newsletter  
[IB-65](#) Ke Ala ‘Ike Webpage  
[IB-66](#) Ke Ala ‘Ike Brochure  
[IB-67](#) Waipahu High School Status Report  
[IB-68](#) *UH News* Article on Leeward’s Early College Student  
[IB-69](#) *UH News* Article on Early College Honor Students  
[IB-70](#) Pacific Islander Program Overview  
[IB-71](#) Hawai‘i Promise Brochure  
[IB-72](#) Hawai‘i Promise Program Webpage  
[IB-73](#) Disaggregated Data by Delivery Mode  
[IB-74](#) Timeline of Five-Week Online Course Development  
[IB-75](#) Leeward CC Policies Webpage  
[IB-76](#) Final Committee Report on L5.201  
[IB-77](#) L5.210 Policy on Assessment (Draft 2)  
[IB-78](#) Faculty Senate Minutes, Feb. 21, 2018, Item III.D.2  
[IB-79](#) 2017 Program Review and Planning Survey Results  
[IB-80](#) Leadership Excellence Program Handout  
[IB-81](#) Fall 2016 Employee Satisfaction Survey Report  
[IB-82](#) Fall 2014 Employee Satisfaction Survey Report  
[IB-83](#) Fall 2016 Employee Satisfaction Presentation  
[IB-84](#) Email on Employee Satisfaction Survey, Feb. 2, 2017  
[IB-85](#) Intranet Webpage for Surveys  
[IB-86](#) Administrative Services Satisfaction Survey Form  
[IB-87](#) 2017 Administrative Services Satisfaction Survey Report  
[IB-88](#) UHCC ARPD Website  
[IB-89](#) Planning Process Webpage  
[IB-90](#) Blog Post on 2016 CCSSE Results  
[IB-91](#) Email on Ad Hoc Planning Committee, Sept. 14, 2012  
[IB-92](#) Ad Hoc Planning Committee Agenda, Oct. 26, 2012  
[IB-93](#) Email Update on Ad Hoc Planning Committee, Nov. 24, 2012  
[IB-94](#) 2013-2014 Proposal to Revise Planning and Budgeting Process

- [IB-95](#) 2013 Leadership Retreat Feedback
- [IB-96](#) 2013 ARA Template Feedback
- [IB-97](#) 2013 APR Process Survey Results
- [IB-98](#) ARRA Template
- [IB-99](#) 2014-2015 Resource Request Template
- [IB-100](#) 2015-2016 Proposal to Revise Planning and Budgeting Process
- [IB-101](#) Campus Council Minutes, May 1, 2017, Item 4.a
- [IB-102](#) Timeline of 2016-2017 Integrated Planning and Budgeting Process
- [IB-103](#) 2016-2017 Instructional Priorities List

## Changes and Plans Arising Out of the Self-Evaluation for Standard I.B

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
I.B.1	Faculty Senate provided feedback to improve the College's Integrated Planning and Budgeting Process and increase transparency.	Faculty Senate and Administration	Fall 2016-present	The VCAA updates the campus on prioritized resource request lists during the prioritization process. The VCAS provides the campus the annual budget with accompanying notes each fall semester.
I.B.1 II.A.7 IV.A.4	DE faculty attended training on faculty-initiated interaction.	DE Committee	Fall 2017-present	Faculty gained awareness of the requirements to document faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.
I.B.1	Conducted breakout sessions during convocation to seek feedback on specific Accreditation Standards and Eligibility Requirements (ERs).	Self-Evaluation Core Team	Spring 2018	Campus constituents provided feedback on how the College meets specific Accreditation Standards and ERs and how the College can improve in those areas. The College incorporated the feedback into the Institutional Self-Evaluation Report and shared with appropriate decision makers.
I.B.2	Clarify the relationship between GELOs and ILOs.	Faculty Senate Assessment Committee	Fall 2017-present	Faculty Senate Assessment Committee will make recommendations in 2018-2019.

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
I.B.3	Initiated the College's institution-set standard WIG to increase student retention and persistence by ten percent over the previous year.	VCAA	Fall 2017-present	WIG Design Team was convened in Fall 2017. Work continues and planned activities are included in Quality Focus Essay (QFE).
I.B.5	Published the College's Institutional Effectiveness Report.	OPPA	Spring 2018	Administration is reviewing the report and will use the results to inform decisions.
I.B.7 IV.A.4	Reviewed L4.100, Policy on Institutional Mission.	Campus Council and Faculty Senate	Spring 2018	Revised policy approved in spring 2018.
I.B.7 IV.A.4	Reviewed L5.201, Policy on Curriculum Review and Revision.	Faculty Senate Ad Hoc Committee	Fall 2016-Spring 2017	Revised policy approved in spring 2018.
I.B.7	Reviewed L5.210, Policy on Assessment.	Faculty Senate Assessment Committee	Fall 2017-Spring 2018	Revised policy approved in spring 2018.
I.B.7 IV.A.3	Conducted the Program Review and Planning Survey.	Campus Council	Spring 2017	Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee convened in fall 2017.
I.B.7	Conducted the Employee Satisfaction Survey.	Leadership Excellence Cohort	Fall 2016	Institutional strengths and areas for improvement were identified.

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
I.B.7	Conducted the Administrative Services Customer Satisfaction Survey and used the results to make improvements.	Office of the VCAS	Fall 2017-present	Administrative Services strengths and areas for improvement were identified.
I.B.9	In response to the Employee Satisfaction Survey, the results of program improvements to the campus community were better communicated.	VCAA and Ad Hoc Planning Process Review Committee	Fall 2016-present	<p>For 2016-2017, the VCAA shared an overview of the Integrated Planning and Budgeting Process and ranked priorities to ensure that campus constituents had an opportunity to express support or concern with their representative on Campus Council.</p> <p>For 2017-2018, an Ad Hoc Planning Process Review Committee was convened to continue to explore ways to improve the planning and budgeting process.</p>
I.B.1 I.B.7 I.B.9 IV.A.3	In response to the Employee Satisfaction Survey, improve the Integrated Planning and Budgeting Process.	Ad Hoc Planning Process Review Committee	Fall 2017-present	The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.
I.B.1 I.B.7 I.B.9 IV.A.3	Review L5.202, Policy on Annual Program Review.	Ad Hoc Planning Process Review Committee	Fall 2017-present	The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.

## **I.C. Institutional Integrity**

### **I.C.1.**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

### **Evidence of Meeting the Standard**

The College's Catalog, website, and campus communication system provide clear and accurate information about the College's mission statement, learning outcomes, educational programs, student support services, and accreditation status to current and prospective students, campus employees, the public, and the College's accreditors. The College regularly reviews the information to ensure clarity, accuracy, and integrity ([IC-1](#), [IC-2](#), [IC-3](#), [IC-4](#), [IC-5](#), [IC-6](#), [IC-7](#), [IC-8](#), [IC-9](#), [IC-10](#)).

The College provides a print and an electronic version of the Catalog for its constituencies with precise, accurate, and current information ([IC-11](#), [IC-12](#)). The print version is available for a nominal fee at the campus Copy Center, and the electronic version is available to view and/or download on the College website. Designated campus members review portions of the Catalog annually to confirm accuracy and currency. The College updates corresponding information on the website and in the Catalog to ensure consistency and transparency. For more information, see Standard [I.C.2](#).

In fall 2016, the Creative Services (Marketing and Public Relations) office redesigned the College website to use a responsive template that lends itself to easy browsing on a mobile device. This office also incorporated feedback from students and leveraged usage data to modernize the website ([IC-13](#), [IC-14](#)).

The Creative Services office oversees the campus communication system ([IC-15](#)). This system regularly updates many of the information dissemination channels including the Catalog, campus bulletin boards, on-campus digital signage system, weekly email bulletin (redesigned in fall 2015 and in fall 2017), and official College online sites on Facebook, Twitter, YouTube, Instagram, Flickr, and Pinterest ([IC-16](#), [IC-17](#), [IC-18](#), [IC-19](#), [IC-20](#), [IC-21](#), [IC-22](#)). The Creative Services office ensures consistency and clarity in communication by providing centralized support for all College communication, graphic design, and marketing services ([IC-23](#)).

### **Analysis and Evaluation**

The Creative Services office oversees the campus communication system and ensures the clarity, accuracy, and integrity of information provided to all campus constituencies and stakeholders through varied dissemination channels. The College clearly and accurately describes itself to stakeholders through its website, which includes information related to its mission, learning outcomes, educational programs, and student support services. An

accreditation webpage provides students and the general public with information about the College’s accreditation status with all its accreditors.

I.C.2.

***The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)***

**Evidence of Meeting the Standard**

The College provides a print and online version of the Catalog that is easily accessible to current and prospective students. Every academic year, the College updates and publishes its Catalog in hard copy available for purchase at the Leeward Copy Center and as a downloadable electronic version free of charge on its website ([IC-11](#)). The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students.

The Catalog has precise, accurate, and current information on all facts, requirements, policies, and procedures in accordance with Eligibility Requirement 20 (Integrity in Communication with the Public). Table 49 lists the page numbers from the *Catalog 2017-2018* that correspond to the catalog requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) ([IC-12](#)).

Table 49.

*ACCJC’s Catalog Requirements and Catalog Page References*

<b>Catalog Requirements</b>	<b>Page(s) in <i>Catalog 2017-2018</i></b>
<b>General Information</b>	
Official Name, Addresses, Telephone Numbers, and Website Address of the Institution	2, 10
Educational Mission (Vision, Mission Statement, Core Values, and Institutional Learning Outcomes)	7-8
Representation of Accredited Status with ACCJC and with Programmatic Accreditors	9
Course, Program, and Degree Offerings	18-104, 137-194
Learning Outcomes for Programs and Degrees	32-104
Academic Calendar and Program Length	2

Academic Freedom Statement	209
<b>Catalog Requirements</b>	<b>Page(s) in Catalog 2017- 2018</b>
Available Student Financial Aid	114-121
Available Learning Resources	196-200
Names and Degrees of Administrators and Faculty	221-230
Names of Governing Board Members	220
<b>Requirements</b>	
Admissions	106-113
Student Fees and Other Financial Obligations	114-121
Degrees, Certificates, Graduation, and Transfer	24-26, 122-125
<b>Major Policies Affecting Students</b>	
Academic Regulations, Including Academic Honesty	126-136, 207
Nondiscrimination	214
Acceptance and Transfer of Credits	122-125
Transcripts	115
Grievance and Complaint Procedures	215
Sexual Harassment	217
Refund of Fees	118

All student policies can be found on the Policies webpage of the College website and the Services for Students webpage ([IC-24](#), [IC-8](#)).

The Catalog describes the instructional delivery modes applied in distance education (DE) courses, programs, and degree offerings. The three different DE modes are televised courses, two-way interactive video courses, and internet courses. The Catalog explains how DE courses differ from traditional, face-to-face courses ([IC-25](#)). The Catalog and course syllabi describe the expected interaction between faculty and students and the accessibility of faculty and staff to students enrolled in DE courses.

The College has established protocols to ensure that the Catalog presents accurate and current information on the College's programs, policies, and locations. The approach to maintaining accuracy in the Catalog is collaborative and team based. The Office of Planning, Policy, and Assessment (OPPA) coordinates catalog revisions and bases the annual catalog revision schedule on the Faculty Senate's curricular deadlines, student registration dates, and STAR Guided Pathway Selection (GPS) input requirements ([IC-26](#)). The catalog revision team includes a wide cross-section of the campus faculty and staff. The team is composed of a revision coordinator, curriculum editors, and a production coordinator. In addition, division chairs, program coordinators, unit heads, dean of student services, vice chancellor for academic affairs (VCAA), and human resources staff review, revise, and proofread the catalog manuscript.

### **Analysis and Evaluation**

Every academic year, the College updates and publishes its Catalog in alignment with ACCJC's Eligibility Requirement 20. Hard copies are available for a nominal fee at the campus Copy Center and a PDF version is available on the College website. The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students. The catalog revision team includes a wide cross section of the campus faculty and staff to ensure clarity and accuracy.

I.C.3.

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

### **Evidence of Meeting the Standard**

The College collects and uses assessment data on student learning to communicate matters of academic quality to current and prospective students and the public. The College develops learning outcomes for courses, programs, certificates, and degrees, which the Curriculum Committee vets, approves, and then houses in an online database, Quali Student Curriculum Management. (For more detailed discussion of the Curriculum Committee, see Standard [II.A.2.](#)) The College publishes program learning outcomes (PLOs) for programs, certificates, and degrees in the Catalog where students and the general public can see them. The Catalog is available to the public in an electronic format on the College website ([IC-11](#)).

The College collects and uses assessment data on student achievement to communicate matters of academic quality and makes its data and analysis public. The College provides access to the program review documents by posting them publicly on the College website ([IC-27](#)). Program review includes quantitative and qualitative data including program outcomes assessment results. The Annual Report of Program Data (ARPD) template provides the public with an evaluation of the program quality and recommendations for improvement. For further discussion on the ARPD, see Standard [I.B.5](#).

The College uses Tk20 software to collect and analyze assessment information. The OPPA manages Tk20 by assisting users, uploading course and faculty data, developing reports and

new functionalities, and offering training sessions ([IC-28](#), [IC-29](#)). Program coordinators extract and summarize data from Tk20 to demonstrate learning outcome attainment. The College uses assessment results in the annual Integrated Planning and Budgeting Process. For additional discussion on Tk20, see Standard [I.B.2](#).

### **Analysis and Evaluation**

The College uses Tk20 software, managed by the OPPA, to collect and analyze outcomes assessment information to demonstrate student achievement. Learning outcome creation and assessment are done at least every five years to ensure quality. The College publicly posts program review documents on their website. Program reviews contain quantitative and qualitative data including outcomes assessment results. The ARPD template also provides an evaluation of the program quality and recommendations for improvement.

I.C.4.

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

### **Evidence of Meeting the Standard**

The College clearly describes its certificates and degrees in the Catalog in terms of their purpose, content, course requirements, and expected learning outcomes. The College offers three types of degrees: Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS). The *Catalog 2017-2018* lists these degrees in the Programs of Study section ([IC-3](#)). In addition, the College website lists the degrees and certificates that students can receive through DE ([IC-30](#)).

For all degrees, students must complete a set number of the general education courses as well as four foundation courses and five focus courses, which are additional graduation requirements. The Catalog lists an explanation of the general education requirements ([IC-31](#), [IC-32](#), [IC-33](#)). The College expects graduating students to meet seven general education learning outcomes ([IC-31](#)).

The College offers three types of certificates: certificate of achievement, certificate of competence, and academic subject certificate. The Catalog lists information on the 25 certificates offered, including a description of the program of study, PLOs, and the number of courses needed to receive a certificate ([IC-34](#), [IC-4](#)).

The College's L5.201, Policy on Curriculum Review and Revision, requires that all syllabi must include the course alpha and number designation, course title, number of credits, prerequisites, catalog course description, learning outcomes, instructor information (name, office location, office hours, phone number, and email address), course information (course section number, classroom location, course meeting days and times, and a list of required textbooks and supplies), the instructor's grading policy, and the College's academic dishonesty policy ([IC-35](#)).

Division chairs and discipline/program coordinators ensure that all course syllabi have learning outcomes and other pertinent information. The instructor makes the course syllabus

available to students at the beginning of each term, and a copy is also on file at the instructor's division office. The College recognizes that learning outcome creation and assessment are ongoing processes and, therefore, continually reviews learning outcomes to ensure academic quality.

### **Analysis and Evaluation**

The Catalog clearly describes the institution's degrees and certificates with respect to their purpose, content, course requirements, and expected learning outcomes.

I.C.5.

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

### **Evidence of Meeting the Standard**

The College regularly reviews and evaluates its policies, procedures, and publications to ensure the integrity of its mission, programs, and services. The College's L1.101, Policy on the Policy Development Process, provides direction for developing and maintaining College policies ([IC-36](#)). The University of Hawai'i (UH) Board of Regents (BOR), campus governance groups, and administration regularly review and evaluate respective policies and procedures, which are discussed in more detail in Standard [I.B.7](#).

The Creative Services office regularly reviews publications according to recommendations of campus committees and representatives responsible for programs and services. The office also regularly reviews and updates its website to ensure integrity, consistency, and transparency, which is discussed in Standard [I.C.1](#).

### **Analysis and Evaluation**

The College has several mechanisms in place to regularly review institutional policies, procedures, and publications in order to ensure accuracy and integrity of programs and services with alignment to its mission. These include policy, governance groups, and the Creative Services office.

I.C.6.

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

The College publishes accurate information on the total cost of education, including tuition, fees, and other required expenses such as textbooks and other instructional materials. The Catalog publishes student fees and costs. It lists the tuition and associated enrollment fees in an easy-to-read table with the following categories: resident, nonresident, and nonresident

Pacific Island jurisdiction. The Catalog highlights other costs such as late registration fee, transcript fee, and installment payment plan fee ([IC-37](#)).

The College website provides current and prospective students with accurate information on tuition, fees, and required textbook and instructional material costs ([IC-38](#), [IC-39](#), [IC-40](#)). In addition, the online Leeward Bookstore allows students to compare textbook prices ([IC-41](#), [IC-42](#)).

The College has undertaken an Open Educational Resources (OER) initiative since 2016 ([IC-43](#)). Courses that offer OER or no cost textbooks include the statement “Textbook Cost: \$0” on the Course Availability webpage and in STAR GPS ([IC-44](#), [IC-45](#)). For further discussion of OER, see Standard [I.A.3](#).

### **Analysis and Evaluation**

The Catalog and website accurately inform current and prospective students about the total cost of education. The Catalog publishes student fees and costs including fees for late registration, transcripts, and installment payment plans. The College website includes information related to tuition and fees as well as textbook and instructional material costs.

I.C.7.

***In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)***

### **Evidence of Meeting the Standard**

The College uses and publishes institutional policies on academic freedom and responsibility in order to communicate its commitment to the free pursuit and dissemination of knowledge. The College supports an atmosphere in which intellectual freedom exists for students and faculty. According to the *Catalog 2017-2018*, “Leeward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable” ([IC-46](#)). All members of the campus community are free to examine and test all knowledge appropriate to their discipline or area of study.

As part of a state public university system, the College does not seek to instill specific beliefs or worldviews on its students. The College’s mission statement found in the Catalog clearly delineates the school’s focus and areas of emphasis ([IC-1](#)). In addition, the Catalog contains the Academic Rights and Freedoms of Students ([IC-46](#)).

The University of Hawai‘i Community Colleges (UHCC) Policy (UHCCP) 5.211, Statement on Professional Ethics (Faculty), outlines the academic freedom and responsibility for faculty ([IC-47](#), [IC-48](#)). This policy is easily accessible on the UHCC System Policies website and reviewed on a regular basis ([IC-49](#)). The VCAA reminded faculty of the policy in an email sent in fall 2017 ([IC-50](#)).

Article IX of the 2017-2021 Agreement between the University of Hawai‘i Professional Assembly and the UH Board of Regents protects academic freedom for faculty ([IC-51](#), [IC-52](#)). This collective bargaining agreement is easily accessible on the University of Hawai‘i Professional Assembly (UHPA) website ([IC-53](#)).

### **Analysis and Evaluation**

The College is committed to fostering a campus environment in which students and faculty are supported in the free pursuit and dissemination of knowledge. This is explicitly stated in the Catalog and supported by UHCCP 5.211 and Article IX of the *Agreement between the University of Hawai‘i Professional Assembly and the UH Board of Regents*.

I.C.8.

***The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.***

### **Evidence of Meeting the Standard**

The College has policies and procedures approved by the BOR on student academic honesty and student behavior, which it clearly communicates to current and prospective students. The College’s Student Conduct Code and Student Conduct Code Procedures are based on Executive Policy (EP) 7.208, Systemwide Student Conduct Code ([IC-54](#), [IC-55](#), [IC-56](#)). The executive policy discusses academic honesty and student behavior such as class disruptions and conduct that is threatening or infringing on the rights of other members of the academic community whether on or off campus. In 2018, the UH System reviewed EP 7.208 in order to create greater alignment with all UH System campuses in terms of the conduct code and procedures.

The College website includes the Student Conduct Code in two different documents on the Policies webpage: Student Conduct Code and Student Conduct Code Procedures. Additionally, the Catalog publishes the Student Conduct Code and other full policies relevant to Leeward students ([IC-57](#), [IC-58](#)). Some of the policies included in the Student Conduct Code include academic probation and suspension, sex discrimination and gender-based violence, and academic rights and freedom ([IC-24](#), [IC-58](#)).

The College has approved policies on the faculty’s responsibility on academic honesty and integrity. When policies exist at the UH System level and the UHCC System level, the College does not duplicate that policy but refers to the system policy. UHCCP 5.211 guides the behavior and responsibilities of the faculty regarding academic honesty and integrity. The primary responsibility of faculty is the intellectual honesty in which they approach their studied field. As teachers, they must encourage “the free pursuit of learning” for their students ([IC-47](#)).

The Hawai'i Administrative Rules, Section 20-2, Statement on Rights and Responsibilities of the University of Hawai'i Community, guides UHCCP 5.211, which is based within the context of the Hawai'i Revised Statutes ([IC-48](#)).

The Faculty and Staff For Your Information (FYI) Guidebook reminds faculty of their rights of academic freedom and their responsibilities as educators. Excerpts are from the agreement between the UHPA and the BOR ([IC-59](#)).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the [Certification of Continued Compliance with Federal Regulations and Commission Policies](#) for a discussion of the College's compliance with ACCJC's Distance Education and Correspondence Education Policy.

### **Analysis and Evaluation**

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity that apply to both students and faculty. These are based on system policies related to student conduct, professional ethics for faculty, and rights and responsibilities of faculty. These policies and their related procedures can be found on the UHCC Policies webpage, in the Catalog, and in the Faculty and Staff FYI Guidebook.

I.C.9.

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

At the College, there is a clear expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline, and the College expects faculty to present data and information fairly and objectively. UHCCP 5.211 adopted the American Association of University Professors' statement on professional ethics that outlines academic freedom and responsibility for faculty ([IC-47](#), [IC-60](#)). The policy informs faculty on their primary responsibility to be effective teachers and scholars.

The Faculty Senate Curriculum Committee reviews learning outcomes to ensure that the outcomes are free from personal conviction and contain professionally accepted views. The College requires that each course follow a formal five-year curriculum review and revision process. The process allows for widespread dialogue to ensure courses meet content requirements while allowing academic freedom through Article IX of the *2017-2021 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i*, which allows faculty flexibility to present content in a fair and objective manner ([IC-51](#), [IC-52](#)). For a more detailed discussion of the curriculum review and revision process, see Standard [II.A.2](#).

### **Analysis and Evaluation**

The College and system policies on professional ethics inform faculty on institutional expectations to distinguish between personal conviction and professionally accepted views in a discipline. Above all else, faculty are to be effective teachers and scholars, which includes presenting data and information fairly and objectively. The Faculty Senate Curriculum Committee reviews learning outcomes and course outlines to ensure that they are free from personal conviction and contain professionally accepted views for their respective disciplines.

I.C.10.

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

### **Evidence of Meeting the Standard**

As a publicly-funded institution within the state's ten-campus public higher educational system, the College does not promote specific beliefs or worldviews in accordance with state law. Hawai'i Administrative Rules, Section 20-2, Statement on Rights and Responsibilities of the University of Hawai'i Community, provides the College with guidance on codes of conduct. It states that no member of the academic community may interfere with another person's convictions or academic freedom. More specifically, this statement clarifies that "a member of the academic community may not behave toward another member, even in the name of personal convictions or rights to academic freedom, in a manner denying or interfering with another member's expression of convictions, right to academic freedom or the performance of legitimate duties or functions" ([IC-48](#)).

### **Analysis and Evaluation**

The College is a public, open-access institution following state laws and UH System policies that cover codes of conduct for its employees as well as for students. As a public state-funded institution, the College does not prescribe specific beliefs or world views.

I.C.11.

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

### **Evidence of Meeting the Standard**

The College operates a main campus in Pearl City, Hawai'i, and an education center in Wai'anae, Hawai'i. The College does not operate in foreign locations and has not requested authorization from ACCJC to operate in foreign locations.

## **Analysis and Evaluation**

The College does not operate in foreign locations.

I.C.12.

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

## **Evidence of Meeting the Standard**

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College submitted its most recent annual fiscal report to ACCJC on March 29, 2018, and its most recent annual fiscal report on April 3, 2018 ([IC-61](#), [IC-62](#)). The College meets requirements and reporting deadlines set by the Commission and discloses information required by the Commission to communicate matters of educational quality to the public.

In the Catalog, the College identifies ACCJC as the accrediting organization overseeing the College's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies ([IC-2](#)).

The College website carefully details its relationship and recent history with ACCJC and its efforts to maintain its accreditation standing. The Accreditation webpage on the College website demonstrates that it meets ACCJC's reporting deadlines ([IC-10](#)).

The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing ([IC-10](#)).

The accreditation liaison officer (ALO) regularly contacts ACCJC when clarifications are needed regarding the writing of the Institutional Self-Evaluation Report and to obtain advice on possible substantive change proposals. In fall 2017, the ALO sought feedback on the creation of new degree programs and the possible need for a substantive change request. The ALO provided ACCJC with information on the degree programs, and the College received a letter of confirmation that ACCJC did not need the College to submit a substantive change request. The ALO also sought feedback on the need for a substantive change proposal regarding the recent move of the Wai'anae Moku Education Center. The location change required a substantive change proposal, which the ALO submitted to ACCJC on January 24, 2018, and ACCJC approved on March 2, 2018 ([IC-63](#), [IC-64](#)).

## **Analysis and Evaluation**

The College complies with Eligibility Requirements, Accreditation Standards, and Commission Policies. The College publishes clear and accurate information regarding

educational quality and effectiveness for public review on its website. In addition, the College responds in a timely manner to all requirements set by ACCJC.

I.C.13.

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

### **Evidence of Meeting the Standard**

The College communicates and complies with external agencies with clarity, honesty, and integrity. The About Leeward webpage of the College website lists the four programs that hold external accreditation:

- The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.
- The Culinary Arts program is accredited with Exemplary Program status by the American Culinary Federation Education Foundation Accrediting Commission.
- The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management.
- The Teacher Education: Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation. ([IC-9](#))

The College complies with regulations and statutes communicating any changes in its accredited status to stakeholders. The College publicly shares its current accreditation status on the College website ([IC-10](#)).

### **Analysis and Evaluation**

The College strives at all times to act with honesty and integrity in its relationships with external agencies by complying with their respective regulations and statutes. The College makes every effort to describe itself in identical terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and public. The publicly accessible College website and the Catalog list all programs that hold external accreditation and the current accreditation status of the College.

I.C.14.

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

## **Evidence of Meeting the Standard**

The College has developed policies and practices that ensure high quality education for all students who enroll in the College and supports their objectives to be successful in learning and reaching their academic goals. Policies and practices demonstrate that delivering high-quality education is paramount to other objectives including financial decisions.

The *Strategic Plan 2015-2021* puts the College mission into actionable goals such as increasing graduation rates, focusing on targeted student populations, preparing students for the workforce, teaching students about sustainability, and providing a smooth transition from high school through community college and into a four-year institution of higher education ([IC-65](#)).

The program review process guides the decisions to distribute and allocate annual funds to different programs and proposals. The College mission guides the financial decision-making for all campus projects including the use of external contributions and support of financial interests.

Additionally, UHCCP 5.211 supports a high-quality educational experience where faculty and students can freely exchange ideas, which creates an intellectual space for student learning and achievement ([IC-47](#)).

## **Analysis and Evaluation**

The College places its educational responsibility above all other objectives including external contributions and financial interests.

## Evidence for Standard I.C.

- [IC-1](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IC-2](#) About the College in *Catalog 2017-2018*
- [IC-3](#) Programs of Study in *Catalog 2017-2018*
- [IC-4](#) Program Requirements in *Catalog 2017-2018*
- [IC-5](#) Academic Resources in *Catalog 2017-2018*
- [IC-6](#) Mission Webpage
- [IC-7](#) Programs of Study Webpage
- [IC-8](#) Services for Students Webpage
- [IC-9](#) About Leeward Webpage
- [IC-10](#) Accreditation Webpage
- [IC-11](#) Catalog and Courses Webpage
- [IC-12](#) *Catalog 2017-2018*
- [IC-13](#) Announcement of the Leeward Website Survey
- [IC-14](#) Blog Post on Leeward Website Refresh
- [IC-15](#) Intranet Webpage for Communication and PR
- [IC-16](#) Connect to Leeward Webpage
- [IC-17](#) Screenshot of Leeward Facebook Page
- [IC-18](#) Screenshot of Leeward Twitter Page
- [IC-19](#) Screenshot of Leeward YouTube Channel
- [IC-20](#) Screenshot of Leeward Instagram Page
- [IC-21](#) Screenshot of Leeward Flickr Page
- [IC-22](#) Screenshot of Leeward Pinterest Page
- [IC-23](#) Intranet Webpage for Creative Services
- [IC-24](#) Leeward CC Policies Webpage
- [IC-25](#) Distance Education in *Catalog 2017-2018*
- [IC-26](#) Timeline of 2018-2019 Catalog Revision
- [IC-27](#) UHCC ARPD Website
- [IC-28](#) OPPA Webpage
- [IC-29](#) Email on Tk20 Training, Aug. 17, 2017
- [IC-30](#) Online Degrees and Certificates Webpage
- [IC-31](#) General Education in *Catalog 2017-2018*
- [IC-32](#) Associate Degrees in *Catalog 2017-2018*
- [IC-33](#) General Education Course Listing in *Catalog 2017-2018*
- [IC-34](#) About Degrees and Programs in *Catalog 2017-2018*
- [IC-35](#) L5.201 Policy on Curriculum Review and Revision
- [IC-36](#) L1.101 Policy on the Policy Development Process
- [IC-37](#) Financial Information in *Catalog 2017-2018*
- [IC-38](#) Paying for College Webpage
- [IC-39](#) Tuition and Fees Webpage
- [IC-40](#) What You'll Save Webpage
- [IC-41](#) Leeward Bookstore Textbook Webpage
- [IC-42](#) Sample Textbook Price Comparison - Culinary Arts 150
- [IC-43](#) "Textbook Cost: \$0" in OER @ Leeward
- [IC-44](#) Sample Spring 2018 Class Availability - Sociology
- [IC-45](#) List of "Textbook Cost: \$0" Classes

- [IC-46](#) Academic Rights and Grievance Procedures in *Catalog 2017-2018*
- [IC-47](#) UHCCP 5.211 Statement on Professional Ethics (Faculty)
- [IC-48](#) Hawai'i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community
- [IC-49](#) UHCC Policies Webpage
- [IC-50](#) VCAA Email on Academic Affairs, Sept. 29, 2017
- [IC-51](#) *2017-2021 Agreement between the University of Hawai'i Professional Assembly*
- [IC-52](#) Article IX Academic Freedom Webpage
- [IC-53](#) UHPA-BOR Contract Reference Webpage
- [IC-54](#) Leeward CC Student Conduct Code
- [IC-55](#) Leeward CC Conduct Code Procedures
- [IC-56](#) EP 7.208 Systemwide Student Conduct Code
- [IC-57](#) Student Conduct Code in *Catalog 2017-2018*
- [IC-58](#) Policies in *Catalog 2017-2018*
- [IC-59](#) Faculty and Staff FYI Guidebook, p. 36
- [IC-60](#) AAUP Statement on Professional Ethics Webpage
- [IC-61](#) 2018 ACCJC Annual Fiscal Report
- [IC-62](#) 2018 ACCJC Annual Report
- [IC-63](#) Substantive Change Application for New Location, Oct. 25, 2017
- [IC-64](#) ACCJC Approval Letter, Mar. 2, 2018
- [IC-65](#) *Leeward CC Strategic Plan 2015-2021*

## STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

### Student Spotlight Michelle Clark

The technical expertise and appropriate application of skills from the Leeward classes I completed combined with the concept and theories I gained at the bachelor and master's degree level allows me to understand not only the high-level concepts in my field but exactly how everything works and what outcome we should expect. I was surprised how many people struggled with simple tasks like filling out a payroll tax form, one of many valuable assignments I recall from Leeward. I also gained exposure to different perspectives in the multi-cultural communication class that continues to instill a spirit of open-mindedness and respect for people from all walks of life and corners of the world. I feel I am better prepared for most situations in my career given the education and personal experiences from UH Leeward that have deeply enriched my character and created a path for success.



## STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### II.A. Instructional Programs

#### II.A.1.

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and transfer culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9)*

#### **Evidence of Meeting the Standard**

##### **Instructional Programs and College Mission**

Leeward Community College (Leeward CC)'s mission statement is focused on providing all students with a "high-quality liberal arts and career and technical education" ([IIA-1](#)). Leeward is a liberal arts college with strong transfer programs that align with the programs at the University of Hawai'i (UH) four-year institutions. In fall 2016, the College awarded 1,057 degrees and certificates. Of those, 74.1 percent were transfer degrees. The remaining 25.9 percent of degrees and certificates awarded were for career and technical education (CTE) programs, which may include a transfer option but are intended to lead to employment in the workforce ([IIA-2](#)). The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence ([IIA-3](#), [IIA-4](#)).

The College offers instructional programs in fields of study that are consistent with its mission. The instructional programs meet a high standard that is appropriate for higher education regardless of location or delivery mode. The College is committed to supporting its students by offering a range of delivery options including face-to-face courses, hybrid courses, and distance education (DE) courses and programs given that the College serves a large area, including remote areas on the Leeward coast of O'ahu. The College has an education center on the Wai'anae coast, Leeward CC - Wai'anae Moku Education Center. Students can earn their Associate in Arts (AA) in Liberal Arts and other certificate programs on-site. Many students take classes at both sites or in combination with online courses.

High school students participating in the dual-enrollment programs Jump Start, Running Start, and Early Admit take credit courses at the College ([IIA-5](#)). Additionally, the College offers Early College courses at eight local high schools: Campbell High School, Leilehua High School, Mililani High School, Nānākuli High School, Pearl City High School, Sacred Hearts High School, Wai‘anae High School, and Waipahu High School. For all these programs, students who participate are dually enrolled at both their high school and the College. Through some of these programs, students earn dual credit (credit that can be applied to both their high school diploma requirements and their college degree requirements), and in other programs they earn single credit (credit that is only applied to their college degree requirements). The Early College Memorandum of Agreement program is a specific type of dual-enrollment program where the College offers college classes to students through a partnership with a high school ([IIA-6](#)).

In addition to credit programs, the College offers noncredit courses and programs in the Office of Continuing Education and Workforce Development (OCEWD), the Office of International Programs (OIP), and the English Language Institute (ELI). OCEWD is aligned with the College mission to enhance quality of life and strengthen economic stability and growth by providing lifelong development and personal enrichment. OCEWD provides a variety of continuing education programs, public service, consulting services, and cultural programs. Programs support human resource and economic development, job training, and classes for small and large businesses and aspiring entrepreneurs ([IIA-7](#)).

The OIP and ELI align with the College’s mission statement to “foster students to become responsible global citizens locally, nationally, and internationally.” The OIP creates programs to meet the needs of international students wanting academic preparation and Hawai‘i students seeking an international educational experience in a foreign country. Study abroad programs provide Leeward students course content in an international setting. The ELI provides academic preparation in English for international students.

The College mission affirms “a special commitment to Native Hawaiians” ([IIA-1](#)). In support of this section of the mission statement, the College has an AA in Hawaiian Studies and an Academic Subject Certificate in Hawaiian Language to provide an opportunity for all students to pursue an instructional program with a focus on Native Hawaiian culture, history, and language.

### **Evaluation of Student Progress and Learning Outcomes**

The College assesses whether students’ progress through and complete degrees and certificates, gain employment, and/or transfer to four-year institutions in several ways. The primary means of evaluation at the institutional level begins with a review of institution-set standards and progress made toward aspirational goals ([IIA-8](#)). The UH vice president for community colleges (VPCC) shares this information at an annual fall semester campus forum ([IIA-9](#), [IIA-10](#)). Attendees can ask questions and make comments on the issues at hand. (For further discussion on the VPCC visits, see Standard [IV.D.6.](#)) Additionally, constituent groups later meet to discuss the information provided by the VPCC and develop strategies for improvement. Administration also uses these key indicators to identify areas to focus on in the coming year.

At the program level, the program review process provides an opportunity for review and reflection by instructional programs regarding students' progress, completion and transfer data, and employment rates. Through the Annual Report of Program Data (ARPD), programs evaluate their program health and provide recommendations for improvement. The Board of Regents Committee on Academic and Student Affairs annually reviews programs with a low number of graduates and asks colleges to perform a specific review of these programs and provide a report of future plans ([IIA-11](#)).

The College assesses programs for currency, appropriateness within higher education, teaching and learning strategies, and learning outcomes. For a more detailed discussion of course revision and review, see Standard [II.A.2](#).

The College assesses learning outcomes at the course level and the program level. (See Standard [I.B.2](#) for a more detailed discussion of the College's hierarchy of learning outcomes.) All courses have measurable course learning outcomes (CLOs) that the College uses to assess student learning. The same CLOs are used for all courses regardless of location or delivery mode. The College assesses program learning outcomes (PLOs) through various methods. These include but are not limited to capstone projects, student portfolios, or alignment with CLO assessment data. For program review, the College uses the ARPD template to analyze demand, efficiency, effectiveness, and outcomes of an academic program. The College uses assessment results for course and program improvements for all locations and delivery modes and uses ARPD results to plan improvements and prioritize resource requests. For a more detailed discussion of course assessment, see Standard [II.A.16](#).

### **Analysis and Evaluation**

All of the College's instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission to provide high-quality liberal arts and career and technical education programs. The College offers dozens of associate degrees and certificates through a range of delivery options including face-to-face and DE courses at two locations. The College also offers credit courses to high school students through its dual-enrollment programs.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and instructional programs. Participants discussed how the College meets Standard II.A.1, Eligibility Requirement 9, and how the College can improve in these areas. They said that the College regularly assesses what the local community needs and creates programs to meet those needs. To reach more students, the College has increased its delivery modes including DE courses and dual-enrollment courses. As the number of programs develop, the College strives to increase its publicity of the types of programs and the different delivery methods in order to make them all successful ([IIA-12](#)).

#### **II.A.2.**

***Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional***

*courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

## **Evidence of Meeting the Standard**

### **Review of Content and Methods of Instruction**

At the College, faculty ensure that the content and methods of instruction meet accepted academic and professional standards. Faculty, including full-time and part-time employees, initiate curriculum proposals and modifications after a collaborative discussion with faculty in their respective discipline or program. Faculty ensure that the quality of courses, regardless of delivery mode, adheres to the College's L5.201, Policy on Curriculum Review and Revision ([IIA-13](#)). Faculty also follow the process approved by the Faculty Senate Curriculum Committee for course and program proposal, review, and modification ([IIA-14](#), [IIA-15](#)).

To conduct curriculum review and revision, the College uses the Kualu Student Curriculum Management (KSCM) database, an online curriculum management system that houses all approved course and program outlines ([IIA-16](#), [IIA-17](#), [IIA-18](#)). In the KSCM database, course outline requirements include learning outcomes and a discussion of how course content is appropriate, relevant, and covered in sufficient depth as well as how it reflects current theory and practice in the content area ([IIA-19](#), [IIA-20](#)). All CLOs must connect to course content, PLOs, and the College mission.

In the KSCM database, program outline requirements include the program's PLOs, mission and objectives, program curriculum plan, target (if any), resources, efficiency, and effectiveness ([IIA-19](#), [IIA-21](#)).

The College's L5.201 and L5.202, Policy on Annual Program Review, require faculty to regularly review all curriculum ([IIA-13](#), [IIA-22](#)). In order for a course or program to be created, modified, or deleted, it must be approved by the division faculty, division chair, Curriculum Committee, the Faculty Senate, instructional dean, and the vice chancellor for academic affairs (VCAA). For further discussion, see Standard [IV.A.4](#).

There are six steps in the College's curriculum approval process.

Step 1: Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with discipline faculty and advisory boards. Once faculty and/or advisory boards identify a curriculum change, the faculty proposer enters the new or modified curriculum proposal into the KSCM database.

Step 2: Faculty in the division review and approve the proposal. Once approved, the division chair submits the proposal for review by the Curriculum Committee.

Step 3: The Curriculum Committee chair assigns proposals to subcommittees for thorough review. If needed, the subcommittees suggest changes to the proposer. Once the proposer updates the proposal, the full Curriculum Committee membership votes on it.

Step 4: After the Curriculum Committee approves a proposal, the Faculty Senate reviews it. At this time, the Faculty Senate may request additional changes or approve the proposal.

Step 5: The Faculty Senate forwards approved proposals to the appropriate instructional dean for review and approval.

Step 6: The VCAA performs the final review and approval. Upon final approval, the College publishes the new or revised curriculum change in the next Catalog.

At any step in the process, the reviewer can deny the proposal or return it to the proposer for further updates and changes.

DE courses follow the same curriculum review and revision procedure as courses delivered face-to-face. The College encourages all faculty members interested in teaching in a DE format to attend training for Lulima, the UH System's collaborative learning environment based on the Sakai platform. The Educational Media Center (EMC) regularly offers additional training classes on effective online instructional design and online facilitation. For a discussion of the College's compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC)'s Distance Education and Correspondence Education Policy, see the [Certification of Continued Institutional Compliance with Commission Policies](#).

The OIP and the faculty member who will lead a study abroad trip work together to select courses to offer to participating students during the trip. They select the host institution based on its ability to provide courses that are consistent with the College's CLOs. The division offering the courses assesses the actual course content and CLOs in the program review process. Site visits by faculty and student evaluations conducted at the end of study abroad programs help the OIP determine the other components of the program, such as services, location, and housing.

The Language Arts Division offers ELI courses. Although the courses are noncredit, faculty developed the courses and followed the Curriculum Committee process for new course approval. ELI students receive eighteen hours of English instruction per week in reading, writing, listening, speaking, grammar, pronunciation, and U.S. culture. To meet the needs of students at all levels of English proficiency, the ELI offers four levels of instruction: beginning, low intermediate, high intermediate, and advanced. ELI faculty regularly assess these courses.

### **Continuous Improvement through Program Review**

Faculty continuously improve instructional courses and programs through the annual program review process. All instructional programs follow the program review process regardless of the program type and delivery mode. Through program review of each academic program and educational unit, faculty evaluate a program's relevance, appropriateness, currency, and achievement of learning outcomes. The program review process includes the assessment results of CLOs and PLOs as well as an analysis of demand, efficiency, effectiveness, and course and program completion data.

## **Analysis and Evaluation**

Faculty ensure that the quality of courses, regardless of delivery mode, adheres to the College policies on curriculum development and review. Both new and revised curricula go through an extensive process to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about faculty and curriculum development at the College. Participants discussed how the College meets Standard II.A.2 and how the College can improve in these areas. They said that the College has numerous faculty and curriculum development programs. The Teaching Excellence Program, the EMC training, assessment workshops, and workshops during convocation week are a few of the opportunities available for faculty professional development. For curriculum development, faculty use peer and student evaluations to make improvements. Faculty expressed a need for more professional development and more opportunities to collaborate with colleagues. Suggestions include online professional development, professional development at the Wai‘anae Moku Education Center, and more division-level opportunities ([IIA-12](#)).

### II.A.3.

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

## **Evidence of Meeting the Standard**

### **Assessment of Learning Outcomes**

The College has identified learning outcomes for all courses, programs, certificates, and degrees. The College established L5.210, Policy on Assessment, which requires systematic assessment of outcomes for all areas of the College, including the establishment of appropriate learning outcomes and other outcome measures, the administration of assessment tools, the analysis of results, and the use of such results to inform and improve instructional practices and institutional effectiveness ([IIA-23](#)). The Assessment Committee and the Office of Planning, Policy, and Assessment (OPPA) work together to ensure that all learning outcomes adhere to L5.210.

Faculty are responsible for developing, reviewing, and revising all learning outcome statements. The College’s L5.201, Policy on Curriculum Review and Revision, requires each division to ensure that all disciplines review and assess their courses at least once in a five-year cycle ([IIA-13](#)). This review must include an assessment of learning outcomes. If a course requires modification, faculty submit a modified curriculum proposal for discussion and approval using the process outlined in Standard [II.A.2](#). The review process also helps the College identify which courses are obsolete and should be removed from the Catalog, which ensures that course offerings are current.

Below is the Assessment Committee’s course assessment status for 2017-2018 (see Table 50). The average total is 81 percent, which meets the College’s goal of 80 percent. In previous years, the College reported on course assessment for courses taught in the academic year. However, the reporting denominator did not include courses that were in the Catalog but not being taught. For the ACCJC 2017 Annual Report, the VCAA changed the reporting denominator to include all courses in the Catalog which led to a drop in the percentage in courses assessed from 90.4 percent to 81.2 percent ([IIA-24](#)). The VCAA asked all divisions to review courses listed in the Catalog for currency and relevance and to delete courses that are no longer taught.

Table 50.  
*Course assessment status for 2017-2018.*

Division	Number of Courses in Catalog	Number of Courses Assessed	Percentage of Courses Assessed
Arts and Humanities	126	93	73.8%
Business	65	46	70.8%
Counseling	9	4	44.4%
Language Arts	81	69	85.2%
Math and Science	143	125	87.4%
Professional Arts and Technology	67	53	79.1%
Social Science	67	63	94.0%
Total	558	453	81.2%

Faculty regularly assess learning outcomes at the course and program levels. The College conducts program reviews annually using the ARPD, which analyzes student attainment of PLOs as well as other factors such as demand, efficiency, effectiveness, and degree and/or certificate completion. Every four years, the College requires that each academic program, educational unit, and support area complete a Comprehensive Review and Evaluation (CRE). During the year that a program, unit, or area completes a CRE, it does not need to complete an ARPD since elements of the ARPD are included in the CRE.

In 2016, the College completed a CRE for the AA in Liberal Arts degree, which assessed the general education learning outcomes (GELOs) ([IIA-25](#)). The AA Degree Program Review Task Force submitted a report that provided information about the assessment of GELOs for written communication, critical thinking, and cultural diversity ([IIA-26](#)). Results indicated that 58 percent of students met or exceeded proficiency in written communication, 56 percent of students met or exceeded proficiency in critical thinking, and 30 percent of students met or exceeded proficiency in cultural diversity. Assessment results indicate that there is an overall need for improvement for these GELOs. Specific areas that need improvement are developing a perspective on an issue or problem, developing and gathering appropriate content and credible sources, and analyzing and evaluating an issue or problem.

To ensure ongoing assessment of the GELOs of the AA in Liberal Arts degree, the task force recommended to the Faculty Senate that writing-intensive instructors who participated in the study should review the results, discuss different strategies to make improvements, select and implement a strategy, and re-assess student learning in written communication and critical thinking. The task force also recommended that the College identify additional courses in the associate degree program that address cultural diversity and locate better assignments or student work to measure cultural diversity because the sample size was lower than expected. In 2017-2018, the degree task force is assessing the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences ([IIA-27](#)).

### **Learning Outcomes in Course Syllabi**

All approved and current course outlines include learning outcome statements. In accordance with L5.201, all course syllabi, regardless of delivery mode, must include standardized and approved elements such as course title, description, learning outcomes, instructor contact information, course number, location, times, and relevant policies ([IIA-13](#)).

Students receive a course syllabus that includes learning outcomes from the College's official course outline. Discipline and program coordinators and division chairs review syllabi for compliance with course outline requirements. The College expects all instructors to include approved learning outcomes in their syllabi and to provide syllabi to all students in their courses. Additionally, the VCAA reminds faculty at the beginning of each semester of the required syllabi content and the need to disseminate syllabi to students ([IIA-28](#)).

### **Analysis and Evaluation**

Two established institutional policies and procedures, the ARPD and the CRE, ensure the regular assessment and approval of learning outcomes for every course, program, certificate, and degree. Regardless of delivery method, students in every class section receive syllabi that include the officially approved learning outcomes. Discipline and program coordinators and division chairs review syllabi for compliance with course outline requirements each semester. In 2016, the College assessed three of the GELOs for the AA in Liberal Arts degree. Only 30 to 58 percent of students met or exceeded outcomes for the GELOs assessed, indicating a need for improvement. In their 2016 report on assessing the AA in Liberal Arts, the AA Degree Program Review Task Force made recommendations to Faculty Senate on strategies for improvement and is currently assessing the remaining GELOs ([IIA-26](#)).

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about course assessment and program assessment at the College. Participants discussed how the College meets Standard II.A.3 and how the College can improve in these areas. They said that all course syllabi contain the learning outcomes, which have been approved by the Curriculum Committee. Course assessments are on a five-year review process which ensures currency. Tk20 offers some challenges because it is not intuitive. Additionally, faculty seek sample assessment material and mentoring and support ([IIA-12](#)). For further discussion of Tk20 and outcomes assessment, refer to the College's [Quality Focus Essay](#)

#### II.A.4.

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

### **Evidence of Meeting the Standard**

#### **Pre-Collegiate Level Curriculum**

The College offers pre-collegiate level curriculum in math, English, ELI, and English as a Second Language (ESL). Pre-collegiate courses are numbered below 100. College-level credit courses are numbered from 100-299. Pre-collegiate level courses go through the same curriculum approval and review process as college-level courses. Faculty are responsible for making decisions in regards to credit type, location, and delivery mode of pre-collegiate courses. The Catalog provides a complete listing of pre-collegiate level courses ([IIA-29](#), [IIA-30](#), [IIA-31](#), [IIA-32](#)).

#### **Alignment of the Pre-Collegiate Level Curriculum and College-Level Curriculum**

The College provides students enrolled in pre-collegiate level courses with clear and efficient pathways so that they are able to learn the knowledge and skills necessary to advance to and succeed in college-level courses. The University of Hawai'i Community Colleges (UHCC) system implemented the Acceleration Initiative at all seven campuses to alleviate success gaps and enhance the graduation rate for underrepresented students. This initiative is aligned with the *UHCC Strategic Directions 2015-2021*, UHCC Policy (UHCCP) 5.213, Time to Degree: Co-Requisite, and the College's *Strategic Plan 2015-2021* ([IIA-33](#), [IIA-34](#), [IIA-35](#)). As part of the Acceleration Initiative, the College has accelerated learning tracks in math and English, which are designed to move students into college-level courses. The College intends for the initiative to increase college-level math and English completion rates and streamline the developmental math and English sequence. The Catalog provides descriptions of the available tracks ([IIA-36](#)).

Math and English faculty from each of the seven UHCC campuses participated in discussions in summer 2015 about course content and course numbering. The system formed an ad hoc committee for grading options to determine the appropriate grading options for co-requisite courses for math and English ([IIA-37](#)). Math and English disciplines implemented these system agreements by offering an appropriate number of course sections to meet the anticipated student demand.

Developmental math and English faculty regularly collaborate to discuss curricula and frequently provide and participate in professional development activities so they can respond to student needs. At the College, instructors in the Accelerated Learning Program designed and facilitated two summer workshops to address curricular and non-cognitive issues including accommodating students with special needs, integrating updated technological tools, and utilizing authentic learning to increase global, real-world application of learning outcomes. Developmental education instructors attend local as well as national conferences as part of their ongoing training and meet regularly to make decisions about their courses.

The ELI offers eighteen hours per week of English language instruction for international students who seek academic English preparation for college-level coursework and study

(IIA-38). The mission of the ELI is to provide high quality ESL instruction and orientation in U.S. culture to international students, professionals, and other English language learners by means of an intensive English program (IIA-39). Additionally, the Language Arts Division offers 12 pre-collegiate ESL courses to meet the needs of beginning to advanced English language learners and prepare students for college-level courses (IIA-40). The courses are sequenced so that each course builds upon the linguistic knowledge and skills taught in previous courses.

### **Evaluation of Student Progress and Learning in Pre-Collegiate Level Courses**

One of the strategic plan goals is to increase college-level math and English completion rates. Results of the fall 2016 cohort are very positive. For math, college-level completion rates increased by over 20 percent from fall 2013 to fall 2016 for students who placed one level below college level. In addition, eight percent of students who placed more than one level below college-level math completed a college-level math course (IIA-41). English college-level completion rates increased by over 40 percent for students who placed one level below college level. For students who placed more than one level below college level, there were no students who completed college-level English in fall 2013, whereas 38 percent completed college-level English in fall 2016 (IIA-41).

Pre-collegiate level courses go through the same assessment process as college-level courses. Since 2012, math faculty have assessed all CLOs for each developmental math course. The grading policy for each developmental math course requires that a student demonstrate proficiency in all CLOs in order to earn credit for the course. The overall results show that developmental math students have demonstrated acceptable levels of mastery of each CLO. Pre-collegiate level English courses are aligned with college-level English courses in agreed upon CLOs (IIA-42). Each semester, Accelerated Learning Program instructors engage in assessment of specific CLOs to assess English 22 sections in the program. Instructors assess these students' pre- and post-writing samples and discuss changes to curriculum.

The developmental math and English programs go through the same program review process as all campus instructional and support programs. Each year, the ARPD evaluates the developmental math program. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program's efficiency is "healthy" while the effectiveness is "unhealthy" (IIA-43). Although the program did not meet all the UHCC System benchmarks, persistence and success rates from one-level below college level to college level showed an increase from the previous year. With the shortened course sequence and math pathways, which the College fully implemented in fall 2016, the developmental math program expects a more significant increase in persistence and success rates.

The 2016 ARPD developmental English results demonstrate "healthy" efficiency with "unhealthy" effectiveness (IIA-44). Retention for all levels of developmental English courses hold consistent at over 90 percent. Successful completion of the developmental English courses for students placing one-step below college level show an annual increase of three percent from 2013-2016, the period covered by the 2016 ARPD. Given the streamlined pre-college pipeline and curricular modifications to facilitate effectiveness, English faculty expect increases in persistence, retention, course completion, and subsequent student success for all who enter the College at the developmental level.

The OIP conducts the following three assessments and report results through the ARPD process: front desk inquiries, study abroad inquiries and applications, and international student applications. In 2016, the OIP staff resolved 87 percent of the front desk inquiries, which is a 42 percent increase in the satisfaction of the service provided. For study abroad, eight percent of the inquiries and appointments converted to study abroad enrollments; the low number is partly due to a canceled study abroad trip. Finally, 80 percent of the international student applications converted to enrollment in credit programs, which is a four percent increase from the previous year ([IIA-45](#)).

For ELI courses, ELI instructors conduct assessment and report results through the ARPD process. From 2013 to 2017, the ELI faculty assessed CLOs of all 16 classes offered in ELI at least once ([IIA-46](#)). The OIP also assesses the ELI's program efficiency by looking at enrollment, data collected from ELI students' enrollment in a credit program, and the percentage of ELI students who successfully complete ESL 21/22. At the end of each session, the OIP conducts a student survey for each student exiting the ELI program and uses the data to analyze and improve services. Faculty also analyze the persistence and completion rates of ELI students as well as the success rate of students exiting the ELI program and entering the degree program until their graduation and/or transfer ([IIA-47](#)).

ESL faculty regularly assess pre-collegiate ESL courses using multiple measures, including tests of students' reading rates and comprehension, rubrics for multi-draft writing assignments, grammar pre-tests and post-tests, listening comprehension tests, and rubrics for oral presentations. To earn credit and advance to the next course in the sequence, students must demonstrate proficiency in all CLOs for the course. The course assessment results indicate that outcomes are consistently met. ESL faculty use data from course assessments to inform discussions of curriculum and student achievement in the sequence of ESL courses.

### **Analysis and Evaluation**

Committed to open access and student success, the College recognizes the diverse needs of its student population by offering developmental education curricula that promotes acceleration to and preparation for college-level courses. Pre-collegiate level courses are numbered below 100 to distinguish them from college-level courses.

#### **II.A.5.**

*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

#### **Policies and Procedures for Institutional Quality**

The College follows practices common to American higher education in order to demonstrate the quality of its degrees and programs. L5.201 defines these practices ([IIA-13](#)). The policy requires each discipline to review its own courses once every five years "ensuring accuracy

of core outlines and their academic rigor, integrity and currency; and continued articulation of courses in the UHCC System, should that be the case” ([IIA-13](#)).

### **Curriculum Review Process**

Faculty in the appropriate discipline use an approved criteria to decide the breadth, depth, rigor, sequencing, time of completion, and synthesis of learning for a course. During curriculum review, faculty address specific questions on breadth, depth, rigor, and sequencing ([IIA-20](#), [IIA-48](#), [IIA-49](#)). To ensure the appropriate sequencing of courses, guidelines require in the absence of prerequisites that the proposer provide evidence that the skills learned earlier in the course are reinforced and enhanced by later activities ([IIA-49](#)).

To ensure that students complete courses in their program in a timely manner, the curriculum review process asks the proposer of a program to provide a program curriculum plan that lists all the courses and credits within the program ([IIA-50](#)). The program curriculum plan also indicates the suggested course sequence for students to take each semester to finish the degree or certificate within the planned length of the program. The Catalog includes the course sequences, which the College uses to define the pathways in STAR Guided Pathway Selection (GPS). To ensure that a program demonstrates a synthesis of learning, the proposer lists the PLOs of the program being modified or proposed ([IIA-51](#)).

A DE course follows the same curriculum review procedures as a face-to-face course but requires additional evidence to demonstrate that the course maintains rigor and breadth, pedagogical development, and technology integration through electronic delivery. The proposer must state the methods used to ensure timely and effective interaction that follows the College’s DE Guidelines ([IIA-52](#), [IIA-53](#)). The proposer also must state the technological skills students will need, the academic support and technology training the instructor will need, and how the course will integrate and use technology ([IIA-53](#), [IIA-54](#), [IIA-55](#)).

After the proposer has provided supporting evidence that the course or program demonstrates breadth, depth, rigor, sequencing, time to completion, and learning outcomes, the proposer sends the course outline to the division chair. Next, the Faculty Senate Curriculum Committee reviews the course or program in subcommittees and then at regular meetings. During a meeting, members discuss the evidence provided by the proposer to evaluate whether the course or program represents high-quality and appropriate instruction as determined by the curriculum review guidelines. If the Curriculum Committee requires revisions, the subcommittee sends the proposal back to the proposer who makes the modifications necessary for approval. The Curriculum Committee chair sends approved proposals to the Faculty Senate for further approval ([IIA-56](#), [IIA-57](#)). For a detailed discussion of the Curriculum Committee, see Standard [II.A.2](#).

All degree programs require a minimum of 60 semester credits at the associate level including general education coursework. The College publishes degree programs and program requirements in the Catalog ([IIA-58](#)). Degree credits are consistent with levels of quality and rigor appropriate to higher education.

## **Analysis and Evaluation**

To ensure the College's degrees and programs follow practices common to American higher education, L5.201, Policy on Curriculum Review and Revision, has a well-established process on how to develop and revises curricula. This process includes specifically addressing issues related to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. As identified in the Catalog, all degrees require a minimum of 60 semester credits.

II.A.6.

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

## **Evidence of Meeting the Standard**

The College has made great strides with the development of program pathways and ensuring students can take the required courses needed for a certificate or degree in a timely manner. Beginning in 2013, the Catalog included two-year degree plans for most degrees, and with STAR GPS registration, all degrees have a preferred program pathway.

### **Course Scheduling Process**

The College schedules courses in alignment with program pathways so that students can complete a degree or certificate program within a period of time consistent with established expectations for higher education. The Catalog includes program maps, or suggested courses by semester, for a student to take and earn a certificate and/or degree in a timely manner ([IIA-59](#)). In addition, the UH System uses STAR, a web-based tool that provides students with information about courses that they have completed and identifies courses that students still need to complete for a certificate or degree ([IIA-60](#)). Students can see their progress towards degree completion by selecting the Academic Journey tab.

In 2016, the UH System designed and implemented STAR GPS, an online registration system, to show students which courses should be taken next to assist with their program completion ([IIA-61](#)). STAR GPS is a web-based tool that supports students in reaching their academic goals by tracking degree requirements, describing different pathways and majors, and charting progress toward graduation. If a student registers for an unnecessary course and/or takes a course out of sequence, STAR GPS notifies the student and recalculates the time to completion. For a more detailed discussion of STAR GPS, see Standard [II.C.6](#).

In addition, STAR GPS has a dashboard available to administrators and division chairs. The dashboard, which is updated daily, shows any courses that are at capacity that students need to complete their program. It also indicates how many students have attempted to register for the course. This provides just-in-time information regarding which courses are in high demand so division chairs can add an additional section.

As an open access community college, the College regularly accepts students who require developmental education. Therefore, students may take longer than the prescribed two years to complete a certificate, degree, or academic goal. To address this issue, developmental

education efforts in math and English have moved into self-paced acceleration, which is discussed in more detail in Standard [II.A.4](#).

Division chairs are responsible for creating the schedule of classes based on the needs of students ([IIA-62](#)). The College schedules classes to meet the needs of the diverse student population. Classes are held during the day, evening, weekends, at two locations, and through DE. Classes begin as early as 7:30 a.m. and end by 8:45 p.m.

### **Evaluation of Course Scheduling**

The College uses data to evaluate the degree to which course scheduling allows students to complete each level of a course sequence or program. In fall 2016, the UHCC System provided all of the campuses with a course scheduling and space utilization evaluation with an outside consultant Ad Astra ([IIA-63](#)). The College's evaluation indicated that the College was scheduling its classes in an appropriate manner. Classroom usage was relatively high, and class fill rates were also within an appropriate range.

STAR GPS is being designed to provide additional analysis on course scheduling and its impact on student completion rates. Currently, the dashboard provides just-in-time information on areas that need adjustment in the upcoming semester.

The Faculty Senate Alternate Class Schedule Ad Hoc Committee gathered and analyzed data from students, discipline coordinators, and faculty on the viability of shifting the College's class offerings to a four-day schedule with 75-minute classes primarily scheduled on Monday and Wednesday and Tuesday and Thursday. The analysis resulted in the Faculty Senate approving a motion that flexible scheduling be implemented in spring 2019 ([IIA-64](#), [IIA-65](#), [IIA-66](#)). This alternate schedule will still offer once-a-week lab classes on Friday. This motion is currently under advisement with administration.

### **Analysis and Evaluation**

The Catalog includes program maps to help students earn a certificate and/or degree in a timely manner. In 2016, the UH System designed and implemented STAR GPS, a new online registration system to expedite program completion. The College offers DE, day, evening, and weekend classes at two sites to facilitate student success. Since the College regularly accepts students requiring developmental education, some students may take longer than the prescribed two years to complete a certificate, degree, or academic goal. The College is considering the implementation of flexible scheduling in spring 2019.

II.A.7.

*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

### **Evidence of Meeting the Standard**

#### **Students Assessed Below College-Level Math and English**

As an open-access institution, the College has more than 50 percent of currently enrolled students testing below college level for math and/or English. To address the situation, the

College has worked for several years to develop accelerated programs. The College scaled up these programs in 2016-2017 as part of the Acceleration Initiative, which is discussed in detail in Standard [II.A.4](#).

### **Use and Evaluation of Delivery Modes**

The College utilizes a wide range of delivery modes in order to meet the needs of its diverse student populations. These delivery modes are face-to-face, hybrid, and DE. At the Pearl City campus, face-to-face courses account for 75 percent of all course offerings in a semester. The College has emphasized the development of DE courses and programs with 22 percent of course sections offered in this mode. The College also maintains the Wai‘anae Moku Education Center, which offers six percent of all of the College’s courses to meet the needs of this specific rural student population.

Faculty consider student demand, course fill rates, course evaluations, and other program and course review data to determine which modes are most effective for students and most appropriate for the program. In addition, some programs have identified the use of DE as the primary means of delivering the program’s courses. For example, the College’s AA in Teaching, the only associate degree of its kind in the UHCC System, delivers its program primarily through DE to meet the needs of students across the state interested in pursuing teaching ([IIA-67](#)). The Business programs have also found high demand for online course delivery. Finally, the College created the Health Information Technology program with online offerings as part of its development plan.

In 2017-2018, the UH System announced its intention to develop five-week online courses to target the working adults in Hawai‘i. Leeward will be taking a lead role in the development of this model due to its strong DE courses and support services ([IIA-68](#)).

### **Use and Evaluation of Teaching Methodologies**

Faculty effectively use teaching methodologies to support the success of the College’s diverse student populations. Faculty in the appropriate discipline use an approved criteria to decide each program’s breadth, depth, rigor, sequencing, time of completion, and synthesis of learning. During the curriculum review process, faculty address a course’s methods of instruction, a content area that appears in the KSCM database ([IIA-69](#)). Additionally, faculty have access to a variety of programs, tools, and committees dedicated to helping them adapt their teaching methodology to address students’ different learning styles. For a more detailed discussion of these professional development opportunities, see Standard [III.A.14](#).

For those teaching DE courses, the DE Committee created a mandatory DE training session, which includes an instructor self-evaluation survey on practices used for interaction and collaboration with students ([IIA-70](#)). In addition, the DE Committee developed best practice guidelines regarding course design, interaction and collaboration, and learner support services and implemented the DE Liaison program to help faculty connect with campus resources and other colleagues who regularly teach online ([IIA-52](#)). In 2018-2019, the DE Committee plans to revise the DE peer evaluation form to provide feedback on regular and substantive interaction. The iTech website provides professional development and learning resources to facilitate quality online learning ([IIA-71](#)). For further discussion of these professional development opportunities, see Standard [III.A.14](#).

Leeward's Innovation Center for Teaching and Learning focuses on providing quality workshops for instructional faculty for curriculum development, curriculum improvement, and access to new tools and resources ([IIA-72](#)). For example, in November 2017 the Teaching Guidelines and Issues for Faculty workshop series conducted a workshop on teaching techniques and technology tips ([IIA-73](#)). For further examples of workshops for instructional faculty on teaching methodologies, see Standard [III.A.14](#).

A recent faculty-driven initiative is Open Educational Resources (OER) and no cost textbooks courses. Faculty have participated in professional development workshops and work with the EMC faculty and librarians to identify, revise, or develop textbook resources for their courses that are no cost to the students. For further discussion of OER, see Standards [I.A.3](#) and [I.C.6](#).

### **Use and Evaluation of Learning and Student Support Services**

The College supports the success of all its students by identifying the diverse needs of its student populations and providing appropriate learning support services. The EMC provides resources for students in DE and face-to-face classes ([IIA-74](#)). For example, the EMC manages a website called iLearn that is dedicated to DE ([IIA-75](#)). Additionally, online students have access to online tutoring support through the Learning Resource Center and through Brainfuse, an online tutoring service. The Pasefika Passion Pipeline aims to introduce Pacific Islander students to higher education and to support their success within the UH System ([IIA-76](#), [IIA-77](#)). The Access to Education program at the Wai'anae Moku Education Center works with students who were formerly incarcerated and/or in recovery from substance abuse. When recruitment was first underway for this program, it became clear that many prospective students had not obtained a high school diploma, making them ineligible for financial aid and scholarships, so the Access to Education program assists the prospective students navigate these issues ([IIA-78](#)). The Wai'anae Moku Education Center temporarily suspended recruitment into this program at the end of 2017 with the resignation of the program counselor. See Standard [II.B](#) for more information on the College's learning support services and Standard [II.C](#) for more information on the College's student support services.

### **Analysis and Evaluation**

The College continuously evaluates the effectiveness of all instructional delivery methods and teaching methodologies and adjusts accordingly to changing student needs through innovative educational programs and support services. The College's wide variety of learning and student support programs demonstrates its commitment to support equity for all students.

II.A.8.

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

## **Evidence of Meeting the Standard**

The College does not use department wide course and/or program examinations.

The College provides students with opportunities to demonstrate competency and earn course credits through various options such as exams and portfolios. The College's Prior Learning Assessment (PLA) Program identifies these opportunities ([IIA-79](#), [IIA-80](#)). The PLA Manual Committee has met several times in 2017-2018 to continue updating the PLA Manual and PLA scoring guide ([IIA-81](#)). The PLA Manual Committee has met with the Counseling and Advising unit to inform them of PLA process and options ([IIA-79](#)). In addition, the committee developed a portfolio-based assessment course on Lualaba for any student in the UH System to earn course credit by documenting life/work experience. This course was part of a pilot project funded by the UH System office.

The pilot program for PLA uses a portfolio-based assessment course to award college credits for incoming students' life experiences. The UH System has provided funding support for instructional faculty to develop portfolio-based assessment courses and assess the work submitted by students. The UH System also provides a stipend to students to fund the tuition cost of the course through a Perkins grant. The Teacher Education program agreed to pilot this new assessment method in spring 2017. The program faculty recruited 14 educational assistants from the Leeward area and had them attempt portfolio-based assessments for two education courses in the Certificate of Competence in Special Education. At the end of the spring semester, 13 of the students had successfully completed the portfolio-based assessment and earned credit for at least one of the education courses ([IIA-82](#)). These students are now enrolled in additional education courses and are on track to earn this certificate with some planning to work towards an AA in Teaching degree.

## **Analysis and Evaluation**

The College does not use department wide course and/or program examinations. The College has processes in place to ensure reliability for prior learning assessments and continues to evaluate current procedures for effectiveness.

II.A.9.

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

## **Evidence of Meeting the Standard**

### **Awarding of Credits, Degrees, and Certificates**

The College awards course credits based on student attainment of learning outcomes. The College awards degrees and certificates based on student attainment of PLOs. Each instructor is responsible for assessing students' success in meeting the learning outcomes in the approved course outline in KSCM. Instructors design evaluation methods such as exams, papers, and projects to measure student success in meeting these outcomes. In addition,

instructors embed ongoing assessment of learning outcomes in each course. For detailed discussion of outcomes assessment, see Standards [I.B.2](#), [II.A.3](#), and [II.A.16](#).

The College ensures that academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and accepted by ACCJC. Course outlines, corresponding syllabi, and class schedules provide evidence that faculty assign an appropriate amount of work in order to conform to the Carnegie Unit. In addition, the College adheres to federal and state guidelines that define a course credit hour.

### **Policies on Awarding of Credits, Degrees, and Certificates**

UHCCP 5.203, Program Credentials: Degrees and Certificates, sets graduation requirements for associate degrees and certificates ([IIA-83](#)). These requirements include the completion of 60 baccalaureate-level semester credits, the evaluation of the student's work, and the fulfillment of stated outcomes with a cumulative 2.0 GPA or higher for all courses needed to meet the degree requirements.

UHCCP 5.228, Credit Hour, guides the awarding of course credits, degrees, and certificates ([IIA-84](#)). The policy defines a credit hour as 50 minutes to one hour of class or faculty instruction and a minimum of two hours of work per week outside of class over approximately 15 weeks. Alternately, a credit hour can be earned through an equivalent amount of work for other activities such as DE instruction, laboratory work, studio work, and internships.

### **Analysis and Evaluation**

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. UHCCP 5.203 sets graduation requirements for associate degrees and certificates that reflect accepted norms in higher education. The College academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and accepted by ACCJC.

II.A.10.

*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. (ER 10)*

### **Evidence of Meeting the Standard**

#### **Policy and Procedures on Transfer of Credit**

The College adheres to Executive Policy (EP) 5.209, Student Transfer and Inter-Campus Articulation, regarding the transfer of classes from and to other UH System campuses. The policy states that students who have earned an articulated associate degree from a UHCC campus shall be accepted as having filled the general education core requirements at all other UH System campuses ([IIA-85](#)).

The College has transfer-of-credit procedures that it clearly communicates to its students. The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH System campuses and other institutions ([IIA-86](#)). Students receive notice of credit transfer policies from the Admissions and Records office, counselors, the College website, and transfer workshops held throughout the semester ([IIA-87](#)). The Catalog provides clear information for credit transfer ([IIA-80](#)). Options for prior learning assessment include credit by institutional exam, credits earned at foreign colleges and universities, college transfer credits, equivalency examinations, portfolio-based assessment, and non-collegiate sponsored education credit. Students can request a transcript review via the College website ([IIA-88](#)). The transfer information section in the Catalog provides information for students who are planning to transfer to a UH four-year institution or an institution outside the UH System. Additionally, the College website provides information on prior learning assessment ([IIA-89](#)).

The University of Hawai‘i at Mānoa (UH Mānoa) created a dual-admission, dual-enrollment program, Ka‘ie‘ie, for students who are pursuing a four-year undergraduate degree, but choose to begin their degree at Leeward CC or one of the other UHCC campuses ([IIA-90](#)). Ka‘ie‘ie focuses on students successfully transferring from UHCC campuses to the Mānoa campus while completing their academic degrees.

A similar transfer agreement, Mānanawai, exists with the University of Hawai‘i-West O‘ahu (UH West O‘ahu). This agreement provides for a smooth transfer between Leeward CC and UH West O‘ahu with a focus on dual-admission and dual-enrollment ([IIA-91](#)).

The College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses when transfer credits fulfill degree requirements. When accepting transfer credits to fulfill degree requirements that fall outside of the UH System or articulation agreements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses by reviewing and comparing syllabi, which is normally done by academic advisors. When academic advisors are unsure, a transcript evaluation request form is sent to the appropriate division or discipline for review and determination.

### **Articulation Agreements**

The College develops articulation agreements where patterns of student enrollment exist. The College has multiple articulation course and program agreements across the UH System ([IIA-92](#)). For example, students who complete the associate degree with an Academic Subject Certificate in Plant Bioscience Technology at the College may transfer as classified students to the Bachelor of Science in Tropical Plant and Soil Science at UH Mānoa ([IIA-93](#)). Students who complete the Associate in Science (AS) degree with a pre-engineering concentration at the College may transfer as classified students to the Bachelor of Science in Engineering at UH Mānoa ([IIA-94](#)). Similarly, students who complete the AA in Teaching degree at the College are eligible to apply to baccalaureate Teacher Education programs at UH Mānoa, UH West O‘ahu, and Chaminade University ([IIA-95](#)).

## **Analysis and Evaluation**

The College provides clearly stated transfer-of-credit information from a variety of sources including the Admissions and Records office, counselors, the College website and Catalog, a course transfer database, and transfer workshops. Additionally, a procedure is in place to ensure that learning outcomes for courses transferred to the College are comparable. To further facilitate student success, an associate degree from the College fulfills the general education core requirements at all other UH System campuses. Additionally, the College has multiple articulation course and program agreements across the UH System and with some private colleges.

### **II.A.11.**

*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

## **Evidence of Meeting the Standard**

### **Programmatic Learning Outcomes and Competencies in the Accreditation Standard**

The College includes seven specific learning outcomes in all its instructional programs in addition to other program-specific learning outcomes. These outcomes, which the College identifies as GELOs, are critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication ([IIA-96](#)). Each GELO is accompanied with a list of academic skill standards. Table 51 demonstrates how the College's GELOs correspond to the competencies identified in this Accreditation Standard.

Table 51.

*Alignment of GELOs and Competencies in Standard II.A.11*

<b>GELO</b>	<b>GELO Statement</b>	<b>Competency in Standard II.A.11</b>
Critical thinking	Make critical judgments and apply critical reasoning to address challenges and solve problems.	Analytic inquiry skills
Technology and information literacy	Make informed choices about uses of technology and information literacy for specific purposes.	Information competency Ethical reasoning
Oral communication	Gather information appropriately and communicate clearly both orally and in writing.	Communication competency

<b>GELO</b>	<b>GELO Statement</b>	<b>Competency in Standard II.A.11</b>
Quantitative reasoning	Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.	Quantitative competency
Written communication	Use writing to discover, develop, and communicate ideas appropriately.	Communication competency
Arts, humanities, and sciences	Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.	Ethical reasoning  Ability to engage diverse perspectives
Cultural diversity and civics	Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.	Ethical reasoning  Ability to engage diverse perspectives

All students at the College must meet the minimum general education credit requirements in order to be awarded an AA in Liberal Arts, an AA in Teaching, an Associate in Science (AS), an AS in Natural Science, or an Associate in Applied Science (AAS) degree. This requirement ensures that all students are exposed to the College's GELOs, which represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of that GELO's academic skill standards.

### **Assessment of Programmatic Learning Outcomes**

The course assessment process ensures that each course in the general education curriculum addresses at least one of the GELOs. In addition, courses are mapped to the PLOs and GELOs in Tk20. The College has focused mapping efforts on CTE programs and those courses that are most commonly taken for the AA in Liberal Arts degree. For an in-depth discussion of how the College assesses its GELOs through the AA degree, see Standard [II.A.3](#).

Faculty establish CLOs for each course included in the general education core and assess them on a regular basis. CLOs demonstrate how the course meets competencies described in the GELOs. Course core outlines, which are located in the KSCM database, list the course CLOs ([IIA-97](#)). New courses as well as those that have already been designated as fulfilling a foundation or diversification requirement must demonstrate how they meet the hallmarks established for their respective designations. (See Standard [II.A.12](#) for a discussion of these requirements.) In addition, foundations and diversification courses are subject to review by their respective review boards ([IIA-98](#)).

The College engages in a systematic evaluation of CLOs established for every course in the curriculum. This process ensures that the College is providing a high quality education to students and that students are learning. Assessment of CLOs requires that assessors evaluate the collected data and use the results as a basis for change when indicated. Each instructional division and support area integrate course and program assessments into an annual ARPD. The ARPDS are instrumental in making campus wide decisions pertaining to resource allocation as well as ensuring a high quality of education. For further discussion of the assessment of CLOs, see Standards [I.B.2](#), [II.A.3](#), and [II.A.16](#).

### **Analysis and Evaluation**

To meet the minimum general education credit requirements at the College, all students must demonstrate competency in the areas of communication, information, ethics, analytic inquiry, quantitative reasoning, and the ability to engage diverse perspectives. The College ensures level-appropriate learning outcomes through the curriculum revision and review process.

II.A.12.

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*  
(ER 12)

### **Evidence of Meeting the Standard**

#### **Rationale for General Education**

The College has a carefully considered general education philosophy that it publishes in the Catalog. This philosophy asserts that “general education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply the knowledge, skills, and talents to make judicious decisions and analyze and solve human problems within a multicultural community” ([IIA-96](#)). The College adheres to UHCCP 5.200, General Education in All Degree Programs, and Regents Policy (RP) 5.213, General Education ([IIA-99](#), [IIA-100](#)).

#### **General Education and Degree Requirements**

The College’s rationale for general education serves as the basis for inclusion of instructional courses in the general education core curriculum. All degree programs at the College require a component of general education. The College divides its general education core requirements into two categories: foundations and diversification. The foundations requirement is intended to give students the skills and perspectives that are fundamental to undertaking higher education. Courses in the foundations category are in written communication, symbolic reasoning, and global and multicultural perspectives. The

diversification requirement is intended to ensure that students have a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. Courses in the diversification category are in the arts, humanities, and literature; social sciences; and natural sciences.

In order to graduate with an associate degree, students must also fulfill focus requirements that identify important additional skills and discourses necessary for living and working in diverse communities. Students must complete five courses with the focus designation. These include two classes designated as writing intensive and one class in each of the following three focus requirements: Hawaiian, Asian, and Pacific issues; contemporary ethical issues; and oral communication.

Faculty determine the appropriateness of each course in the general education curriculum to ensure breadth of knowledge and promote intellectual inquiry. In order to ensure rigor in the general education requirements, the College maintains six faculty-led curriculum boards to review and analyze applications for courses to receive the appropriate designation: Foundations Focus Board; Diversification Focus Board; Writing-Intensive Focus Board; Hawaiian, Asian and Pacific Focus Board; Ethics Focus Board; and Oral Communications Focus Board. Each board reviews and approves courses in its respective area according to specified hallmarks and learning outcomes. Five of the six curriculum boards maintain a website that publishes information on its application process, hallmarks, and list of designated courses ([IIA-101](#), [IIA-102](#), [IIA-103](#), [IIA-104](#), [IIA-105](#)). The Faculty Senate General Education Committee reports to the senate on the progress of these curriculum boards but does not manage the boards in terms of membership or function ([IIA-98](#)).

The Catalog clearly states the requirements for each associate degree and the courses included in the general education curriculum for each associate degree. The College offers a wide range of general education courses through DE.

- The structure of the AA in Liberal Arts degree is explained in the Catalog ([IIA-106](#)). Graduates must have 12 credits in foundations, 19 credits in diversification, and five focus courses. The Catalog lists the qualifying general education courses ([IIA-107](#)).
- The AA in Hawaiian Studies degree is comprised of 31 credits of general education core and 3 credits of graduation requirements. The remaining 26 credits of the AA in Hawaiian Studies degree focus upon core and elective Hawaiian studies requirements ([IIA-108](#)).
- The AA in Teaching degree is comprised of 25 credits of general education core requirements and 15 credits of graduation requirements. The remaining 22 credits of the AA in Teaching degree focus upon core and elective education course requirements ([IIA-109](#)).
- All AS and AAS degrees require a component of general education. Each program determines program requirements that include at least 12 credits of general education requirements that typically include 3 credits of arts/humanities/literature, 3 credits of natural science, 3 credits of social science, and 3 credits of oral communication. The Catalog lists the courses that meet general education requirements for these degrees and specific degree requirements for CTE programs ([IIA-110](#)).
- The AS in Natural Science degree is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining

credits up to 60 credits ([IIA-111](#)). The program provides a pathway for students planning to transfer into a Science, Technology, Engineering, and Math (STEM) program at UH Mānoa.

General education courses in specific disciplines support the institutional learning outcome for values, citizenship, and community and can be used to satisfy a general education requirement. Philosophy, global studies, political science, and education courses focus on ethical principles. Psychology, sociology, communication, and speech courses focus on civility and interpersonal skills.

Anthropology, Asian studies, theater, East Asian language and literature, Hawaiian studies, and humanities courses support cultural diversity. Art, music, dance, drama, literature, and history courses provide students with historical and aesthetic sensitivity.

American studies, political science, interdisciplinary studies, and women's studies courses emphasize civic, political, and social responsibilities. These courses provide students with opportunities to develop as ethical and global citizens.

Through relationships with partner entities abroad, the Office of International Programs brings short-term groups of students to the College, which provides direct interaction opportunities for Leeward students with their counterparts from another country and culture. These short-term programs include maximum interaction for students from both institutions and learning experiences about each other's cultures. Through partnerships with host institutions for study abroad programs, the College offers students the opportunity to live and study in another culture. As students gain experiences along the continuum of global competency, from coursework at home to study abroad, they become increasingly more successful with intercultural interactions and more culturally sensitive ([IIA-112](#)).

### **Analysis and Evaluation**

The College requires a substantial component of general education in all of its degree programs. Foundation, diversification, and focus requirements help students develop in the areas of written and oral communication; symbolic reasoning; ethics; global and multicultural perspectives; the arts, humanities, and literature; social and natural sciences; and Hawaiian, Asian, and Pacific Issues. Faculty expertise on the diversification, foundations, and focus boards determines appropriate courses for the general education curriculum and ensures levels of quality and rigor appropriate to higher education.

II.A.13.

***All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.***

## **Evidence of Meeting the Standard**

All degree programs at the College require focused study in at least one area of inquiry or established interdisciplinary core. Faculty identify specialized courses in an area of inquiry or interdisciplinary core based on learning outcomes, competencies, and mastery of key theories and practices within the field of study at the appropriate certificate or associate degree level.

Of the 15 associate degrees offered, four are identified as transfer programs: the AA in Liberal Arts, the AA in Hawaiian Studies, the AA in Teaching, and the AS in Natural Science. Each of these degree requirements includes general education courses, elective courses in a chosen field, and graduation requirements. CTE degree programs include a specialized focus of study depending on the career track alignment.

As noted in Standard [II.A.12](#), the Catalog clearly states the course requirements for each associate degree. In addition to the general education requirements, program faculty design the program curriculum based on CLOs and ensure the PLOs will be met at the appropriate competency level. CTE faculty design their programs to include stackable certificates such as the Certificate of Competence and the Certificate of Achievement. Students develop higher-level competencies and mastery of key practices as they move through the certificates to the associate degree. An example of this is the AAS in Automotive Technology. Students can earn a Certificate of Competence in the first 15 credits and a Certificate of Achievement in 30 credits. The remaining 33 to 34 credits take students beyond the introductory courses and into a mastery level of automotive competencies with the earning of the AAS in Automotive Technology ([IIA-113](#)).

## **Analysis and Evaluation**

Within the College's degree programs, students concentrate on a field of study or discipline grounded in relevant learning objectives, theories, principles, and applications. The College's programs all require focused study in at least one area of inquiry or in an established interdisciplinary core. Each of the 15 associate degrees requirements include three major parts: general education courses, electives in a chosen field, and graduation requirements. The 11 CTE associate degree programs all include a specialized course of study depending on the career track alignment.

II.A.14.

***Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.***

## **Evidence of Meeting the Standard**

The College ensures that students who complete CTE certificate and degree programs will be able to meet employment standards and licensure and certification as required in their field of study. The College offers credit-based CTE certificates and degrees in 12 program areas ([IIA-59](#)). These areas are accounting, automotive, business technology, culinary arts, digital media, health information technology, information and computer sciences, integrated industrial technology, management, plant biology and tropical agriculture, television

production, and substance abuse counseling. Additionally, OCEWD offers noncredit certificates in seven industry categories. These categories are business and professional studies, computers and technology, education and career planning, healthcare and caregiving services, healthcare technology, industrial technology, and transportation ([IIA-114](#)).

The College determines technical and professional competency levels and learning outcomes based upon national standards and input from industry representatives. Faculty who are experts in their field teach credit and noncredit courses to prepare students for today's competitive job market ([IIA-115](#)). The College hires CTE and OCEWD instructors based on their educational credentials in the field and/or related industry work experience based on their level of education credential. For example, all Accounting program faculty meet minimum hiring requirements of a master's degree in accounting, a master's degree in business administration including 18 credits in accounting, or a bachelor's degree and three years of related work experience in accounting. All Automotive Technology program faculty meet minimum hiring requirements of a bachelor's degree in automotive engineering or industrial education, an associate degree and five years of related work experience, or 15 college credits and seven years of related work experience, which are the minimum qualifications for faculty positions. For a detailed discussion on the minimum requirements for faculty positions, see Standard [III.A.1](#).

All noncredit courses offered through OCEWD have learning outcomes that undergo the same assessment process as credit instructional courses. Outcomes are based on national standards or state certification for certain industry licenses. Some of the programs that base outcomes on national standards are Medical Billing (American Medical Billing Association Standards), Pharmacy Technician (Pharmacy Technician Certification Board Standards), and Medical Coding (American Health Information Management Association Standards). Some of the programs that base outcomes on state licensure requirements are Nurse Aide, Adult Residential Home Care, and Commercial Motor Vehicle ([IIA-116](#)).

OCEWD assessment of outcomes follows the same process as assessment of course outcomes for credit programs. Faculty use exams, quizzes, projects, and other assessment instruments to measure outcomes as the student progresses through the course. Additionally, a capstone assessment is generally a standardized test. Course, instructor, and program evaluations take place at the completion of each course.

The College has two types of CTE and workforce development programs: those that are reviewed by an outside accrediting agency and those that are not. Table 52 indicates the accrediting body for three of the 12-credit programs and two of the seven noncredit workforce development programs.

Table 52.  
*Accreditation of CTE and Workforce Development Programs*

<b>Accreditation of Programs</b>	
Credit Program	Accrediting Body
Automotive Technology	National Automotive Technicians Education Foundation
Culinary Arts (Exemplary Program Recognition)	American Culinary Federation Education Foundation Accrediting Commission
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education
Teacher Education Alternative Certification for Career and Technical Education	Council for the Accreditation of Educator Preparation.
Noncredit Workforce Development Program	Accrediting Body
Industrial Technology	International Certification Accreditation Council
Medical Billing	American Medical Billing Association
Medical Coding	American Health Information Management Association
Patient Services Representative	National Association of Healthcare Access Management
Pharmacy Technician	Pharmacy Technician Certification Board
Nurse Aide	State Licensure
Adult Residential Care Home	State Licensure
Commercial Motor Vehicle and Forklift	State Licensure

The above accrediting agencies have specific competencies for students to achieve. The faculty in these programs integrate these competencies or learning outcomes in the curriculum and develop a process to evaluate the students through various assessments such

as quizzes, exams, group projects, research papers, and hands-on activities to ensure that they have achieved the required competencies.

The College verifies that career-technical disciplines maintain currency of employment opportunities and other external factors. All 12 CTE credit programs offer cooperative education, externship, internship, or practicum courses that integrate academic preparation and career interests with work experience. CTE and workforce development programs that do not have a programmatic accrediting agency consult with industry employers and professional organizations to develop knowledge and skills that are relevant to the workplace.

All 12 CTE credit programs and the Industrial Technology noncredit program have advisory committees made up of industry representatives. These programs schedule between one to two advisory committee meetings per year to develop learning outcomes, assess technical and professional competencies, update course content, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, provide current labor market demand, and discuss emerging industry needs. Minutes of advisory committee meetings are available within each program.

### **Analysis and Evaluation**

The College implements a variety of measures to facilitate success for graduates completing career-technical certificates and degrees. Both the credit and noncredit programs hold regularly scheduled advisory committee meetings to discuss learning outcomes, assess technical and professional competencies, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, provide current labor market demand, and discuss emerging industry needs. All credit and noncredit CTE programs offer some type of cooperative education, externship, internship, or practicum courses that require evaluative feedback and input by the participating employers. Four of the credit programs hold external accreditation. All OCEWD workforce noncredit certificate programs are recognized by their respective industry association.

II.A.15.

*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.*

### **Evidence of Meeting the Standard**

The College has a policy and procedures regarding program elimination such that enrolled students are able to complete their education in a timely manner with a minimum of disruption. RP 5.201, Instructional Programs, states, “Provisional and established programs deemed out-of-date or nonproductive based on a program review or other internal assessments may be terminated by the president” ([IIA-117](#)). Additionally, “Commitments to students already officially enrolled in such programs shall be met and limited for up to two years for associate degrees at community college programs and four years for baccalaureate degrees. No new program admissions shall take place.”

The College notifies students of the program elimination and modifies the registration system to not allow future students to enroll. However, current students can continue their studies and complete the degree for up to two years after the program's elimination.

The College clearly communicates to students procedures for program elimination. Counselors notify students when their certificate or degree program is being eliminated and advise them on their option to continue in the program if they can complete it in two years. Counselors also provide other possible majors that are available if students want to change majors.

In 2013, the UHCC System modified UHCCP 5.203, Program Credentials: Degrees and Certificates, to eliminate the Certificate of Completion and identify all certificates with 4 credits to 24 credits as the Certificate of Competence ([IIA-83](#)). This change prompted the College to review all Certificates of Completion and Competence and make decisions regarding modifying or eliminating certificate programs. In 2014-2015, the College converted 17 Certificates of Completion to Certificates of Competence and eliminated four Certificates of Completion. As noted in the summary document, 2012-2017 Program Eliminations, the program faculty continually review program curriculum and eliminate programs that are no longer in demand or not in alignment with current program outcomes ([IIA-118](#)).

### **Analysis and Evaluation**

In the event of programmatic change or dissolution, the College follows established policies and procedures to ensure that students receive the necessary information. The College makes appropriate arrangements so enrolled students may complete their education in a timely manner with minimum disruption.

II.A.16.

*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### **Evidence of Meeting the Standard**

#### **Evaluation of Instructional Courses and Programs**

The College regularly evaluates the effectiveness of all its courses and programs through its program review process regardless of location and delivery mode. UHCCP 5.202, Review of Established Programs, requires instructional programs to complete an ARPD, which the College uses for its program review ([IIA-119](#)). The ARPD is an assessment of a program's demand, efficiency, effectiveness, DE, degree and certificate completion, transfers, how the program met the Perkins IV Core Indicators from the previous year, how the program met the College's Performance Measures, and other relevant factors. The UHCC website makes available completed reports ([IIA-120](#)).

Credit and noncredit programs with external accrediting bodies as indicated in Standard [II.A.14](#) go through an annual review process, midterm report, self-evaluation and site visit during each accreditation cycle. The external accrediting bodies require additional information, such as licensure and job placement rates.

All instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education, consistently follow the program review process. The criteria used in program review include relevancy, appropriateness, currency, achievement of learning outcomes, and planning for the future. The ARPD report requires an analysis of the previous year's performance and the current year's data in terms of demand, efficiency, and effectiveness. As a result of this analysis, program coordinators create an action plan for the coming year and determine resource implications based on the action plan ([IIA-121](#)). The ARPD directly informs program resource requests and helps unit heads and administrators to prioritize requests. Once every four years, the College requires every program to complete a CRE that includes the ARPD data from the previous three years ([IIA-122](#)). For more information about the ARPD and the CRE, see Standards [I.B.5](#) and [I.B.9](#), respectively.

### **Continuous Improvement of Instructional Programs**

The results of program evaluation guide institutional planning, and programs have improved as a result of program evaluations. The College uses data and analysis accumulated in the ARPDs, CREs, and Perkins Performance Indicators Data to implement necessary improvements. For example, the Wai'anae Moku Education Center ARPD identified plans to improve pass rates by requesting funding for additional student tutors and peer mentors ([IIA-123](#)). In 2016-2017, the institutional prioritization list ranked this request second, which resulted in the College allocating appropriate resources to fulfill those plans ([IIA-124](#)).

The Perkins Performance Indicators Data that is provided by the UH Institutional Research Office and compiled in a table format by the College's dean of career and technical education provides a means to compare and analyze various indicators between the CTE programs at the College and can also compare similar programs across the UHCC campuses ([IIA-125](#), [IIA-126](#)). This report identifies where each program met or exceeded the performance standards and where it did not based upon the set benchmarks established by the state CTE director's office. For 2016-2017, four of the six performance standards exceeded the state standard, one performance standard was met at 99.6 percent, and one performance standard was met at 82.6 percent ([IIA-125](#)).

Program faculty use the Perkins Performance Indicators Data to make improvements in their programs. For example, the Management program was not meeting the standard for the 2P1 indicator of completion of certificates and degrees since 2008-2009. Therefore, the program created and offered a two-semester certificate of achievement of 30 credits in fall 2012. After several years of students becoming better aware of this step-laddered certificate that leads to the AS degree, the Management program exceeded the standard of 2P1 in 2016-2017.

### **Analysis and Evaluation**

The College annually evaluates collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location.

The College uses the ARPD and CRE to systematically improve programs and courses to enhance learning outcomes and achievement.

## Evidence for Standard II.A.

- [IIA-1](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IIA-2](#) Degrees and Certificates Data
- [IIA-3](#) Degrees and Certificates Webpage
- [IIA-4](#) Sample Academic Program Webpage - AS in Natural Science
- [IIA-5](#) Early College Programs Webpage
- [IIA-6](#) Early College Programs Chart
- [IIA-7](#) OCEWD Workforce Development Webpage
- [IIA-8](#) UHCCP 4.203 Institution-Set Standards
- [IIA-9](#) Fall 2016 VPCC Presentation
- [IIA-10](#) Fall 2017 VPCC Presentation
- [IIA-11](#) Bylaws of the Board of Regents, Article II.D.2.a
- [IIA-12](#) Spring 2018 Convocation Discussion Results, pp. 4-9
- [IIA-13](#) L5.201 Policy on Curriculum Review and Revision
- [IIA-14](#) Curriculum Committee Website
- [IIA-15](#) Course Outline and Program Proposal Handout
- [IIA-16](#) Screenshot of KSCM Search Page
- [IIA-17](#) Sample Course Outline - Sociology 100
- [IIA-18](#) Sample Program Outline - Health Information Technology
- [IIA-19](#) KSCM Course Outline Template
- [IIA-20](#) Content Field 1 in *Course Proposal Guide*
- [IIA-21](#) KSCM Program Outline Template
- [IIA-22](#) L5.202 Policy on Annual Program Review
- [IIA-23](#) L5.210 Policy on Assessment
- [IIA-24](#) 2017 ACCJC Annual Report
- [IIA-25](#) 2014-2016 CRE - AA in Liberal Arts
- [IIA-26](#) 2016 AA in Liberal Arts Assessment Report
- [IIA-27](#) 2018 AA in Liberal Arts Assessment Report
- [IIA-28](#) VCAA Email on Course Syllabi, Aug.14, 2017
- [IIA-29](#) Developmental English Courses in *Catalog 2017-2018*
- [IIA-30](#) ELI Courses in *Catalog 2017-2018*
- [IIA-31](#) Developmental ESL Courses in *Catalog 2017-2018*
- [IIA-32](#) Developmental Math and QM Courses in *Catalog 2017-2018*
- [IIA-33](#) *UHCC Strategic Directions 2015-2021*
- [IIA-34](#) UHCCP 5.213 Time to Degree: Co-Requisite
- [IIA-35](#) *Leeward CC Strategic Plan 2015-2021*
- [IIA-36](#) Developmental Education in *Catalog 2017-2018*
- [IIA-37](#) Memo on Grading Options, Feb. 18, 2016
- [IIA-38](#) ELI Webpage
- [IIA-39](#) ELI Mission Webpage
- [IIA-40](#) ESL Courses Webpage
- [IIA-41](#) Math and English Placement Data
- [IIA-42](#) List of English CLOs
- [IIA-43](#) 2016 ARPD - Developmental Math
- [IIA-44](#) 2016 ARPD - Developmental Writing
- [IIA-45](#) 2016 ARPD - Office of International Programs

- [IIA-46](#) 2016 ARPD - ELI
- [IIA-47](#) 2017 ARPD - ELI
- [IIA-48](#) Content Field 3 in *Course Proposal Guide*
- [IIA-49](#) Content Field 4 in *Course Proposal Guide*
- [IIA-50](#) BOR Info Field 3 in *Program Proposal Guide*
- [IIA-51](#) PLOs Field 1 in *Program Proposal Guide*
- [IIA-52](#) DE Guidelines
- [IIA-53](#) DE Field 1 in *Course Proposal Guide*
- [IIA-54](#) DE Field 2 in *Course Proposal Guide*
- [IIA-55](#) DE Field 3 in *Course Proposal Guide*
- [IIA-56](#) Sample Curriculum Committee Report, Nov. 8, 2017
- [IIA-57](#) Sample Faculty Senate Minutes, Nov. 8, 2017, Item II.D.4
- [IIA-58](#) About Degrees and Programs in *Catalog 2017-2018*
- [IIA-59](#) Program Requirements in *Catalog 2017-2018*
- [IIA-60](#) STAR for Students Guide, pp. 2-3
- [IIA-61](#) STAR GPS Webpage
- [IIA-62](#) Table of Contents of Spring 2018 Class Availability
- [IIA-63](#) Course Scheduling Analysis Webpage
- [IIA-64](#) Alternative Class Scheduling Committee Report
- [IIA-65](#) Faculty Senate Motion 17.58: Alternative Scheduling
- [IIA-66](#) Faculty Senate Minutes, Oct. 18, 2017, Item III.C.2
- [IIA-67](#) Spring 2018 DE Course Listing - Education
- [IIA-68](#) Timeline of Five-Week Online Course Development
- [IIA-69](#) Content Field 5 in *Course Proposal Guide*
- [IIA-70](#) Fall 2017 DE Training Presentation
- [IIA-71](#) iTeach Website
- [IIA-72](#) Innovation Center for Teaching and Learning Webpage
- [IIA-73](#) Email on Teaching Workshop, Nov. 3, 2017
- [IIA-74](#) EMC Website
- [IIA-75](#) iLearn Website
- [IIA-76](#) Blog Post on Pacific Island Students
- [IIA-77](#) Pasefika Passion Pipeline Webpage
- [IIA-78](#) Access to Education Presentation
- [IIA-79](#) PLA Manual
- [IIA-80](#) PLA Program in *Catalog 2017-2018*
- [IIA-81](#) PLA Scoring Guide Template
- [IIA-82](#) PLA Meeting Agenda, Sept. 11, 2017
- [IIA-83](#) UHCCP 5.203 Program Credentials: Degrees and Certificates
- [IIA-84](#) UHCCP 5.228 Credit Hour
- [IIA-85](#) EP 5.209 Student Transfer and Inter-Campus Articulation
- [IIA-86](#) Sample UH Course Transfer Database - English
- [IIA-87](#) Calendar Events for Transfer Workshops
- [IIA-88](#) Transcript Request Webpage
- [IIA-89](#) PLA Webpage
- [IIA-90](#) Ka'ie'ie Webpage
- [IIA-91](#) Mānanawai Agreement
- [IIA-92](#) UH System Articulation Agreements Webpage
- [IIA-93](#) Articulation Agreement for Plant Bioscience Technology

- [IIA-94](#) Articulation Agreement for Engineering
- [IIA-95](#) Summary of Transfer Agreements for AA in Teaching Majors
- [IIA-96](#) General Education in *Catalog 2017-2018*
- [IIA-97](#) Content Field 2 in *Course Proposal Guide*
- [IIA-98](#) General Education Committee Webpage
- [IIA-99](#) UHCCP 5.200 General Education in All Degree Programs
- [IIA-100](#) RP 5.213 General Education
- [IIA-101](#) Foundations Focus Board Website
- [IIA-102](#) Diversification Focus Board Website
- [IIA-103](#) Writing-Intensive Focus Board Website
- [IIA-104](#) Hawaiian, Asian and Pacific Focus Board Webpage
- [IIA-105](#) Ethics Focus Board Website
- [IIA-106](#) Associate Degrees in *Catalog 2017-2018*
- [IIA-107](#) General Education Course Listing in *Catalog 2017-2018*
- [IIA-108](#) Hawaiian Studies in *Catalog 2017-2018*
- [IIA-109](#) Education (Teaching) in *Catalog 2017-2018*
- [IIA-110](#) General Education Electives in *Catalog 2017-2018*
- [IIA-111](#) Natural Science in *Catalog 2017-2018*
- [IIA-112](#) OIP Mission Webpage
- [IIA-113](#) Automotive Technology in *Catalog 2017-2018*
- [IIA-114](#) OCEWD Website
- [IIA-115](#) OCEWD Opportunities Webpage
- [IIA-116](#) OCEWD Learning Outcomes Webpage
- [IIA-117](#) RP 5.201 Instructional Programs
- [IIA-118](#) 2012-2017 Program Eliminations
- [IIA-119](#) UHCCP 5.202 Review of Established Programs
- [IIA-120](#) UHCC ARPD Website
- [IIA-121](#) ARPD Template
- [IIA-122](#) CRE Instructions and Template
- [IIA-123](#) 2016 ARPD - Wai‘anae Moku Educational Center
- [IIA-124](#) 2016-2017 Proposed Institutional Priorities
- [IIA-125](#) 2008-2017 Perkins Performance Indicators by Major

## Changes and Plans Arising Out of the Self-Evaluation for Standard II.A

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
II.A.3	AA in Liberal Arts Assessment	AA Degree Program Review Task Force	Spring 2018-present	The assessment of the AA in Liberal Arts program and GELOs is an ongoing process that will continue in 2018-2019.
II.A.7	DE Committee plans to revise the DE peer evaluation form to provide feedback on regular and substantive interaction.	DE Committee	Fall 2018 – Spring 2019	Revised DE peer evaluation form will be implemented by Fall 2019.

## II.B. Library and Learning Support Services

### II.B.1.

*The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

Leeward Community College supports student learning and achievement by providing numerous library and learning support services under the Academic Services area ([IIB-1](#)). These services include library collections and instruction, learning centers and tutoring, disability services, computer laboratories and technical assistance, and testing services. At the Pearl City campus, the three-story Learning Commons building provides a user-friendly space for students, faculty, and staff to access the Library; Kapunawai, the Hawai‘i-Pacific Resource Room; the Learning Resource Center (LRC), which includes the LRC Content Tutoring Center, the Writing Center, and the Kāko‘o ‘Ike Program for disability services; the Help Desk; and the Test Center. The Learning Commons also provides resources including desktop, laptop, and tablet computers; printing, copying, scanning, and charging stations; individual study carrels; and group study rooms ([IIB-2](#)). At the Wai‘anae Moku Education Center, the Student Resource Center and adjoining offices provide a number of learning support services ([IIB-3](#)).

The College provides comparable library and learning support services to students and appropriate personnel regardless of service location or means of delivery, including distance education (DE). As Table 53 indicates, comparable services are available at the Pearl City campus; the Wai‘anae Moku Education Center; and online, via phone, or at other University of Hawai‘i (UH) locations.

Table 53.

*Learning Support Services by Location and Means of Delivery*

Learning support service	Services available at the Pearl City campus	Services available at the Wai‘anae Moku Education Center	Services available online, via phone, or at another UH location
Library	✓	✓	✓
Content Tutoring	✓	✓	✓
Writing Tutoring	✓	✓	✓
Kāko‘o ‘Ike Program	✓	✓	✓
Help Desk	✓	✓	✓
Test Center	✓	✓	✓

In addition to the library and learning support services units provided by the Academic Services area, the College has the Math Lab, which the Mathematics and Natural Sciences Division coordinates, and the grant-funded The Hub (Leeward Student Help Desk), which the Information and Computer Science program coordinates.

### Library Services

The Library is open a sufficient number of hours to meet the needs of campus students ([IIB-4](#)). During the two weeks before final exams, the Library remains open later to accommodate students and hosts a variety of special sessions ([IIB-5](#)). Since the College’s last institutional self-evaluation in 2012, the Library increased its Monday through Thursday operational hours by seven hours per week (13.7 percent) and its Friday operational hours by two hours per week (4.7 percent). According to the 2017 Library User Survey, 93 percent of students (n=129) agreed that they were satisfied with the Library’s hours, indicating that the hours of operation at the Library are sufficient in quantity ([IIB-6](#)).

The Library’s collections of print and video materials are located at the Pearl City campus ([IIB-7](#)). Students can hold or request items at another library in the UH System through an online intra-system loan request and items can be routed to the Pearl City campus or Wai‘anae Moku Education Center ([IIB-8](#), [IIB-9](#)). Students can retrieve items from the Pearl City campus Library Circulation Desk or at the Wai‘anae Moku Education Center by selecting their pick-up location ([IIB-10](#)).

Students and campus personnel can remotely access the Library’s digital collections 24 hours a day through the Library website, which includes the Hawai‘i Voyager online catalog, 141 electronic periodical databases, online guides, electronic books, and relevant websites ([IIB-](#)

[11](#), [IIB-8](#), [IIB-12](#), [IIB-13](#), [IIB-14](#)). (For a detailed profile of the Library and learning support services' holdings and resources, see Standard [II.B.2](#).) The Library launched a new website in August 2016, the culmination of 22 months of development and testing ([IIB-15](#), [IIB-16](#)). The new website better meets the needs of the College's students by providing a more user-friendly site. According to the 2017 Library User Survey, 93 percent of students agreed that the Library website is helpful ([IIB-6](#)).

Library faculty and staff have an established collection development process to ensure that the library collections are sufficient in quantity, currency, depth, and variety to support educational programs. Librarians are assigned subject areas with the responsibility for selecting materials using criteria that include relevance to the curriculum, perceived demand, availability and currency of existing holdings, cost, and access ([IIB-17](#), [IIB-18](#)). The Library solicits recommendations for materials from instructional faculty through direct contact, at division and program meetings, and using an online request form as well as initiates limited-time trial access to new online research databases and other electronic resources for evaluation by faculty and staff ([IIB-19](#), [IIB-20](#)). The Library collects feedback and uses it along with the Collection Development Policy guidelines to select and acquire new electronic resources ([IIB-21](#)). Collections maintenance is key to providing relevant and current materials. Periodically, materials are de-selected and withdrawn based on the criteria that apply to new purchases plus other factors such as wear and usage ([IIB-18](#)).

The Library has updated but not expanded its collection of print materials at the Pearl City campus. The total book volume count declined by 2.3 percent between 2012 and 2016 while print periodical titles declined by 33.5 percent. During the same period, electronic book titles increased by 37.7 percent, and electronic journal titles increased by 120 percent. In 2015, 75 percent of the Library's total resource expenditures supported online resources, and in 2017 the Library had nearly 70 database subscriptions ([IIB-22](#), [IIB-23](#), [IIB-24](#)).

Library faculty and staff support student learning and achievement by providing library services to students and instructional faculty. At the Pearl City campus, library faculty and staff provide in-person assistance at the circulation desk, reference desk, and Kapunawai during regular hours of operation. At the Wai'anae Moku Education Center, library faculty provide in-person reference services at least twice a week and when requested by Wai'anae Moku instructors. Library faculty and staff provide comparable library services to all Leeward students using email, phone, text, and online chat ([IIB-25](#)). They communicate with instructional faculty by attending division and discipline meetings, serving as librarian subject liaisons, and maintaining a weblog ([IIB-17](#), [IIB-26](#)).

Library faculty provide ongoing instruction for students. In 2015-2016, they scheduled 301 classroom sessions reaching 4,868 students at the Pearl City campus and the Wai'anae Moku Education Center ([IIB-22](#)). Sessions focused on library resources, information literacy, search techniques, and researching skills. They use active learning techniques including group activities, "flipped" classrooms, and peer-to-peer learning. According to students who were surveyed in spring 2017, 83.7 percent agreed that these library sessions increased their ability to do research and use library resources ([IIB-6](#)).

## **Learning Support Services**

Faculty and staff in the learning support services units have an established evaluation process to determine whether their services are sufficient in quantity, currency, depth, and variety regardless of location or means of delivery.

### *LRC Content Tutoring Center*

The LRC Content Tutoring Center operating hours are sufficient to accommodate most students ([IIB-27](#)). An analysis of individual tutoring in spring and fall 2017 shows that of the eight most-tutored subjects (computer science, accounting, philosophy, Japanese, chemistry, psychology, Korean, business, and geography) only one section of Korean began before 9:00 a.m. and only two daytime sections ended later than 1:15 p.m. (one for Korean, one for philosophy). Each semester, the majority of class sections covering the eight most-tutored subjects take place during LRC hours; no more than four class sections are scheduled after LRC hours and none are scheduled on the weekend, which suggests that only a few students need extended hours.

The LRC Content Tutoring Center assists students with content courses across the curriculum. The content tutoring is sufficient in quantity, currency, depth, and variety. Each semester, students use tutoring in approximately 50 to 60 courses ([IIB-28](#)). In 2016-2017, the LRC provided 1,299 individual tutoring sessions to 472 students and 653 group visits by 194 students with each individual student's attendance at a group counting as one visit. For example, one meeting of a group of five students would count as five visits. As these figures indicate, many students are repeat users of LRC tutoring. This fact, as well as consistently positive feedback from students, indicates they value this service.

The LRC encourages tutors to meet with instructors for the courses they support so that they are familiar with instructors' expectations and requirements. The LRC also encourages instructors to add course tutors to their LCanvas sites (online course management system) so that tutors can view current assignments. Since the College offers many courses online and some students seldom come to campus, the LRC also offers online tutoring for some courses in addition Brainfuse, a commercial online tutoring service. In spring 2018, content tutoring was available through Skype for 11 courses ([IIB-29](#)). Students can make a tutoring appointment in person, by phone, or online from the LRC website.

Before they begin tutoring, LRC tutors receive extensive training (10 to 11 hours), covering tutoring goals, philosophy, techniques, communication and study skills, and problem-solving strategies. The overarching goal is for tutors to help students become better learners, not just to provide homework help. The LRC offers tutoring for diverse subjects in business, computer skills, languages, humanities, social science, and sciences. Most content tutoring is one-to-one, but the LRC offers various group sessions, including popular weekly language conversation groups led by native speaker tutors or volunteers; review sessions before exams for some social science and science courses; and large workshops on science success skills led by teams of science tutors.

The LRC offers drop-in and in-class tutoring for a wide range of courses. In addition to tutoring appointments, drop-in help is available for general computer skills and a few other subjects during most of the Center's operating hours. Students who are new to college, especially nontraditional students, find this service especially helpful. The LRC also provides

study space, including a small group study room, success skills handouts, and videos ([IIB-30](#), [IIB-31](#)).

### *Writing Center*

The Writing Center provides learning support to develop writing, reading, and college success skills and works with faculty to provide support in the Writing Center as well as in instructional classes. Students can work with writing consultants on class assignments for any class, scholarship essays, grammar review, reading comprehension, critical thinking, placement and exam preparation, time management, learning strategies, critical thinking, and annotation skills.

The Writing Center's scope of services and current hours are sufficient in quantity, currency, depth, and variety in meeting the needs of campus and DE students ([IIB-32](#)). For example, during each semester in 2016-2017, the Writing Center provided services in a variety of modes to more than ten percent of all enrolled students assisting them with success skills development and assignments from approximately 100 courses representing every division. In response to student and faculty demand, writing consultants (peer tutors) worked with students in more than 400 workshops. Feedback from both students and faculty has been consistently positive ([IIB-33](#)). During the two weeks before final exams, the Writing Center offers additional workshops and extended hours ([IIB-5](#)).

The Writing Center offers its services in a variety of modes of delivery. Students can work with writing consultants in person in the Writing Center both individually and in groups, by phone, and online with Skype on either a drop-in or an appointment basis. Students' use of the Writing Center's drop-in availability for "just-in-time" support has averaged 45 percent of all Writing Center sessions for the last three academic years. The Writing Center website includes an online option to schedule appointments to support DE and on-campus students ([IIB-32](#)). Writing consultants facilitate workshops focused on specific writing, reading, and college success skills and, upon request from instructors, provide direct curriculum support during class sessions with in-class workshops. The Writing Center coordinator regularly confers with instructional faculty regarding sessions and workshops. Under the Writing Center's coordination, faculty and staff present campus workshops on writing skills, success skills, and campus resources ([IIB-34](#), [IIB-35](#), [IIB-36](#)).

### *Kako'o 'Ike Program*

The Kako'o 'Ike (KI) Program provides a range of support services for students with disabilities ([IIB-37](#)). The program's name means "support for learning" and the program strives to enable students with disabilities to maximize their independence. Services include pre-admission counseling, classroom accommodations, assistive technology, exam proctoring, and alternative text formats. The KI staff consists of two disability specialists and several student employees, called paraprofessionals, who are available to answer questions regarding KI services, schedule appointments, and provide students with assistance on how to use KI technology services. The staff makes adjustments to staffing in order to accommodate exam proctoring for students attending evening classes.

A disability specialist visits students at the Wai'anae Moku Education Center every other week of the fall and spring semesters. The schedule of visits, which is posted near the

counselors' office, is responsive to students' needs. When requested, a disability specialist visits the Wai'anae Moku Education Center during the summer session to assist students.

In 2016, the KI Program had a total of 252 students, and in 2017 the population increased to 260. In 2016-2017, the KI Program had a total of 46 requests for note taker services. The program was able to provide note takers for 36 out of the 46 requests (78 percent). For unfilled note taker requests, KI staff advised students to record their lectures in order to access the information that their instructor shared in class. In 2016-2017, the KI Program had a total of 15 requests for alternative text and one request for an American Sign Language interpreter and filled 100 percent of those requests ([IIB-38](#)).

The KI Program is currently updating its intake procedures and workflow to include the electronic distribution of accommodation letters directly to instructors. This new distribution method will be used to notify course instructors of appropriate accommodations for students whether the course is taught face-to-face or through DE.

#### *Tutoring at the Student Resource Center, Wai'anae Moku Education Center*

At the Wai'anae Moku Education Center, tutoring services in math and English are available in the Student Resource Center during hours that ensure that services are available at convenient times for students.

Tutors work with students on a one-to-one or one-to-two ratio. During high traffic hours, this ratio may increase to one-to-five with students sitting at computers working on writing or math assignments while the tutor works individually with each student. There is one math tutor integrated into each math class. In these classes, the instructor and tutor are able to provide assistance on a one-to-six to one-to-ten ratio. The Student Resource Center hires additional tutors based on an instructor's request to assist in other subject areas such as Hawaiian studies, philosophy, and psychology. For these classes, the ratio of tutors assisting students is approximately one-to-five. The low ratio of tutor to students and long hours of operation allow tutors to provide students with sustained, in-depth assistance. Students can request as many sessions as needed, with each session lasting anywhere from five minutes to two hours, thus ensuring quality and consistency of tutoring services.

The Student Resource Center hires tutors through recommendations from the math and English instructors based on appropriate class performance and interpersonal communication skills. The Center hires content course tutors as needed. For example, in fall 2016 and spring 2017, the Center hired Hawaiian language tutors to work closely with the instructor; the tutors were available prior to classes to help students. Furthermore, content instructors provide a training orientation and serve as site supervisors to help monitor quality of work and to be available to help tutors troubleshoot any challenges they may encounter when assisting students. When tutors were asked to evaluate their training and supervision, 95 percent of tutor respondents (n=87) rated their training and supervision as "excellent" with the remaining 5 percent rating their support as "good" ([IIB-39](#)).

Over the past five years, the Wai'anae Moku tutoring team serviced approximately 40 percent of students enrolled in math and English classes, and in some semesters they serviced as many as 56 percent of the students enrolled in these classes. In fall 2014, the Office of Planning, Policy, and Assessment (OPPA) examined the impact that these tutors have had on

student success. While the sample size for English tutors was too small to make a clear conclusion, the sample size and success rates of tutored and non-tutored students in Math 22 and Math 103 were large enough to conclude that students who worked with the math tutors were more likely to succeed in a math class ([IIB-40](#)).

In 2014, the Community College Survey of Student Engagement (CCSSE) results indicated that 79 percent of respondents from the Wai‘anae Moku Education Center (n=34) felt that tutoring was important ([IIB-41](#)). In student evaluations collected through math and English classes from spring 2012 to fall 2016, 95 percent of student respondents who used tutoring services consistently rated the tutors as useful. When asked what the tutors did well, students indicated the following: effectively teach specific technical skills, explain concepts and instructor feedback in understandable ways, demonstrate patience, build trusting relationships, and coach specific mindsets such as staying calm in the face of stress and anxiety, not giving up, and feeling confident in one’s abilities ([IIB-39](#)).

#### *Brainfuse Online Tutoring*

The College provides additional tutoring for its DE students, Early College students, and those who are unable to obtain services at the Pearl City campus or the Wai‘anae Moku Education Center. Students can obtain live tutoring and writing assistance in numerous academic subjects through Brainfuse, a professional online tutoring service that is contracted through the University of Hawai‘i Community Colleges (UHCC) system and available to students through a link from their MyUH Services portal ([IIB-42](#), [IIB-43](#)). The UHCC System’s contract with Brainfuse expires in August 2018, so the system has convened a multi-campus committee to review options for continuation or replacement of this service.

#### *Online Learning Academy*

All UH System students have access to the UH Online Learning Academy, which provides free online peer tutoring in math, English, and science ([IIB-44](#)). This service provides an additional resource for DE students and Early College students to get off-campus support.

#### *Help Desk*

The Help Desk supports students, faculty, and staff experiencing computer or network-related problems at both the Pearl City campus and the Wai‘anae Moku Education Center’s Student Resource Center ([IIB-45](#)). Help Desk staff are available to assist via phone and email. At the Wai‘anae Moku Education Center, a lab assistant helps students with computer and laptop use. The Help Desk conducted a satisfaction survey in 2017 that indicated that 98 percent of respondents were highly satisfied (n=414) with the services provided ([IIB-46](#)). Additionally, the UH Information Technology Services Help Desk provides phone and email support ([IIB-47](#)). Students using the UH System course management system LauLima are able to submit an assistance request from the login page ([IIB-48](#)).

The Help Desk provides computer support services for on-campus events such as Geek Day, the Career and Technical Education Business Fair, and the Hawai‘i Strategy Institute. The Help Desk also offers installation and assistance with campus-supported hardware and software, relocation of computer equipment and peripherals, and Voice Over Internet Protocol telephone set up. Additionally, the Help Desk staff works closely with the Wai‘anae Moku Education Center’s information technology staff to resolve computer and network issues.

### *Test Center*

The Test Center at the Pearl City campus provides students with Accuplacer placement testing and proctoring services. These services include online and written tests for DE courses, make-up exams for campus courses, and out-of-state DE tests ([IIB-49](#)).

Effectiveness indicators show a consistent 94 percentile of high satisfaction with the hours of operation for the past three years ([IIB-50](#)). The Test Center user survey conducted in 2017 demonstrated that students are highly satisfied with the Test Center's atmosphere, the service provided by the staff, and the timely and efficient manner in which staff administers exams ([IIB-51](#)).

### *Testing Center, Student Resource Center, Wai‘anae Moku Education Center*

The Testing Center at the Wai‘anae Moku Education Center provides students with Accuplacer placement testing and proctoring services. These services include online and written tests for DE courses and make-up exams for campus courses. Students attending the Pearl City campus can arrange with their instructors to use the Wai‘anae Moku Education Center for testing. Likewise, Wai‘anae Moku students may also seek services at the many UH System test centers throughout the state ([IIB-52](#)).

### *Math Lab*

The Math Lab at the Pearl City campus provides students with tutoring in math and quantitative methods. It also loans textbooks and calculators, provides access to computers and other learning tools, and offers the use of individual and group study areas ([IIB-53](#), [IIB-54](#)). Tutors can assist students with math software such as ALEKS, MyMathLab, and MyStatLab. The Math Lab website provides resources to help students prepare for math placement testing ([IIB-55](#)).

### *The Hub*

The Hub, Leeward Student Help Desk, provides Leeward students with technical assistance for their personal electronic devices including installing new software, upgrading hardware, removing malware, recovering passwords, troubleshooting network issues, and consulting on the purchase of computers and compatible accessories ([IIB-56](#)). The Hub also provides Leeward student interns who are majoring in Information and Computer Science (ICS) an opportunity to gain troubleshooting experience, networking skills, and customer service skills as they work independently. Since its inception, The Hub has served many students in different capacities by holding several events. For example, at a “WiFi Passthrough” event, interns set up a table outside the cafeteria to help students set up the WiFi in their devices so their computer or mobile device automatically logs into the UH System network on any of the ten campuses. Students appreciate this service and learn about The Hub's services and location. The Hub is funded by the Trade Adjustment Assistance Community College and Career Training Grants and implemented by the U.S. Department of Labor's Employment and Training Administration ([IIB-57](#)). In order to provide ICS student interns with a more realistic work environment, a manager supervises student employees, assigns duties and responsibilities, and coordinates a work schedule. *The Hub Handbook*, written by the first group of student interns under the guidance of ICS faculty, codifies its policies ([IIB-58](#)).

## **Analysis and Evaluation**

The College's commitment to student learning and achievement is clearly demonstrated by its variety of quality learning support services for students, faculty, and staff. These services include the Library, the LRC, the KI Program, the Help Desk, the Test Center, the Math Lab, and The Hub. Services are available at the Pearl City campus, the Wai'anae Moku Education Center, and online or by phone. Technical assistance and testing services are also available at other UH System locations.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College's Library and learning support services. Participants discussed how the College meets Standard II.B.1 and Eligibility requirement 17 and how the College can improve these services. They said that the Library has a thriving information literacy program and resources that are current and available to both face-to-face and online learners. Tutoring through the LRC and Writing Center is comprehensive and well utilized by students. The growth of dual-enrollment programs with high schools brings the additional challenge of providing those students access to the library and tutoring services. Also, online students need more access to tutoring ([IIC-59](#)).

During the roundtable discussions the following issues were brought up regarding the KI office: increased communication, collaboration between the KI office personnel and instructional faculty, and training regarding procedures on how students access disability services. As a result, the KI staff plans to create a training program for faculty and staff to include a certification component. Initially, the training module will be presented in person but eventually be accessible to faculty online.

### **II.B.2.**

***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.***

## **Evidence of Meeting the Standard**

### **Library Equipment and Materials**

The College relies on library faculty and staff, along with the consultation of instructional faculty, to select and maintain the Library's materials and equipment and apply technology to enhance access. Through these efforts, the Library enhances the achievement of the College mission by providing a variety of accessible materials and equipment that promote the effective use of scholarly information and student learning.

The Library's materials include books, periodicals, online resources, and audiovisual media as part of six collections with general and special access guidelines. Access to the Library's online resources is available through the Library website ([IIB-11](#)). In February 2017, the Library held 74,442 print books, periodicals, microfilm pieces, and audiovisual items. Through a combination of consortia agreements and individual purchases, the Library provides access to 53 databases, 30,537 streaming videos, 29,766 e-journals, and 147,053 e-book titles ([IIB-60](#), [IIB-7](#)).

Each of the library faculty is assigned to specific instructional divisions and is responsible for engaging in ongoing discussions with faculty from those divisions about needed resources for students and suggestions for the purchase of books, periodicals, and audio/visual materials ([IIB-17](#), [IIB-19](#)). Library faculty also select resources based on their knowledge and expertise in subject areas, professional library journals and book review sources, publisher alerts and catalogs, course syllabi review, and by helping students find materials for their research. Library faculty identify new electronic resources as potential resources supporting subject areas or disciplines. The Library initiates limited-time trials and promotes them to faculty through general announcements, blog posts, attending division meetings, and word-of-mouth communication. The Library solicits and uses faculty feedback for decision-making about acquisitions ([IIB-61](#), [IIB-62](#)).

The Library provides students use of 65 desktop computers and 30 wireless laptops with a networked suite of office software as well as two scanners and three printers connected to the library print system ([IIB-63](#)). Students are able to study in two rooms with table seating for groups up to four. Student feedback is essential to maintain a student-centered learning environment, so the Library gathers feedback during annual online user surveys and through point of experience survey tablet devices ([IIB-6](#), [IIB-64](#)). Librarians review survey responses and identify user needs. The Library acquired or implemented mobile device printing, digital scanning, additional power options, mobile device charging stations, and authenticated computer use to support student technology needs. Modification of furniture layout and new uses of space helps support a variety of learners and their needs ([IIB-65](#)). Library faculty attending professional conferences bring back ideas for new products and services ([IIB-66](#)). The Library also relies on its relationships with the other UH System campus libraries for ideas for learning space improvements. Meetings of the UH Library Council, consisting of library directors, is another forum for the exchange of ideas. Library staff interactions with students also inform the acquisition of new technology. For example, based on students' requests to improve the reservation process for booking group study rooms, the Library implemented an online reservation system in January 2018. Students can now view room availability and book rooms online.

Annual user survey results show that 96 percent of students indicated that they usually find enough books from the Library's collections and articles from the library databases to meet their class needs ([IIB-67](#)). When asked if the computer resources in the Library contribute to their success at the College, 100 percent of students responded in the affirmative ([IIB-67](#)). While the annual survey is a useful tool and satisfaction rates are routinely in the upper 90 percentile range, the number of responses is relatively modest (n=145) because it is completed on a voluntary basis ([IIB-6](#)). The Library subscribes to the SurveyApp online point of experience customer satisfaction platform to collect ongoing feedback. Timely feedback allows the Library to immediately respond to issues or problems. The Library also engages students in a more informal manner to gather feedback. In fall 2017, librarians positioned a mobile whiteboard in a highly trafficked area with the question "What do you think we need in the Library?" and encouraged students to write their wish list items on the board ([IIB-68](#)). As a result, the Library recently purchased comfortable bean bag chairs for students.

## **Learning Support Equipment and Materials**

The College relies on learning support services professionals to select and maintain educational materials and equipment to support student learning and enhance the achievement of the College mission.

The LRC Content Tutoring provides students with four desktop computers that are connected to the Learning Commons print system. All computers include standard MS Office software, and one includes Adobe software used in Digital Art and Digital Media courses. To support DE as well as on-campus students, the LRC website provides access to the online scheduling software TutorTrac, which allows students to schedule tutoring appointments ([IIB-69](#)). The website features information about tutors, subjects tutored, and other LRC events and services; a study skills materials section of the website is currently under development ([IIB-27](#)). The LRC also provides a comfortable study area and a small group study room that fits up to seven people.

The LRC Content Tutoring Center is operated by a faculty coordinator with 27 years of experience in the center and ten years of prior instructional experience. The coordinator communicates frequently with instructional faculty, whose students the center serves, to ascertain what materials and equipment are needed to support students. Examples of requests from faculty that have been supported include a microphone that French students can use to record their voices and tablets that computer programming students can use for their work. The LRC also purchased a short-throw projector that is used during tutor training and that tutors can use for group sessions, especially in the language conversation group meetings. The Information Technology Group (ITG) maintains and replaces the LRC computers. All of the LRC's materials and equipment enhance the achievement of the College mission by providing students with a high-quality education and advancing their educational goals.

The Writing Center's learning-centered layout, equipment, and resources support student learning and enhance achievement of the College mission. The Writing Center provides a comfortable study area for both individual and group study, and the Writing Center's six desktop computers, which are connected to the Learning Commons print system, are situated to provide space for collaborative study. The Writing Center has one desktop computer on a wheelchair-accessible table; that computer is equipped with the adaptive software Dragon Naturally Speaking and Kurzweil 3000 and is attached to a scanner. The Writing Center added the assistive technology software and scanner in 2017.

Students participating in the Writing Center's focused workshops use the Writing Center's iPads to move through and, as needed, refer back to the workshop material ([IIB-35](#)). The writing consultants and Writing Center coordinator created and continue to update these workshops, which include opportunity for collaborative practice of reading, writing, and college success skills to foster student learning and engagement in keeping with the College mission. Student feedback has been consistently positive. For example, in 2016-2017, student feedback averaged 4.9 on a 5.0-point scale that the workshops benefitted them academically or personally.

The Writing Center provides writing, reading, and success skills handouts and online resources ([IIB-70](#)). The writing consultants regularly incorporate the handouts and use the Writing Center's staff laptops to refer to the online resources in sessions and workshops.

These writing consultants often use the online resources in phone and online sessions. The Writing Center coordinator works with the writing consultants, reviews session and workshop data and feedback, and consults with instructional faculty to update and add to these handouts and online resources. For example, the Writing Center added its latest online resource, a grammar guide, to the Writing Center website in fall 2017 (IIB-71). The Writing Center coordinator reviewed student feedback and session data and worked with the writing consultants to develop this resource. She also sought feedback from writing faculty regarding content and worked with the ITG to add a user-friendly menu to make the resource more accessible for students.

The KI Program has four low-distraction assistive technology computer workstations to support student learning. The workstations are equipped with computers and scanners that offer adaptive software including Dragon Naturally Speaking, Kurzweil 3000, JAWS, Zoomtext, and CCTV. The office provides a large number of informational handouts about success skills for college students, teaching strategies for faculty, and disabilities information for the public. KI staff are available to consult with faculty when they have questions about appropriate accommodations for students with disabilities.

The ITG manages and maintains the Help Desk and Test Center, both of which support student learning through their various roles. The ITG also purchases computers for the College Computer Labs classrooms, which can be used for all instructional programs with priority given to Information and Computer Science and Business Technology courses that require computers (IIB-72). Computers in a few classrooms are configured and purchased according to program specific software needs; the remaining classrooms have a basic minimum hardware configuration (IIB-73, IIB-72). The Help Desk is staffed by one full-time employee and student employees (IIB-45). The Help Desk provides quotes to Pearl City or Wai‘anae Moku faculty and staff for faculty and staff or student use computers and recommends computer systems based on the minimum hardware requirements needed (IIB-74). The Test Center has 44 computers available for students to take placement tests and proctored online and written exams. The Test Center offers placement tests to incoming students and returning students as well as to students who are required to take a placement test for out-of-state colleges. Other proctoring services include make-up exams for campus face-to-face courses, UH System DE online and written exams, and out-of-state DE online and written exams (IIB-49).

Math faculty work directly with the Math Lab to ensure the lab provides students with the support they need to be successful in math classes. The lab provides internet access to computer-based programs used in all math courses. The lab has 29 computers and 9 laptops for students to use while doing course work and receiving assistance from tutors (IIB-75). The lab also has study areas where students can work individually or in groups. To help students with their studying, the Math Lab provides formula sheets ranging from algebra to calculus. Students can also borrow graphing and scientific calculators and current and previous editions of math textbooks. The math discipline continually reviews current textbooks to maintain course content and relevance. When math faculty adopt new textbooks, the math discipline gives multiple copies of the textbook and solution manual to the Math Lab. The solution manual provides students with step-by-step solutions to help them gain a better understanding of how a problem should be solved.

The math lab manager reviews and updates supplemental handouts, which include formulas, conversion tables, and procedures on topics that are common problem areas for students. In addition, the lab manager maintains scientific and graphing calculators as well as the TI-Nspire CASE, which provides students with a deeper understanding of abstract concepts. Since all math courses require computer-based homework, the computer room in the Math Lab underwent remodeling in 2017 as part of the Acceleration Initiative. The College upgraded the computers and furniture in the Math Lab to provide students with more computers and additional work space. All of the services provided by the Math Lab, including its materials and equipment, help strengthen students' math ability and understanding, which enhances the College's achievement of its mission.

The ICS program coordinates The Hub, which is staffed by student interns enrolled in the program's credit-based cooperative education course ([IIB-56](#)). From its inception, The Hub has relied on the expertise of ICS faculty. To enhance the achievement of the College mission, The Hub provides an in-house internship opportunity that benefits students in need of free technical support for their electronic equipment and provides ICS students with hands-on job experience to prepare them for the workforce.

The Hub interns, managers, and supervisors select and maintain standard, up-to-date equipment and materials most commonly used in the industry in order to provide a service to Leeward students that supports their learning. Given the diversity of electronic equipment that college students use, The Hub has equipment to diagnose and fix a variety of mobile devices ranging from phones, tablets, laptops, and desktops. Student interns also fix monitors and storage devices such as hard drives and flash drives. The Hub has tools and hardware to use for general repairs as well as a basic computer repair kit and more advanced kits.

The Wai'anae Moku Education Center provides students with equipment and materials to enhance their learning experience. The study and testing center includes student workspace and a computer testing room. The previous testing center had 5 desktop computers while the new facility has 15. The new computer lab/classroom has 30 desktop computers whereas the previous location had 17. The facility also has 25 laptops available for students to borrow as well as handouts on various topics such as handling test anxiety, taking notes, and learning study techniques ([IIB-3](#)).

### **Analysis and Evaluation**

Library, support services, and instructional faculty and staff collaborate to select and maintain educational equipment and materials that best address students' learning needs to enhance the College mission.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and learning support services. Participants discussed how the College meets Standard II.B.2 and how the College can improve in these areas. They said that the Library, LRC, Math Lab, Writing Center, Help Desk, and Test Center all meet students' needs. They have appropriate and sufficient equipment and materials. The College will continue to inform new faculty and new students about the campus resources ([IIB-59](#)).

### II.B.3.

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

#### **Evidence of Meeting the Standard**

Academic Services units evaluate the Library and learning support services to ensure that they are meeting the needs of students, faculty, and staff. Each unit uses a variety of methods to assess its support area outcomes (SAOs) and course learning outcomes (CLOs) when appropriate. (For further discussion of the assessment of SAOs, see Standard [I.B.2.](#)) The Library and all learning support services annually submit a program review by completing the Annual Report of Program Data (ARPD) to report on a unit's demand, efficiency, and effectiveness.

#### **Evaluation of Library Services**

The Library regularly evaluates its services through multiple mechanisms to ensure that it adequately supports student learning needs and contributes to the attainment of outcomes. The Library conducts an ARPD to assess its performance, which includes assessment of CLOs ([IIB-76](#)). In 2016, the Library updated its mission and CLO 2 and converted the previous goals to support area outcomes ([IIB-77](#)). The Library also identified measurements for attainment of the CLOs ([IIB-78](#)).

The Library uses the Information Literacy Exam to assess students in English 100 and English 24 for CLO 1 ([IIB-79](#)). Results show that 2,006 students completed the exam for English 100. The average score was 81.6 percent and the pass rate was 93.4 percent. The average score increased by 1.4 percent and the pass rate increased by 1.6 percent from the previous year. The Library revised the information literacy tutorials in 2013. In January 2016, the Association for College and Research Libraries Framework for Information Literacy released new standards for information literacy instruction in higher education, so a revision of the existing tutorials is necessary to align the information literacy program with the new standards ([IIB-80](#)). In 2017, the instructional librarian coordinated an assessment of CLO 2 using 63 anonymized research papers collected from English 100 instructors. The assessment revealed that just 67 percent of the papers achieved CLO 2 ([IIB-81](#)). Based on this information, the instructional librarian changed the English 100 library instruction to devote additional time to teaching citations.

The Library conducts and posts its annual survey of Leeward students, faculty, and staff and uses the results to improve services and resources, including new print and online collections, furniture, laptops/computers, chat reference services, databases, and headsets ([IIB-6](#), [IIB-65](#)). For example, excess noise was an ongoing concern for library staff, and survey comments revealed that noise was a concern for students too. In response, the Library designated quiet and silent study spaces ([IIB-82](#)). Survey results show that 95 percent of students indicated that they feel comfortable being in the Library ([IIB-67](#)). Additionally, the Library requested and received \$20,000 in additional funds for electronic resources that enabled the Library to acquire and/or subscribe to more resources and content ([IIB-83](#)).

The Library regularly maintains usage statistics including circulation, gate counts, database usage, reference requests, circulation requests, and library instruction sessions ([IIB-22](#), [IIB-84](#)). The Library compiles these statistics and adds them to the UH Library Council Annual Report, which includes data from all UH System campus libraries. The comparison of Leeward's data against the two-year campuses is a useful measure of how well the College is doing and helps to justify resource requests ([IIB-85](#)). For example, the total library expenditure was \$14 to \$15 per full-time student from 2012-2015. This was substantially lower than the UHCC average of \$27 per student. Reallocation of the Library's budget to purchase more online databases plus an additional \$20,000 from the College for resources has closed the spending gap from 33 percent to six percent in three years.

### **Evaluation of Learning Support Services**

The LRC regularly evaluates its services through multiple mechanisms to ensure it adequately supports student needs and contributes to the attainment of SAOs and CLOs. The LRC conducts an ARPD to assess its performance ([IIB-86](#)). According to the LRC 2016 ARPD, although the number of students served has shown little increase, the number of tutoring sessions increased by 12 percent, indicating an increase in repeat sessions. Demand for Writing Center services remained steady in both breadth and depth, and writing consultants worked with students taking courses from every division on campus.

The LRC maintains statistics on its tutoring sessions and workshops and uses student surveys for additional feedback ([IIB-86](#)). With continued high enrollment, expanded/diversified services, and the attractive setting of the Learning Commons, demand for both LRC and Writing Center services remain strong. Student responses to the CCSSE indicate a growing demand for tutoring and increased perception of its value ([IIB-87](#)). Additionally, tutors give students a feedback form at the end of every tutoring session for students to provide anonymous feedback on the session ([IIB-88](#)).

The LRC's Content Tutoring Center and Writing Center assess two CLOs for tutoring, comparing pass rates and persistence rates for students who have used tutoring services with other students in the same course who have not used tutoring. For example, the success rate of students using individual tutoring in summer 2015, fall 2015, and spring 2016 was 82.1 percent. In contrast, the success rate of students who took the same course and did not use tutoring was 72.8 percent ([IIB-86](#)). As shown in the ARPD, this CLO has been met consistently. The other CLO that focuses on how tutoring contributes to student learning is new and will be included in the next ARPD. After each tutoring session, students complete a feedback form that includes questions addressing these CLOs. In 2015-2016, 100 percent of the students who attended an individual content tutoring session (n=1,165) agreed that the tutor improved their understanding of the subject and that the session was a positive and helpful experience. In the same academic year, 100 percent of the students who attended an individual writing session (n=2,228) agreed that the writing consultant helped them to improve their writing and/or their understanding of the work discussed. They also agreed that working with the writing consultant helped them plan how to work independently on their essays ([IIB-86](#)). As a result of the positive feedback from students, the LRC Content Tutoring Center and the Writing Center will continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs. Student feedback from individual sessions and group in-class workshops demonstrates high levels of engagement and satisfaction as students interacted with writing consultants.

To ensure that they are meeting students' needs, the KI Program regularly evaluates its services in a variety of ways: student and faculty surveys; data collection on student visits to the KI office; percentage of filled accommodation requests; and satisfaction surveys. The KI Program ARPD uses this information to assess and analyze its performance and plan for future directions for the program. The efficiency and effectiveness of the KI Program have mostly remained consistent between fall 2013 and fall 2016. Between spring 2015 and fall 2016, overall student satisfaction declined from 92 to 85 percent. A possible explanation is that beginning in fall 2015, the College employed only one faculty disability specialist, so some students may have had longer waits to receive some services. The second disability specialist position has since been filled. In an ongoing effort to improve services, the KI program is developing a survey for faculty to provide specific data on faculty perception of the program's effectiveness in providing information and support.

The Math Lab regularly evaluates its services through student surveys to ensure that it is meeting its mission to develop students' proficiency in math ([IIB-89](#)). The lab also gathers statistics on tutoring sessions, computer use, and textbook and calculator loans ([IIB-90](#)). Since the Math Lab is under the Mathematics and Natural Sciences Division, it has neither SAOs nor completes an ARPD. However, the lab manager provides the developmental math coordinator with tutoring contact data to include in the developmental math ARPD's action plan and resource implications ([IIB-91](#)). Although the results for the Math Lab evaluations are positive, the number of students being tutored is declining. To address this issue, the lab manager visits math classes in the beginning of the semester to inform students of the availability of the Math Lab and the resources it provides. The lab manager also continuously promotes the lab by reminding instructors to encourage students to visit the lab if they need assistance or a convenient place to study.

The Test Center conducts an ARPD to assess its performance and its SAOs. The center regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. The assessment results of the SAO to provide high-quality testing services to students and members of the community indicate that 90 percent of respondents found that the center's services are highly satisfactory. Additionally, 94 percent found that the center's hours meet the needs of students ([IIB-92](#)).

Although the Help Desk does not assess SAOs, the Help Desk surveys both students and faculty to confirm that it meets students' needs. Help Desk satisfaction surveys indicate that users are satisfied with the services provided. Out of 414 surveys collected in fall 2016 and spring 2017, 98 percent of respondents indicated satisfaction with the services received from the Help Desk ([IIB-93](#)).

A computer or mobile device and internet connectivity are important tools to support students' academic success, and The Hub provides students with free technology support, which directly impacts their learning. The Hub has served many students. In 2016, The Hub serviced 315 computer-related problems. The Hub received 184 service calls in spring 2016, 16 calls in summer 2016, and 115 calls in fall 2016 ([IIB-94](#)). In spring 2016, The Hub assisted 185 students at a "WiFi Passthrough" event. In spring 2016, The Hub also set up a satellite help desk in the Library where interns assisted 70 students with computer or printing problems on site ([IIB-94](#)). To ensure that it adequately supports student customers, The Hub

evaluates its services through a customer satisfaction survey and keeps written surveys on file (IIB-94). An example of how The Hub uses evaluation results to make improvements concerns the open sign. A customer commented, “The Hub open sign is not too visible, especially for the students with disability. You need a sign that is more visible and appealing to students.” To address this problem, The Hub purchased a light-emitting diode sign so all students can easily locate The Hub.

Every two years, the College uses the CCSSE to assess learning support services. Specifically, the survey examines how satisfied students are with campus services and their educational experience. The survey also examines how engaged students are in their classes, in extracurricular activities, and with the faculty, campus staff, and their peers. Student engagement is closely related to persistence and achievement, so the CCSSE results help the College develop a clearer picture of its students. Average benchmark scores have improved continuously since the College first administered the survey in 2008 (IIB-95, IIB-87). These scores suggest that the College is making strides in improving student learning and achievement. Among the CCSSE indicators, many students identified that the College provides support to help them succeed and that they use campus computers for their academic work. In addition, students indicated that they are somewhat satisfied with the services that the College provides (IIB-87).

### **Analysis and Evaluation**

To ensure adequacy in meeting student needs, the College uses a variety of assessment tools including information literacy exams, surveys, usage data, feedback forms, student satisfaction, and the CCSSE to evaluate the Library and learning support services. The Library, LRC, KI Program, and Test Center conduct ARPDs to assess their performance. The ARPDs include the assessment of outcomes in order to make correlations between services and their impact on learning, and the Library, LRC, KI Program, and Test Center use these assessment results as the basis for improvement.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about program review for the Library and learning support services. Participants discussed how the College meets Standard II.B.3 and how the College can improve in this area. They said that the Library and LRC provide students with the academic help, support, and coaching to help students more successfully understand and meet learning outcomes for the different courses they are enrolled in. The Library may consider developing assessment tools that measure effectiveness in terms of quality rather than quantity. The Library already counts how many students they serve but has more difficulty in measuring how well they are served (IIB-59).

#### II.B.4.

***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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)***

## **Evidence of Meeting the Standard**

The College relies on collaboration with other institutions and other sources for library and learning support services. These services and resources are adequate for the College's intended purposes, are easily accessible, and are utilized.

The Library is part of the UH Library Council. This group is formally recognized with bylaws adopted in 2003 and is comprised of head librarians from the ten UH System campuses ([IIB-96](#)). It is responsible for the purchase and implementation of a system wide shared library integrated management system, Hawai'i Voyager, which facilitates library lending operations, collection management and utilization, cross-campus library usage, and system wide resource sharing ([IIB-8](#)). The UH Library Council subscribes to the Primo Discovery cross-platform research system and the SFX link resolver system.

The Library is part of the Hawai'i Library Consortium that includes members from academic, public, private, and special libraries in Hawai'i ([IIB-97](#)). Through this consortium, the Library purchases full-text, web-based databases suitable for academic libraries such as Opposing Viewpoints, Issues and Controversies, and the Kanopy streaming video service.

The Library has contracts for services and resources including a variety of full-text, web-based, non-consortia databases that are individual to the College. The Library subscribes to the web-content platform LibGuides used by librarians to post webpages on particular topics. Additionally, the Library has contracts with the Pharos library printing system and 3M security gates.

The LRC, including the Writing Center, contracts with TutorTrac, a database program used for logging services and recording tutoring appointments ([IIB-98](#)).

The KI Program contracts with either Isle Interpret or Hawai'i Interpreting Service for American Sign Language services depending on which service has the lower cost and also contracts with Access Text Network and various publishers for alternative text needs. The KI office is a member of the Association of Higher Education and Disability, which provides training and guidance on best practices for providing services to students with disabilities. As a member of this organization, the KI Program has access to training materials, journals, and professional resources ([IIB-99](#)). The annual conference allows KI staff to meet and collaborate with disabilities specialists from other institutions and gain knowledge about changing trends in the field of disability services. Both of the College's disability specialists are active participants in a national listserv made up of other individuals at various higher education institutions. The listserv provides the opportunity to discuss issues and receive updates on changes to disability laws and regulations. On a bi-annual basis, the KI staff participates and attends a disability service providers meeting held at the University of Hawai'i at Mānoa. During this meeting, they discuss issues surrounding disability services within the UH System, the community, as well as those trending nationally.

The College contracts with Accuplacer, a placement assessment that measures academic skills in order to place students accurately into math or English classes. The College, as part of the UHCC System, contracts with Brainfuse, an online tutorial system.

The College ensures security by the use of Fortinet Security subscription to protect the campus network. The Fortinet firewall monitors and protects the campus network from virus, malware, intrusion, and attacks from the internet. The proactive monitoring of the networks allows the College to find and remove any potential system that might compromise the computer environment on the campus network. In addition to network security, all College computers have installed a suite of anti-virus, anti-malware, and anti-ransomware software.

The College evaluates the quality and effectiveness of its collaboration with other institutions and contractual agreements for library and learning support services.

### **Analysis and Evaluation**

The College relies on collaboration with other institutions and other sources for library and learning support services. These services and resources are adequate for the College's intended purposes, are easily accessible, and are utilized. The Library and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success.

## Evidence for Standard II.B.

- [IIB-1](#) Academic Services Webpage
- [IIB-2](#) *Ka Mana'o* Article on the Learning Commons
- [IIB-3](#) Wai'anae Moku Services Webpage
- [IIB-4](#) Library Hours Webpage
- [IIB-5](#) Blog Post on Finals Countdown
- [IIB-6](#) 2017 Library User Survey Results
- [IIB-7](#) Library Collections Webpage
- [IIB-8](#) Screenshot of Hawai'i Voyager Search Page
- [IIB-9](#) Holds and Intra-Library System Loans Webpage
- [IIB-10](#) Blog Post on Books Available at Wai'anae Moku
- [IIB-11](#) Library Website
- [IIB-12](#) A-Z Databases Webpage
- [IIB-13](#) Guides to Databases Webpage
- [IIB-14](#) Find e-Books Webpage
- [IIB-15](#) Library Website Survey Form
- [IIB-16](#) New Library Website Presentation
- [IIB-17](#) Librarian Subject Liaison Webpage
- [IIB-18](#) Library Collection Development Policy
- [IIB-19](#) Book, Periodical, and Audio/Visual Order Request Form
- [IIB-20](#) Blog Post on Rosetta Stone Trial Account
- [IIB-21](#) Trial Database Feedback Form
- [IIB-22](#) Annual Statistics Webpage
- [IIB-23](#) 2016 Acquisition and Use Webpage
- [IIB-24](#) 2017 Acquisition and Use Webpage
- [IIB-25](#) Library Contact Us Webpage
- [IIB-26](#) Library Blog
- [IIB-27](#) LRC Website
- [IIB-28](#) Courses Tutored Webpage
- [IIB-29](#) LRC Online Tutoring Webpage
- [IIB-30](#) Accounting Workshops Webpage
- [IIB-31](#) Videos for Smart Study Webpage
- [IIB-32](#) Writing Center Website
- [IIB-33](#) 2017 ARPD (Part I) - Tutoring Services
- [IIB-34](#) Writing Center Sessions Webpage
- [IIB-35](#) Focused Workshops Webpage
- [IIB-36](#) Success Connection Workshops Webpage
- [IIB-37](#) KI Program Webpage
- [IIB-38](#) 2017 ARPD - KI Program
- [IIB-39](#) 2012-2016 Wai'anae Moku Tutor Evaluation Results
- [IIB-40](#) 2015-2016 Wai'anae Moku Tutoring Data
- [IIB-41](#) 2014 CCSSE Frequency Distribution, Item 13.3d
- [IIB-42](#) Brainfuse Handout
- [IIB-43](#) Brainfuse Student Guide
- [IIB-44](#) Online Learning Academy Website
- [IIB-45](#) Help Desk Webpage

[IIB-46](#) 2017 Help Desk User Survey Results  
[IIB-47](#) UH ITS Help Desk Webpage  
[IIB-48](#) Laulima Request Assistance Webpage  
[IIB-49](#) Test Center Webpage  
[IIB-50](#) 2017 ARPD (Part I) - Testing Services  
[IIB-51](#) 2017 Test Center User Survey Results  
[IIB-52](#) UH Test Centers Webpage  
[IIB-53](#) Math Lab Webpage  
[IIB-54](#) Math Lab Tutoring Webpage  
[IIB-55](#) Math Placement Test Review Webpage  
[IIB-56](#) The Hub Webpage  
[IIB-57](#) Blog Post on The Hub  
[IIB-58](#) The Hub Handbook  
[IIB-59](#) Spring 2018 Convocation Discussion Results, pp. 9-13  
[IIB-60](#) List of Library Materials  
[IIB-61](#) Blog Posts on Database Trials  
[IIB-62](#) Trial Database Feedback Form  
[IIB-63](#) List of General Library Equipment  
[IIB-64](#) Blog Post on Library User Survey  
[IIB-65](#) Blog Post on Library Improvements  
[IIB-66](#) Blog Post on Digital Scanning System  
[IIB-67](#) 2012-2017 Library Quantitative Indicators  
[IIB-68](#) Blog Post on Student Wish List for the Library  
[IIB-69](#) Screenshot of TutorTrac Login Page  
[IIB-70](#) Writing Online Resources Webpage  
[IIB-71](#) Looking at Grammar Webpage  
[IIB-72](#) Information Technology Interim Funding Policies  
[IIB-73](#) List of Classroom Computer Specifications  
[IIB-74](#) List of Minimum Hardware Requirements  
[IIB-75](#) List of Math Lab Materials  
[IIB-76](#) 2016 ARPD - Library  
[IIB-77](#) Library Mission and Outcomes Webpage  
[IIB-78](#) List of Library CLOs and SAOs  
[IIB-79](#) Information Literacy Webpage  
[IIB-80](#) Framework of Information Literacy for Higher Education  
[IIB-81](#) Information Literacy Assessment Data  
[IIB-82](#) Blog Post on Learning Commons Update  
[IIB-83](#) 2016 New Resources Webpage  
[IIB-84](#) Library Requests and Usage Data  
[IIB-85](#) 2017 UH Library Council Annual Report  
[IIB-86](#) 2016 ARPD - LRC  
[IIB-87](#) 2016 CCSSE Means Report, Items 13.1, 13.2, and 13.3  
[IIB-88](#) 2016 ARPD - Tutoring  
[IIB-89](#) 2015-2017 Math Tutor Survey Results  
[IIB-90](#) 2015-2017 Math Lab Data  
[IIB-91](#) 2016 ARPD - Developmental Math  
[IIB-92](#) 2016 ARPD - Testing Center  
[IIB-93](#) 2017 Help Desk Survey Results

- [IIB-94](#) 2016-2017 The Hub Evaluation Results
- [IIB-95](#) 2016 CCSSE Results and Comparison Report
- [IIB-96](#) UH Library Council Bylaws
- [IIB-97](#) Hawai'i Library Consortium Website
- [IIB-98](#) Email on TutorTrac Agreement, Aug. 30, 2017
- [IIB-99](#) Association of Higher Education and Disability Members Benefits Webpage

## II.C. Student Support Services

### II.C.1.

*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### **Evidence of Meeting the Standard**

Leeward Community College (Leeward CC) recognizes the importance of providing a broad range of student support services to ensure that students can meet their educational and career goals. The Student Services units include Admissions and Records, Counseling and Advising, Financial Aid, Job Prep Services, Recruitment, Student Life, the Student Health Center, and Mental Health Services. The University Health Services manages the Student Health Center under a memorandum of agreement between the University of Hawai‘i at Mānoa (UH Mānoa) and Leeward CC. A mental health counselor who is funded through this memorandum with the Counseling and Student Development Center at UH Mānoa staffs the Mental Health Services. The College has units that provide support services to specific student populations. These units include the Veterans Resource Center, the Hālau ‘Ike O Pu‘uloa (Hālau), and the Office of International Programs (OIP). (For a description of each unit, see Standard [II.C.3.](#))

The College provides comprehensive student support services at its Pearl City campus, the Wai‘anae Moku Education Center, and the Office of Continuing Education and Workforce Development (OCEWD). The College also provides support services to high school students participating in its dual-enrollment programs such as Early College.

#### **Alignment with College Mission**

Student support services are aligned with the College mission and core values that include Open Access and Diversity and Respect ([IIC-1](#)). As the student population has changed, the College has developed new student support services to meet student needs such as requiring mandatory advising, the development of the STAR Guided Pathway Selection (GPS) system, and integrating support services through technology with MySuccess, a software platform of the University of Hawai‘i Community Colleges (UHCC) System, the University of Hawai‘i-West O‘ahu (UH West O‘ahu), and the University of Hawai‘i at Hilo. The College created a mandatory New Student Orientation (NSO) in response to the needs of students who were unaware of services and to provide an initial support system for new students utilizing the MySuccess software. The College created the Veterans Resource Center to support its increasing veteran and active military population. The center provides a place for students to meet a designated counselor and receive assistance with Veterans Affairs benefits and services.

In support of the College’s commitment to Native Hawaiian students, Leeward established the Hālau as an academically rigorous and culturally relevant pu‘uhonua (place of refuge) that houses academic and student support programs to inspire excellence, promote growth, and advance opportunities for Native Hawaiians. The Hālau also serves all students, staff,

and faculty who wish to increase their knowledge of Hawaiian culture, language, and history ([IIC-2](#)).

The OIP supports and promotes communication and cultural exchange among local and international students of diverse backgrounds. The OIP recruits and hosts F-1 visa-holding students pursuing higher education in the United States. Through the OIP, the international student advisor informs fulltime students regarding their F-1 visa status and helps students understand and follow F-1 immigration rules and regulations. The OIP provides an orientation for international students, assists with determining each student's initial English placement, helps students secure accommodations, and advises students continuously on academic, cultural, and practical concerns to support their success at the College ([IIC-3](#), [IIC-4](#)).

### **Evaluation of Student Services for Quality**

The College has regular evaluation processes in place to measure the quality of its student support services. Student Services units engage in several means of evaluation. The primary tool for evaluation is the Annual Report of Program Data (ARPD), which is part of the College's Integrated Planning and Budgeting Process. The ARPD has common metrics to evaluate demand, effectiveness, and efficiency, which the units use to complete a narrative analysis of their unit, develop an action plan, and indicate resources. In the years that Student Services units complete a Comprehensive Review and Evaluation (CRE), they do not complete an ARPD because the CRE includes elements of the ARPD. The College requires each support unit to complete a CRE at least once every four years. Results of the Student Services' 2014-2016 CRE show that the College is supporting students' needs through a wide range of services ([IIC-5](#)). Demand, efficiency, and effectiveness indicators have either increased or remained constant. Student Services units have used the CRE to identify improvements for designated areas, and the College has included plans for implementation of some of the improvements in its resource allocations. A number of units have requested new positions. The Student Services area will need to reallocate vacant positions as they become available to ensure those areas with the highest needs receive additional support. For more information about the College's ARPD and CRE, see Standards [I.B.5](#) and [I.B.9](#), respectively. For detailed discussion of the efforts made by the Student Services units to use assessment data for continuous improvement, see Standard [IIC.2](#).

In an ongoing effort to address the needs of students, the College participates in Community College Survey of Student Engagement (CCSSE), which it administers every two years. Among CCSSE indicators, student frequency, satisfaction, and importance scores all appear to be remaining fairly constant over a three-year period ([IIC-6](#)). Data also indicate that students view academic advising, career counseling, and financial aid advising as among the most important services that the College provides. The ARPD and CRE templates include CCSSE program quantitative indicators ([IIC-7](#)).

As an instructional support unit, the Hālau participates annually in the ARPD process and every third year in the CRE process ([IIC-8](#)). Like all other programs, the Hālau measures its demand, efficiency, and effectiveness using data from its participants in structured programs. Using a strategic enrollment management framework, Hālau staff developed programs such as Lanakila First-Year Cohort; Ho'oulu Career Development; Native Science, Technology, Engineering, and Math (STEM) Scholars; and Ke Ala 'Ike that aim to deliver the "right

touch” in the “right dosage” at each stage of a student’s academic journey. The Hālau adapted the metrics for its review from the UHCC System’s metrics for student services programs; however, rather than reporting the outcomes of the general student body, the Hālau works annually with the Office of Planning, Policy, and Assessment (OPPA) to extract the performance of each metric by the program’s participants. Using this evaluation process, Hālau staff can annually reflect on the quality and effectiveness of each strategy and determine how they can alter its design, delivery, or resource commitment for improved effect.

The OIP submitted an ARPD in fall 2016. Since this unit is unique in the UHCC System, the unit identifies which data metrics to collect. In the ARPD, the OIP focused on an action plan for improving the evaluation of the office while maintaining the current level of services provided ([IIC-9](#)).

The Wai‘anae Moku Education Center regularly evaluates its student services through student surveys and student and faculty comments. It uses CCSSE results, which are disaggregated by location, in its evaluation and completes an ARPD to assess its performance and support area outcomes (SAOs) and to develop plans for improvement ([IIC-10](#), [IIC-11](#)). The Wai‘anae Moku Education Center is halfway through a Title III grant (federal funding for Native Hawaiian serving institutions) that supports the implementation of a cohort program called Going to Finish On-Time. This cohort model has shown early success with strong completion rates of students. With the move to the new location, the faculty and staff are eager to serve more students and evaluate if this program continues to show success.

OCEWD evaluates its services annually and reports the results in the ARPD ([IIC-12](#)). The ARPD describes its assessment of learning outcomes and its alignment with the *Strategic Plan 2015-2021*. OCEWD has seen strong enrollment gains in its noncredit courses and programs. OCEWD conducts regular student evaluations to ensure the courses and programs offered are meeting the needs of its students.

### **Analysis and Evaluation**

In keeping with its mission, the College has an annual assessment process to determine that student support services at various sites and delivered through different modalities meet students’ needs.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and student support services. Participants discussed how the College meets Standard II.C.1 and Eligibility Requirement 15 and how the College can improve in these areas. They said that the Student Services units provide needed services to Leeward students. Student Services may not be evident to students, though, so roundtable participants recommended a one-stop shop for services like the one provided by the Hālau. They also said that Student Services units should continue to find ways to communicate the resources available to students ([IIC-13](#)).

#### **II.C.2.**

***The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those***

*outcomes. The institution uses assessment data to continuously improve student support programs and services.*

## **Evidence of Meeting the Standard**

### **Assessment of Learning Outcomes for Student Services Units**

The Student Services units engage in assessment and program review in order to ensure the effectiveness of their programs and services. Admissions and Records, Counseling and Advising, Financial Aid, Job Prep Services, Recruitment, Student Life, and the Student Health Center have identified and recently updated SAOs ([IIC-14](#)). Each of these units assesses its SAOs and reports the results of those assessments in its ARPD and CRE. The Mental Health Services and the Veterans Resource Center do not complete their own ARPD because their assigned counselors function as part of the Counseling and Advising unit ([IIC-15](#)). Although not a separate unit, the Early College program completes an ARPD and a CRE ([IIC-16](#), [IIC-17](#)).

The Student Services units use SAOs to determine the metrics to be evaluated. Financial Aid, Job Prep Services, Recruitment, Student Life, and the Student Health Center have students, prospective students, or clients complete a survey after each workshop, appointment, or service to determine satisfaction with services received. The units use those evaluation results to continuously improve student support services ([IIC-18](#), [IIC-19](#), [IIC-20](#), [IIC-21](#), [IIC-22](#)). The Counseling and Advising unit uses the UHCC's Starfish software platform called MySuccess for student tracking reports and aggregate counseling evaluations that students complete online to determine trends, workflow, and effectiveness of services. The Counseling and Advising unit reviews this data to determine if and where improvements to service delivery need to take place ([IIC-23](#)).

### **Continuous Improvement of Student Support Services**

#### *Admissions and Records*

The Admissions and Records unit provides a clear example of how the College regularly evaluates the quality of its student support services. In 2017-2018, the Admissions and Records office set three goals to support its SAOs ([IIC-14](#)). The first goal is that students who contact the Admissions and Records office for assistance will receive the desired service as quickly and efficiently as possible and be able to articulate that the service meets or exceeds expectations. The second goal is that student academic records will be maintained according to applicable state and federal guidelines. The third goal is that the Admissions and Records office will contribute to the College's Wildly Important Goal (WIG) of keeping the students already enrolled at Leeward. For additional discussion of the College's WIG, see Standard [I.B.3](#).

The Admissions and Records office improved its admissions-related processes ([IIC-24](#)). Beginning with the processing of summer 2015 applications, all College acceptance notifications are being sent through email rather than hard-copy letter. This has enabled the Admissions and Records office to spend more time processing applications, which increases the number of accepted students for each day of application processing.

Another improvement to Admissions and Records services concerns residency status. In order to expedite acceptance to the College, the Admissions and Records office updated its

procedures in spring 2016 for reviewing residency. The College no longer requires that students have their residency status for tuition purposes finalized before being accepted to the College. The Admissions and Records office instead works with new students to finalize residency information after accepting the student but prior to the student registering for classes.

Beginning with spring 2018 application processing, the Admissions and Records office has ended the practice of placing a miscellaneous admissions hold on every new or returning student's record to prevent students from registering for courses during the priority registration period. The goal of this change is to allow both new and returning students, if eligible, to register for courses based on their number of earned credits. The Admissions and Records office implemented this change specifically to address the College's WIG of keeping Leeward students enrolled.

The Admissions and Records office has sought to improve services for students by adding an online option for official transcript requests. The College is partnering with the National Student Clearinghouse to offer an online option to request official transcripts from the College without having to submit the request form by mail or make the request in person at the Admissions and Records office. Additionally, the Admissions and Records office will implement FileDrop, a UH file sharing service, to allow additional options for document submission to the office by students and/or applicants ([IIC-25](#)). Doing so will improve services by allowing for a more secure method of document delivery that will help protect students' personally identifiable information.

#### *Counseling and Advising*

With its mission and the Counseling Process model as the foundation, the Counseling and Advising unit created its course learning outcomes (CLOs) and aligned SAOs. The unit worked closely with the OPPA to develop SAOs that will support and align with the College's WIG for student retention, the new Counseling Process (see Standard [II.C.5](#)), and the missions of the Counseling and Advising unit, Student Services, and the College ([IIC-14](#)). In 2017-2018, the unit decided to target its assessment efforts on the SAO to "foster a safe, supportive, and caring counseling environment." The unit formed four subcommittees to facilitate the development of a counseling "culture of care" that promotes care for students, care for others in the unit, and self-care. Subcommittees present their initiatives and activities to the larger counseling group, seeking input and participation. These committees also report on their progress and assessment measures at counseling meetings on a bi-monthly basis. For further discussion of the Counseling and Advising unit, see Standard [II.C.5](#).

#### *Financial Aid*

The Financial Aid unit strives to improve its financial advising services and uses assessment data such as the CCSSE to identify areas for improvement ([IIC-18](#)). According to 2016 CCSSE results, Leeward students saw financial aid advising as "somewhat" important, were "somewhat" satisfied with these services, and were "somewhat" likely to use these services ([IIC-6](#)). This unit's outcomes now state that the Financial Aid office will increase the number of students receiving financial aid and will comply with regulatory requirements necessary to participate in federal and state programs. The SAOs focus on increasing Leeward students' ability to recognize the

Financial Aid office as a source for educational financial assistance as well as increasing financial aid recipients' recognition of important financial aid terms, definitions, and aid programs such as the Free Application for Federal Student Aid (FAFSA) and Federal Pell Grant ([IIC-14](#)).

To support its SAOs, the Financial Aid unit strives to increase students' awareness about its services by conducting workshops and presentations and participating in campus activities such as NSO, the Financial Literacy Fair, and the College Bash. The Financial Aid office assists students in researching financial aid opportunities off- and on-campus, helps students complete the FAFSA and submit other forms necessary to complete their file, and maintains the scholarship bulletin board and recommended scholarship websites. As discussed in Standard [I.B.6](#), the Financial Aid office reviewed its current financial aid process and is working with the Banner Central financial aid lead, the University's four-year schools, and UHCC campuses to create best practices and simplify the financial aid process, particularly in light of the state legislature for Hawai'i Promise scholarship that is intended to ensure that students with unmet financial need can get the financial support they need to attend college ([IIC-26](#), [IIC-27](#)). The office has also provided training to student employees at the Wai'anae Moku Education Center to assist students to complete the FAFSA application.

#### *Job Prep Services*

The Job Prep Services unit participates in the ARPD process to assess its performance and SAOs ([IIC-14](#)). The unit measures its services based on how well students and employers view the demand, efficiency, and effectiveness of the services being offered ([IIC-19](#)). The unit collects quantitative data through the Starfish software for appointments, the Job Center Online for job postings, and participant evaluations at workshops. For 2016-2017, the number of students who placed in jobs remained the same and all other quantitative indicators increased ([IIC-19](#)).

To support students as they prepare for employment, Job Prep Services staff assists students with job application materials. To help students with finding career information, Job Prep Services provides access to career resources through the online Career Coach and the Job Center Online. Both resources provide students with information on jobs and careers in various occupational areas. The reports generated from these websites in 2016-2017 indicated an increase in student usage of Career Coach by 84 percent and the Job Center Online by 13 percent ([IIC-19](#)).

Job Prep Services provides students with opportunities to meet employers in person at the on-campus recruitment tables in the concourse area or at job fairs every semester. In 2016-2017, employers came onto the campus for a total of 35 days to recruit. Additionally, 50 to 60 vendors participated in the Fall Job Fair and almost 100 vendors participated in the Spring Job Fair ([IIC-28](#), [IIC-19](#)). Although many employers attended, they commented that they wanted to see more Leeward students since the flow of traffic at the events was very low ([IIC-29](#)). In response to this feedback, in spring 2017 Job Prep Services organized two specialized mini job fairs, one for the Automotive Technology program and one for the Culinary Arts program. These two mini fairs had excellent student attendance since faculty required students to attend. Evaluations from each event were positive ([IIC-30](#), [IIC-31](#)).

The Job Prep Services unit provides opportunities for students to apply for jobs so that they can secure employment. Its staff works with all types of employers for recruitment needs and offers on-campus recruitment opportunities such as recruitment tabling and job fairs. Job Prep Services staff screens each new employer and job posting for legitimacy based on UHCC System criteria. The Job Prep Services office worked with the OPPIA to extract data on fall 2017 and summer 2017 graduates using the Outcomes Survey ([IIC-32](#)). Job Prep Services will use this data to provide an overview of recent graduates and to plan post-graduation activities.

### *Recruitment*

The Recruitment unit's mission is to encourage, motivate, and inspire students to pursue a higher education. This unit's SAOs focus on providing students with information about higher education so they can identify the benefits of attending college, familiarizing prospective students with Leeward CC so they can identify programs and resources, and providing prospective students with application assistance so they can apply to the College ([IIC-14](#)). The current priority of this unit is to increase campus enrollment and financial aid participation.

In 2014-2015, there was a transition period in the Recruitment unit because the recruiter position was vacant; however, in October 2017, the College hired a new recruiter. During the transition period, the College did not hold certain recruitment events, which resulted in a decrease in campus tour requests and college workshops offered. The new recruiter has reinstated the activities and events previously offered. Currently, the Recruitment office is staffed by one full-time recruiter and five student peer mentors. The unit holds monthly team meetings and one-to-one peer mentor meetings to discuss upcoming activities, evaluate current activities, and plan for new, innovative ways to help increase enrollment to the College ([IIC-33](#)). In fall 2017, the Recruitment unit hosted a luncheon for high school counselors to familiarize them with the College's programs and resources ([IIC-34](#)). In spring 2018, peer mentors helped high school students through the entire application process that included applying to the College, creating a UH username, signing up for a NSO session, submitting a health clearance form, and taking the Accuplacer placement test. In addition, the recruiter assists high schools at their FAFSA nights and peer mentors assist prospective students complete the FAFSA. The Recruitment unit has also been working closely with the Wai'anae Moku Education Center coordinator and faculty to help increase the enrollment of Native Hawaiian students ([IIC-20](#)).

### *Student Life*

The Student Life unit's SAOs focus on providing leadership training for students, promoting active student engagement through events, and running NSO ([IIC-14](#)). Student Life has a structured student leadership training series for all its programs to prepare students for leadership roles. Faculty and staff from various UHCC campuses also participate ([IIC-35](#)). In addition to these retreats, Student Life consistently provides True Colors and Safe Zone trainings for Student Life leaders to improve communication between teams and to highlight the importance of inclusivity.

To promote active student engagement through events, the Student Life office works with the Love Pono committee, which consists of a counselor, instructional faculty, a domestic violence prevention advocate, and students. The mission of Love Pono is to provide a safe

environment to help the college community “build and maintain healthy relationships through education, intervention, campus and community resources, and counseling” (IIC-36). The Love Pono committee holds workshops and events such as the “Power of Love” and “Respect the Line” at both the Pearl City campus and the Wai‘anae Moku Education Center. In 2016-2017, 99 percent of all Love Pono workshop attendees (n=101) indicated that they were more aware of available resources after participating in the workshop (IIC-37).

The Student Life unit conducts an evaluation after each NSO session to continuously improve the program (IIC-38). Since the College’s last institutional self-evaluation, NSO has improved by utilizing the MySuccess software to streamline communication and reduce manual inputting of information. MySuccess automatically emails students necessary information based on established guidelines. In 2013, NSO began hosting workshops to educate the campus on the use of MySuccess and how it can help students. For further discussion of the Student Life unit, see Standard [II.C.5](#). For further discussion of NSO, see Standard [II.C.6](#).

### *Student Health Center*

The Student Health Center’s SAOs focus on providing medical services to students, maintaining students’ health clearances, and promoting a healthy lifestyle (IIC-14). Each semester, the Student Health Center conducts a client survey to assess satisfaction of current services and demand for other services (IIC-39). The Student Health Center monitors the number and types of visits using an electronic medical record system (IIC-22). The center promotes its services at NSO, through participation in campus events, and on posters that are displayed around the campus. The center partners with Student Life to provide guidance, health education, and first aid services for campus events. The Student Health Center collaborates with the Admissions and Records office to improve the Health Clearance process through use of Banner and Star software. The College informs the students of health requirements through direct communication, NSO, its website, and the health clearance form. The center uses the Star software to measure the number of students with TB/MMR holds per semester and is working to decrease the number of health clearance deficiencies by ten percent by providing more education on the requirements. The center will continue to work with local high schools to comply with health clearance requirements for dually enrolled students. Storing the immunization records in the electronic health record system aids in a smoother transition when students transfer to other post-secondary institutions. Through its services, the Student Health Center aids in retention by assisting students in maintaining and improving their health. The College encourages students to have health insurance and the center provides students with information regarding the student plan.

### *Mental Health Services*

The Mental Health Services, which is funded through a memorandum of agreement with UH Mānoa, does not complete its own ARPD because the mental health counselor functions as part of the Counseling and Advising unit. The Mental Health Services presence at the College, however, is a result of the College identifying the needs of its student population and then using assessment data to continuously improve its services. In 2015, the College participated in the College Mental Health Project’s survey. Approximately 400 students, faculty, and staff took the survey in order for the College to get a baseline of the campus constituents’ knowledge of, attitudes toward, and experience with mental health and mental illness. Respondents showed a good baseline level of knowledge about mental illness. Of

those who responded (n=405), 79 percent believed that mental health should be a priority on the campus ([IIC-40](#), [IIC-41](#)).

The Student Services' 2014-2016 CRE identifies a "more sustainable and permanent offering of mental health services" as a focus area in the coming three years because the memorandum of agreement with UH Mānoa provides for a mental health counselor only on an annual basis ([IIC-5](#)). The Student Services Resource Requests for 2016-2017 includes as a priority a full-time mental health psychologist ([IIC-42](#)).

### **Analysis and Evaluation**

In order to continuously improve student support programs and services, each of the College's student support programs has identified learning support outcomes, which are annually assessed through the ARPD. When the assessment data identifies areas of improvement the College develops strategies for improvement.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College's student support services. Participants discussed how the College meets Standard II.C.2 and how the College can improve these services. They are proud of the number of campus services that are available for students. These services have helped support retention. Participants would like to see more services for distance education (DE) students as well as have faculty provide information about these services to their students each semester ([IIC-13](#)).

II.C.3.

*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. (ER 15)*

### **Evidence of Meeting the Standard**

#### **Equitable Access to Student Support Services**

The College ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable student support services regardless of service location or delivery method. Table 54 demonstrates that comparable student services are available at most campus locations and for all types of students.

Table 54.  
*Student Support Services Unit by Location and Means of Delivery*

<b>Student Support Services Unit</b>	<b>Services available at the Pearl City campus</b>	<b>Services available at the Wai‘anae Moku Education Center</b>	<b>Services available online or via phone</b>
Admissions and Records	✓	✓ (Drop-off service provided)	✓
Counseling and Advising	✓	✓	✓
Financial Aid Office	✓	✓ (Peer mentors provide assistance)	✓
Job Prep Services	✓	✓	✓
Recruitment	✓	✓	✓
Student Life	✓	✓	✓
Student Health Center	✓	*	✓
Mental Health Services	✓	✓	✓
Veterans Resource Center	✓	✓	✓
Office of International Programs	✓	**	✓

\* Students attending classes at the Wai‘anae Moku Education Center are able to use the services at the Student Health Center on the Pearl City campus and may submit their health clearance form via facsimile.

\*\* International students enrolled in the English Language Institute attend classes at the Pearl City campus.

The Admissions and Records unit processes all admission applications and accepts students to the College (excluding international applications), maintains all student academic records for the College, certifies all students receiving Veterans Affairs benefits, evaluates all transfer credit requests, provides official transcripts and enrollment verifications for students, and confers all degrees and certificates awarded by the College. The College website includes easily accessible ways for students to apply, whether they are first-time students or

international students ([IIC-43](#)). The website includes an online application, academic deadlines, admission requirements, registration information, and financial aid information.

The Counseling and Advising unit provides initial and ongoing academic advising and counseling for all students, prospective students, and graduates ([IIC-44](#)). This unit provides individual and group appointments, drop-in counseling, college-success courses and workshops, university transfer information sessions, informative and just-in-time messaging, and a counseling email for general advising inquiries. Counselors have a caseload of students for whom they assume professional responsibility, including monitoring and intervening as needed. Half of the counselors are program counselors who work with specific instructional programs such as career and technical education, teacher education, business, and developmental math and English ([IIC-45](#)). General counselors work primarily with liberal arts and undecided majors. The Counseling and Advising unit also works with specific populations such as dual-enrollment students, Native Hawaiian students, and veteran students. In spring 2018, the Counseling and Advising Unit expanded their services by offering Express Counseling two nights a week in the Learning Commons ([IIC-46](#)).

The Counseling and Advising unit uses a number of methods for providing support to students. Some examples include a mandatory NSO for all students new to the College, instruction in the use of STAR (brand name) as a degree planning tool for students, intrusive counseling for students who demonstrate a need for additional support, and alternative delivery methods to address students who are not readily available for in-person advising and counseling. Counselors are trained to use alternative delivery methods including Skype and Google Hangouts to support and facilitate online counseling sessions during the day and evening ([IIC-47](#)). Webcams and headsets are available for counselors to use during online student appointments. For a comprehensive discussion of the Counseling and Advising unit, see Standard [II.C.5](#).

The Financial Aid unit is committed to providing access to higher education by assisting students and families to seek, obtain, and manage financial aid resources necessary to pursue their higher educational goals ([IIC-48](#)). The Financial Aid unit has provided training to students who are peer mentors at the Wai‘anae Moku Education Center.

The Job Prep Services unit supports students with their career development ([IIC-49](#)). The unit helps students understand the job search process, organize their employment documents, prepare for job interviews, and create employment strategies. JPS organizes weekly events such as recruitment tables to inform students about upcoming employment opportunities. Staff share their workforce knowledge with students and offer employment preparation workshops for faculty and staff. In spring 2017, JPS added the Hawai‘i Nutrition, Employment, and Training program that supports eligible Leeward students in workforce training programs to receive food stamps and reimbursement for books and transportation. JPS participates in most campus activities to promote its services and co-sponsors events such as the Employment Expo ([IIC-50](#)).

The Recruitment unit provides outreach to area high schools and community organizations and works closely with the Creative Services office to promote an awareness of the College and its programs and services ([IIC-51](#)). The Recruitment unit coordinates outreach activities, participates in college fairs, and organizes campus tours and special events to help attract

prospective students ([IIC-52](#)). The college recruiter coordinates a group of peer mentors who provide one-to-one assistance to students from area high schools and who give classroom presentations at a teacher's request on topics related to college aspiration, financial literacy, and college success. In addition, the college recruiter works closely with other members of Student Services to implement dual-enrollment programs ([IIC-53](#), [IIC-20](#)).

The Student Life unit provides leadership and co-curricular learning opportunities outside of the academic classroom ([IIC-54](#)). Some of these opportunities include shared governance positions, intramural sports, student employment, student organizations, and a variety of enriching events. Campus involvement enables students to gain life skills, increase civic responsibility, and enhance personal and professional development.

The Student Health Center unit, an extension of the University Health Services at the UH Mānoa campus, provides students, faculty, and staff at the College with health care services that include but are not limited to health education, disease prevention, family planning, and treatment for acute episodic illness ([IIC-55](#), [IIC-56](#)). This unit works with the Admissions and Records to ensure that the College meets mandated health requirements for entrance to a post-secondary institution. Health clearance forms and medical record release forms are available for download on the Student Health Center website and may be file-dropped using secure email for evaluation and stored in an electronic medical record system. The center's website contains helpful information regarding health requirements and services ([IIC-55](#)).

The Mental Health Services unit provides individual therapy, couples therapy, case management, emergency/crisis intervention, client-centered consultation, outreach and workshops, and relevant resources. All services to Leeward students are voluntary, free of charge, confidential, and do not affect their academic standing. The mental health counselor (referred to as a "personal counselor") is available to meet with students four days a week at the Pearl City campus and one day a week at the Wai'anae Moku Education Center. This counselor holds a full-time position that is funded through a memorandum of agreement with the Counseling and Student Development Center at UH Mānoa ([IIC-57](#), [IIC-58](#)). This memorandum is the first of its kind at UH Mānoa to stipulate a full-time commitment of mental health services to Leeward CC.

The Veterans Resource Center offers services for the College's current and prospective students who are veterans, active duty, reservists, National Guard members, and military dependents ([IIC-59](#), [IIC-60](#), [IIC-61](#)). An assigned counselor helps these students with program and graduation requirements and Veterans Affairs educational benefits, tuition assistance, and dependent benefits. The counselor assists students with transferring military service for equivalent credits, usually through the Joint Services Transcript. The center refers students to appropriate organizations regarding other related services and benefits such as health and homelessness services. The center serves as a lending library so that students can borrow certain textbooks prior to receiving initial payment of Veterans Affairs benefits. The center is an approved Veterans Affairs Work Study site, which provides student employment and supervisory experience. The center offers a student lounge, computer/laptop use, a group study area, and information on veteran-focused resources. The center provides personnel support for the VetSuccess on Campus program, which includes having a counselor from the U.S. Department of Veterans Affairs on campus on three days a week ([IIC-62](#)). The center provides personnel support for the Veterans Integration to Academic Leadership program,

which provides veterans on campus with mental health services by appointment with a clinical psychologist ([IIC-63](#)). The Veterans Resource Center also partners with community organizations such as the Vet Center Mobile Truck service.

The Wai‘anae Moku Education Center is staffed with two full-time general counselors assigned to its student population in addition to one counselor who is on a federally funded Title III grant for its Going to Finish On-Time program and the UH Foundation-supported Access to Education program ([IIC-64](#)). The Going to Finish On-Time program recruits students who agree to enroll in college full-time and for the first year agree to enroll in a predetermined sequence of courses as a cohort. In support of the program, the College provides this dedicated counselor and peer mentors to help monitor student progress and provide additional academic support ([IIC-65](#)). The Access to Education program consists of individuals recruited from drug-treatment programs along the Wai‘anae coast and those who were recently incarcerated. Some of the students in the Access to Education program are also participating in the Going to Finish On-Time program. The College also provides peer mentor support for this student population.

The OIP provides services for inbound and outbound students and provides support for internationally-related matters between local, national, and international institutions ([IIC-66](#)). For short-term inbound students, the OIP provides study tours that are customized to the partner institutions’ goals and preferred CLOs ([IIC-67](#)). This includes accommodations, English as a Second Language classes, and excursions. For long-term international students, the OIP provides immigration/visa counseling, academic counseling, housing assistance, and scholarship and/or transfer advising ([IIC-68](#)). For Leeward students, the OIP offers faculty-led study abroad programs and provides advising on study-abroad programs and scholarships ([IIC-69](#)). The OIP organizes the College’s annual International Education Week for the entire campus community ([IIC-70](#)). OIP posts its informational flyers at both the Pearl City campus and the Wai‘anae Moku Education Center, and OIP is currently planning International Education Week events at the Wai‘anae Moku Education Center.

Students enrolled in OCEWD noncredit programs receive counseling and academic guidance from the College’s Counseling and Advising unit. In addition, OCEWD program coordinators act as academic advisors for their programs at student’s entry and for the duration of the student’s enrollment. Noncredit students are eligible to access other support services such as Job Prep Services and the Kāko‘o ‘Ike Program.

### **Early College and Other Dual-Enrollment Programs**

Since 2015, the College has partnered with eight high schools to run the Early College program and has dedicated three counselors to serve as liaisons. Through Early College, high school students are able to have dual credit whereby credits earned count toward high school and college requirements ([IIC-71](#)). This program allows for greater academic success, greater transition from high school to college (“college-going”), increased cost effectiveness for students and their families, and better preparation for the rigors of higher education ([IIC-72](#)). At one partner school, students have completed their Associate in Arts degree at the same time that they graduated from high school. All of the College’s dually enrolled students are considered Leeward CC students; therefore, all services available to the College’s regular student body are available to these students.

Through partnerships with participating high schools, the College's Admissions and Records office, Counseling and Advising unit, Recruitment office, Student Health Center, and Test Center support Early College students from the point of college admission through their participation and completion of coursework. The Early College program acts as the liaison between the various offices within the College and the partnering high schools, providing the school partners with information about students' applications, testing, and course eligibility statuses so that the high schools can relay information to potential students and provide them with necessary support. The Recruitment office and three Leeward counselors designated for Early College are available to provide direct support to Early College students completing the admission and registration processes at the Pearl City campus. One counselor at the Wai'anae Moku Education Center provides assistance to the high schools participating in Early College courses along the Wai'anae coast. The Early College counselors regularly hold office hours at their assigned high school campuses and make themselves available to students through email, phone, and Google Hangouts.

High school students who do not attend a partner high school can also participate in the College's other dual-enrollment opportunities using three other programs: Running Start, Early Admit, and Jumpstart. Students who participate in these programs typically pursue the opportunity on their own with the support of their sponsoring high school, and they take classes offered on the College's campus rather than their high school campus. The College's Early College counselors directly support these students' efforts to enroll in the College and register for classes.

Counselors work, sometimes in tandem with partner high schools and Early College instructors, to intervene with students who experience difficulty in their classes and/or who are identified as needing an intervention through the College's Maka'ala and No Show programs. These counselors provide academic advising and career counseling to students as they advance in their accumulation of college credit as well as train students in the use of STAR, which is a UH System-developed, degree-audit software program. Dually enrolled students have access to all technological tools including STAR, MySuccess, and Laulima. As all of these products are available online, the information they provide is also available to students at all times.

In spring 2016, the College was given an Experimental Sites Initiative designation by the federal government, which allowed the campus to award Federal Pell Grants to dually enrolled students ([IIC-73](#)). This designation provides the College with a mechanism to ensure that low-income, dually enrolled high school students have access to coursework that is relevant and applicable to their intended college degrees. Students learn about this opportunity through Early College high school partners as well as the Early College counselors. The College assists interested students in completing their application for admission as well as their FAFSA and are fully advised on the benefits, risks, and obligations associated with using federal financial aid to support Early College coursework. Students who qualify for the Pell Grant have 100 percent of their tuition, fees, and book charges covered regardless of the amount of their Pell Grant award. The College provides these students all forms of support that it provides for dually enrolled students.

## **Assessment of Student Needs for Student Support Services**

The College assesses student needs for student support services regardless of location or mode of delivery and allocates resources to provide for those services. Resource implications in 2014-2016 identified the Early College program as an area that needs more support ([IIC-5](#), [IIC-42](#)). Requested funding support in the 2017-2018 Operating Expenditures Plan provides the Early College program with reimbursement of mileage costs and funds for supplies ([IIC-74](#)).

## **Analysis and Evaluation**

In its efforts to provide mission-driven student support services that foster equitable access to all of its students, the College provides appropriate, comprehensive, and reliable services to all students.

II.C.4.

*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

## **Evidence of Meeting the Standard**

### **Co-Curricular Programs and College Mission**

The College determines what co-curricular programs are appropriate to its mission and students. These programs advance the College's mission statement in that they "foster students to become responsible global citizens locally, nationally, and internationally" ([IIC-1](#)). They also advance the College's core values of diversity and respect in that they provide a "diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives" ([IIC-1](#)).

The Student Life office, through the advisement of the Student Life coordinator, facilitates co-curricular experiences through the Student Government, the Student Activities Board, campus clubs, the Budget and Finance Committee, *Ka Mana 'o* (student magazine), NSO, and IM LeeSports (Intramural Leeward Sports). The coordinator manages the Board of Student Communications, commencement ceremonies, and Love Pono (campus violence prevention program). Student Life staff manage student identification cards, discounted movie tickets, the student lounge, the senate chambers meeting room, and campus bulletin boards.

Policies and procedures are in place to oversee the effective operation of the Student Life's co-curricular programs and to ensure the College conducts these programs with sound educational policy and standards of integrity. In terms of financial responsibilities, the Student Government, the Student Activities Board, and the Budget and Finance Committee approve all fiscal purchases using student activities fees. The Board of Student Communications approves all fiscal purchases with board fees.

The Student Government is the governing body of the Associated Students of the University

of Hawai‘i-Leeward CC (ASUH-Leeward CC) ([IIC-75](#), [IIC-76](#)). An executive board comprised of a president, vice president, secretary, and treasurer manages the governing body. The executive board oversees five senators who are elected by the ASUH-Leeward CC and one senator who is elected by students enrolled in at least one credit at the Wai‘anae Moku Education Center. Its major responsibilities include managing student activities fees and establishing policies and programs for students. For further discussion of the Student Government, see Standard [IV.A.2](#).

The Student Government advocates for students. It partnered with local food truck vendors to address limited food options on campus, collaborated with the Information Technology Group to increase WiFi usage for outdoor areas, collaborated with administration to implement designated smoking areas and recycling bins, increased funding for the Wai‘anae Moku Education Center, and partnered with faculty to produce a speaker series on various professions.

The Student Activities Board strives to promote student ideas and engagement ([IIC-77](#)). The purpose of the board is to provide fun, educational, and diverse programs and events for the student body. Events include video game tournaments, poetry slams, live entertainment, and cultural events. The board is a separate entity of the Student Government that operates with its own charter and bylaws recognized by the UH Board of Regents ([IIC-78](#)).

Registered independent student organizations, commonly called clubs, are consistent with the College mission in their commitment to nurture and inspire students by providing co-curricular activities that enable students to gain life skills, increase civic responsibility, and develop leadership skills that enrich their personal and professional development. In 2017-2018, the College had 16 registered clubs ([IIC-79](#)). The Student Life coordinator created the Registered Independent Student Organizations Handbook as a resource guide to assist in developing and registering official student organizations ([IIC-80](#)).

The Budget and Finance Committee is a committee of the ASUH-Leeward CC ([IIC-81](#)). This committee focuses on allocating funding to registered clubs and campus entities that co-sponsor educational and social events and programs outside the classroom at both the Pearl City campus and the Wai‘anae Moku Education Center ([IIC-82](#)). Student Government established this committee to appropriately allocate student activity fees through an equitable, organized process.

Although the UHCC System does not have official athletics programs or teams, students at the College are active in a number of intramural sports offered year round. In fall 2011, Student Life inaugurated the intramural sports program IM LeeSports ([IIC-83](#), [IIC-84](#)). The mission of IM LeeSports is to provide students with opportunities to grow, learn, and develop respect for others through a positive experience in organized sports. The activity itself is friendly yet competitive, but the underlying goal is to foster an inclusive community of students who find commonality through their love for sports. IM LeeSports is offered in two programs: a non-competitive campus sports program and a competitive program called IM LeeSports League, which includes all the UHCC campuses on O‘ahu and UH West O‘ahu. In order to provide adequate funding for the IM LeeSports program, the College increased student activities fees and charges the other campuses fees for each team they enter into the league. The IM LeeSports League program received an honorable mention for the Wo

Endowment's Community Building Award in spring 2016 ([IIC-85](#)).

The College offers numerous co-curricular programs that are sponsored by academic disciplines and programs within the Instructional Divisions that are suited to the College mission and core values in that they foster global citizenship and exposure to world cultures. For example, the Global Studies Lecture Series brought a speaker to discuss indigenous activism and slam poetry, the Hawaiian Studies Program brought speakers to discuss indigenous approaches to governance, and the Mauka to Makai: Political Science Lecture Series brought a speaker to discuss the Dakota Access Pipeline ([IIC-86](#), [IIC-87](#), [IIC-88](#)). Every year, the College's Office of International Programs sponsors a variety of cultural activities during the annual International Education Week ([IIC-70](#)).

Additionally, the College offers co-curricular clubs that promote the College's mission statement and core value of integrity by fostering a "culture of continuous improvement to open pathways to student success" ([IIC-1](#)). Phi Theta Kappa, Leeward's chapter of Alpha Lambda Gamma, recognizes and encourages scholarship, leadership, and service among community college students ([IIC-89](#)). Another example is the Phi Beta Lambda/Enactus Business Club, which coordinates the annual Spring Fair and Fall Fair to promote student entrepreneurship and the Dress for Success clothing drive ([IIC-90](#), [IIC-91](#), [IIC-92](#)).

### **Evaluation of Co-Curricular Programs**

The College regularly evaluates the quality and effectiveness of its co-curricular programs. Survey results indicate that students appreciate and enjoy events sponsored by the Student Activities Board ([IIC-93](#), [IIC-94](#), [IIC-95](#)). Survey results for IM LeeSports show that 70 percent of the participants surveyed (n=230 in 2015-2016, n=166 in 2016-2017) enjoyed playing against other colleges, 62 percent of the students surveyed enjoyed meeting new students, 41 percent of the students surveyed enjoyed being in school because of intramural sports, 82 percent of the students surveyed were encouraged to maintain a 2.0 GPA because of the program's GPA requirement, and 83 percent of the students surveyed indicated that they would participate again ([IIC-96](#)).

### **Analysis and Evaluation**

The College's co-curricular and athletic programs are suited to its mission and play an important role in the social and cultural development of Leeward students. Programs include a student government and activities board, clubs, budget finance committee, and intramural sports. Through designated faculty and staff, the College's Student Life unit takes fiscal and programmatic responsibility for these programs and conducts them with sound educational policy and integrity.

#### **I.C.5.**

***The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.***

## **Evidence of Meeting the Standard**

The College provides counseling and academic advising programs to support student development and success. These programs help students understand the requirements related to their programs of study and ensure that students receive timely, useful, and accurate information about relevant academic requirements including graduation and transfer policies. The College also offers personal counseling to help students resolve any problems that are interfering with their ability to concentrate and complete their assignments. For a description of the Counseling and Advising unit, see Standard [II.C.3](#).

### **Programs to Help Students Understand Requirements and Receive Accurate Information**

To promote consistency in the delivery of services and information to students, the Counseling and Advising unit developed a Counseling Process model that identifies eight stages in the “Leeward student experience” and the counselor’s responsibility in each stage. The eight-stage process includes Prospective Student, Admissions, Mandatory NSO, Mandatory New Student Advising (NSA) Appointment, First Semester, Second Semester, Continuing Semester, and Graduation. The Counseling Process model provides a uniform standard that each counselor follows when working with students ([IIC-97](#)).

To be further responsive to the needs of students and their identified academic goals, the Counseling and Advising unit has program counselors in the areas of teacher education; automotive technology; digital media; culinary arts; television production; business; plant biology and tropical agriculture; and Science, Technology, Engineering, and Math (STEM). In addition, the College has identified special populations of students who may need extra support. These populations include Native Hawaiians, veterans, those who place into developmental math and English, and the dually enrolled population who begin taking college courses while they are high school students.

In some cases, program counselors assigned to certain majors or student demographics also service other programs related to their primary student group focus. For example, the developmental English counselor also supports the OIP students who begin their academic journey at the College usually enrolling in English as a Second Language courses. Counselors also provide program and student support services for the College’s noncredit division, OCEWD.

The Counseling and Advising unit provides mandatory NSA for all incoming students to introduce them to the support resources available at the college, degree requirements, registration procedures, and career exploration tools. Based on the major a student indicates on the college application, that student is assigned a counselor who conducts this initial meeting. This not only ensures accurate communication of program services and degree requirements, but also allows for rapport building between the student and the assigned counselor. According to the counseling evaluations from 2012-2017, which assessed students’ achievement of the Counseling and Advising unit’s CLOs, over 90 percent of the respondents (n=2,709) felt that after meeting with their counselor they could identify degree/career options, outline an academic/degree plan, were aware of obstacles that might affect their academic success, could identify next steps toward their college success, and were aware of the resources and information that would help them succeed ([IIC-98](#)). Over 90

percent of the respondents, which included new students, indicated that they were satisfied with how the counselor addressed their questions and concerns and felt comfortable meeting with the counselor for academic or personal counseling in the future ([IIC-99](#)).

Mandatory advising occurs in both individual and group settings. Certain programs, such as Business, have opted to offer “A Session on Program Information and Registration” (ASPIRe) sessions in lieu of individual appointments. These sessions fulfill the same objectives as the individual advising appointments with an added component of community building among the majors with their peers and program support staff. The results of ASPIRe evaluations for 2016-2017 indicated that 75 percent of the respondents (n=79) felt that attending the group session increased their understanding of how to register for classes ([IIC-100](#)).

The Counseling and Advising unit developed an ASPIRe program in fall 2017 for Liberal Arts majors to give these students an opportunity to develop connections with Liberal Arts counselors, build community with peers, and learn about general registration information and procedures. Included in the group NSA session is an icebreaker, video, and breakout registration sessions by exploratory major (Business, Health, Arts and Humanities, and Social Sciences). Initial evaluations of the group NSA sessions were positive and the Counseling and Advising unit has decided to continue this initiative with suggested improvements by the participating counselors.

In fall 2016, the UHCC System implemented exploratory majors and tasked all UHCC System campuses to create an exploratory model and major selection system for their students declaring a Liberal Arts major. The College selected four exploratory Liberal Arts majors: Business, Health, Arts and Humanities, and Social Sciences. From spring to summer 2017, the Leeward STAR team worked on developing the degree templates for each exploratory major in STAR. By spring 2018, Liberal Arts exploratory major options appeared on the common application form, counselors organized mandatory NSA sessions by exploratory majors, and the College assigned students to their respective exploratory major counselors. Similar to program counselors, Liberal Arts counselors now operate with specific major groups in mind.

The College administers a campus wide early alert system each semester known as Maka‘ala to support student success and to help facilitate communication between instructional faculty and the Counseling unit. Maka‘ala gives instructors the opportunity at specific points in the semester to either affirm students’ positive classroom performance or identify students who need more support ([IIC-101](#)). MySuccess, a student retention software, sends electronic surveys to all instructors on predetermined dates so they can provide feedback to students ([IIC-102](#)). Students who are given positive affirmations or who are noted as a concern by their instructors receive instantaneous feedback in an email. Students who are identified as needing more support in the surveys are either asked to contact their instructor for more help, are given information about the College’s tutoring services and are encouraged to contact them, or are contacted by their assigned counselor ([IIC-103](#)).

During the third week of the semester, the Maka‘ala period ends and the counselors use MySuccess to view which students in their assigned population have been referred for poor attendance, not attending class, or behavioral issues. Counselors make two attempts to

contact the student by phone and/or email to further discuss the referred issue. Counselors encourage the students to come in to talk about their situation, but phone conversations and email correspondence are also available. Through these conversations, counselors and students talk about what issues may be hindering the student's success and what resources are available to help the student or what actions can be done to resolve them. Referrals close at the fifth week of the semester.

The Maka'ala Program sends faculty a Consider Withdrawing survey prior to the College's withdrawal deadlines in order to provide students with adequate opportunity to withdraw from class if they feel this is the best course of action for themselves ([IIC-104](#)).

For the past several years, the Career and Technical Education (CTE) Retention Team has been sending CTE students email communications notifying them when they have reached certain degree completion benchmarks. Students receive communications through MySuccess when they have completed 25 percent, 50 percent, and 75 percent of their required coursework. These once-a-semester email messages help students gauge their progress towards degree completion and encourage them to seek academic advising in order to confirm their progress and to plan for their continued progression as well as their eventual completion.

### **Programs to Support Student Development and Success**

The UHCC System began the Integrated Student Support (ISS) initiative in summer 2017. The Student Success Council coordinates this initiative ([IIC-105](#)). As part of the initiative, Student Services units collaborated to assist with the Returning Student Initiative ([IIC-106](#)). The College invited students who were close to graduating to return to complete their degree; this included one class at no cost upon their return in spring 2018. The College contacted 123 eligible students by email, mail, and phone to share more information about the project. A counselor then emailed the students individually with what to expect, next steps, and what classes they still needed to take to graduate. The counselors contacted the students a second time through email after Admissions and Records admitted the student and registration became available. At the beginning of the spring 2018 semester, 23 students or 19 percent registered for a course to begin the journey to complete their degree.

Some CTE programs have student peer mentors and retention specialists, which are funded through external sources such as Perkins funding. These student services personnel work closely with the program counselors to develop a comprehensive support system for CTE majors which includes newsletters, tutoring, student success workshops, academic coaching, and routine progress checks.

Counselors refer students to the Job Prep Services unit for employment assistance, including career assessment through Career Coach ([IIC-107](#)). Counselors also refer students to this unit for assistance with the Hawai'i Nutrition, Employment, and Training program to qualify for food stamps and other reimbursements. Counselors teaching student success courses use Job Prep Services as a resource for developmental employment and career information.

In fall 2017, the Counseling Leadership team consisting of the Student Services coordinator and Counseling and Advising unit head began meeting with the student government officers on a monthly basis to hear and address any concerns from the student body. As a result of

this partnership, the Counseling and Advising unit has increased participation in Student Government initiatives such as the Student Involvement Fair and has worked in partnership with Student Government in order to increase continuing student awareness of the registration period and counseling services ([IIC-108](#)). Future plans include working with the Student Government to conduct student focus groups on counseling and advising services.

### **Evaluation and Improvement of Counseling and Advisement**

As noted in Standard [II.C.1](#), the Counseling unit evaluates its services annually in the ARPD. The unit regularly assesses its services to determine what is working well and what needs further improvement. An area of emphasis is ensuring accurate information about academic requirements. The College has structures in place to verify that all pertinent information on academic requirements is accurate and disseminated in a timely manner. Each year, STAR, an advising and academic planning software, is updated to reflect the approved curricular changes prior to fall registration. In addition, the College updates its Catalog each academic year with new curricular changes. The Catalog is available through the College website. Counselors receive a print copy and can also access the latest course and program updates on the Counseling Handbook website ([IIC-109](#)).

The Counseling and Advising unit assigned one of the general counselors to serve part time as an academic advising coordinator. This counselor is responsible for summarizing and communicating program and course modifications to the entire unit and maintaining documentation of approvals for curricular changes. The unit provides trainings for counselors during weekly counselor meetings or in one-on-one sessions. Program counselors and those who service special student populations provide updates at the general counseling meetings on an as-needed basis, but at least once per semester.

Prior to fall 2017, counselors requested student evaluations after the completion of an appointment. Every six months, counselors received their individual evaluation results and the counseling unit received an aggregate review; each determined if the results of the evaluations necessitated any changes. In fall 2017, the Counseling and Advising unit began using the MySuccess software to email counselor evaluations to students following their appointments. This new practice increased the number of completed evaluations on each counselor, providing better feedback on counseling services ([IIC-110](#)).

The Counseling and Advising unit provides professional development to prepare counselors and academic advisors for their advising roles. Every year, the unit has a professional development retreat to review goals and counseling standards and to reflect on strengths and areas of improvement. In addition, counselors/academic advisors attend an annual UH System conference for regular training and updates, and they pursue various professional development opportunities throughout the year. Senior counselors are paired with junior counselors to allow for further training of newer counselors.

In fall 2017, the Counseling and Advising unit received funding support from the system Co-requisite Initiative Project Allocation. The funding included \$4,000 to support the professional membership of all 22 counselors in the national organization of their choice in order to promote networking and keeping abreast of national trends in counseling and advising. The funding also included \$36,000 towards professional development related specifically to the support of developmental education, co-requisite initiatives, and career

counseling of developmental and general student populations. This funding support has allowed counselors to attend regional and national conferences of professional student support organizations such as the American Counseling Association, the National Academic Advising Association, and the Student Affairs Administrators in Higher Education. Counselors who attend these conferences share what they have learned to either improve their own practice or recommend initiatives for the larger unit.

### **Analysis and Evaluation**

The College offers counseling and advising services in a variety of modalities at both campus sites and online to make sure Leeward's diverse student population receives timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Designated program and discipline counselors ensure that students understand the requirements related to their programs of study. The College's counseling and academic advising staff receive quality ongoing training, updates and mentoring, and engage in program assessment to continuously improve program services.

II.C.6.

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

### **Evidence of Meeting the Standard**

#### **Policies and Procedures for Admissions**

The College adheres to Regents Policy (RP) 5.211, Admissions, which is consistent with the College mission ([IIC-111](#)). The policy specifies the qualifications of students appropriate for the College's programs. The Catalog publishes information on admissions for U.S. citizens and international students ([IIC-112](#)). The College website provides prospective students with additional information including qualifications for admission and online forms for admissions and enrollment ([IIC-43](#), [IIC-113](#)).

The College uses the MySuccess software to streamline the NSO program, which includes NSO Live, NSO Online, and NSO exemptions. NSO Live is an in-person session that includes a campus tour, training on the UH System course management system Laulima, a review of the MySuccess software and instructions on how to select courses for timely degree completion, opportunities to meet with campus resources, and opportunities to meet current students and faculty ([IIC-114](#), [IIC-115](#)).

If a student obtained a certificate or degree within the UH System, attended a UH System campus in the past three years with good academic standing, or attended an NSO Live session the previous semester, MySuccess filters that student as exempt from attending an NSO session and possibly an initial advising appointment ([IIC-116](#), [IIC-117](#)). MySuccess filters a student who attended a UH System campus in the past three years with a GPA under 2.0 as exempt from attending an NSO session but must attend an initial advising appointment. MySuccess filters a student who has a zip code off island as a DE student, and

that student is automatically sent the NSO Online session. A student who will attend the Wai‘anae Moku Education Center may attend NSO Live, NSO Online, or NSO Welcome to Wai‘anae session. Students who obtained a degree from a non-UH System campus may submit their transcript or diploma for an NSO exemption.

The College has a clear admissions process for international students, who are assisted by the OIP staff ([IIC-118](#)). The applicant must be 18 years or older or have graduated from a high school. The applicant needs to complete an international student application form ([IIC-119](#)). The applicant must also provide an original bank statement to verify that the applicant has access to sufficient funds to cover educational and living expenses for one academic year (a minimum of \$18,796 is required), a copy of a current passport, and the appropriate application fee. The College does not require applicants to have a test score to apply to the English Language Institute, but the College does require an applicant to have an official and minimum TOEFL, IELTS, STEP Eiken, or GTEC score to apply directly to a credit degree program ([IIC-118](#)). Upon receiving the necessary documents, the OIP processes the application and generates necessary documents for the student’s visa application ([IIC-120](#)).

### Pathways to Degree Completion and Transfer Goals

The College fully implemented the UHCC Student Success Pathway framework, which is designed as a clear and structured pathway from point of interest through graduation to transfer or career completion ([IIC-121](#)). Figure 8 illustrates how this model provides “just-in-time” support for students.

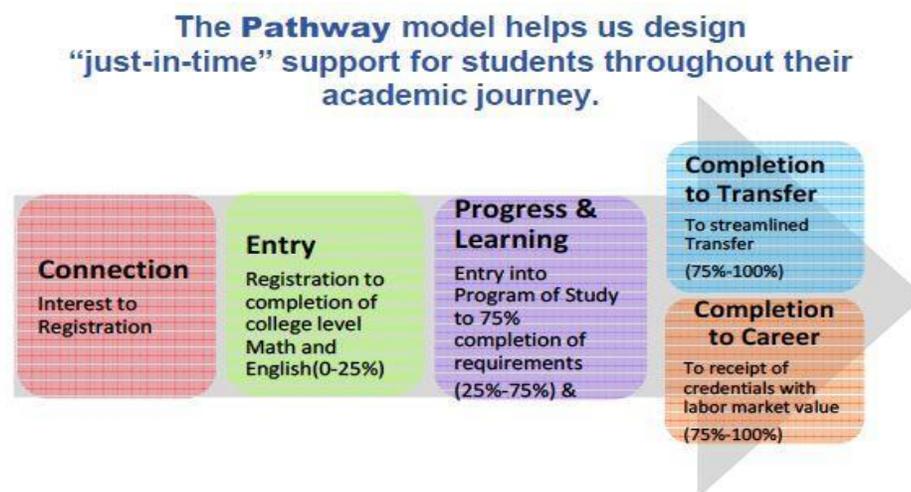


Figure 8. Student success pathway framework.

The UH System’s STAR software program includes STAR GPS, a registration system within STAR that maps an academic pathway for students based on their identified majors ([IIC-122](#)). Counselor/academic advisors and students regularly use this program to ensure students understand all requirements for their degree. The graduation pathway in STAR GPS lists all the requirements for students’ majors and notifies them when they are selecting a class that will not count toward their degree. Therefore, in addition to counselors working with students on degree completion and career counseling, STAR GPS is an important tool to ensure a timely graduation and accurate information.

As of spring 2017, all students within the UH System registered for their courses through the STAR GPS. Because STAR GPS must access the requirements of an identified major, its ability to suggest course offerings is based on the student declaring a major. When students do not see suggestions for course offerings in STAR GPS or they do not have their desired course of study displayed in the program, students need to declare a major or correct the one they declared when first applying to the College. This is another feature to help students create a clear path to graduation.

The “What If Journey” tab in STAR allows students to look at the requirements for any degree or certificate across all ten UH System campuses. By utilizing this feature, students have the tools to map out an academic pathway that leads to a bachelor’s degree from their first day at a community college. This feature is vital to ensuring students take courses that will not only allow them to complete their immediate degree, but also ensures the students take the prerequisites needed for higher degrees. Students take the correct classes to acquire the knowledge needed for their field, and they spend less time in school by creating a streamlined academic plan.

The College’s cohort learning groups provide students with clear academic pathways and extensive support. The College currently offers two cohort programs for students, the Lanakila First-Year Cohort program and the Going to Finish On-Time program at the Wai‘anae Moku Education Center ([IIC-123](#), [IIC-65](#)). A Title III grant supports both of these programs with the goal of increasing Native Hawaiian student completion.

### **Analysis and Evaluation**

The College’s open access philosophy extends to its admissions policies, which clearly outline program requirements, and its advising practices in order to effectively guide students toward achieving educational and career goals.

II.C.7.

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

The College admits any applicant who is a high school graduate, received a high school equivalency credential, or is at least 18 years old. Once a student is admitted, the College uses multiple measures for placement of all students regardless of intended course enrollment, including those in DE courses.

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College has made two important student-centered changes to its admissions and placement practices since 2016. First, students can defer their enrollment if they are unable to attend the original semester that they applied for. Second, the College replaced its placement measures with those recommended by the UHCC Student Success Council.

As of November 2016, the American College Testing (ACT) no longer offered the Compass placement test, which is how the College placed students into math and English courses. The UHCC System chose to replace Compass with Accuplacer as a placement test tool. However, research has shown that a single high-stakes exam is not an accurate predictor for college readiness, so the UHCC System is moving away from Accuplacer to a system of multiple measures. The Cognitive Assessment Committee, along with system wide math and English committees, explored available placement options and developed recommendations for the UHCC Student Success Council, which the College implemented in fall 2016. Students who graduated from high school within the last two years can use any of the following multiple placement measures: cumulative high school grade point average; 12th grade English grade; 12th grade Intro to College Math grade; 12th grade Algebra 3, Trigonometry, or Precalculus grade; Algebra I grade; Algebra II grade; ACT Writing/Math score; Scholastic Aptitude Test Writing/Math score; High School Equivalency Test Language Arts/Math score; or General Equivalency Diploma Language Arts/Math score ([IIC-124](#)).

### **Analysis and Evaluation**

To maintain the consistency and validity of admissions and placement processes, the College regularly assesses its tools and procedures. In order to meet the College mission, every effort is made to minimize any admissions or placement biases.

II.C.8.

*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.*

### **Evidence of Meeting the Standard**

#### **Process to Maintain Student Records**

The College has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files. The Admissions and Records office maintains student records that are permanent, accurate, and complete. All academic records are confidential and are carefully secured against theft. The Admissions and Records office retains the records according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers, and the registrar and the dean of student services are responsible for compliance. Current guidelines call for the preservation of student records for a minimum of three years; however, the Admissions and Records office currently keeps physical copies of student records for five years once a student is no longer enrolled at the College. The Admissions and Records office limits access to authorized personnel only and maintains files in locked cabinets when the files are not in use by office staff. The Admissions and Records office removes older records from the active files and secures them in a separate area.

The Admissions and Records office backs up all physical copies of records contained in student files in the student information system called Banner. In some cases, the Admissions and Records office maintains the records electronically in their separate secure campus server. Banner maintains students' academic history, including application history,

registration history, course grades, and transfer course information, which the College can use in the event that the physical student record is lost or destroyed prior to the end of the record-retention period as set forth in the guidelines.

### **Policies and Procedures for Release of Student Records**

The College publishes and follows its established policies for release of student records. The Catalog clearly states the policies and procedures regarding the release of student information ([IIC-125](#)). In all activities that involve private information, the College makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 ([IIC-126](#)). The Catalog informs students what information the College considers directory information, information that may be disclosed without a student's consent. The College gives students a two-week period at the beginning of each academic term to notify the College of their intent to keep all of their student record information confidential, including their directory information. The procedures relating to the protection of the educational rights and privacy of students is set forth in Administrative Procedure (AP) 7.022 ([IIC-127](#)). The College complies with Executive Policy (EP) 2.214, EP 2.215, EP 2.216, and EP 2.217 that govern how the College handles student data ([IIC-128](#), [IIC-129](#), [IIC-130](#), [IIC-131](#)). For further discussion on data governance and information security, see Standard [III.A.15](#).

Forms to request transcripts are available at the Admissions and Records office and online. The Admissions and Records office does not release official information without a written signature from the student authorizing release. The Admissions and Records office considers requests received from a student's official UH email account valid since the student's identification is verified by the act of signing into the account. A student may access an unofficial transcript online using his or her UH username and password. An unofficial transcript may be used for advising purposes and for transfers within the UH System.

The College has further increased personal security for students by training faculty and staff on the issue of personally identifiable information. The College no longer considers it appropriate to use a student's social security number as the student's identification number on student forms. Instead, the College issues each student a computer-generated Banner (UH ID) identification number when the student is admitted into the College.

The Admissions and Records office has created an application input manual for all of its employees to codify routines and procedures related to the creation of admission and student records in Banner ([IIC-132](#)). While this document is intended primarily as an instrument for ensuring consistency and quality in actions related to the application processing and residency determination, the standardization also enhances the objectivity of all decision-making related to the acceptance process. These processes and procedures are uniform regardless of the ultimate location of courses registered for by an admitted student, whether in traditional classrooms or through DE.

### **Analysis and Evaluation**

In compliance with state and federal laws and professional guidelines, the College has an established process that ensures the security and confidentiality of student records in all forms, including procedures related to their release. The College publishes and disseminates its policies regarding the release of student records through the Catalog.

## Evidence for Standard II.C.

- [IIC-1](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IIC-2](#) Hālau Webpage
- [IIC-3](#) OIP Webpage
- [IIC-4](#) OIP Handout (Chinese Translation)
- [IIC-5](#) 2014-2016 CRE - Student Services
- [IIC-6](#) 2016 CCSSE Means Report, Items 13.3g, 13.2g, and 13.1g
- [IIC-7](#) 2016 ARPD - Student Services
- [IIC-8](#) 2014-2016 CRE - Hālau
- [IIC-9](#) 2017 ARPD - OIP
- [IIC-10](#) 2014 CCSSE Results
- [IIC-11](#) 2016 ARPD - Wai‘anae Moku Education Center
- [IIC-12](#) 2016 ARPD - OCEWD
- [IIC-13](#) Spring 2018 Convocation Discussion Results, pp. 13-16
- [IIC-14](#) List of Student Services SAOs
- [IIC-15](#) Leeward CC Organization Chart 3-D
- [IIC-16](#) 2017 ARPD - Early College
- [IIC-17](#) 2014-2016 CRE - Early College
- [IIC-18](#) 2014-2016 CRE - Financial Aid
- [IIC-19](#) 2014-2016 CRE - Job Prep Services
- [IIC-20](#) 2014-2016 CRE - Recruitment
- [IIC-21](#) 2014-2016 CRE - Student Life
- [IIC-22](#) 2014-2016 CRE - Student Health Center
- [IIC-23](#) 2014-2016 CRE - Counseling
- [IIC-24](#) 2014-2016 CRE - Admissions and Records
- [IIC-25](#) Screenshot of UH FileDrop Login Page
- [IIC-26](#) Hawai‘i Promise Brochure
- [IIC-27](#) Hawai‘i Promise Program Webpage
- [IIC-28](#) Blog Post on Job Fair
- [IIC-29](#) 2017 Job Fair Employer Evaluation Results
- [IIC-30](#) 2017 Automotive Technology Fair Evaluation Results
- [IIC-31](#) 2017 Culinary Arts Fair Evaluation Results
- [IIC-32](#) Email on Survey for Leeward Graduates, Sept. 13, 2017
- [IIC-33](#) Sample Recruitment Office Minutes, Jan. 31, 2018
- [IIC-34](#) Recruitment Luncheon Evaluation Results
- [IIC-35](#) 2017 Student Life Retreat Evaluation Results
- [IIC-36](#) Love Pono Webpage
- [IIC-37](#) 2016-2017 Love Pono Workshop Evaluation Results
- [IIC-38](#) 2017 NSO Evaluation Results
- [IIC-39](#) 2017 Student Health Center Survey Results
- [IIC-40](#) 2015 Mental Health Survey Results
- [IIC-41](#) 2015 Mental Health Presentation
- [IIC-42](#) 2016-2017 Resource Requests - Student Services
- [IIC-43](#) How to Apply Webpage
- [IIC-44](#) Counseling Webpage
- [IIC-45](#) Scheduling a Counseling Appointment Webpage

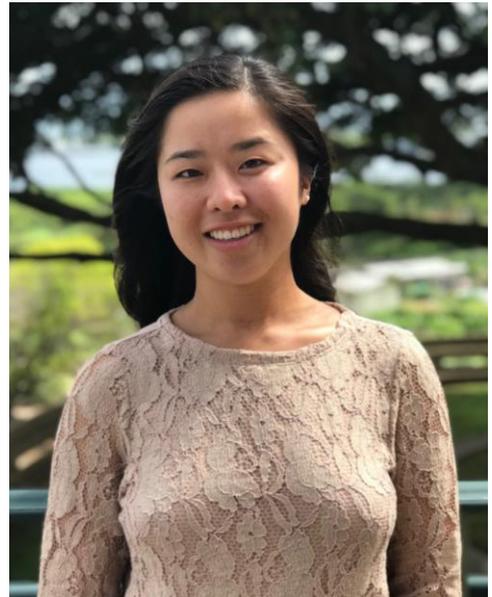
[IIC-46](#) Blog Post on Express Counseling  
[IIC-47](#) MyLeeward Student Handbook  
[IIC-48](#) Financial Aid Webpage  
[IIC-49](#) Job Prep Services Webpage  
[IIC-50](#) Blog Post for Employment Expo  
[IIC-51](#) Discover Leeward Webpage  
[IIC-52](#) Flyer for Leeward Open House  
[IIC-53](#) List of Recruitment Employee Expectations  
[IIC-54](#) Student Life Website  
[IIC-55](#) Student Health Center Website  
[IIC-56](#) Student Health Center Newsletter  
[IIC-57](#) UH Mānoa Counseling and Student Development Center Website  
[IIC-58](#) Mental Health Counseling Brochure  
[IIC-59](#) Announcement of Veteran Resource Center Opening  
[IIC-60](#) For Our Military Webpage  
[IIC-61](#) Blog Post on Military Friendly Recognition  
[IIC-62](#) VetSuccess on Campus Program Webpage  
[IIC-63](#) Email on Veteran Students Workshop, Feb. 21, 2018  
[IIC-64](#) Wai‘anae Moku Services Webpage  
[IIC-65](#) Going to Finish On-Time Webpage  
[IIC-66](#) OIP Mission Webpage  
[IIC-67](#) OIP Short-Term Program Handout  
[IIC-68](#) OIP Advising Webpage  
[IIC-69](#) Study Abroad Webpage  
[IIC-70](#) Flyer for International Education Week  
[IIC-71](#) Early College Programs Chart  
[IIC-72](#) Early College Logic Model  
[IIC-73](#) *UH News* Article on Federal Pell Grant Pilot Project  
[IIC-74](#) Fiscal Year 2017-2018 Operational Expenditure Plan  
[IIC-75](#) Student Government Webpage  
[IIC-76](#) ASUH – Leeward CC Constitution and Operating Rules  
[IIC-77](#) Student Activities Board Webpage  
[IIC-78](#) Student Activities Board Charter  
[IIC-79](#) Student Organizations Webpage  
[IIC-80](#) Registered Independent Student Organizations Handbook  
[IIC-81](#) Budget and Finance Committee Webpage  
[IIC-82](#) Budget and Finance Committee Operating Rules  
[IIC-83](#) IM LeeSports Webpage  
[IIC-84](#) IM LeeSports Handbook  
[IIC-85](#) Wo Endowment Letter, Apr. 30, 2016  
[IIC-86](#) Flyer for Jamaica Heolimeleikalani Osorio’s Lecture  
[IIC-87](#) Flyer for Kalei Laimana’s Lecture  
[IIC-88](#) Flyer for Andre Perez’s Lecture  
[IIC-89](#) Alpha Lambda Gamma Chapter Webpage  
[IIC-90](#) Announcement of the Spring Fair  
[IIC-91](#) Calendar Event for the Fall Fair  
[IIC-92](#) Flyer for Dress for Success Clothing Campaign  
[IIC-93](#) 2013-2014 Student Life Events Evaluation Results

- [IIC-94](#) 2013 Food Truck Evaluation Results
- [IIC-95](#) 2014-2015 College Bash Evaluation Results
- [IIC-96](#) 2015-2017 IM LeeSports Evaluation Results
- [IIC-97](#) Counseling Process Model
- [IIC-98](#) 2012-2017 Counselors Evaluation Results
- [IIC-99](#) 2016-2018 Counselors Aggregate Evaluation Results
- [IIC-100](#) 2016-2017 ASPIRe Evaluation Results
- [IIC-101](#) Email on No-Show Reporting and Maka‘ala, Jan. 15, 2017
- [IIC-102](#) UHCC MySuccess (Starfish) Webpage
- [IIC-103](#) Sample MySuccess Emails
- [IIC-104](#) Email on Consider Withdrawing Survey, Mar. 6, 2017
- [IIC-105](#) Student Success Council Initiatives Webpage
- [IIC-106](#) UHCC Returning Adults Initiative Webpage
- [IIC-107](#) Screenshot of Career Coach Login Page
- [IIC-108](#) Calendar Event for Student Involvement Fair
- [IIC-109](#) Online Counseling Handbook
- [IIC-110](#) 2016-2018 Counselor Evaluation Data
- [IIC-111](#) RP 5.211 Admissions
- [IIC-112](#) Admissions Information in *Catalog 2017-2018*
- [IIC-113](#) Admissions and Records Forms Webpage
- [IIC-114](#) NSO Website
- [IIC-115](#) NSO Frequently Asked Questions Handout
- [IIC-116](#) NSO “Emails You Receive” Webpage
- [IIC-117](#) NSO Online Webpage
- [IIC-118](#) OIP How to Apply Webpage
- [IIC-119](#) OIP Forms Webpage
- [IIC-120](#) OIP Promotional Brochure
- [IIC-121](#) Spring 2017 VPCC Presentation
- [IIC-122](#) STAR GPS Webpage
- [IIC-123](#) Lanakila Webpage
- [IIC-124](#) Memo on Cognitive Assessment Options, Feb. 17, 2016
- [IIC-125](#) Family Educational Rights and Privacy Act in *Catalog 2017-2018*
- [IIC-126](#) Family Educational Rights and Privacy of Students Webpage
- [IIC-127](#) AP 7.022 Protection of the Educational Rights and Privacy of Students
- [IIC-128](#) EP 2.214 Institutional Data Classification and Information Security Guidelines
- [IIC-129](#) EP 2.215 Institutional Data Governance
- [IIC-130](#) EP 2.216 Institutional Records Management and Electronic Approvals/Signatures
- [IIC-131](#) EP 2.217 Health Insurance Portability and Accountability Act Policy
- [IIC-132](#) Application Input Manual

## STANDARD III: RESOURCES

### **Student Spotlight** **Kristina Nip**

The new facilities at Wai'anae Moku have opened up the campus in a way that allows for better collaboration and studying areas. The layout of the campus is structured well in the sense that the "Common Area" is in the middle of the area where students have easy access to it. There are also always tutors available in the Common Area so that students can access them easily as well. The inside of the campus is always kept clean, including the bathrooms. The testing center is now larger and more secluded so that students using the center can do so without interference or noise. Seeing Wai'anae Moku through its transition, the new facilities have only heightened the campus' ability to function this way with better amenities and facilities. I always feel welcomed and know that the people who work here truly care about me and my educational journey.



## STANDARD III: RESOURCES

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

### III.A. Human Resources

#### III.A.1.

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

Leeward Community College ensures that all personnel are qualified by their appropriate education, training, and experience to provide and support the College's programs and services. The College recognizes a variety of personnel positions. The University of Hawai'i (UH) Board of Regents (BOR) appointees who are subject to classification and qualification rules include executive and managerial personnel; faculty; and administrative, professional, and technical (APT) ([IIIA-1](#), [IIIA-2](#), [IIIA-3](#), [IIIA-4](#)). Support staff including grounds and maintenance and clerical staff are state of Hawai'i civil service employees subject to civil service classification and qualification rules ([IIIA-5](#)). All personnel except executive and managerial are subject to collective bargaining agreements.

#### **Appropriate Hiring Criteria for All Personnel**

The College has developed appropriate hiring criteria for administrators, faculty, and staff. The UH System's Executive Policy (EP) 9.212, Executive and Managerial Classification and Compensation, provides for the establishment of executive and managerial classes ([IIIA-2](#)). The class specifications broadly describe the functionality, responsibility, and authority of positions in the class ([IIIA-6](#)). The policy outlines the process for creating a specific position description that can involve creating a new description or amending an existing one. The policy also includes a sample executive and managerial position description ([IIIA-7](#)). Position descriptions include a list of the position's duties and responsibilities as well as the qualifications necessary to perform the duties at a high level. The supervisor is responsible for creating a position description that accurately describes the needs of the College, which the human resources manager then reviews.

For faculty positions, the BOR defines personnel criteria, and the University of Hawai‘i Community Colleges (UHCC) system provides a faculty classification plan in consultation with the collective bargaining unit, the University of Hawai‘i Professional Assembly (UHPA) ([IIIA-1](#), [IIIA-8](#)). The plan defines primary and other responsibilities as well as classification ranks.

For APT positions, the BOR defines the personnel criteria, and the UH System Office of Human Resources provides a classification and compensation plan based on four bands or levels of work complexity ([IIIA-9](#)). Within each band, the system office establishes career group designations, position classifications within each group, and possible duties and responsibilities for each group. Supervisors of APT positions supplement the minimum qualifications as needed.

For civil service positions, the UH System provides a classification and compensation plan ([IIIA-5](#)). The plan provides a systematic means to describe civil service positions. The state of Hawai‘i Department of Human Resources Development sets the minimum qualifications for these positions ([IIIA-10](#)).

### **Consistent Hiring Procedures for All Personnel**

The College employs safeguards to ensure that it consistently follows hiring procedures. The hiring process begins with the formation of a hiring committee, which serves as the prime recommending group throughout the hiring process. This committee consists of at least one subject matter expert. The division chair or unit head chooses a chair for the committee, and the Equal Employment Opportunity and Affirmative Action (EEO/AA) coordinator in the College’s Human Resources office (HRO) determines whether the committee meets diversity requirements. The College requires employees who serve on a hiring committee to attend mandatory training to learn about the hiring process and the responsibilities of screening committee members ([IIIA-11](#)).

The UH System and the UHCC System policies set minimum qualifications for each position, but the supervisor writes the job description to include duties, responsibilities, and appropriate desirable qualifications, which ensures that a person familiar with the position and the College mission writes the description. The UH System administrative procedures for the recruitment and selection of faculty and APT include a suggested checklist for the recruiting and hiring process, instructions for internal posting of job opening announcements, APT selection procedures, a sample APT screening evaluation sheet, and/or faculty selection procedures ([IIIA-12](#), [IIIA-13](#), [IIIA-14](#), [IIIA-15](#), [IIIA-16](#)).

All job descriptions are directly related to the College mission and core values. For example, the Automotive Technology Instructor job description listed as a desirable qualification the “understanding of and experience working with a diverse student population, including students with disabilities and students from a variety of economic backgrounds,” which aligns with the College mission to deliver high-quality career and technical education and the College’s core values of open access and diversity and respect ([IIIA-17](#), [IIIA-18](#), [IIIA-19](#)).

The job description for the College’s Native Hawaiian Career and Technical Education Academic Advisor provides an example of how the duties and responsibilities of the position are directly related to the College’s “special commitment to Native Hawaiians” ([IIIA-18](#),

[IIIA-19](#)). This job description states that the academic advisor “provides enrollment, persistence, and professional skill-building strategies appropriate for Native Hawaiian students” and “develops and implements programs and activities to facilitate student academic career, cultural well-being, and personal success” ([IIIA-18](#), [IIIA-19](#), [IIIA-20](#)).

The College advertises open positions using appropriate venues to attract quality candidates. Once the HRO approves the job description, the College posts executive and managerial, faculty, and APT positions on the Work at UH website ([IIIA-21](#)). The College also posts designated executive and managerial positions in *The Chronicle of Higher Education*. The College initially posts civil service positions internally on the Work at UH website and then posts them on the State of Hawai‘i’s Civil Service Government Jobs Listing website if there are no qualified internal applicants ([IIIA-22](#)).

The College uses methods to ensure that it closely matches qualifications for each position to specific programmatic needs and that it clearly defines the duties, responsibilities, and authority for each position. The hiring committee drafts interview questions and a scoring rubric. The EEO/AA coordinator for EEO compliance reviews both to help determine the best possible candidate for the position with a goal of obtaining information about the candidate’s experience level, competency in the field, and ability to perform the job duties as described. During an interview, the hiring committee may ask applicants to perform job-related skills such as providing a teaching demonstration or solving a job-related problem. The hiring committee scores each applicant on a numeric scale and recommends the top scoring applicants for hire to an administrator, usually the appropriate dean or vice chancellor. The College designed the process to enable a group of people who are familiar with the job position to choose the most qualified candidate from the pool of applicants.

The College has a process to verify the qualifications of applicants and newly hired personnel. The HRO collects documentation to ensure that applicants provide official documentation supporting their educational experience level and that the hiring committee has correctly and uniformly followed the hiring process. The College checks the equivalency of degrees from non-U.S. institutions by referring to the National Association of Credential Evaluation Services website ([IIIA-23](#)).

In fall 2017, the College piloted a new online applicant tracking software called NEOGOV that will replace the Work at UH website. Applicants for all executive and managerial, faculty, APT, and lecturer positions will use this system. The entire recruitment process from application to hiring of the selectee will be online ([IIIA-24](#)).

The College does not include in job announcements specific criteria and qualifications for hiring faculty and staff involved in offering distance education (DE). Current faculty who teach through DE must satisfy the same qualifications that exist for their traditional classroom counterparts. During the recruitment process, instructional divisions may but are not required to identify qualifications for teaching DE courses. When instructional divisions identify DE qualifications, the job advertisement lists them as desirable qualifications. For example, a job advertisement may include the following statement: “May include instructional assignments involving DE.” In addition, the College does not require specific personnel with DE experience to be involved in the recruitment of new personnel.

During 2017-2018, the Faculty Senate DE Committee worked on recommended interview questions that screening committees may use during the recruitment process for instructional faculty ([IIIA-25](#)). The committee drafted the questions based on the DE Guidelines and sent a preliminary set of questions to the HRO for feedback ([IIIA-26](#)). The committee revised the questions based on the feedback, and the HRO approved a final version in February 2018 ([IIIA-27](#), [IIIA-28](#), [IIIA-29](#)).

### **Analysis and Evaluation**

In order to maintain the quality of its programs and services, the College hires qualified personnel (administrators, faculty, and staff) by clearly and publicly posting the criteria required for each position; furthermore, the criteria address the College's needs and are tied to the institutional mission and goals.

#### III.A.2.

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

### **Evidence of Meeting the Standard**

The UHCC System ensures consistency in generic job descriptions and criteria for tenure and promotion. Academic qualifications for lecturers (adjunct) are identical to those for regular faculty. The College uses system policies in hiring, retention, and promotion decisions ([IIIA-3](#), [IIIA-8](#)).

The College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter. The UHCC System sets the minimum qualifications for each faculty position ([IIIA-30](#)). Minimum qualifications include the appropriate degree or comparable work experience, if applicable, that the applicant must have in order to qualify for the position and contribute to the mission of the College. Applicants submit transcripts or copies of transcripts with their applications to allow the HRO to verify that the applicant meets the minimum faculty qualifications. If an applicant submits a copy of an official transcript, that person must submit an official original transcript upon hire.

Faculty job descriptions include the responsibility for curriculum oversight and outcomes assessment. The supervisor is responsible for writing the desirable qualifications for a job description. These qualifications include a desirable level of teaching and/or professional experience and a knowledge of the subject matter specific to the position. Faculty positions that involve teaching also include desirable qualifications that address subject-matter knowledge, experience with a diverse set of teaching methodologies, especially online teaching, experience with curriculum oversight, and assessment of learning outcomes. For example, the job description for the English as a Second Language and the English Language Institute Instructor includes 12 desirable qualifications ([IIIA-31](#)).

The College has a formal process for vetting credentials to ensure that hiring committees hire qualified faculty. The College conducts checks with current and former employers to confirm periods of employment, official titles, duties and responsibilities, work habits and attitudes, and/or reasons for termination.

### **Analysis and Evaluation**

The College has a well-established process to ensure that faculty are highly qualified for their respective positions. Faculty job descriptions include curriculum development, review, and assessment. These job descriptions ensure that people hired have the required knowledge and skills to perform the job.

III.A.3.

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

### **Evidence of Meeting the Standard**

The College has a consistent process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain academic quality and institutional effectiveness. When the College hires administrators and other employees, a hiring committee is responsible for screening and vetting applicants to determine which candidate will best fit the needs of the College. The hiring committee is a diverse group that includes representation from all campus personnel (faculty, APT, and civil service) and may include a community member with a vested interest in the position.

EP 9.212 provides for the establishment of these classes. The class specifications broadly describe the functionality, responsibility, and authority of positions in the class ([IIIA-2](#)). The policy also outlines the process for creating a specific position description that can involve creating a new description or amending an existing one. Within the UHCC System, executive and managerial classification includes positions such as vice president, associate vice president, chancellor, vice chancellor, dean, assistant dean, director, academic affairs program officer, institutional research and analysis program officer, and assistant to senior executive. Position descriptions include a list of the position's duties and responsibilities as well as the academic qualifications necessary to perform the duties at a high level ([IIIA-7](#)). The supervisor is responsible for creating a position description that accurately describes the needs of the College.

As with the hiring of faculty, the hiring committee conducts the initial interview of selected candidates. However, applicants for executive and managerial positions can often undergo multiple interviews by specific groups such as faculty, administrators, students, and specialty groups from other campuses.

### **Analysis and Evaluation**

In order to maintain the effectiveness and quality of its academic programs, the College vets administrators and employees responsible for academic programs and services to ensure they have the necessary qualifications to perform their tasks.

III.A.4.

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

The College verifies the qualifications of applicants and newly hired personnel. The College complies with UH System policies and practices that are consistent with this standard and verifies qualifications of applicants through official transcripts and employment verification checks. In compliance with the “Minimum Qualifications for Faculty Positions,” a transcript must come from a regionally accredited postsecondary institution ([IIIA-30](#)). The HRO screens each transcript to determine whether it comes from an accredited institution. If a transcript comes from a non-accredited institution, the HRO rejects the application. The College checks the equivalency of degrees from non-U.S. institutions by referring to the National Association of Credential Evaluation Services website ([IIIA-23](#)).

### **Analysis and Evaluation**

All degrees held by employees at the College are from U.S.-accredited institutions or from a non-U.S. institution that has been established as being equivalent to a U.S.-accredited institution.

III.A.5.

*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.*

### **Evidence of Meeting the Standard**

The College has a process in place to evaluate all personnel on a regular basis. The UH System and/or UHCC System established evaluation policies and processes for each classification of employee at the College: executive and managerial, faculty, lecturer (adjunct), APT (professional staff), and civil service. State of Hawai‘i civil service policies are on the Department of Human Resources Development Performance Management webpage ([IIIA-32](#)). The process and frequency of an evaluation vary for each classification. These policies are available to all personnel for viewing and include the evaluation criteria for each personnel group ([IIIA-33](#)).

Evaluation criteria accurately measure the effectiveness of personnel in performing their duties. The UHCC Faculty Classification Plan provides the criteria to evaluate faculty members ([IIIA-8](#)). The UHPA collective bargaining agreement requires an evaluation every two years of tenure-track faculty who are serving probation ([IIIA-34](#)). A different set of criteria guides the evaluation of faculty applying for tenure and/or promotion ([IIIA-35](#)). Regardless of the application, the College evaluates applicants based on the following criteria: a self-assessment of their ability to perform primary duties, their effectiveness in teaching or their support of student learning, and their contributions to the College and the community. The applicant prepares a dossier application that is based on evidence and includes supporting documentation. A process is in place to evaluate each submitted dossier, which includes evaluation by a division personnel committee; the division chair; a tenure and promotion review committee, if applicable; and an administrator. Each review level documents feedback and comments, which are returned to the applicant in a timely manner ([IIIA-36](#), [IIIA-37](#)). The primary objective of the process is to serve as a measure of effectiveness and to provide recommendations for improvement. If the process determines that the faculty member is not showing professional growth, the applicant is either terminated in the case of a contract renewal or a tenure application, or in the case of promotion, the applicant is denied promotion.

At the start of each fall semester, the College provides workshops for faculty about the contract renewal and tenure and/or promotion processes. Presenters include the chancellor, the vice chancellor for academic affairs, the UHCC human resources director, and an UHPA representative. The College encourages newly hired faculty and those applying for tenure and/or promotion to attend these workshops ([IIIA-38](#)).

Tenured faculty members must be evaluated every five years. Evaluation is done either through promotion, or for those who do not submit an application for promotion, through the Faculty Five-Year Review. The criteria for this review are similar to that of the tenure and promotion process and are outlined in UHCC Policy (UHCCP) 9.203, Faculty Five-Year Review ([IIIA-37](#)). One difference from the tenure and promotion process is that in the Faculty Five-Year Review process, only the division chair reviews the application. In the event that the division chair is of a lower rank than the applicant or the division chair is also submitting a dossier for review, the division personnel committee performs the evaluation. As a part of the review, the division chair (or equivalent) shares any recommendations to be made with the faculty member. If the division chair (or equivalent) decides that there is need for significant improvement, the division chair (or equivalent) and the faculty member develop a professional improvement plan together.

UHCCP 9.104, Lecturer Evaluation, outlines the lecturer evaluation process, which requires that a lecturer must submit an evaluation document in order to be eligible to continue teaching classes ([IIIA-40](#)). The criteria for evaluation are focused primarily on teaching effectiveness with the primary goal of continued improvement. The rank of the lecturer determines the frequency of evaluation: Step A lecturers are evaluated annually, Step B lecturers are evaluated every two years, and Step C lecturers are evaluated every four years. The division chair and discipline coordinator evaluate the applications and provide feedback on the applicant's strengths and weaknesses as well as any potential recommendations.

Employees who teach DE courses include a discussion on issues related to online teaching and the educational needs of DE students in their contract renewal, tenure and/or promotion application, five-year review, or lecturer review.

The College annually evaluates executive and managerial positions using criteria set by Regents Policy (RP) 9.212 and UHCCP 9.202 ([IIIA-2](#), [IIIA-41](#)). These include the evaluation of a number of performance categories as well as a review of the position description. As a part of the evaluation, the UH System distributes a 360-degree assessment survey to personnel who support or work with the executive or managerial employee ([IIIA-42](#), [IIIA-43](#)). The employee's supervisor discusses the anonymous results with the employee for his or her review and evaluation. The employee also prepares a discussion of specific goals to achieve for the upcoming year. For further discussion of the 360-degree assessment survey, see Standard [IV.C.3](#).

Administrative Procedure (AP) 9.170 outlines the annual performance evaluation of APT personnel ([IIIA-44](#)). The immediate supervisor performs a review of the employee's performance and documents the results electronically ([IIIA-45](#)). The supervisor and employee discuss the review and any improvements and goals for the employee for the upcoming year. For APT employees who are not performing up to standard, the College offers retraining and professional development opportunities.

The State of Hawai'i's Performance Appraisal System outlines the civil service employee evaluation ([IIIA-46](#), [IIIA-47](#)). Supervisors meet with the employees annually to discuss goals and evaluate them on their ability to perform assigned duties. For civil service employees who are not performing up to standard, the College offers retraining and professional development opportunities.

### **Analysis and Evaluation**

Regular and systematic evaluations that have clearly established guidelines allow the College to evaluate the effectiveness of all personnel. Actions taken as a result of the evaluations are formal, timely, and documented.

#### III.A.6.

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

### **Evidence of Meeting the Standard**

The College's evaluation process leads faculty to improve teaching methods and plans to improve learning. The College recognizes the importance of the assessment of learning outcomes and the use of the assessments as driving forces to improve teaching and learning. As such, the College adheres to L5.210, Policy on Assessment, to promote an environment that is dedicated to the practice of assessment and to ensure that the assessments performed are used in decision-making and resource allocation processes. The policy also stresses that

assessment is a continual process and delineates responsibilities for those involved in assessment ([IIIA-48](#)).

Evaluation instruments, where appropriate, include evidence of engagement with learning outcomes. UHCC faculty classification plans and evaluation processes for contract renewal, tenure and/or promotion, and post-tenure review include the use of outcomes assessment results as a job responsibility and evaluation criteria ([IIIA-34](#), [IIIA-35](#), [IIIA-39](#), [IIIA-40](#)). A lecturer evaluation also includes this criteria. As an example, the criteria for tenure include a self-analysis of the degree of attainment of learning outcomes in the classes taught and the possible impact and contributions that the faculty member has made toward achieving his or her professional objectives and meeting students' needs ([IIIA-35](#)). The criteria indicate that the faculty member is not solely responsible for the attainment of learning outcomes by all students.

The role for administrators, specifically vice chancellors and deans, is to ensure that the assessment process is ongoing for all courses and programs. In addition, the executive and managerial evaluation criteria state that as part of the evaluation, administrators are to discuss the specific metrics outlined by the strategic goals of the College ([IIIA-49](#)).

L5.210 also states that staff members are required to participate in the support of outcomes assessment if it is in the scope of their job responsibilities ([IIIA-48](#)). The College encourages participation from those who do not have assessment as an explicit part of their job description.

### **Analysis and Evaluation**

With the goal of improving teaching and learning, the evaluation of all personnel that are directly responsible for student learning includes the consideration of how they use the results of outcomes assessment.

#### III.A.7.

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

### **Evidence of Meeting the Standard**

The College has the appropriate staffing levels for each program and service. While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the UHCC System and the College monitor the ratio to ensure compliance with the Accreditation Standard. In fall 2017, the full-time to part-time/adjunct faculty headcount ratio was 63 percent, or 215 full-time faculty to 126 part-time/adjunct faculty.

At the College, each instructional division, instructional program, and support unit completes an Annual Review of Program Data (ARPD) each year. As part of the report, there is an assessment of the "health" of the program, division, or unit using quantitative indicators, which include a measure of the efficiency of the number of faculty in that area. In the event

that the ARPD determines that a program, division, or unit is in need of a faculty position, the College can reallocate a vacant position from another area ([IIIA-50](#)).

Administration discusses staffing sufficiency with the deans and division chairs and reviews ARPD personnel requests to determine if divisions, programs, or units require permanent and/or temporary positions to fulfill the College mission. The campus continually recruits lecturers to teach in disciplines that are deficient in staffing due to a temporary increase in course offerings when demand arises. The campus keeps a list of qualified lecturers to hire on short notice to fill this need.

Each academic year, the College publishes a roster of faculty, including their degrees, in the Catalog ([IIIA-51](#), [IIIA-52](#)). Each semester, the College publishes a current schedule of classes that identifies faculty responsible for each class on the College website for both the Pearl City campus and the Wai‘anae Moku Education Center ([IIIA-53](#)).

### **Analysis and Evaluation**

In order to maintain the quality of educational programs and services, the College maintains a sufficient number of qualified faculty, both full and part time, such that the programs and services meet the goals of the College mission. The ARPD process ensures the number of faculty and staff is sufficient in size to support all of the College’s educational programs.

III.A.8.

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

### **Evidence of Meeting the Standard**

The College has policies and practices demonstrating that lecturers (adjunct faculty) have opportunities for professional development, are appropriately oriented to the College and its student populations, and are engaged in key academic processes. Lecturers teaching half time or more are members of the faculty collective bargaining unit UHPA and are covered by the collective bargaining agreement ([IIIA-54](#)). UHCC policies govern the step advancement and evaluation of lecturers ([IIIA-40](#)).

The College is responsible for the orientation, oversight, evaluation, and professional development of lecturers and integrates the lecturers into the campus culture. They can attend faculty events including most of the professional development programs coordinated by the Innovation Center for Teaching and Learning (ICTL) ([IIIA-55](#)). Lecturers may serve on committees and participate in campus events. They can also apply for a professional development award ([IIIA-56](#)). Additionally, each year the College recognizes one lecturer through the Outstanding Lecturer Award, which is presented at a campus ceremony in the spring semester ([IIIA-57](#), [IIIA-58](#)).

The College has a Lecturers’ Group, a committee that meets to discuss matters that are important to lecturers ([IIIA-59](#), [IIIA-60](#)). Through these meetings, this group has helped

develop lecturer-specific programs such as the New Lecturer Workshop and the Lecturer Mentoring program (III A-61, III A-62, III A-63). The Lecturer Mentoring program provides lecturers with short-term, one-on-one assistance from selected Power Mentors to improve student learning and/or effectiveness on the job. Both of these programs are similar to programs that exist on campus but contain subject matter that pertains specifically to lecturers and are lecturer driven. This group was also the driving force to ensure that lecturers receive service awards. In addition, the Lecturers' Group may recommend one representative to the Faculty Senate (III A-64).

**Analysis and Evaluation**

The College integrates part-time and adjunct faculty into institutional life through the implementation of policies and practices that provide orientations and evaluation of these faculty, as well as through opportunities for mentoring, serving on governance boards, and professional development.

III.A.9.

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

**Evidence of Meeting the Standard**

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, administrative, physical, and technological operations of the College. All UHCC positions are controlled through legislative appropriation. By policy, the UHCC System reallocates positions that have gone unfilled by the College. While the UHCC System has not established formal staffing ratios, UHCC System administrators review and compare staffing levels for various classifications of employees across campuses.

As of July 1, 2016, the organization charts for the College had 350 positions (III A-65). Table 55 shows the distribution of those positions.

Table 55.

*Positions at Leeward Community College.*

<b>Classification</b>	<b>Number of Positions</b>	<b>Percentage of Total Positions</b>
Faculty	210	60.0%
Administrative, Professional, and Technical	54	15.4%
Clerical	41	11.7%
Civil Service	37	10.6%
Executive and Managerial	8	2.3%

Each division and academic support unit performs an ARPD in which there is a discussion about staffing levels. If an ARPD demonstrates that a division or academic support unit needs more staff, the state legislature may award a new position, but this is determined by the state's ability to fund these positions. The College may also reallocate positions within its authorized number of position counts.

A more common practice to achieve appropriate staffing levels is the temporary hiring of staff during a time of need. The ARPD process determines if a division or unit requires a new position to support its proper operation, and the College determines if funding is available for a specified period. Prior to the end of the temporary hire's employment period, the College reviews both the need for the position and the budget to decide if the position should be terminated or extended.

By hiring staff that meets the UH System, the UHCC System, or State of Hawai'i Department of Human Resources Development minimum qualifications, the College ensures that the new hires are capable of performing the duties of the position. Official College organization charts and functional statements determine the organizational structure of the College ([IIIA-65](#)). AP 3.101 governs any amendments to these charts and statements ([IIIA-66](#)). Additionally, a vacant position can be reallocated from another area to meet staffing needs.

### **Analysis and Evaluation**

In order to effectively support the educational, technological, physical, and administrative operations, the College is able to maintain a sufficient number of qualified staff.

III.A.10.

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

### **Evidence of Meeting the Standard**

The College has policies and practices to determine the appropriate number, qualifications, and organization of administrators. All UHCC positions are controlled through legislative appropriation. By policy, the UHCC System reallocates positions that have gone unfilled by the College ([IIIA-67](#)). The College may also reallocate positions within its authorized number of position counts. While the UHCC System has not established formal administrative staffing ratios, UHCC System administrators review and compare staffing levels of executive and managerial employees across the campuses.

The College's Organization Charts are the UHCC-approved organization of all administrative and faculty positions ([IIIA-65](#)). As stated in AP 3.101, the chancellor annually reviews the organization charts ([IIIA-66](#)). In the event that changes are necessary, the

College can propose a reorganization of existing positions in accordance with the administrative procedures to meet the changing needs of the campus.

Administrators at the College include the chancellor, two vice chancellors, four deans, and one director ([IIIA-68](#), [IIIA-52](#)). The rigorous hiring process helps ensure that administrators are well qualified to perform their duties; the hiring process is further discussed in Standard [III.A.1](#). Additionally, the College annually evaluates executive and managerial positions to ensure that administrators are performing their duties at a sufficient level. For further discussion, see Standard [III.A.5](#).

### **Analysis and Evaluation**

The College hires and maintains a sufficient number of qualified administrators to sustain continuity and provide effective administrative leadership in support of its mission and goals.

III.A.11.

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

### **Evidence of Meeting the Standard**

The College establishes, publishes, and adheres to multiple levels of personnel policies, including UH board policies, UH executive policies, UHCC policies, and College policies. All policies are available for all personnel to view at any time on the UH System wide Policies and Procedures Information System (PPIS) website, the UHCC System Policies webpage, and the College's Policies webpage ([IIIA-69](#), [IIIA-70](#), [IIIA-71](#)). Additionally, collective bargaining agreements govern personnel actions for the covered employees. The system reviews all its policies every three years in order to maintain currency and relevancy ([IIIA-72](#), [IIIA-73](#)).

The College's human resources manager serves as the EEO/AA coordinator to ensure that the College consistently administers personnel policies. The EEO/AA position is responsible for equitable and consistent compliance with existing personnel policies and procedures. In addition, the HRO maintains records and makes decisions based on historical practices, and if necessary, from consultations with the UHCC office and the UH Legal Affairs and University General Counsel Office. All new hires receive a briefing of the major personnel policies on campus through the New Hire Orientation ([IIIA-74](#)). Since 2016, the UH System requires all employees to complete training on Title IX policies and practices. The state of Hawai'i designated all faculty as "responsible employees" with a duty to report sexual harassment and other sexual misconduct to the proper authorities ([IIIA-75](#)). Campus wide workshops, seminars, and email announcements communicate any major changes to personnel policies.

## **Analysis and Evaluation**

The College follows an established set of published personnel policies and procedures including UH board policies, UH executive policies, UHCC policies, and College policies that are fair, equitable, and consistently administered.

III.A.12.

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

## **Evidence of Meeting the Standard**

### **Policies and Practices That Promote Equity and Diversity**

The College's policies and practices promote an understanding of equity and diversity. The College is an institution of equal employment opportunity and affirmative action and is committed to an environment of nondiscrimination for all employees and students. The UH System establishes, publishes, and adheres to nondiscrimination and affirmative action policies and practices that support its diverse personnel ([IIIA-76](#), [IIIA-77](#), [IIIA-78](#), [IIIA-79](#)). In accordance with RP 1.205, Section III, the UH System is committed to a "policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran" ([IIIA-77](#)). The College's L1.202, Policy on Nondiscrimination and Affirmative Action, reaffirms this commitment ([IIIA-80](#)). The UH System adheres to procedures for the recruitment and selection of all personnel, which ensures compliance with system hiring policies, affirmative action and equal employment opportunity guidelines, and respective collective bargaining agreements ([IIIA-81](#)). The UH System regularly evaluates all policies and procedures to ensure they are effective.

The College has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services. The UHCC System office conducts formal EEO/AA action analysis on a regular basis and incorporates it into the recruitment/hiring processes. Each UHCC campus has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measurement of affirmative action efforts, and remedial action when necessary.

As part of the affirmative action program, the director of EEO/AA at the Office of the Vice President for Community Colleges develops affirmative action plans for minorities and women on an annual basis for the seven community college campuses in accordance with federal contractor requirements. In addition, the director of EEO/AA develops affirmative action plans for protected veterans and individuals with disabilities that are prepared in accordance with federal contractor requirements.

The director of EEO/AA works closely with assigned EEO/AA coordinators at each UHCC campus to monitor and oversee the employment practice including recruiting and hiring

decisions; to ensure compliance with the laws and policies and with the affirmative action plans including reviewing job announcements, reviewing for underrepresentation, and monitoring recruitment; to ensure equitable treatment of applicants and diverse screening committees; to brief search committee members on recruiting practices including nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews; and to receive, investigate, and resolve complaints.

The College holds regular training sessions to educate employees on current and new practices concerning equity and diversity. Training starts with the New Hire Orientation (online and in-person options are available), which includes information for new employees about nondiscrimination policies and practices ([IIIA-74](#)). New employees receive the Faculty and Staff For Your Information (FYI) Guidebook ([IIIA-82](#)). Additionally, the UH System holds workshops and training seminars throughout the year for employees on sexual harassment, hostile environment, disabilities, EEO/AA and diversity, and recruitment, selection, and hiring ([IIIA-83](#)).

The College ensures that its personnel and students are treated fairly. The College complies with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 ([IIIA-84](#)). In 2016, the state of Hawai‘i mandated that all UH faculty are designated as “responsible employees” with a duty to report sexual harassment and other misconduct to the proper authorities and that all UH employees are required to complete an online training program on Title IX, the Violence Against Women Act, and relevant UH System policies ([IIIA-85](#)). As of fall 2016, the College had 80 percent faculty participation in this mandatory training, the highest rate of the ten campuses in the UH System ([IIIA-86](#)). Additionally, the UH Office of Institutional Equity conducted a Title IX campus training in February 2016, and the compliance and training officer held sessions during the fall 2016 and spring 2017 convocations ([IIIA-87](#), [IIIA-88](#)). In fall 2017, the UH System launched CampusClarity, an online student training program regarding sex- and gender-based violence. The goal of this program is to educate the UH System community on students’ rights and available resources ([IIIA-89](#), [IIIA-90](#)). Additionally, the College’s vice chancellor of administrative services provides faculty with a suggested course syllabus statement regarding Title IX ([IIIA-91](#)).

The College has three designated Title IX coordinators: a Title IX coordinator for the overall campus, a deputy Title IX coordinator assigned to employees, and a deputy Title IX coordinator assigned for students. The College publishes the names of all coordinators on the College website along with Title IX resources for UH System employees and students ([IIIA-84](#)). In fall 2017, the College’s Teaching Guidelines and Issues for Faculty Committee invited the deputy Title IX coordinator assigned for students to facilitate a discussion on how the campus community can continue to support the College’s commitment to protecting students and employees from sex-based discrimination and encroachment ([IIIA-92](#)).

The College is committed to building an inclusive community that supports and advocates for all employees and students. In 2016, the College created two all-gender restrooms for employees and students on the Pearl City campus and one all-gender restroom at the Wai‘anae Moku Education Center. The College has two representatives who participate on the system wide advisory commission that raises awareness about issues relating to the status of Lesbian, Gay, Bisexual, Transgender, Queer, + (LGBTQ+) equality and who regularly

conduct Safe Zone workshops ([IIIA-93](#), [IIIA-94](#), [IIIA-95](#)). In compliance with EP 7.302, Preferred Name, students may change their student identification card to reflect a first name that is concurrent with their gender identity ([IIIA-96](#), [IIIA-97](#)).

The College provides resources designed to assist women, minorities, veterans, and disabled groups including Bridge to Hope, the Children's Center, a Mother's Room for nursing mothers, the Veterans Resource Center, the Military and Veterans Coordination Program, and the Kāko'o 'Ike program ([IIIA-98](#), [IIIA-99](#), [IIIA-100](#), [IIIA-101](#), [IIIA-102](#)). The College has a representative who participates on the system wide advisory commission on the status of women ([IIIA-103](#)).

### **Evaluation of Employment Equity and Diversity Record**

The College tracks and analyzes its employment equity and diversity record consistent with its mission. In order to maintain an equitable and diverse employee group, the College asks new hires to fill out a confidential survey that collects data based on a number of categories. Annual review of the data helps the College to ensure that there is an appropriate distribution of diversity. In the event that there is a shortage in the field (females in administration, for example), the HRO keeps a hiring period open long enough to draw a sufficient number of applicants and/or posts job advertisements in specific publications to solicit a diverse applicant pool. Proper hiring practices, however, determine that the Colleges chooses the best candidate.

### **Analysis and Evaluation**

Through established policies and procedures, the College creates and maintains programs and services that support its diverse personnel and regularly assesses its employment record with respect to equity and diversity.

III.A.13.

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

### **Evidence of Meeting the Standard**

The College has approved ethics policies for all of its personnel that delineate consequences for violation. The UH System established formal ethics policies and procedures for various employee classifications ([IIIA-104](#), [IIIA-105](#), [IIIA-106](#), [IIIA-107](#), [IIIA-108](#), [IIIA-109](#)). The UHCC System has a published policy statement of professional ethics for faculty ([IIIA-110](#)). The policy establishes that faculty must maintain academic integrity given their role as educators and scholars. The College references the Hawai'i State Ethics Commission website on the new hire checklist, which contains an ethics guide for state employees ([IIIA-111](#), [IIIA-112](#)).

Employees are subject to state of Hawai'i ethics rules and regulations. The College adheres to Hawai'i Revised Statutes, Section 84, Standards of Conduct ([IIIA-113](#)). This document is a code of ethics that covers the expected conduct of all employees of the state of Hawai'i as well as possible outcomes of the violation of this code.

Every year, employees at the College read and sign a required disclosure form from the State of Hawai'i Ethics Commission ([IIIA-111](#)). Every election year, the UH System and the State of Hawai'i Ethics Commission distribute reminders regarding political campaigns and guidelines that govern employees seeking political office. In the event of a violation, the appropriate bargaining units determine punitive actions. Records of punitive actions are kept in personnel files, but confidential information is kept in a separate file.

### **Analysis and Evaluation**

The College follows a written code of UH System professional ethics for all personnel that includes consequences for violation.

III.A.14.

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

#### **Robust Professional Development Programs**

The College is committed to offering robust professional development programs that are consistent with the College mission for all personnel.

Much of the ongoing professional development offerings on campus come from two units, the ICTL and the Educational Media Center (EMC). Both of these units have full-time, tenure-track faculty coordinating efforts to provide a diversified offering of workshops and programs, and both units receive resources from the College to fund these efforts.

The ICTL's mission is to facilitate professional development to improve teaching and learning by encouraging collaboration, inspiring innovation, and recognizing excellence at the College. The EMC's mission is to inspire, facilitate, and support teaching and learning using technology.

The ICTL has a full-time faculty coordinator, a half-time staff member, and selected faculty coordinators on reassigned time to plan, organize, implement, support, and evaluate professional development for faculty, lecturers, and staff. The ICTL coordinator also recruits and trains faculty and staff to voluntarily coordinate or conduct professional development programs. The ICTL Advisory Committee, consisting of 14 faculty and staff members from across the campus, oversees the programs and operations of the center. ICTL offers general programs for faculty, lecturers, and staff; teaching and learning programs for faculty and lecturers; group programs for staff; and funding programs for faculty, lecturers, and staff. The ICTL staff also works with staff groups to plan, organize, and request professional development programs and activities for their constituencies ([IIIA-55](#)). Table 56 provides a comprehensive list of the ICTL's professional development programs.

Table 56.  
*ICTL Professional Development Programs*

ICTL Program Type	ICTL Program Title
General Programs	<ul style="list-style-type: none"> <li>● New Hire Orientation (campus and online)</li> <li>● Service 101 (Customer Service for Student Assistants)</li> <li>● Service 102 (Customer Service for Faculty and Staff)</li> <li>● Supervisory skills workshops</li> <li>● Convocation</li> <li>● Safety and legal liability workshops</li> <li>● Leadership Excellence Program</li> </ul>
Teaching and Learning Programs	<ul style="list-style-type: none"> <li>● Hawai‘i National Great Teachers Seminar</li> <li>● Hawai‘i Great Leaders Seminar</li> <li>● Mid Semester Assessment</li> <li>● Teaching Squares</li> <li>● Power Mentor Program</li> <li>● Teaching Guidelines and Issues for Faculty</li> <li>● Teaching Excellence Program</li> <li>● New Lecturer Training</li> <li>● Lecturer Mentor Program</li> </ul>
Staff Group Programs	<ul style="list-style-type: none"> <li>● Operations and Maintenance Summer Seminar</li> <li>● Administrative Support Group Summer Institute</li> <li>● Learning and Mentoring Program</li> </ul>
Funding Programs	<ul style="list-style-type: none"> <li>● Travel Grant Program</li> <li>● Professional Development Award</li> <li>● Staff Development Fund</li> </ul>

The ICTL also conducts an annual fundraising drive to raise funds to provide food and lei in support of professional development programs at the College. Headed by members of the ICTL Advisory Committee, the fundraising drive has exceeded its annual goal of \$3,000 for the past few years with donations from current and retired faculty and staff ([IIIA-114](#)). This fundraising effort has also resulted in larger gifts for professional development, leading to the creation of awards for innovation and sustained excellence.

Professional development funding awards by the ICTL support faculty and staff in maintaining their expertise, certification, and relevance to their industry. Travel grant awards assist automotive and culinary staff in fulfilling program accreditation annual training requirements and in learning new program technologies and trends. These awards also help send teams of faculty and staff to conferences. Innovative initiatives on campus also receive professional development funds to develop new programs or support faculty and staff development. For example, the Student Success Awards and Innovation Awards provided funds to develop the Teaching Excellence Program, New Lecturer Training, and Lecturer Mentor Programs.

The EMC offers a wide variety of professional development opportunities and online learning resources for faculty, lecturers, staff, and administrators related to using technology in the classroom and online ([IIIA-115](#)). The faculty and staff within the unit work together in partnership with the College’s administration and instructional faculty to provide meaningful professional development opportunities, which will inspire students to learn. Four full-time educational technologists develop and facilitate all of the EMC’s professional development programs. Table 57 provides a comprehensive list of the EMC’s professional development programs.

Table 57.  
*EMC Professional Development Programs*

EMC Program Type	EMC Program Title
Learning with Technology for Teaching (classroom)	<ul style="list-style-type: none"> <li>● Starter Instructional Technologies <ul style="list-style-type: none"> <li>▪ Syllabus Makeover Challenge</li> <li>▪ Lulima Challenge</li> <li>▪ Smart Classroom Challenge</li> <li>▪ SMART Board Basics Challenge</li> <li>▪ Gmail Challenge</li> <li>▪ Google Docs Challenge</li> </ul> </li> <li>● Course Design (for Classroom)</li> <li>● Flipped Classroom <ul style="list-style-type: none"> <li>▪ Stop Lecturing and Flip Your Classroom</li> <li>▪ Engage Your Audience with Educanon</li> <li>▪ Assess Paperlessly with Google Forms and Flubaroo</li> <li>▪ Capture It with Snagit</li> <li>▪ Putting the You in YouTube</li> </ul> </li> <li>● Go Open, Go Free Using Open Educational Resources</li> <li>● Other Workshops <ul style="list-style-type: none"> <li>▪ Google Classroom Challenge</li> <li>▪ Blackboard Collaborate Moderator Challenge</li> <li>▪ Transform Your Course Schedule Using Google Calendar</li> </ul> </li> <li>● Technology One-On-One Consultation</li> <li>● Self-Paced Online Tutorials</li> <li>● Learning with Technology for Teaching Blog</li> </ul>
Learning with Technology for Teaching Online	<ul style="list-style-type: none"> <li>● iTeach <ul style="list-style-type: none"> <li>▪ Lulima@Leeward</li> <li>▪ Lulima Challenge</li> <li>▪ Teaching Online Challenge</li> <li>▪ The Art of Teaching Online</li> <li>▪ Online Discussion Challenge</li> <li>▪ Universal Design Learning Online Activity Challenge</li> <li>▪ Creating an Online Course</li> </ul> </li> <li>● This Week in iTeach Blog</li> </ul>

EMC Program Type	EMC Program Title
Institutional Programs	<ul style="list-style-type: none"> <li>● Innovative Teaching Program</li> <li>● Teaching Excellence Program</li> <li>● Tech It Out Day</li> <li>● Pacific Region Learning Summit</li> <li>● Summer Fun <ul style="list-style-type: none"> <li>▪ Instagram 21 Day Challenge</li> <li>▪ Twitter 21 Day Challenge</li> </ul> </li> </ul>

For further discussion of the support and training provided by the EMC for information technology, see Standard [III.C.4](#).

Faculty and staff at the Wai‘anae Moku Education Center participate in the College’s professional development activities. They have also held professional development activities at the Wai‘anae Moku facility to meet their specific needs. Activities have included a review and revision of the mission and two retreats to support faculty concerns with classroom management issues.

The UH System supports faculty and staff professional development by offering tuition waivers for up to 6 credits each semester ([IIIA-116](#)). The UHCC System offers sabbatical opportunities each year for qualified faculty with appropriate sabbatical proposals ([IIIA-117](#), [IIIA-118](#)).

The College supports professional development for all employees, including training required to maintain certification to meet the minimum qualifications for the job. The College also supports additional training for employees to keep current in specialized areas such as automotive technology, culinary arts, information and computer science, and digital media.

**Assessment of Professional Development Needs**

Every three years, the ICTL uses a variety of methods to assess professional development needs including online surveys for faculty, lecturers, clerical, and APT staff; interviews with follow-up surveys for administrators; and focus groups for the Operations and Maintenance staff. In addition, specific individuals or groups can approach the ICTL to help identify professional development needs. For example, the Lecturers’ Group was interested in having a mentoring program tailored for lecturers, so the ICTL helped launch the Lecturer Mentoring program in February 2017 ([IIIA-63](#)).

The ICTL bases its professional development funding decisions on the proposal’s relationship to the College mission. For example, the ICTL judges applications for professional development awards “on the benefits to be gained by the applicant and relevancy to the UH system and/or college goals/mission.” Also, one of the guidelines on the travel grant award rubric is that the application “clearly shows direct relationship to college mission, goals, and strategic plans” ([IIIA-119](#)). Faculty and staff may apply for funds from three sources. The Travel Grant program with an annual budget of \$36,000 funds travel for employees for College initiatives. Professional Development Awards help fund on-island

conference and workshop registration fees up to \$500 per faculty and staff (\$4,000 annual budget). The Staff Development Fund provides small grants of up to \$200 to support professional development programs and activities.

The ICTL Advisory Committee provides regular guidance and oversight of the professional development program and activities. This committee approves funding requests throughout the year and selects winners for professional development awards. They assist in the development or provide recommendations or approval of new professional development programs. They revise program policies and bring concerns or recommendations for professional development.

The EMC has methods to identify professional development needs of its faculty and other personnel. To determine specific needs, the EMC regularly surveys faculty and staff. For example, the EMC provides faculty and lecturers with an online self-assessment for teaching online ([IIIA-120](#)). Additionally, in order to maintain currency with changing technologies, the EMC staff looks at trends in higher education and tailors the new technologies to the needs of the College. The educational technologists at the College have an annual \$5,000 budget to experiment with emerging technologies, which provides the means for the technologists to be informed of emerging technologies and their application in the classroom.

### **Evaluation of Professional Development Programs**

The ICTL engages in meaningful evaluation of its professional development activities and uses results for improvement. As an Academic Services Support unit, the ICTL completes an ARPD as part of the College's program review process ([IIIA-119](#)). The ICTL evaluates its programs through a standardized survey, which uses a standard Likert scale to determine the effectiveness of the program. Additionally, surveys for selected professional development programs collect ideas or insights from participants that can be used to improve student learning and assess the effectiveness of new ideas. The surveys also provide opportunities for qualitative feedback. Taken together, the ICTL uses these surveys to improve the programs offered ([IIIA-121](#)). For example, in response to comments that some new personnel had difficulty attending the new hire orientation, which is typically held the week before the semester begins, the ICTL created an online orientation for new hires in September 2015 ([IIIA-74](#)). The ICTL coordinator is also responsive to requests. For example, in response to division chairs' concerns that new lecturers are not aware of College policies, in 2017 the ICTL coordinator developed a one-day orientation designed for new lecturers. This program received positive evaluations from its participants.

Follow-up surveys on the Teaching Excellence Program showed that participants found the program beneficial as they developed partnerships with other participants and program presenters. This information led to an application and award for the Wo Learning Champions Community Building Award in 2017, validating the program's effectiveness ([IIIA-122](#)).

The ICTL conducts a professional development needs assessment every three years for each staff/faculty group. In 2017, the ICTL sent out an online survey and the results (n=97) indicated that faculty and lecturers approved of the professional development programs and funding. Approximately 90 percent of the respondents said that the ICTL programs have had a positive impact on their job effectiveness ([IIIA-123](#), [IIIA-124](#)).

The EMC engages in meaningful evaluation of its professional development activities and uses results for improvement. As an Academic Services Support unit, the EMC completes an ARPD as part of the College's program review process ([IIIA-125](#)). The EMC primarily uses surveys to measure the effectiveness of programs and workshops. A number of surveys exist to measure both short-term and long-term effectiveness. For example, standardized exit surveys conclude each workshop, determining its effectiveness. The EMC uses the final program surveys to measure the overall effectiveness of workshop series. The EMC also uses longitudinal surveys to measure the outcomes of the programs and workshops on teaching and learning and how participants applied their learning to their teaching ([IIIA-125](#)).

The EMC uses a formative evaluation process in order to maintain continued improvement of their workshops and programs. They use the results to adapt and modify offerings based on their effectiveness. For example, the EMC first offered the Teaching Online Challenge in person and focused the content on pedagogical theory. Participant feedback made it clear that many participants had never taught online before and were not aware of the challenges involved in teaching online. As a result, the program is now completely online and focuses more on application and implementation.

### **Analysis and Evaluation**

The College has a robust professional development program that meets the needs of continually evolving pedagogy and technology. The College regularly evaluates these programs to maintain or increase their quality and effectiveness.

According to the 2016 Employee Satisfaction Survey, 83 percent of the faculty and staff who responded agreed with the statement that the College provides professional development activities that help them do their work efficiently and effectively ([IIIA-126](#)).

III.A.15.

*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.*

### **Evidence of Meeting the Standard**

The College has provisions for keeping personnel records secure and confidential. The UH System establishes personnel records policies, including security and confidentiality, in accord with law and collective bargaining agreements ([IIIA-127](#), [IIIA-128](#)). In spring 2018, the UH Institutional Data Governance Program held an information briefing at the College on data governance and information security ([IIIA-129](#), [IIIA-130](#)). The College maintains records under its control in accord with these policies. The HRO stores and maintains personnel records in the HRO, a secure environment ([IIIA-131](#), [IIIA-132](#), [IIIA-133](#)). The HRO doors require a special key that tracks usage including the date and time of entry. The HRO securely locks all computers with cables, and the rooms have around-the-clock video surveillance. The UH System Office of Human Resources stores official personnel files for executive and managerial and Civil Service employees; however, the HRO keeps a shadow file in the HRO during the employee's tenure at the College. In compliance with the Hawai'i Revised Statutes, Section 92F, Uniform Information Practices Act, all employees are able to see their own personal files upon request ([IIIA-134](#)).

### **Analysis and Evaluation**

The UH System establishes records retention policies, including security and confidentiality, in accordance with the law and collective bargaining agreements. While the records are kept secure and confidential at the College, each employee has access to view that employee's records.

## Evidence for Standard III.A.

- [III A-1](#) RP 9.201 Personnel Status
- [III A-2](#) EP 9.212 Executive/Managerial Classification and Compensation
- [III A-3](#) EP 5.221 Classification of Faculty
- [III A-4](#) AP 9.540 Recruitment and Selection of APT Personnel
- [III A-5](#) AP 9.300 Position Descriptions for Civil Service Personnel
- [III A-6](#) Executive and Managerial Classification and Compensation Webpage
- [III A-7](#) EP 9.212 Attachment C Sample Executive/Managerial Job Description
- [III A-8](#) EP 5.221 Attachment 3 UHCC Faculty Classification Plan and Compensation
- [III A-9](#) AP 9.210 Classification and Compensation Plan for APT Personnel
- [III A-10](#) 2018 State of Hawai'i Compensation Plans
- [III A-11](#) Fall 2017 Convocation Handout
- [III A-12](#) AP 9.540 Attachment 1 Suggested Checklist for Recruitment/Hiring Process
- [III A-13](#) AP 9.540 Attachment 2 Instructions for Internal Posting of Job Opening Announcements
- [III A-14](#) AP 9.540 Attachment 3A APT Selection Procedures
- [III A-15](#) AP 9.540 Attachment 3C Sample APT Screening/Evaluation Sheet
- [III A-16](#) AP 9.540 Attachment 4 Faculty Selection Procedures
- [III A-17](#) Job Advertisement for Automotive Technology Instructor
- [III A-18](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [III A-19](#) Institutional Learning Outcomes in *Catalog 2017-2018*
- [III A-20](#) Job Advertisement for Academic Advisor
- [III A-21](#) Sample Work at UH Job Search - BOR Positions at Leeward CC
- [III A-22](#) Screenshot of Civil Service Government Job Listing Login Page
- [III A-23](#) National Association of Credential Evaluation Services Website
- [III A-24](#) Screenshot of Career Opportunities at UH Search Page
- [III A-25](#) List of Approved DE Screening Questions
- [III A-26](#) DE Guidelines
- [III A-27](#) DE Committee Minutes, Dec. 11, 2017, Item 4
- [III A-28](#) DE Committee Minutes, Jan. 22, 2018, Item 3
- [III A-29](#) DE Committee Minutes, Feb. 12, 2018, Item 3
- [III A-30](#) Minimum Qualifications for Faculty Positions
- [III A-31](#) Job Advertisement for ESL/ELI Instructor
- [III A-32](#) Resources Development Performance Management Website
- [III A-33](#) RP 9.213 Evaluation of Board of Regents' Appointees
- [III A-34](#) Guidelines for Contract Renewal
- [III A-35](#) Guidelines for Tenure and Promotion
- [III A-36](#) 2017-2018 Contract Renewal Timeline
- [III A-37](#) 2017-2018 Tenure and Promotion Timeline
- [III A-38](#) Email on Personnel Evaluation Workshops, Aug. 16, 2017
- [III A-39](#) UHCCP 9.203 Faculty Five-Year Review
- [III A-40](#) UHCCP 9.104 Lecturer Evaluation
- [III A-41](#) UHCCP 9.202 Executive Employees Performance Evaluation

[IIIA-42](#) EP 9.212 Attachment J Sample 360 Assessment Report  
[IIIA-43](#) Sample Email on 360 Assessment, Apr. 2, 2018  
[IIIA-44](#) AP 9.170 Performance Evaluation of APT Personnel  
[IIIA-45](#) APT Evaluation Form  
[IIIA-46](#) Performance Appraisal System Information Webpage  
[IIIA-47](#) Performance Appraisal System Manual  
[IIIA-48](#) L5.210 Policy on Assessment  
[IIIA-49](#) RP 9.212 Executive and Managerial Personnel Policies  
[IIIA-50](#) Fiscal Year 2015-2016 Operational Expenditure Plan, p. 8  
[IIIA-51](#) Instructional Faculty and Staff in *Catalog 2017-2018*  
[IIIA-52](#) Administration in *Catalog 2017-2018*  
[IIIA-53](#) Sample Spring 2018 Class Availability - Math  
[IIIA-54](#) R-19 Memorandum of Understanding on Lecturer Status in the Bargaining Unit  
[IIIA-55](#) ICTL Webpage  
[IIIA-56](#) Professional Development Award Program Webpage  
[IIIA-57](#) Intranet Webpage for Awards and Recognition  
[IIIA-58](#) Blog Post on Faculty and Staff Awards  
[IIIA-59](#) Lecturers' Group Webpage  
[IIIA-60](#) Lecturers' Group Bylaws  
[IIIA-61](#) New Lecturer Workshop Agenda, Jan. 14, 2017  
[IIIA-62](#) 2017 New Lecturer Workshop Evaluation Results  
[IIIA-63](#) Intranet Webpage for Lecturer Mentoring  
[IIIA-64](#) Faculty Senate Charter and Bylaws  
[IIIA-65](#) Leeward CC Organization Charts 1 through 4-A  
[IIIA-66](#) AP 3.101 UH Organizational and Functional Changes  
[IIIA-67](#) UHCCP 9.495 Long-Term Vacancy Policy  
[IIIA-68](#) Administration Webpage  
[IIIA-69](#) PPIS Website  
[IIIA-70](#) UHCC Policies Webpage  
[IIIA-71](#) Leeward CC Policies Webpage  
[IIIA-72](#) EP 2.201 Systemwide Policies and Procedures  
[IIIA-73](#) AP 2.201 New or Amended Policies and Procedures  
[IIIA-74](#) Screenshot of New Hire Online Orientation Login Page  
[IIIA-75](#) UH Responsible Employee Checklist  
[IIIA-76](#) EP 1.202 Nondiscrimination, Anti-Harassment, and Affirmative Action  
[IIIA-77](#) RP 1.205 Nondiscrimination and Affirmative Action  
[IIIA-78](#) AP 9.890 Equal Employment Opportunity/Affirmative Action  
[IIIA-79](#) AP 9.895 EEO/AA Glossary  
[IIIA-80](#) L1.202 Policy on Nondiscrimination and Affirmative Action  
[IIIA-81](#) AP 9.540 Recruitment and Selection of Faculty and APT Personnel  
[IIIA-82](#) Faculty and Staff FYI Guidebook  
[IIIA-83](#) UH EEO/AA Webpage  
[IIIA-84](#) Title IX Webpage  
[IIIA-85](#) Title IX Employee Training Webpage  
[IIIA-86](#) Chancellor Email on Title IX, Sept. 1, 2016  
[IIIA-87](#) Fall 2016 Convocation Handout  
[IIIA-88](#) Spring 2017 Convocation Handout  
[IIIA-89](#) *UH News* Article on Online Title IX Student Training

[IIIA-90](#) Title IX Student Training Webpage  
[IIIA-91](#) VCAS Email on Title IX Syllabus Statement  
[IIIA-92](#) Email on Title IX Workshop, Nov. 13, 2017  
[IIIA-93](#) LGBTQ+ Webpage  
[IIIA-94](#) LGBTQ+ Commission Webpage  
[IIIA-95](#) Email on Safe Zone Workshop, Aug. 16, 2017  
[IIIA-96](#) EP 7.302 Preferred Name  
[IIIA-97](#) Student Data Change Form  
[IIIA-98](#) Bridge to Hope Webpage  
[IIIA-99](#) Children's Center Webpage  
[IIIA-100](#) VCAS Email Announcements, Jan. 8, 2018  
[IIIA-101](#) For Our Military Webpage  
[IIIA-102](#) Kāko'o 'Ike Program Webpage  
[IIIA-103](#) Commission on the Status of Women Commissioners Webpage  
[IIIA-104](#) Hawai'i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community  
[IIIA-105](#) RP 12.201 Ethical Standards of Conduct  
[IIIA-106](#) EP 12.211 Policy on Responding to Allegations of Research and Scholarly Misconduct  
[IIIA-107](#) EP 12.214 Conflicts of Interest and Commitment  
[IIIA-108](#) AP 5.504 Procedures for Disclosing and Addressing Conflicts of Interest  
[IIIA-109](#) AP 8.025 Fiscal Responsibilities within the University  
[IIIA-110](#) UHCCP 5.211 Statement of Professional Ethics (Faculty)  
[IIIA-111](#) Ethics Commission Website  
[IIIA-112](#) Hawai'i State Ethics Guide  
[IIIA-113](#) Hawai'i Revised Statutes, Section 84 Standards of Conduct  
[IIIA-114](#) Flyer for ICTL Fundraiser  
[IIIA-115](#) EMC Website  
[IIIA-116](#) UH Employee Tuition Waivers Webpage  
[IIIA-117](#) Sabbatical Leave Application  
[IIIA-118](#) Faculty Sabbatical Reports Webpage  
[IIIA-119](#) 2016 ARPD - ICTL  
[IIIA-120](#) Self-Assessment for Teaching Online Form  
[IIIA-121](#) 2016 Professional Development Programs Report  
[IIIA-122](#) Wo Learning Champions Winners Webpage  
[IIIA-123](#) 2017 ICTL Needs Survey Form  
[IIIA-124](#) 2017 ICTL Needs Survey Results  
[IIIA-125](#) 2016 ARPD - EMC  
[IIIA-126](#) Fall 2016 Employee Satisfaction Survey Report  
[IIIA-127](#) AP 9.025 Fair Information Practice (Confidentiality of Personal Records)  
[IIIA-128](#) AP 9.075 Personnel Records - BOR Appointees  
[IIIA-129](#) UH Institutional Data Governance Website  
[IIIA-130](#) Chancellor Email on Data and Security, Mar. 6, 2018  
[IIIA-131](#) EP 2.214 Institutional Data Classification and Information Security Guidelines  
[IIIA-132](#) EP 2.215 Institutional Data Governance  
[IIIA-133](#) EP 2.217 Health Insurance Portability and Accountability Act Policy  
[IIIA-134](#) Hawai'i Revised Statutes, Section 92F Uniform Information Practices Act

### III.B. Physical Resources

#### III.B.1.

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

#### **Evidence of Meeting the Standard**

Leeward Community College (Leeward CC) has a main campus and an education center. The Pearl City campus is comprised of 18 primary buildings and several clusters of portables located on 49 acres of land. The education center, originally referred to as the Wai‘anae-Nānākuli Education Center, has been located in various leased locations in Wai‘anae. In fall 2017, it moved 1.7 miles to a permanent location in Mā‘ili and was renamed the Leeward CC-Wai‘anae Moku Education Center to reflect the geographic area the site serves.

The College constructs and maintains the physical resources at both the Pearl City campus and the Wai‘anae Moku Education Center to ensure access, safety, security, and a healthful learning and working environment. The vice chancellor of administrative services (VCAS) and the auxiliary and facilities service manager oversee campus compliance of all federal and state laws, statutes, and regulations.

The College ensures that its physical facilities at both the Pearl City campus and the Wai‘anae Moku Education Center are accessible to students, faculty, staff, and the general public. The State of Hawai‘i’s Disability and Communication Access Board reviews all plans and designs for construction and renovation-related projects that occur at either location. One of the board’s primary roles is to “review and provide recommendations on all State and County plans and specifications for buildings, facilities, and sites, as required under Hawai‘i Revised Statutes, Section 103-50, in order to ensure that they are designed and constructed to be accessible to persons with disabilities” ([IIIB-1](#)). The board must approve all construction and renovation plans for any campus facility improvement prior to the finalization of the project’s design plans.

Periodically, the College in conjunction and coordination with the University of Hawai‘i Community Colleges (UHCC) System office, undergoes an assessment and evaluation of facility accessibility. In 2018, the College and all UHCC campuses are undergoing an Americans with Disabilities Act assessment and evaluation through the use of external consultants. The consultants are scheduled to complete the assessment of the facilities in 2018 and provide a review with specific project recommendations in 2019. The College, through the UHCC System office, will then seek legislative funding of these projects shortly thereafter.

The College’s Emergency Operations Plan and Emergency Guides highlight accessibility evacuation points and routes ([IIIB-2](#)). The College updates these plans periodically and distributes them electronically and in hard-copy form to the campus community.

Two separate support offices provide access- and accommodation-related services for students and employees on a case-by-case basis. For students, the Kako‘o ‘Ike (KI) Program provides disability and accommodation services while employees work with the Affirmative Action/Equal Employment Opportunity unit within the HRO ([IIIB-3](#), [IIIB-4](#)).

Finally, the College’s updated Long Range Development Plan (LRDP) addresses the access, circulation, and parking improvements for both campuses ([IIIB-5](#), [IIIB-6](#)). The UH Board of Regents (BOR) reviewed the LRDP in spring 2018, which provides an updated blueprint for future facility improvements for the College ([IIIB-7](#), [IIIB-8](#)).

The College implements a three-pronged approach to ensure that physical facilities provide a safe learning and working environment. This approach provides the College with a structured process to regularly evaluate whether it has sufficient physical resources at all locations.

The first prong is the Operations and Maintenance unit, which is divided into three sub-units: maintenance, grounds, and janitorial. The maintenance staff maintains the physical facilities, air conditioning, electrical, and plumbing systems. The grounds staff maintains assigned landscaped areas, removes trash and materials from designated outdoor areas, assists with planting needs, and assists with event preparation, setup, and takedown. The janitorial staff is responsible for indoor and outdoor general cleaning, removal of trash and materials, support of campus recycling efforts, changing lights, coordinating movement requests, and assisting with event preparation, setup, and takedown. A computerized maintenance system, eFacilities AiM, tracks all submitted service requests ([IIIB-9](#)).

The second prong is ongoing monitoring and assessment of daily operations. The auxiliary and facilities services officer conducts a personal check of campus buildings and grounds. The manager sends prompt email notifications to all campus employees of construction, repair, and safety concerns.

The third prong consists of reports from specific units at the College. This third prong ensures that the College has a process by which all personnel and students can report maintenance and safety concerns. An important source is the campus security officers who are continuously on duty at both the Pearl City and Wai‘anae Moku Education Center. Security officers monitor and report physical resource safety concerns and maintenance issues. They regularly contact the Operations and Maintenance unit regarding safety concerns and necessary repairs. Another campus group that provides reports on campus facilities is the Academic and Institutional Support Committee, a standing committee of the Faculty Senate that seeks to improve the academic and institutional support services for faculty, staff, and students ([IIIB-10](#)). During 2016-2017, this committee brought forth concerns that included sidewalk safety, parking safety, and designated smoking areas ([IIIB-11](#)).

A centralized Environmental Health and Safety unit supports all community colleges in the UH System. It works collaboratively with the College to develop and administer a variety of health and safety training and awareness programs, many of which are directly related to the College’s physical resources. These programs include training and guidance on hazardous materials and waste management, asbestos and lead abatement, indoor air quality, fire safety, storm water discharge, and others. The College provides these training programs on a continuous basis to ensure that faculty and staff are familiar with the best practices in the

field and to make certain that the College maintains a safe learning and working environment.

The College has recently implemented several initiatives as part of its continued emphasis on providing a healthy learning and working environment. These initiatives include designated smoking areas, the Wai‘awa Mile Fitness Trail, a Mothers Room, and the College’s Wellness Committee.

The current campus smoking policy went into effect in 2013, and the College created designated smoking areas at both locations ([IIIB-12](#)). These measures support and are consistent with the UH Tobacco Products Policy whereby enforcement is not through disciplinary measures but through the “thoughtfulness, consideration and cooperation of smokers and nonsmokers” ([IIIB-13](#)).

The campus and community members worked together to complete the Wai‘awa Mile Fitness Trail and the installation of several outdoor pieces of fitness equipment in 2015 ([IIIB-14](#)). Participants who contributed to this project include the College’s Sustainability Committee, Student Life office, Student Government, Creative Services office, the Shade House, and a local Boy Scout troop.

To support parents who are either students, faculty, or staff and assist in their transition back to school or the workplace following the birth of a child, the College implemented Lactation Support Guidelines in August of 2013 by creating a Mother’s Room for nursing mothers at the Pearl City campus ([IIIB-15](#), [IIIB-16](#)). In January 2018, the UH System provided further support by the release of Executive Policy (EP) 1.205 on Inclusive Facilities. This policy sets forth standards and expectations for safe and accessible facilities that support a “campus community of diverse students, faculty, staff, and visitors inclusive of their gender identity and/or gender expression” ([IIIB-17](#)).

The College’s Health and Wellness Committee supports a healthful learning and working environment. This grassroots committee had its modest start in 2012 within the Student Services area and has quickly grown into a robust campus constituency. The committee’s mission is “to create a work/life balance by improving positive well-being through educational activities and information for individuals and groups” ([IIIB-18](#)). The many activities and programs sponsored by this committee include the Annual Health and Wellness Fair, participation in the Great Aloha Run, Instagram challenges, and regular speakers and presenters all geared toward health, fitness, and individual well-being ([IIIB-19](#), [IIIB-20](#), [IIIB-21](#)).

The College ensures that all facilities are secure. The main campus at Pearl City offers around-the-clock, comprehensive security services. The Campus Security office is located in the center of campus in the Language Arts Building, Room 238. On duty Campus Security personnel are available at (808) 455-0611 or by campus telephone extension 611 or through any of the emergency call boxes. The Security Services webpage includes a link to a map with the emergency call box locations and other safety and security information ([IIIB-22](#)). At the Wai‘anae Moku Education Center, security services are on duty during the facility’s operational hours. In addition, during business hours, Wai‘anae Moku Education Center members can report emergencies to designated on-site officials and Campus Security

Authorities. The Pearl City campus would also provide assistance with a coordinated emergency response should a need arise.

In addition to the College's security officer workforce, a contracted security firm, U.S. Security Associates, provides additional safety and security. These security guards provide supplemental resources and support at both locations on an as-needed basis. The College has an annual contract for this supplemental service which expired in May 2018 and was recently renewed. In order to renew a contract, the College must follow strict personnel and procurement guidelines for this outsourced service.

In recognition of the critically important role of safety and security on both campuses, the College in coordination with the UHCC System office has requested additional security officer staffing from the state legislature. The College's request is for the addition of four additional security officer positions and nearly \$140,000 in salaries. In fall 2017, the BOR approved this request, which is being considered during the 2018 state legislative session ([IIIB-23](#)).

### **Analysis and Evaluation**

The College provides safe and sufficient physical resources at both the Pearl City campus and the Wai'anae Moku Education Center while providing an accessible, secure, and healthy learning and working environment.

#### III.B.2.

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### **Evidence of Meeting the Standard**

#### **Integrated Planning and Budgeting Process**

The College uses several mechanisms to ensure objectivity and transparency in decisions regarding the planning, budgeting, and requests for campus facilities and space needs. The Annual Report of Program Data (ARPD) process, initiated at the individual unit or division level, captures relevant facility and space data. Facility maintenance informs institutional planning and budgeting and is incorporated into the ARPD process. The College uses its strategic plan and LRDP as guides when making decisions about physical resources ([IIIB-6](#)). Each UHCC campus has an LRDP that serves as a blueprint for future development and drives all future projects. The College completed its most recent LRDP in December 2016. Refer to Standard [III.B.4](#) for a detailed discussion of the LRDP.

Similar planning processes are in place for capital improvement program (CIP) projects, minor CIP projects, and capital renewal and deferred maintenance projects. The College is in adherence with Regents Policy (RP) 10.201 and RP 10.202 on interests in and planning and management of real property ([IIIB-24](#), [IIIB-25](#)). To ensure safe and sufficient physical resources, the different levels of the UH System share facilities planning and management. The UHCC System Office of Facilities and Environmental Health manages projects that are

larger and typically require professional design consultants. This office, when appropriate, assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. This office prioritizes projects based on the needs of the UH System and UHCC System.

### **Physical Resources Support Programs and Services**

The VCAS oversees physical resources at both the Pearl City campus and the Wai‘anae Moku Education Center. The VCAS reports to the campus on approved and funded facility projects through the Auxiliary Services unit’s current project listing, updates to the Campus Council, convocation presentations, and construction advisory notices ([IIIB-26](#), [IIIB-27](#)).

The College considers program and service needs when planning and maintaining its physical resources. This is accomplished through the College’s ARPD and Integrated Planning and Budgeting Process where units and departments initiate requests for facility improvements. Once the College undertakes a facility improvement project, unit or department personnel are involved throughout the various phases of planning, design, and construction, and these representatives meet frequently with the College’s facility staff, consultants, contractors, and project managers during the course of the project. Between 2012 and 2017, the College undertook over 50 active renovation, modernization, deferred maintenance, and major construction projects through this process. Active involvement by unit/department representatives ensures that the College incorporates their programmatic and service-related requirements into the project.

An example of this type of project is the recently completed office and classroom building complex for the Office of Continuing Education and Workforce Development (OCEWD). The College constructed four new buildings, two new parking lots, two new motorcycle range lots, and a forklift training lot at no cost to the College due to the City and County of Honolulu’s rail project and the site of the College’s new rail station. Throughout the 18-month design and build process, OCEWD program coordinators worked with campus officials, consultants, and contractors on a weekly basis to properly design, configure, and construct facilities that would meet their specific programmatic requirements. The new OCEWD facilities opened in May 2016 ([IIIB-28](#)).

### **Equipment Requests in Support of Programs and Services**

The College is actively engaged in ensuring that its faculty, staff, programs, and services have adequate resources to fulfill their teaching and support roles. Campus members request new equipment through the College’s ARPD process, which requires a direct tie to specific College or unit goals. Requests that the College prioritizes are subject to College funding availability.

In fiscal year 2016-2017, the College, in conjunction and coordination with the UHCC System office, implemented an equipment replacement process. In the two years of its existence, the UHCC System provided the College with nearly \$1.5 million in equipment replacement funds for high priority needs. The College’s operational expenditure plan allocates nearly \$1.2 million annually to units and departments in support of modernization of its equipment, technology, smart classrooms, classroom furnishings, and library acquisitions ([IIIB-29](#)). These funds help the College support its programs and services that are working to achieve the mission.

### **Effective and Efficient Resource Utilization**

The Wai‘anae Moku Education Center project demonstrates effective and efficient resource utilization. Operating budget cost savings as a result of the College acquiring and renovating the Wai‘anae Moku facility is more than \$278,000 per year due to the expiration of lease payments at its previous facility. While some of these funds have been redirected to provide services and support to the new campus, the majority of these funds have been reallocated to meet the budget priorities identified through the College’s annual Integrated Planning and Budgeting Process. For further information, see Exhibit 8 in the College’s Operating Expenditure Plan for fiscal year 2017-2018 ([IIIB-29](#)).

Taking a balanced approach to facility-related improvements ensures that the College reduces operating costs wherever possible and supports the UH System and the state of Hawai‘i. This approach incorporates the College’s energy goals and *Strategic Plan 2015-2021* to “continue to execute energy reduction strategies and sustainability programs” ([IIIB-30](#)). Among the most visible and significant of these projects is the Energy Conservation Measures and Alternative Energy projects that the College implemented (Phase I) and is currently constructing (Phase II). Phase I, which was completed in 2015-2016, resulted in the College reducing its electrical power consumption by 29 percent and having solar production generate 14 percent of its power needs. Upgrades to campus lighting, chiller plant, and power production through solar energy led to more than \$830,000 in verifiable cost savings ([IIIB-31](#)). Upon completion of Phase II, the College will reach 97 percent of its net zero energy goal to produce as much renewable energy as it consumes. The College achieved this through a robust expansion of solar power generated and stored at the campus in addition to upgrading indoor and outdoor lighting and replacing electrical transformers ([IIIB-26](#)). The College is close to meeting its net zero energy goal well in advance of the state of Hawai‘i’s goal for the state and the UH System to be net zero by the year 2035.

### **Physical Resources Support the Mission**

A key element of facilities planning is connecting each new physical resource to the College mission. The College integrates the LRDP into the campus planning process to ensure effective use of campus physical resources. Using the ARPD, the Integrated Planning and Budgeting Process includes assessment, planning, and budgeting, while aligning to the strategic plan and LRDP. In the ARPD, division and support areas identify and justify equipment and facility needs, supporting them with evidence and alignment to campus goals and the strategic plan. Each division and support area ranks its needs based on agreed upon priorities. The Campus Council votes on institutional priorities. These procedures ensure effective utilization of resources to support programs and services while achieving the College mission.

The Hālau ‘Ike O Pu‘uloa (Hālau) renovation is a clear example of a successful facility plan aligning to the College mission, particularly its special commitment to Native Hawaiians ([IIIB-32](#)). In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space of the DA building ([IIIB-33](#)). The design includes improved student engagement spaces including a “Welina Mai” lounge and a separate room for “Quiet Study,” three renovated classrooms, and collaborative faculty and staff offices. The Hālau collaborates with Botany and Hawaiian Studies to increase student involvement with the Native Gardens and the shade house ([IIIB-34](#)). Fulfilling the mission statement and aligning

with the LRDP, the Hālau illustrates the effective utilization of space and alignment with campus goals.

The new Wai‘anae Moku Education Center provides another example of facility planning aligned with the institutional mission. The College identified development of a new location for the Wai‘anae facility as a long-term goal in the 2012 institutional self-evaluation. Based on a recommendation from the evaluation team and the facility’s priority in the LRDP, the state legislature appropriated funds for the project. In 2011, the state legislature reauthorized \$3 million in CIP funds to be used for the initial planning, design, renovation, and equipment of the facility and dedicated an additional \$2.5 million in UH revenue bonds for facility acquisition purposes. Phase I of the project replaced existing leased facilities with a new center of similar size, which opened in the fall of 2017. To continue the quality of the programming and increase student access to course availability, Phase II renovation plans will include a science lab, an additional classroom, enlarged meeting capabilities, and other amenities including additional restrooms, a Mother’s Room for nursing mothers, and food service options. Phase II construction is scheduled to begin late summer or early fall of 2018 and be complete by summer 2019. A Title III grant (federal funding for Native Hawaiian serving institutions) from the U.S. Department of Education provides the funding for Phase II ([IIIB-35](#)).

### **Analysis and Evaluation**

The College’s Integrated Planning and Budgeting Process directs the planning and development of physical resources, including facilities, equipment, land, and other assets. This process helps to ensure the effectiveness and quality of the College’s physical resources in supporting its mission.

According to the 2016 Employee Satisfaction Survey, 87 percent of the faculty and staff who responded agreed that they have the materials and equipment needed to do their work. In the same survey, almost 75 percent of the faculty and staff who responded agreed that the resources provided for their division, department, or unit are adequate ([IIIB-36](#)).

#### III.B.3.

*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.*

### **Evidence of Meeting the Standard**

The College regularly assesses the use of its facilities and equipment and utilizes those assessment results to make improvements. Building tenants and custodial staff routinely assess the condition of facilities and report any needed repair or modification to the campus administration. The campus has a facilities manager in the Operations and Maintenance unit, who is the primary point of contact for campus facility needs. The College uses the computerized maintenance management system Sightlines to identify problem subsystems and their rate of recurrence. Additionally, the Operations and Maintenance unit uses eFacilities AiM, an online maintenance request and management system, for campus departments, units, and programs to submit a work request.

For ongoing facilities planning, the College uses the Facilities Renewal Resource Model, eFacilities AiM, the Event Management System, room utilization reports, and ARPDs ([IIIB-9](#)). In addition, the College uses the annual facilities renewal reinvestment model called Sightlines to record maintenance backlog and estimated annual funding required for ongoing capital reinvestment. The College monitors all facilities on a regular maintenance schedule, including planning for deferred maintenance, and establishes priorities for addressing both regular and deferred maintenance.

The VCAS tracks classroom usage, vacancy and fill rates, classroom equipment inventory, and campus facilities use. To identify trends, needs, and efficiency, the College compares its data to the data at the other UH System campuses. The VCAS uses current space utilization to identify current and projected needs by departments, units, and programs. This data, along with feedback from campus groups, impacts future decisions.

The College's Integrated Planning and Budgeting Process begins with the mission statement that all units use as a guide for prioritizing activities and projects. As part of the ARPD, units include outcomes assessment as an evaluation tool and identify any needed improvements in the ARPD. If the needed improvement requires resources, units include them in a resource request list, which is prioritized, vetted, and eventually voted on by the Campus Council.

Planned science labs at the Wai'anae Moku Education Center provide an example of using data to plan for future needs. The Wai'anae Moku Education Center's previous facility did not have science labs. A combination of the ARPD, alignment with campus mission, and a Title III grant will enable the new facility to include a science lab on-site ([IIIB-37](#)). This modernization will allow for multiple science courses at the Wai'anae Moku Education Center. Students will be able to fulfill science requirements for multiple certificate and degree programs such as the Associate in Arts (AA) in Liberal Arts and the AA in Teaching. The chemistry lab is part of Phase II renovations ([IIIB-6](#)).

Using systematic and regular inspection, assessment reports from programs, areas, and units, and Administrative Services data gathering, the College is able to accommodate the changing needs of the campus and plan for the future. Administration is active in providing information and updates to the College regarding construction projects and other works that impact physical resources.

### **Analysis and Evaluation**

The College uses a variety of planning and assessment tools on a regular basis to ensure that it effectively uses the institution's physical resources in support of its academic programs and support services. The ARPD process is the primary mechanism for evaluating facilities and identifying needed improvements.

According to the 2016 Employee Satisfaction Survey, the majority of faculty and staff who responded indicated that the cleanliness and maintenance of the buildings and grounds were adequate ([IIIB-36](#)). The overall satisfaction rate for the cleanliness of campus facilities has consistently improved since 2011 ([IIIB-38](#)). The Administrative Services unit conducted a

more detailed survey in fall 2017 to gather more data on areas to improve and evaluated the results in spring 2018.

#### III.B.4.

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

#### **Evidence of Meeting the Standard**

The College has three mechanisms in place to address long-range capital plans: the LRDP, EP 4.201, and the *Strategic Plan 2015-2021* ([IIIB-6](#), [IIIB-39](#), [IIIB-30](#)). Together they drive all long-range capital plans.

The LRDP is a comprehensive capital improvement and land use plan for the main campus in Pearl City and its Wai‘anae Moku Education Center. The LRDP identifies the physical development needed to support the College mission and strategic goals, and it guides the future expansion and growth of the College. The LRDP includes a Phase I plan addressing facility needs and campus improvement plans to be implemented within the near-term (within five to seven years) and an Ultimate Plan to guide campus development over the long term (20+ years). The College updates its LRDP every five to ten years, and the chancellor recommends it for approval by the UH System administration and the BOR.

The BOR reviewed the College’s current LRDP in spring 2018. The LRDP not only establishes space requirements and allocations as shaped by the long-term goals, but also provides the framework by which the College can request additional funding for capital improvement projects.

As a central component of the LRDP, Phase I acknowledges capital improvement funding realities and also responds to guiding principles, accomplishes design goals, and prepares the campus for the opening of the Leeward Transit Station, part of a new state mass transit rail system. With a five- to seven-year planning horizon, Phase I reflects near-term, foreseeable improvements such as streetscape, main entry, courtyard improvements, revitalized pedestrian mall linking the rail station with campus, and interior and exterior improvements to existing facilities. The LRDP also includes site, utility, landscape, and electrical improvements as well as replacing the roof overhang ([IIIB-6](#)).

A fundamental element in the cost estimation of any major CIP construction- or renovation-related project is the completion and submission of the Capital Project Information and Justification Sheet. This document includes the project’s scope of work and its direct planning, design, and construction cost projections. It also requires information on the need and assessment of existing conditions, alternatives that the College would undertake if the project is deferred, benefits associated with completion of the project, and future operating cost impacts of the project. By requesting this level of detail, the College, the UH System, and the state of Hawai‘i ensure that all facility construction projects factor in the total cost of ownership prior to the project receiving funding approval by the state legislature and the governor. The College is requesting a major CIP project for 2019 related to fascia and sidewalk improvements. This project received UH Board of Regent approval and is before the state legislature for funding consideration ([IIIB-40](#)).

The *UHCC Strategic Directions 2015-2021* is committed to developing a system of planned equipment replacement that accounts for the expected life of equipment, the cost of replacement, and a systemwide budget for capital equipment replacement ([IIIB-41](#)). This systematic approach regulates the influence of equipment replacement on campus budgets so that large items do not impact the budget in unexpected ways. The replacement schedule will also provide a clearer picture of the amount of deferred equipment within the system.

Using a portion of a recent tuition and fee increase and funds garnered from legislative appropriations, the UHCC System centralizes funds from the seven campuses in an equipment replacement pool that is then distributed to each campus on an annual basis. The College has received nearly \$1.5 million in equipment replacement funds using this process during the first two years of the program's inception ([IIIB-42](#)).

### **Analysis and Evaluation**

The College has established long-range capital plans that support its mission and institutional goals. Intentionally aligning long-range plans and institutional goals benefit both the campus and students. Long-range planning supports goals and prepares for the future. The College conducts long-range planning for capital improvement of new facilities and equipment that take into account the total cost of ownership.

## Evidence for Standard III.B.

- [IIIB-1](#) Disability and Communication Access Board Website
- [IIIB-2](#) Emergency Operations Plan Webpage
- [IIIB-3](#) KI Program Webpage
- [IIIB-4](#) Nondiscrimination and Affirmative Action Webpage
- [IIIB-5](#) LRDP Webpage
- [IIIB-6](#) LRDP 2016 (Condensed Version)
- [IIIB-7](#) LRDP Approval Recommendation Letter, Mar. 15, 2018
- [IIIB-8](#) LRDP Presentation to the BOR
- [IIIB-9](#) Screenshot of eFacilities AiM Login Page
- [IIIB-10](#) Academic and Institutional Support Committee Webpage
- [IIIB-11](#) 2016-2017 Academic and Institutional Support Committee Report
- [IIIB-12](#) Smoking Policy Webpage
- [IIIB-13](#) UH Tobacco Products Policy Webpage
- [IIIB-14](#) Wai‘awa Mile Fitness Trail Webpage
- [IIIB-15](#) Lactation Support Guidelines
- [IIIB-16](#) VCAS Email Announcements, Jan. 8, 2018
- [IIIB-17](#) EP 1.205 Policy and Guidelines on Inclusive Facilities
- [IIIB-18](#) Health and Wellness Committee Website
- [IIIB-19](#) Flyer for Health and Wellness Fair
- [IIIB-20](#) Email on Great Aloha Run, Jan. 4, 2018
- [IIIB-21](#) Flyer for Healthy Lunch Instagram Challenge
- [IIIB-22](#) Campus Security Webpage
- [IIIB-23](#) Fiscal Year 2019 Operating Budget Requests
- [IIIB-24](#) RP 10.201 Interests in Real Property
- [IIIB-25](#) RP 10.202 Planning and Management of Real Property
- [IIIB-26](#) Fall 2017 Budget and Facilities Update
- [IIIB-27](#) Sample Email on Construction Advisory, Oct. 27, 2017
- [IIIB-28](#) Rail Turnover of Facilities Letter, June 22, 2016
- [IIIB-29](#) Fiscal Year 2017-2018 Operating Expenditure Plan
- [IIIB-30](#) *Leeward CC Strategic Plan 2015-2021*
- [IIIB-31](#) Fall 2016 Budget and Facilities Update
- [IIIB-32](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IIIB-33](#) Blog Post on Title III Grant
- [IIIB-34](#) Office of the Dean of Arts and Sciences Webpage
- [IIIB-35](#) Title III Part F Project Narrative
- [IIIB-36](#) Fall 2016 Employee Satisfaction Survey Report
- [IIIB-37](#) 2016 ARPD - Wai‘anae Moku Education Center
- [IIIB-38](#) Fall 2016 Employee Satisfaction Presentation
- [IIIB-39](#) EP 4.201 Integrated Long-Range Planning Framework
- [IIIB-40](#) Capital Project Information and Justification Sheet
- [IIIB-41](#) *UHCC Strategic Directions 2015-2021*
- [IIIB-42](#) Table of Equipment Replacement Funding Decisions

### III.C. Technology Resources

#### III.C.1.

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### **Evidence of Meeting the Standard**

##### **Appropriate and Adequate Technology Resources**

The College ensures that it identifies its various types of technology needs and makes decisions about the use and distribution of technology services, facilities, hardware, and software based on these needs. These decisions include input from faculty, staff, and students.

The Information and Technology Group (ITG) maintains and manages all Apple and PC computers, nine computer classroom labs, institutional servers, the Voice Over Internet Protocol telephone systems, web servers, networking services, networked printers, information technology security, the Student Test Center, and Help Desk operations ([IIIC-1](#)).

The Educational Media Center (EMC) maintains 74 smart classrooms at the Pearl City campus and five smart classrooms at the Wai‘anae Moku Education Center. These classrooms are learning spaces with instructional technology that can be used to aid and enhance course instruction. The College developed smart classrooms over a period of time, which resulted in incremental equipment differences. At a minimum, each smart classroom has a lectern, dual-boot iMac (Mac and Windows OS), DVD, mixer/amplifier, speakers, projector, and screen or flat-screen monitor. In addition to the minimum equipment, many of the newest smart classrooms have a touch panel control, SMART Board, HDMI connector for laptops and other devices, Airplay, room microphone, and moveable tables and chairs. In addition to maintaining the smart classrooms, the EMC also operates technology equipment loans, professional development for learning with technology for teaching in the classroom and online, video production, and the Copy Center ([IIIC-2](#), [IIIC-3](#), [IIIC-4](#), [IIIC-5](#), [IIIC-6](#), [IIIC-7](#)). The EMC also has a portable cart with a set of 20 Chromebooks that are available for instructors to use in the classroom.

As part of a University of Hawai‘i Community Colleges (UHCC) System initiative, the College offers online tutoring services through Brainfuse, an online tutoring service that provides students with tutoring in math, writing, reading, anatomy and physiology, nursing, biology, chemistry, physics, organic chemistry, accounting, economics, finance, statistics, and Spanish ([IIIC-8](#)).

The Kāko‘o ‘Ike (KI) Program provides support and services to students with documented disabilities. The KI Program provides qualified students assistive technology, access to Kurzweil 3000 (audible scanned text), Dragon Speak (voice to text), and JAWS for visually impaired students ([IIIC-9](#)).

The Library's technology resources support instructional programs and teaching and learning. The Library provides over 65 desktop computers for students on the second and

third floors of the library facility. These computers include both PC and Mac as well as designated computers with specialty software needed by digital media students. In addition to the desktop computers, the Library has 30 laptops and 30 iPads that students can borrow for a four-hour interval and use anywhere on campus. Instructors can also borrow iPads to use in their classes. The Library provides two study rooms for students for collaboration and meetings. Each of these rooms is equipped with an Apple TV and Polycom/video conference equipment ([IIIC-10](#)).

The Library provides printer and scanning services for all students, staff, and faculty. Equipment includes two black-and-white printers, one color printer, one black-and-white printer/photocopier/scanner, and one black-and-white photocopier. Students can print from the Library's computers/laptops or from their own devices. Any computer in the library facility can print on any of the networked printers. The Library has one high-speed scanning station and two other scanners on the second floor and one printer/photocopier/scanner on the third floor for students to use ([IIIC-10](#)). At the Wai'anae Moku Education Center, there is one black and white printer, one color printer, a scanner, and one photocopy machine. Students can print from the Wai'anae Moku Education Center's desktop computers, laptops, or their own devices.

The Library provides access to 140 online databases for all faculty, staff, and students ([IIIC-11](#)). Faculty, staff, and students can access the resources from anywhere with an internet connection. The Library regularly works with instructional programs to supply access to databases that support their content.

The Library administers an information literacy exam that is required for English 100 students and optional for English 24/English as a Second Language 22 students. Through the Information Literacy program, students learn about how to access the many resources the Library offers such as the Hawai'i Voyager catalog and online databases ([IIIC-12](#), [IIIC-13](#)).

To ensure that current technology is adequately supporting operations, programs, and services at the College, the campus uses the Technology Support account and Smart Classroom account. In 2016-2017, the College allocated \$327,000 to the Technology Support account, \$20,000 to the Smart Classroom account, and an additional \$200,000 to the Academic Services units for technology requests. From the additional \$200,000 budgeted for Academic Services, \$130,000 goes to the Technology Support account, \$50,000 to smart classroom upgrades, and \$20,000 to the Library for electronic resources for students and faculty ([IIIC-14](#)). Overseen by ITG, the Technology Support account covers the maintenance, repairs, and upgrades for all computer classrooms, smart classrooms, faculty and staff computers, student computers, academic services, and technology infrastructure.

The Information and Computer Science (ICS) program coordinates the College's grant-funded The Hub, Leeward Student Help Desk, which is staffed by ICS student interns. The Hub provides student customers with technical assistance for their personal electronic devices. ICS faculty identify and make decisions about the technology services, facilities, hardware, and software at The Hub. Student interns and The Hub customers make additional recommendations for technology resources. The Hub adheres to clear policies to protect the privacy and security of students and the College ([IIIC-15](#)). Because The Hub is a troubleshooting environment, it is isolated in its own network to prevent an infected device

from infecting the campus network. Student interns do not back up a customer's information onto any of The Hub devices to prevent the storage of illegal materials.

### **Evaluation of Technology Resources**

The College regularly evaluates the effectiveness of its technology in meeting its range of needs. In accordance with the approved Integrated Planning and Budgeting Process, every division and unit completes an Annual Report of Program Data (ARPD) and generates resource request lists, which detail requested items. These items include technology resources needed by the division or unit. The Academic Services area has primary responsibility for evaluating technology resources for the campus. The Academic Services units review the instructional area resource request priorities and use this information to inform its Academic Services Area Prioritized Resource Request List. See Standard [I.B.9](#) for a detailed discussion of the Integrated Planning and Budgeting Process.

Until 2016, the Information Technology Standing Committee provided an additional review and recommendations on future technology needs to meet the current and future needs of the campus, instructional programs, support services, and students. The standing committee was comprised of the ITG coordinator, the dean of academic services, digital media and information and computer science faculty, the Help Desk coordinator, and the EMC coordinator ([IIIC-16](#)).

The Information Technology (IT) Standing Committee reviewed all of the resource request lists that College units and divisions develop through the ARPD. During the review process, the committee identified needs and examined future directions for IT. They presented a memo to the chancellor with recommendations for IT needs and resource implications. The administrative team and the Campus Council used these recommendations as part of the institutional prioritization of resource requests process ([IIIC-17](#)).

In fall 2016, the College disbanded the IT Standing Committee since it was the last standing committee that remained from the 2007 Planning Process. The current Ad Hoc Planning Process Review Committee is reviewing the need for an IT advisory committee and will make a recommendation in the 2018-2019 academic year.

In order to evaluate the effectiveness of its technology and identify needs of faculty, staff, and students, the College implements a variety of surveys on an annual basis. Faculty who teach in a smart classroom take the Smart Classroom survey to evaluate their satisfaction with the technology and the degree to which the technology supports their teaching. Faculty and students who have class in a computer classroom lab take the Computer Classroom Lab survey, which evaluates faculty and student satisfaction with the technology components of the Computer Classroom Lab and how they help or hinder their teaching or learning. The College uses the results of the Smart Classroom and Computer Classroom Lab surveys to identify technology needs of faculty and students and to gauge the effectiveness of the technology in improving student learning ([IIIC-18](#)).

To help identify technology needs in smart classrooms, computer classrooms, and with faculty computers, the Help Desk keeps a log of all trouble calls received and sends out a post-trouble call survey ([IIIC-19](#)). This log and survey help the EMC and ITG identify

technology need areas, which the units discuss in unit meetings in order to make recommendations and requests to the ITG for funding from the Technology Support account.

The College uses multiple methods for collecting data to assess and evaluate the technology needs for distance education (DE). Every semester the EMC sends a DE student survey to all DE students to assess their DE learning experience, which includes an evaluation of the technology, and posts survey results on the iTeach website ([IIIC-5](#)). The EMC collects evaluation data from each technology training session. The DE coordinator analyzes the results and feedback from the surveys and evaluations and includes any technology recommendations in the EMC ARPD in accordance with the approved Integrated Planning and Budgeting Process ([IIIC-20](#)).

### **Provisions for Reliability, Disaster Recovery, Privacy, and Security**

For privacy and security, the College uses network security appliances and its security bundle subscriptions to protect devices that are connected to the College's network. The Fortinet Fortiguard Security Bundle includes IPS and application control, antivirus, web filtering, endpoint-control, data leak prevention, DNS filter, and VPN. In addition to network security appliances and security bundle subscription, the College also provides McAfee Virus Scan Enterprise 8.8 at no charge to all faculty, staff, and students.

As part of the UH System, UH Information and Technology Services implements single sign-on, multi-factor authentication via the UH System's identity management system. This is an option available to all faculty, staff, and students at the College. Multi-factor authentication is implemented using Duo Security, a trusted third-party cloud-based authentication system, integrated with the UH System's web login system ([IIIC-21](#)). Widely adopted by higher education institutions, Duo Security is an excellent way to strengthen security by reducing the risks associated with standard password-based systems.

### **Analysis and Evaluation**

The College's numerous designated technology resources demonstrate its commitment to supporting technology infrastructure and services. The ITG, EMC, Library, and KI Program work together to ensure that technology services, facilities, and equipment adequately support all functions of the College.

#### III.C.2.

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

### **Evidence of Meeting the Standard**

The College has provisions to ensure that its technical infrastructure is robust, current, sustainable, secure, and reliable. As detailed in Standard [III.C.1](#), the ITG maintains a cluster of server equipment with uninterrupted power supply units to provide maximum reliability of the College's network. In order to maintain a reliable network, the ITG replaces network switches every five to eight years, battery backups every four or five years, and servers as needed ([IIIC-22](#)).

Wireless networking is available in 95 percent of all indoor areas including the Student Lounge, the Uluwehi Café, and the Learning Commons. All instructional spaces have wireless networking available. Outdoor coverage includes the courtyards, main concourse, and main parking lots. Wireless connectivity is available for students, faculty, and staff for campus and personal laptops and mobile devices.

The College has nine computer classroom labs. All hardware in the computer classrooms is on a four-year replacement plan. Additionally, the College upgrades software when necessary, through tuition and fee funds set aside for the Technology Support account, to meet the needs of technology-intensive programs (see Standard [III.C.1](#)). The upgrade schedules vary according to specific needs of individual divisions and units ([IIIC-23](#)). The Wai‘anae Moku Education Center has a new computer classroom lab that is on a four-year replacement plan.

The College has 79 smart classrooms with instructional technology that can be used to aid or enhance course instruction ([IIIC-24](#)). See Standard [III.C.1](#) for details on smart classrooms. The EMC manages the smart classrooms using \$20,000 annually from the Technology Support account to maintain them. In 2016-2017, the College allocated an additional \$50,000 to upgrade the technology in smart classrooms and to renovate and upgrade five rooms.

The College bases its technology decisions on the results of evaluation of program and service needs in accordance with the College’s Integrated Planning and Budgeting Process. Every division and unit at the College completes an ARPD and generates resource request lists, which detail requested items. These items include technology resources needed by the division or unit, an explanation of why they are needed, and the evidence to support those needs. Requests for technology items on a division or unit’s resource request lists follow the procedure in the approved planning and budgeting process. See Standard [I.B.9](#) for a discussion on the Integrated Planning and Budgeting Process.

The College has structured processes to prioritize needs when making decisions about technology purchases. Technology prioritization takes place in three different areas. First, for items over \$5,000, an instructional division or unit will include technology on its resource request list as part of its ARPD and the approved planning and budgeting process. Each division chair or unit head prioritizes purchases under \$5,000 and pays for them with an annual budget allocation. Secondly, the ITG prioritizes campus wide technology needs, such as servers, routers, WiFi access points, and cabling. The Technology Support account is used to pay for campus wide technology priorities, upgrades, and maintenance. Lastly, the Academic Services area evaluates all technology items on the ARPD’s resource request lists submitted by each division and unit and prioritizes the items as part of the Academic Services Area Prioritized Resource Request List ([IIIC-25](#)).

### **Analysis and Evaluation**

The ITG and EMC analyze the College’s technology infrastructure annually through the ARPD to ensure it is adequate to support its mission, operations, programs, and services.

### III.C.3.

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

#### **Evidence of Meeting the Standard**

The College ensures that technology resources at both the Pearl City campus and the Wai‘anae Moku Education Center are reliable, safe, and secure. The UH System Technology Infrastructure Office provides additional support for state wide connectivity among and between all UH System locations ([IIIC-26](#)). ITG and the EMC manage and maintain the same services at both locations. The process in which technology is prioritized and allocated, as detailed in Standards [III.C.1](#) and [III.C.2](#), applies to both the Pearl City and Wai‘anae Moku locations.

The College provides an appropriate system for reliability and emergency backup. The ITG performs a daily disc-to-disc backup of critical servers that are located in the server room and stores the discs in a secured facility. The server administrator conducts annual recovery drills. To ensure the reliability of the College’s network, the ITG maintains a cluster of servers housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units installed in a separate secured room. As of spring 2017, the College has service contracts for 30 percent of servers for same-day replacement of server components in the event of hardware failure. Older servers do not have same-day replacement contracts, but as the College replaces them, it will do so with servers that have same-day replacement contracts.

The ITG has developed a disaster recovery plan in the event damage occurs to the campus server room or if there is a major campus wide power outage. The College has rack-mounted uninterrupted power supply units and a gas powered generator. During a power outage, the units can power essential critical servers for three to four hours. For longer power outages, the generator will be able to provide continuous power to the server room.

#### **Analysis and Evaluation**

The ITG ensures reliable access, safety, and security to technological resources at the Pearl City campus and Wai‘anae Moku Education Center.

### III.C.4.

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

#### **Evidence of Meeting the Standard**

The College allocates resources and provides appropriate instruction and support in the effective use of technology and technology systems related to the College’s programs, services, and operations. The EMC is the primary unit that provides those types of training. The mission of the EMC unit is to inspire, facilitate, and support teaching and learning using

technology ([IIIC-27](#)). The EMC has four full-time tenured educational technologist faculty members with one also serving as the EMC coordinator and another also serving as the DE coordinator. Having four full-time faculty dedicated to educational technology professional development and support for faculty, staff, students, and administrators demonstrates the importance of technology in teaching and learning at the College.

The educational technologists closely follow national trends in technology and teaching and create workshops to enrich the faculty, staff, students, and administrators. The educational technologists at the College have an annual \$5,000 budget to experiment with emerging technologies, which provides the means for the technologists to be informed of emerging technologies and their application in the classroom.

The EMC offers professional development opportunities and online learning resources for faculty, staff, and administrators using technology in the classroom (collectively referred to as Learning with Technology for Teaching) and online (collectively referred to as iTeach). Some of these opportunities include a set of regular workshops each semester to help faculty use UH System-supported technologies to enhance productivity and professional practice such as smart classrooms, Lulima (the UH System collaborative learning environment based on the Sakai platform), a visual syllabus, Gmail, and Google Docs. The EMC also offers other workshops and workshop series every year that focus on enhancing teaching and learning with technology in the classroom such as flipped classroom and course design. Particularly for DE faculty, the EMC offers an online workshop series each semester on how to teach online, the art of teaching online, and how to create an online course as well as a week-long professional development opportunity in the summer ([IIIC-4](#), [IIIC-20](#), [IIIC-28](#)). For further discussion of the professional development programs offered by the EMC, see Standard [III.A.14](#).

To support students with the effective use of technology, the EMC provides a collection of resources and tutorials known as iLearn. This website provides students with tools to evaluate their technology skills, an introduction to online learning, strategies for online success, tools for “getting tech ready,” a Lulima orientation, and other technology and DE resources ([IIIC-29](#)).

In addition to professional development workshops, Intec (part of the EMC) supports the effective use of technology through the Technology Equipment Loan program ([IIIC-3](#)). This program provides faculty and staff with technological equipment and instructions on how to properly use it in the classroom.

The Video Production unit offers faculty and staff production support with filming and creating videos for the classroom and the filming of cable courses (course instruction offered through cable television). All faculty and staff at the College may make use of these video production services ([IIIC-6](#)).

Although the primary role of the ITG is not related to professional development, the ITG has been hosting professional development workshops open to faculty, staff, and students such as “Protecting Your Identity Online” and “Tips to Maintain Your Computer and Mobile Devices” ([IIIC-30](#), [IIIC-31](#)). The ITG conducts these workshops as part of the Success Connection workshops offered by the Writing Center. Student feedback has been consistently

positive. For example, in spring 2017 and fall 2017, student feedback averaged 4.75 on a five-point scale that the workshops benefitted them academically or personally ([IIIC-32](#)).

The College regularly evaluates the training and technical support it provides for faculty and staff to ensure these programs are appropriate and effective. After completing a professional development workshop or series of workshops, each participant completes a survey to evaluate the effectiveness of the workshop. For workshops such as teaching online, which have multiple meetings over the course of a year, participants complete a formal evaluation and presentation of artifacts. Furthermore, the EMC has developed a badging system as a method to recognize professional development efforts and completion. These evaluations help the EMC ensure that the programs and workshops offered are appropriate and effective. For further discussion of how the College evaluates professional development programs that focus on information technology, see Standard [III.A.14](#).

### **Analysis and Evaluation**

Through the EMC and ITG, the College provides quality instruction and support for faculty, staff, students, and administrators in the effective use of relevant technology and technology systems.

III.C.5.

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

### **Evidence of Meeting the Standard**

The College has established policies and processes to make decisions about the appropriate use and distribution of its technology resources. As part of the UH System, the College is governed by the UH Systemwide Policies and Procedures Information System (PPIS) ([IIIC-33](#)). The purpose of this system is to establish system wide policies and practices for the acceptable use and management of all UH information technology resources. The PPIS defines and provides effective protection, equitable access, and administrative guidelines for the use of those resources. The PPIS also supplements existing laws, regulations, codes of conduct, agreements, and contracts that are currently in place. For a detailed discussion of the PPIS, see Standard [IV.C.7](#).

The PPIS covers responsible use, confidentiality and security of electronic information, ownership and disclosure information, privacy of student information, commitment to access, special responsibilities of system and network administrators, and due process.

In addition to the PPIS, the UH System has established policies on UH username practices, security and protection of sensitive information, and system and campus wide electronic channels of communicating with students. The ITG website posts publicly-accessible links to these policies ([IIIC-34](#)).

The College has a Personal Equipment Use on Campus Network policy governing the use of personal technology on the College's network ([IIIC-35](#)). The policy is applicable to all

faculty, staff, and students and sets forth policies for connecting personal equipment to the College network in order to protect technological resources.

The UH website publishes the PPIS and all UH System policies, and they are accessible to the public. The ITG website posts links to the PPIS, other UH System policies, and the Personal Equipment Use on Campus Network policy, and they are publicly available.

### **Analysis and Evaluation**

The College has well defined policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

## Evidence for Standard III.C.

- [IIIC-1](#) ITG Website
- [IIIC-2](#) Smart Classroom Webpage
- [IIIC-3](#) Intec Services Webpage
- [IIIC-4](#) Learning with Technology Website
- [IIIC-5](#) iTeach Website
- [IIIC-6](#) Video Production Webpage
- [IIIC-7](#) Copy Center Webpage
- [IIIC-8](#) Brainfuse Webpage
- [IIIC-9](#) KI Program Webpage
- [IIIC-10](#) Using the Library Webpage
- [IIIC-11](#) Research Tools Webpage
- [IIIC-12](#) English 100 Information Literacy Tutorial Website
- [IIIC-13](#) English 24 Information Literacy Tutorial Website
- [IIIC-14](#) Fiscal Year 2016-2017 Operational Expenditure Plan, p. 12
- [IIIC-15](#) The Hub Handbook
- [IIIC-16](#) IT Standing Committee Webpage
- [IIIC-17](#) Memo on IT Recommendations
- [IIIC-18](#) 2016 Smart Classroom Report
- [IIIC-19](#) 2017 Help Desk Survey Results
- [IIIC-20](#) 2016 ARPD - EMC
- [IIIC-21](#) UH Login Webpage
- [IIIC-22](#) List of ITG Network Devices
- [IIIC-23](#) Table of College Computing Labs Replacement Cycle
- [IIIC-24](#) Smart Classroom Webpage
- [IIIC-25](#) 2017-2018 Resource Requests - Academic Services
- [IIIC-26](#) Technology Infrastructure Office
- [IIIC-27](#) EMC Mission Webpage
- [IIIC-28](#) Pacific Region Learning Summit Website
- [IIIC-29](#) iLearn Website
- [IIIC-30](#) Calendar Event for Online Identity Workshop
- [IIIC-31](#) Calendar Event for IT Tips Workshop
- [IIIC-32](#) 2017 IT Workshops Evaluation Results
- [IIIC-33](#) PPIS Website
- [IIIC-34](#) ITG Policies Webpage
- [IIIC-35](#) Personal Equipment Policy

### III.D. Financial Resources

#### III.D.1.

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

#### **Evidence of Meeting the Standard**

Leeward Community College (Leeward CC) and the University of Hawai‘i Community Colleges (UHCC) System are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. (For further discussion of the UHCC System’s allocation of resources, see Standard [IV.D.3.](#)) The College maintains sufficient revenue streams to cover base operations as well as to support initiatives that innovate and enhance programs and services. The College’s Integrated Planning and Budgeting Process identifies institutional priorities that align with strategic goals and objectives and determines sources of revenue to fund, to the extent possible, some of these institutional priorities. The College manages this inclusive process with integrity to ensure that it maintains financial stability.

The campus administration approved the College’s operating budget for fiscal year 2017-2018 with a projected \$41,603,055 in unrestricted revenue to fund an unrestricted expenditure budget of \$39,733,896 ([IIID-1](#)). Projected revenues exceed expenditures by \$1,869,159. Excess funds will be combined with internal budget reallocations to fund high priority resource needs that the College identified through the Integrated Planning and Budgeting Process. These funds will also be used to cover unanticipated or contingency-related expenditures. Reserve requirements exceed both the minimum five percent and targeted ten percent thresholds ([IIID-2](#)).

All of the UHCC campuses rely on state-appropriated revenues (general funds) to subsidize a significant portion of their operations in order to keep the cost of post-secondary education within reach of target student populations. The UH vice president for community colleges and the UHCC chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding. Current service funding is equal to the prior year general fund appropriation, plus any previously agreed upon collective bargaining augmentations, minus base budget reductions, plus funds for new initiatives (program change requests). Downturns in the state economy normally drive reductions in the general fund base budget; however, there have been no significant budget reductions since fiscal year 2010-2011.

The general funds received by the campuses combined with tuition generated from credit instruction comprise the general operating budget of the campuses. In 1995, the state legislature authorized the establishment of the Tuition and Fees Special Fund and permitted the UH System to retain and expend revenues from tuition in order to “maintain and improve the university’s programs and operations” ([IIID-3](#)). Prior to this action, the state retained

tuition revenues and the UH System received general fund appropriations for all of its general operating expenses. This change allowed the community college campuses to implement planned tuition increases designed to cover base operations as well as fund initiatives supporting educational improvement and innovation. In spite of consecutive tuition increases over the past 12 years, the community college campuses remain affordable. The 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education identified the UHCC campuses as the most affordable two-year public higher education institutions in the nation ([IIID-4](#)).

The funding of the operating budget through a combination of general funds and Tuition and Fees Special Fund has a significant stabilizing effect on campus operations. General fund allocations remain relatively stable even when enrollments go down, mitigating the impact of the loss of Tuition and Fees Special Fund revenue. Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the general fund base itself usually coincide with downturns in the state economy; however, these periods often have increases in enrollment as students leave the workforce to further their education.

Other special and revolving funds finance certain aspects of campus operations. Unlike general funds and Tuition and Fees Special Fund that support general operations, these funding sources support specific program activities, including noncredit instruction, summer session instruction, conferences, and student activities. The individual funds, after being established by statute, operate on a self-sustaining basis. The programs must cover direct costs and generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. The College obtains these funds through competitive grants or contracts and focuses the funds on specific improvements or on services provided to the contracting agency. The University Office of Research Services administers all extramural funds.

The UHCC System requires that each campus maintains adequate financial resources to ensure financial stability ([IIID-5](#)). All community college campuses maintain sufficient cash reserves to address emergencies (five percent minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (ten percent targeted reserves) ([IIID-1](#)).

The UHCC System supports all campuses by securing and allocating capital improvement program (CIP) funding to fund major construction and renovation projects. The primary revenue source for UH System CIP projects comes from state-issued general obligation bonds where the state funds debt service payments to retire the bonds. Individual campuses do not pay for these long-term obligations.

The framework of financial planning begins with a comprehensive operating financial plan submitted to the UH Board of Regents (BOR) for its approval prior to the start of each fiscal

year. The financial plan provides the BOR with oversight to ensure that the UH System is managing its resources in a fiscally responsible manner.

The financial plan includes all appropriated funds including the operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. The College analyzes the budgets on a quarterly basis and must explain to the BOR at the close of each quarter variances exceeding established thresholds at the UHCC System level ([IIID-1](#)). As the third largest institution in the UH System, Leeward CC is able to effectively and efficiently deliver a quality educational experience for students while receiving the least amount of funding on a per student basis in the UH System ([IIID-6](#)).

The College's annual Integrated Planning and Budgeting Process, which is discussed in detail in Standard [I.B.9](#), culminates with an Operational Expenditure Plan for the College's annual operating budget. The College incorporates into the plan the institutional priorities that it develops through the completed Annual Report of Program Data (ARPD) templates. The plan is a more detailed and focused budget planning document than the operating budget that the BOR approves. The Operational Expenditure Plan articulates specific objectives that directly support student learning and improvements to institutional effectiveness using line item budget allocations, strategic reallocations, and incremental budget adjustments ([IIID-1](#)).

The UHCC System office provides additional funding allocations to the College for priority initiatives that support institutional improvements and strategic plan goals. The Hawai'i Graduation Initiative is an example of a high-priority strategic plan initiative. This initiative aims to increase the number of college graduates within the state. Its strategies reflect the UHCC System's commitment to expand workforce development opportunities across the state and to support increased student participation and completion, particularly for students from underserved populations and regions.

Performance-based funding is a strategy to generate greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance-based funding encourages efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. The UHCC System and the seven community college campuses currently earmark approximately \$6.5 million of its base budget for performance-funding purposes. Starting in fiscal year 2015-2016, the UH System began providing performance-funding allocations that contributed an additional \$2.0 million to the performance-funding pool of resources. Combined, performance funding represents over four percent of the total operating budget. The College has historically performed well in achieving its performance-funding goals and has received nearly all of the possible performance-funding allocations over the last several years ([IIID-7](#)).

Performance-funding allocations support the Hawai'i Graduation Initiative by linking funding to the successful attainment of goals that promote the initiative. Performance measures related to increasing student participation and completion, particularly for students from underserved populations and regions, and expanding workforce development opportunities, are closely tied to the initiative's strategies.

The College uses innovation and strategic initiative funding allocations to address critical needs identified through the strategic planning process and support the goals of the Hawai'i Graduation Initiative. Some of the recent initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian student achievement, and replacing aging equipment. The UHCC System office holds the funds used to support these initiatives and distributes them on an annual basis to the community college campuses.

The campus fiscal officer enters all operating budgets and other special and revolving fund budgets into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses, and equipment). The College monitors the budgets in several ways: with monthly budget to actual financial reports that are available on the UHCC Budget website, through the UH System's online Kualii Financial System, and through various hardcopy financial reports that the College's Business Office distributes on a monthly basis ([IIID-8](#)).

Each account manager, such as division chairs and unit heads, monitors and adjusts the operating budgets (general funds and tuition and fees special fund) throughout the year as needed. For other special and revolving funds, the College monitors business and financial plans to track revenue and expenditure projections. Finally, the College follows best practices regarding budget and cash management to ensure that it can cover cash flow requirements, long-term obligations, and other unanticipated costs as they arise.

### **Analysis and Evaluation**

The College maintains positive cash flows and cash reserves to develop, support, and sustain student learning programs and services and improve institutional effectiveness. The budget and budgeting process is well documented. General funds, special and revolving funds, and tuition and fee funds provide adequate resources for programs and services. The College manages its funds efficiently and with integrity to ensure it provides a quality education to students at the lowest per student cost in the UHCC System.

#### **III.D.2.**

***The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.***

### **Evidence of Meeting the Standard**

The UHCC's mission and strategic goals are the foundation for all planning, including financial planning. Strategic goals drive budget priorities in an effort to achieve the outcomes directed by the BOR. The College aligns its mission and goals to the UHCC System mission and goals.

The UH System identified guiding principles in the document *UH Strategic Directions, 2015-2021*. This document, approved by the BOR in January 2015, provides the framework, objectives, and priority targets that the system campuses use to develop their own strategic plans ([IIID-9](#), [IIID-10](#), [IIID-11](#)). For further discussion of the *UH Strategic Directions 2015-2021*, see Standard [IV.C.8](#).

The timing of the financial planning process at the College is tied to the state and UH System budget processes. The UH System president prepares a budget for submission to the BOR.

Upon approval by the BOR, the UH System submits its budget to the governor for review and incorporation into the executive budget request. The state legislature considers the executive budget during its regular session in January. The legislature usually passes appropriations in May and transmits them to the governor for approval. After the governor approves them in June, the state sends allocation notices to the UH System, including any restrictions imposed on legislative appropriations. The president determines distributions of general funds including a UHCC-level distribution. The vice president for community colleges and the UHCC chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

The College's Integrated Planning and Budgeting Process begins with its mission and *Strategic Plan 2015-2021*. All programs and services complete a program review using the mission and strategic plan goals as a guide. The campus leadership meets in late summer to prepare and plan for the upcoming academic year. For a more detailed description of the planning process, see Standard [I.B.9](#).

The BOR conducts budget and financial reviews. Regents Policy (RP) 8.204 sets the UH System's fiscal management, budget process, legislative budget proposal, and preparation processes ([IIID-12](#)). The BOR follows best practices to establish policies that ensure that resources are strategically invested in the UH System's mission, vision, and plans.

The College disseminates information about the annual budget and operational expenditure plan via email upon final approval by the chancellor, usually at the beginning of each academic year, and the vice chancellor of administrative services (VCAS) provides budget updates to the campus community at convocation each semester. The VCAS posts these budget-related documents and convocation presentations on the College intranet ([IIID-13](#), [IIID-1](#)).

In addition, the College shares its budget and financial information on a quarterly basis with the College's Financial Management Group, which was created in fall of 2016. The role and purpose of the group is to "share, discuss, and review information, processes, and procedures related to matters involving the budget, financial management, and business-related functions of the College." The group, comprised of faculty, staff, and administrators who have budget, fiscal, and/or business-related responsibilities, is a continuous improvement initiative that the College's fiscal administrator and VCAS facilitate ([IIID-14](#)).

## **Analysis and Evaluation**

The College has a well-established Integrated Planning and Budgeting Process that begins with the mission and goals. The College aligns its mission and goals with the *UH Strategic Directions 2015-2021* and the *UHCC Strategic Directions 2015-2021*. Policies and procedures related to this process ensure sound financial practices and financial stability. The VCAS distributes budget and financial information to the campus community on a regular basis at the fall and spring convocations and upon final approval of the Operational Expenditure Plan. Additionally, the College shares quarterly updates related to the budget, fiscal, and business operations of the College with the Financial Management Group. All budget and financial information is available online on the College intranet.

### III.D.3.

*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.*

## **Evidence of Meeting the Standard**

The UH System has clearly defined guidelines and processes for financial planning and budget development. The Budget Policy Paper and budget instructions outline the budget development process ([IIID-16](#)). The Budget Policy Paper provides the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. The budget instructions also explain the operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections. Finally, the budget instructions provide assumptions for developing CIP revenue and expenditure projections and outlines expectations for increased efficiencies and productivity.

Budget development documents are available on the UH website ([IIID-15](#)). These documents include the Budget Policy Paper and budget instructions, a proposed budget request to the BOR, and the status of both operating and CIP budgets through the various stages of the budget development cycle ([IIID-16](#), [IIID-17](#), [IIID-18](#)).

The Budget, Planning and Finance office distributes UHCC System budget execution documents at monthly VCAS meetings and/or posted on the UHCC Budget and Planning and Finance website ([IIID-19](#)). These documents include general operating budget allocations, CIP projects, and consolidated financial statements ([IIID-20](#), [IIID-21](#), [IIID-22](#)).

The College uses the Integrated Planning and Budgeting Process described in Standard [I.B.9](#) to gather input from all campus constituencies before finalizing the budget for the following fiscal year. This process culminates with a list of Institutional Priorities that have been vetted through the primary campus governance groups, the Faculty Senate and the Campus Council, and then voted on by the Campus Council. The VCAS and the fiscal administrator refer to the Institutional Priorities after completing an initial draft budget. The draft budget uses information from UH System and UHCC System allocations, internal campus reallocations,

tuition and fee projections, and performance funding results offset by projected operational expenditures for the upcoming fiscal year. Once the VCAS and fiscal administrator draft the budget, the College allocates any remaining available funds based on the Institutional Priorities. An example is the Operational Expenditure Plan for fiscal year 2017-2018 ([IIID-23](#)). The College was able to fund the top five Institutional Priorities from the Operating Budget Requests ([IIID-24](#)).

### **Analysis and Evaluation**

The UH System and UHCC System offices have clear processes, policies, and procedures for budget development and financial planning, which the College follows. The College uses its Integrated Planning and Budgeting Process to ensure all campus constituencies have an opportunity to submit plans for future program growth development and request resources. This is a broad-based process that is driven by the mission and strategic plan.

#### III.D.4.

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

### **Evidence of Meeting the Standard**

Institutional planning at the College reflects a realistic assessment of resource availability and works towards the further development of resources to meet expenditure requirements and strategic goals. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals in the College's *Strategic Plan 2015-2021* ([IIID-11](#)). The UHCC System has successfully maintained this balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs and new funding to meet strategic objectives while remaining affordable when compared to other two-year institutions.

The College has a proven track record of using its resources wisely and efficiently. In periods of declining enrollment, the College has made selective and strategic decisions and investments to ensure programs and services can continue to operate to meet the needs of its students such as re-allocating support positions to those areas that have the greatest need. Additionally, the College has been successful in diversifying its resource base by receiving UHCC System funding for various student success initiatives and federal grant funds that provide support for programs and services that align with the College mission and strategic plan. An example is the Title III grant, Part A and Part F, from which the College received a \$13.6 million award from the federal government (October 1, 2014, through September 30, 2019) to enhance services to Native Hawaiian students by renovating the Hālau 'Ike O Pu'uloa, several science labs, expanding space and services to the Wai'anae Moku Education Center, and modernizing and renovating the Shade House ([IIID-25](#), [IIID-26](#), [IIID-27](#)).

The UH System and UHCC System offices provide the College with access to several financial forecasting models, which are an integral component of assessing realistic financial resource availability for institutional operations and facility planning. The College makes use of multi-year financial models for tuition and fee revenue projections and financial projections related to campus operations across all fund types ([IIID-28](#)). To assist with

facility planning, the College has access to a six-year CIP plan, annually updated by the UH System, which provides construction-related project and funding details for all institutions (IIID-29). Additionally, the College's revenue-generating accounts annually complete business plans that document and forecast all sources of revenue and anticipated expenditure levels. These planning and financial models present data that the College uses to forecast revenue and expenditure requirements.

### **Analysis and Evaluation**

The College completes its financial planning using realistic projections of expected resources and anticipated expenditures by using several forecasting and planning models. As potential partnerships and grant opportunities become available, the College assesses each proposal's appropriateness and resource requirements as well as how the proposal aligns with the College mission and strategic plan.

#### III.D.5.

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

### **Evidence of Meeting the Standard**

The College uses several UH System administrative software systems to conduct the business affairs of the College. These systems provide the framework and structures for the College to manage financial resources and business processes. Systems include Banner for students, PeopleSoft for human resources and payroll, and Quali for financial management. The UH System manages these administrative systems, which are designed to segregate duties and responsibilities among end-users, financial managers, and approval authorities for all financial-related transaction revenue and expenditure processing.

The various administrative software systems provide scheduled, timely, and detailed data and reports. The College incorporates this information into the financial planning models and systems for budget and resource allocation as well as uses it for management purposes. The College uses the data to develop a formal budget, which it analyzes and reviews throughout the fiscal year (IIID-8).

UH, UHCC, and institutional-level policies and procedures provide the basis for sound financial management and business practices that include internal control mechanisms. A recent example of continuous improvements made in this area is the implementation of UHCC Policy (UHCCP) 8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs. UHCC developed this policy following recommendations made by, and in concert with, the UH Office of Internal Audit and the community college campuses. Following an evaluation process, UHCC developed this policy to improve internal control systems and subsystems related to accounting, cash handling, reconciliation, billing, and inventory management practices for revenue-generating activities of the colleges (IIID-30). When the College implemented the policy requirements, it received

a favorable opinion from the UH Office of Internal Audit in February 2017 following an audit of selective revenue-generating programs ([IIID-31](#)).

The College incorporates revenue and expenditure budgets for all funds and programs into the annual Integrated Planning and Budgeting Process. This process includes incremental budget adjustments to existing allocations, requests for new funding, and business plans for all revenue-generating activities. The College ties all financial decisions regarding existing allocations, reallocations, or requests for new funding to the strategic plans of the College, the UH System, and the UHCC System. Various supporting data, including outcomes assessment data or service-related outcome measures, help justify these financial decisions. See Standard [I.B.9](#) for more detailed information on the planning process.

External audits of the entire UH System financial statements further support the College's integrity and internal controls. On December 15, 2016, Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 ([IIID-32](#)). The opinion read, "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." Additionally, the audit's management letter noted no material deficiencies following completion of the A-133 audit ([IIID-33](#)).

In the event of an audit exception or management advice item, the College would provide a prompt and timely response to ensure that corrective action is taken to prevent any future occurrence.

### **Analysis and Evaluation**

The College has appropriate internal control structure and mechanisms in place and disseminates financial information in a timely manner to support decision making. The College regularly reviews and updates financial management practices to improve internal control systems.

#### **III.D.6.**

***Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.***

### **Evidence of Meeting the Standard**

As stated in Standard [III.D.5](#), an external validation of the financial statements at the macro level ensures financial stability and cash flow position ([IIID-32](#)). To ensure accuracy and credibility of financial and budget related documents at the institutional level, the College, in consultation and coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures. Additionally, the fiscal administrator and the VCAS perform internal and

independent reconciliation procedures to ensure accuracy and to maintain integrity in financial and budgeting planning ([IIID-34](#)).

The College provides direct support to student learning programs and services through the Integrated Planning and Budgeting Process as detailed in Standard [I.B.9](#). This program review process ensures that resource requests and subsequent investment of resources are aligned with program needs and activities and with the College's strategic plan goals and objectives.

### **Analysis and Evaluation**

The College has internal and external control and procedures in place to ensure accuracy and credibility in financial planning and budgeting documents. The College makes allocations based on the Integrated Planning and Budgeting Process to align financial resources with student learning programs and services and to ensure consistency with the goals and objectives of the strategic plan.

III.D.7.

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

The College has not received any external audit findings or management letters of any material weaknesses or deficiencies during the last six years. Previous external audits are available on the College intranet ([IIID-35](#)).

Should the College receive an audit finding or management letter, the College would make timely and thorough corrective action to address the issue(s) ([IIID-33](#)). The College would discuss audit findings with affected departments to ensure clear communication of the reason for the finding and the regulations or requirements upon which the audit based the finding ([IIID-32](#)). Campus administrative officials and campus or system support departments would also receive the audit findings if they impact the officials or departments or if the officials or departments would be involved with corrective action.

Affected departments and administrative or support staff would discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or implementation of new administrative software systems. The Destiny administrative software system is an example of a new administrative software system implemented at the UHCC System and campus level. This system, designed specifically for continuing education and noncredit programs, improves regulatory compliance, increases and enhances financial and programmatic data available for monitoring and decision-making, and improves internal controls.

The College would then communicate corrective action plans to the auditor in accordance with deadlines set by the auditor or coordinating office such as the Office of Research Services (A-133 audit corrective action plans). Corrective action plans would identify the

program, the individuals responsible for implementing the corrective action to address the audit finding, the actions taken to prevent reoccurrence, and the date corrective actions were taken.

### **Analysis and Evaluation**

External financial audits take place on a regular basis and procedures are in place to ensure that the College addresses and communicates its responses to audit findings or management letters in a timely and thorough manner. The College has not received any audit finding or management letter over the past six years. The College shares information regarding past external audits, institutional responses to external audits, and financial and resource planning with the campus community and posts the information on the College intranet.

III.D.8.

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

### **Evidence of Meeting the Standard**

Several external and internal agencies or departments evaluate and assess the UH, UHCC, and College's financial and internal control systems for validity and effectiveness on a regular basis.

External financial audits take place on an annual basis and include a report on internal control over financial reporting and compliance with respect to provisions of laws, regulations, contracts, and award agreements. This report describes the scope of testing of internal control and compliance. Noncompliance could have a material effect on the consolidated financial statements. The 2016 external audit reported on the internal control over financial reporting: "[W]e did not identify any deficiencies in internal control that we consider to be material weaknesses" ([IIID-32](#)).

The audit also provides a report on compliance for each major federal program and a report on internal control over compliance. The 2016 external audit reported on compliance for each major federal program: "In our opinion, the University complied, in all material respects, with the types of compliance requirements...that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016." Finally, the same external audit reported on internal control over compliance: "We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses."

The State of Hawai'i's Office of the Auditor conducts additional reviews and audits of the UH, UHCC, and the College's funds and financial reports per the Hawai'i Revised Statutes. Section 23-12 of the Statutes requires that independent auditors review the UH special, revolving, and trust funds and accounts once every five years and that this review includes an evaluation of the original intent and purpose of the fund, the degree to which each fund achieves its purpose, and an evaluation of the fund's performance standards. Independent auditors completed the last report in December 2014 and stated that the UHCC Special Fund "continues to serve the purpose for which it was created..." ([IIID-36](#)).

The UH Office of Internal Audit performs audits and reviews of select programs and may identify internal control deficiencies and recommendations for improvements. The office reports findings and recommendations from internal audit reviews to the BOR Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. An example of action taken due to an audit comes from the internal audit review of the UHCC's revenue generating programs, which is highlighted in Standard [III.D.5](#). Through this audit review and a follow-up consultation process between the Office of Internal Audit, the UHCC System office, and the College, the UHCC System office developed UHCCP 8.200. The College took measured steps to improve and strengthen its internal control processes, implemented a formalized annual business plan process for revenue-generating programs, and established the Financial Management Group ([IIID-30](#), [IIID-14](#)).

The creation of the College's Financial Management Group in fall 2016 provides an additional level of accountability in support of this standard. The purpose of the group is to "share, discuss, and review information, processes, and procedures related to matters involving the budget, financial management, and business-related functions of the College," resulting in "more informed financial and business-related management practices, stronger internal controls, and increased access and reliability of financial information to assist in decision-making and the protection of financial assets." The group meets on a quarterly basis and is comprised of all faculty, staff, and administrators who have budget, fiscal, and/or business-related duties and responsibilities. A specific improvement area that came as a result of collaborative efforts between the group and the administration is an annual business plan that the College requires from all of its revenue-generating activities and programs. Each business plan provides revenue, expenditure, and cash flow estimates, and the College incorporates the plans into its overall financial planning forecasts and projections.

The College regularly undertakes an evaluation and assessment of its financial management and internal control procedures through the Integrated Planning and Budgeting Process as described in Standard [I.B.9](#). The College and the UHCC System campuses use various comparable measures to capture financial and internal control metrics. The College reviews and assesses these measures and ultimately includes them in the Administrative Services ARPD ([IIID-37](#)). This process helps administrative services develop strategies and action plans to improve efficiencies and performance.

### **Analysis and Evaluation**

The College has demonstrated through various external and internal audits and reviews, coupled with the College's own self-assessment and evaluation processes contained within the Integrated Planning and Budgeting Process and the Financial Management Group, that it regularly evaluates and assesses financial and internal control systems and uses the results to support continuous improvement efforts.

III.D.9.

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

## **Evidence of Meeting the Standard**

Consistent with the UHCCP 8.201 on Unrestricted Fund Reserve, the College maintains sufficient cash reserves in order to provide for financial stability ([IIID-5](#)). All community college campuses, including Leeward CC, meet both the five percent minimum reserve and the ten percent target reserve requirements of the policy. Meeting these cash balance reserve thresholds ensures that sufficient resources are available to meet unplanned contingencies, emergency response, and repair request needs ([IIID-38](#)).

The College has two primary sources of revenue to support its operating budget: state general fund appropriations and tuition revenue. The state legislature appropriates general funds to the community college campuses. The state provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full-year allocation made prior to the end of the first quarter. The College uses state general fund revenues almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and expends these funds over the course of each term. Tuition revenue projections can be adjusted according to actual enrollments, and the College modifies the budget to reflect the adjustment. The College uses revenue from tuition to support salaries and other operational expenses. Unexpended tuition revenue is the primary source of the College's cash reserves.

Revenue-generating programs and activities maintain sufficient cash balances to accommodate working capital requirements. These programs provide annual business plans that project revenues, expenditures, and cash balances. Financial reports and the Quali Financial System regularly compare the budget to actual performance of these programs to prevent cash flow issues.

The state of Hawai'i, which includes the UH and its ten campuses, is self-insured and provides comprehensive oversight of insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that they properly assess these programs and activities to minimize or prevent liability concerns. The UH Office of Risk Management provides the College with oversight for all insurance-related requirements and issues. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect resources ([IIID-39](#), [IIID-40](#)).

The projected unrestricted Tuition and Fees Special Fund cash balance of the College is \$2,418,871 for fiscal year 2017-2018 ([IIID-1](#)). In addition, campus reserves are 20.05 percent of the combined prior year expenditures of the General Fund and Tuition and Fees Special Fund. The College has direct access to these resources should a financial emergency occur or extraordinary financial obligations exist ([IIID-41](#)).

## **Analysis and Evaluation**

The College has sufficient cash flow and reserves to meet the needs of its programs and services. Appropriate strategies and realistic plans are in place to meet financial emergencies and unforeseen occurrences and to provide for appropriate risk management oversight.

### III.D.10.

*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.*

#### **Evidence of Meeting the Standard**

The College uses a variety of financial management tools, reports, and models to plan, project, monitor, and assess its financial condition. The reports help to monitor extramural funds, loan funds, and non-extramural funds. These include quarterly expenditure reports, monthly budget status reports, monthly cash management reports, and the Quali Financial System.

Policies and procedures are in place to ensure financial management integrity at the College, regardless of the source of funds. These policies and procedures ensure that sufficient resources and fund availability (allocations, appropriations) exist, that the College reviews proper expenditure authorizations, and that the College is in compliance with all applicable statutes, rules, and regulations.

The College demonstrates compliance with Federal Title IV regulations and requirements in the following ways:

- Documentation to demonstrate compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need, or maximum award limits
- Adjustment of awards when unmet need changes or student withdraws
- Repayment of federal program for over award/adjustments
- Reporting of awards, adjustments, and withdraws to federal agency
- Exit interviews for students with loans

As stated in Standard [III.D.5](#), Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016, and found the financial statements fairly presented the financial position and cash flows of the UH System ([IIID-32](#)). Over the past six years, the College has not been cited for any material weaknesses or deficiencies in compliance or internal controls from external audit findings.

The College has special fund accounts for campus units and activities that generate revenue, including student activities, noncredit programs, vending services, food services, and other programs that support the College. The external UH System annual financial and compliance audit and the legislative audit of special funds includes an audit and review of the College's special funds.

The UH Foundation manages monies from scholarships, fundraisers, and donations and has an internal control system to monitor the accounts. The UH Foundation has a responsibility to ensure that they properly process authorized transactions in a timely manner and that they make disbursements that are in compliance with account restrictions.

The UH Central Accounting Office and the Office of Research Services provide oversight, policies, and procedures for all grants to ensure that they are managed in compliance with all regulations, internal restriction, and laws governing the agreements. The College has a Grants Coordinator position that assists faculty, program directors/coordinators, principal investigators, and administration in the efficient use of grant funds, timely delivery of reports, and other post-award activities. Additionally, the grants coordinator assists in pre-award submissions for new proposals. The Business Office staff includes several professional positions that provide post-award grant accounting support to ensure proper recordation of revenues and expenditures and to coordinate and facilitate financial report preparation and distribution.

### **Analysis and Evaluation**

The College demonstrates through a variety of methods that it practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations.

III.D.11.

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### **Evidence of Meeting the Standard**

The College participates in short-term and long-term planning as noted in Standard [I.B.9](#) and [III.B.2](#). All financial planning and resource allocation decisions incorporate payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments ([IIID-34](#), [IIID-42](#)). The College uses the same type of financial planning and information in developing an annual budget, short-term planning, and other fiscal-related planning efforts.

The community college campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs or repairs, and maintenance projects, which the state funds. The items currently financed with long-term debt are projects that directly create revenue streams that offset debt service costs. Refer to Standard [III.D.14](#) for further discussion.

### **Analysis and Evaluation**

The College plans for the payment of liabilities and future obligations to ensure its short-term and long-term financial solvency.

III.D.12.

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

**Evidence of Meeting the Standard**

The state general fund pays the employer's share of OPEB obligations for general funded positions for all state agencies. Therefore, employer OPEB obligations for general funded positions are not part of the College's operating budget.

The College is obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the College. The College's contributions are calculated as part of the state's total contribution requirements and are reimbursed to the state's general fund as part of the fringe benefit rate on employees' actual salaries. The UH System's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution of the employer, an amount actuarially determined in accordance with the Governmental Accounting Standards Board Statement No. 45. The annual required contribution represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The business and financial plans of the College's revenue-generating accounts and funds recognize and account for the employers' OPEB obligations for non-general funded positions ([IIID-43](#)).

As part of the annual audit of the UH System consolidated financial statements, the report of independent auditors conducts a review of the OPEB obligations at the UH System level. Financial statements reflect the UH System's liability for OPEB, but campuses do not budget for OPEB obligations since the state allocates and pays OPEB for general fund positions ([IIID-22](#)).

**Analysis and Evaluation**

The College is responsible for the OPEB for only a small number of non-general-funded positions. The College includes the OPEB costs associated with these positions in the fringe benefit rate on employees' salaries and factors them into the annual and long-term business and financial plans of the revenue-generating accounts and funds that are responsible for paying these costs.

III.D.13.

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

### **Evidence of Meeting the Standard**

The UHCC System, in coordination and consultation with the College, calculates the amount of the financial obligation associated with locally incurred debt instruments. The College transfers funds to the UHCC System on an annual basis for repayment of these debt instruments. The College used locally incurred debt instruments to fund energy conservation measure projects that have been implemented campus wide and to fund alternative energy (photovoltaic) projects. It used additional debt instruments to purchase the building and site for the College's Wai'anae Moku Education Center. The College includes these debt obligation payments in all budget and planning documents and, in fiscal year 2017-2018, used an estimated 1.7 percent of the College's operating budget to repay all locally incurred debt service ([IIID-34](#), [IIID-42](#)).

### **Analysis and Evaluation**

The College plans and budgets adequate resources to repay all locally incurred debt. The College's and UHCC System's planning and budget documents separately identify and account for each debt instrument.

III.D.14.

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

As noted in Standards [III.D.5](#) and [III.D.10](#), the College manages its financial resources efficiently and with integrity including the management of funds associated with debt instruments, all revenue-generating activities, fund-raising, and extramural grants and contracts.

The College has long-term debt instruments (UH-issued revenue bonds) and used bond funds to purchase an existing building and site for the Wai'anae Moku Education Center. The College allocates and transfers funds for debt service to the UH System on an annual basis as part of the budget planning and execution process. The percentage of the College's operating budget used for this debt service is 0.5 percent.

The College and the UHCC System also have long-term debt instruments (UH-issued revenue bonds) for various energy conservation and alternative energy projects. They use bond funds to purchase and install new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utility cost for the College. The UHCC pays the debt service and receives annual reimbursement from the College based on energy savings. The College's Integrated Planning and Budgeting Process annually allocates the funds for this debt service reimbursement. The percentage of the College's operating budget used for this debt service reimbursement is 1.4 percent.

UH System policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the UH System, and the purpose of the funding source ([IIID-30](#), [IIID-44](#), [IIID-45](#)).

Auxiliary activities are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities, conducted for the benefit of students, faculty, and staff, include activities such as the bookstore, food service, and the copy center. The University of Hawai‘i at Mānoa (UH Mānoa) Bookstore unit administers the bookstore. The College annually reviews the other auxiliary activities as part of the College’s revenue-generating program planning and budget process. This process ensures that these activities actively engage in the financial management responsibilities of the enterprise and ensures the activities are financially solvent.

UH System policies and procedures require that the funds be used in accordance with state and federal requirements and the purpose of the funding source ([IIID-46](#)). UH System policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure that the College properly expends the funds in compliance with donor restrictions and the usual and common business and regulatory practices ([IIID-47](#), [IIID-48](#), [IIID-49](#), [IIID-50](#)).

### **Analysis and Evaluation**

The College uses all financial resources effectively and with integrity in a manner consistent with the intended purpose of the funding source in accordance with various federal, state, UH, UHCC, and College policies, procedures, and guidelines.

III.D.15.

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

### **Evidence of Meeting the Standard**

The College has a current student loan default rate of 16.5 percent ([IIID-51](#)). The student loan default rate has remained fairly consistent over the past four years hovering between 14.4 percent and 17.7 percent, which is well below the 30 percent federal guideline threshold that would require the creation of a student loan default prevention task force and the subsequent development and implementation of default prevention action plans ([IIID-52](#), [IIID-53](#), [IIID-54](#)).

The College’s financial aid manager is responsible for the management, oversight, and compliance with Title IV financial aid programs. The College does not award student loans during the initial packaging of financial aid. Upon financial aid award notifications, the College informs students that loans are available, and this process includes counseling students about their obligations to the grantor of the loan and responsibilities associated with being a responsible borrower. In addition, starting in 2018-2019, all financial aid staff will be trained to review and manage the cohort default rate data, so they can submit a challenge,

adjustment, or appeal to the U.S. Department of Education as needed to determine whether the College's cohort default rate is inaccurate. If these challenges, adjustments, or appeals are successful, the cohort default rate may be lowered, raised, or not impacted. If the U.S. Department of Education lowers the College's cohort rate, the College may avoid sanctions or become eligible for a benefit.

Alternative revenues for student financial aid conform with Executive Policy (EP) 6.204, Student Financial Assistance Program, whereby the College dedicates a minimum of 8.8 percent of its tuition revenues to need-based financial aid ([IIID-55](#)). In addition, the College's annual budget dedicates additional tuition revenues to other financial aid programs that serve need- and non-need based students ([IIID-1](#), [IIID-56](#)). In total, the College will dedicate more than 16 percent of its fiscal year 2017-2018 tuition revenue to student financial assistance programs.

### **Analysis and Evaluation**

The College monitors and manages its student loan default rates to ensure compliance with federal requirements. Programs are in place to counsel students on student loan responsibilities. The College's budget process identifies alternative revenue streams to maximize student financial assistance and minimize student dependence on loans.

III.D.16.

*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 and the quality of its programs, services, and operations.*

### **Evidence of Meeting the Standard**

The College's Administrative Services staff provides oversight of contractual agreements with external entities and follows several BOR, UH, and UHCC policies, procedures, and guidelines to review and approve all contracts prior to implementation. Some of the contractual agreements fulfill basic service-related functions of a campus, such as the beverage and snack vending contracts, food service concessions, facility use contracts, and facility service and maintenance contracts. Other contractual agreements meet an institution-related need identified through the planning process, student surveys, or other means. The integration of the contractual agreements with the Integrated Planning and Budgeting Process demonstrates the alignment of these agreements with the College mission and goals.

The College has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreements, concession contracts, affiliation agreements, sponsored class or sheltered class agreements with external agencies, consultant contracts, construction contracts, internships and externships, maintenance contracts, and lease agreements. Noting the need to standardize contractual provisions, establish clarity for approvals, and implement risk-reduction strategies, the BOR, in consultation with the UH System's colleges and universities through the UH Office of General Counsel, adopted 8.200 on Contracts and Signing Authority, which is applicable to all contractual agreements between the UH System and non-university entities. This policy went into effect November 1, 2017 ([IIID-57](#)).

Several other UH and/or UHCC policies and procedures address various types of contractual agreements for the College. For instance, Administrative Procedure (AP) 8.200 through AP 8.299 provide procurement guidelines for contracts and purchasing; UHCCP 8.102A covers memoranda of agreements for sponsored or sheltered class; Regents Policy (RP) 8.201 through RP 8.212 cover internships and externships; and AP 8.270 covers lease agreements ([IIID-46](#), [IIID-58](#), [IIID-59](#), [IIID-60](#)).

Examples of the contractual agreements include contracting for Student Health Center services with the UH Mānoa Student Health Center, the Xerox lease agreement for copy/duplicating services, and the memorandum of agreement with the Kapi‘olani Community College’s Nursing program. The VCAS and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. The College uses SuperQuote to request bids on purchase orders for any service or items costing more than \$2,500. For amounts under \$2,500, the unit or division head must approve the purchase order, submit it to the Business Office, and get approval from the fiscal officer prior to any commitment of funds.

To limit liability, the College utilizes the UH service contract that the UH General Counsel office approved ([IIID-61](#)). The appropriate dean or director must complete and approve UH service contracts prior to their review by the vice chancellor for academic affairs. The total amount of the contract determines final signing authority. For contracts up to \$25,000, the College’s fiscal administrator reviews and approves. For contracts over \$25,000, final approval is the responsibility of the UH System Office of Procurement and Real Property Management.

The UH service contract provides a termination clause which states, “UNIVERSITY shall have the right to terminate this contract upon TEN (10) days’ written notice at any time and for any reason.” AP 8.275 on Contract Formation and Administration provides provisions “to assure that the Contractor’s total performance is in accordance with its contractual commitments and that the obligations of the University are fulfilled” ([IIID-62](#)). It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required. This administrative procedure also provides guidelines for contract modification and termination.

### **Analysis and Evaluation**

Contractual agreements are subject to various BOR, UH, and UHCC System policies and procedures. UH and UHCC System staff provide oversight, ensuring that the College maintains its integrity in contractual agreements. The College monitors contracts to ensure consistency with the College’s mission statement and strategic goals. Efforts to improve institutional integrity in contractual agreements and to reduce risk to the UH System resulted in EP 8.200 on Contracts and Signing Authority that is applicable to all contractual agreements between the UH System and non-university entities. This policy went into effect November 1, 2017.

## Evidence for Standard III.D.

- [IIID-1](#) Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-2](#) Table of Fiscal Year 2016-2017 Operating Budget
- [IIID-3](#) Hawai'i Revised Statutes, Section 304A-2153 UH Tuition and Fees Special Funds
- [IIID-4](#) 2016 College Affordability Diagnosis National Report
- [IIID-5](#) UHCCP 8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IIID-6](#) Table of General Funds and Tuition and Fees Special Fund
- [IIID-7](#) Tables of Fiscal Year 2016-2017 Performance Funding
- [IIID-8](#) UHCC Budget Reports Webpage
- [IIID-9](#) *UH Strategic Directions 2015-2021*
- [IIID-10](#) *UHCC Strategic Directions 2015-2021*
- [IIID-11](#) *Leeward CC Strategic Plan 2015-2021*
- [IIID-12](#) RP 8.204 University Budget (Operating and Capital Improvements)
- [IIID-13](#) Intranet Webpage for Budget Presentations
- [IIID-14](#) Intranet Webpage for Financial Management Group
- [IIID-15](#) UH Budget Office Website
- [IIID-16](#) Fiscal Years 2017-2019 Budget Policy Paper
- [IIID-17](#) Fiscal Years 2017-2019 Operating Budget Request
- [IIID-18](#) CIP Biennium Budget Approval Letter, Oct. 28, 2016
- [IIID-19](#) UHCC Budget and Planning and Finance Webpage
- [IIID-20](#) Table of General Fund Allocation and Tuition and Fees Special Fund Budget
- [IIID-21](#) UHCC Capital Improvement Program Webpage
- [IIID-22](#) UHCC Consolidated Financial Statements Webpage
- [IIID-23](#) Exhibit 7 from Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-24](#) Exhibit 8 from Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-25](#) Title III Part F Project Narrative
- [IIID-26](#) 2015 Annual Performance Report
- [IIID-27](#) 2016 Annual Performance Report
- [IIID-28](#) Table of Tuition and Fee Revenue Projection Model
- [IIID-29](#) UH Six-Year Capital Improvement Projects Plan
- [IIID-30](#) UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs
- [IIID-31](#) 2017 UHCC Revenue Generating Programs Internal Audit Report
- [IIID-32](#) 2016 Annual Financial Report
- [IIID-33](#) 2016 Internal Control and Business Issues Report
- [IIID-34](#) Fiscal Years 2018-2023 Operating Budget Multi-Year Financial Plan
- [IIID-35](#) Intranet Webpage for Budget
- [IIID-36](#) 2014 Annual Financial Report
- [IIID-37](#) 2016 ARPD - Administrative Services
- [IIID-38](#) Tables of Historical Cash Balance Reserves
- [IIID-39](#) EP 8.207 Risk Management
- [IIID-40](#) UH Risk Management Webpage
- [IIID-41](#) Fiscal Year 2016-2017 Reserve Status Report
- [IIID-42](#) Fiscal Year 2017-2018 Financial Projection
- [IIID-43](#) Fiscal Year 2018-2019 Revenue Generating Program Budget Projection Template
- [IIID-44](#) RP 10.201 Interests in Real Property

<a href="#"><u>IIID-45</u></a>	EP 2.212 Management of University Bond System
<a href="#"><u>IIID-46</u></a>	Table of Contents of Administrative Procedures, Chapter 8
<a href="#"><u>IIID-47</u></a>	EP 8.209 Gifts
<a href="#"><u>IIID-48</u></a>	RP 8.210 Fund Raising
<a href="#"><u>IIID-49</u></a>	EP 8.209 Fund Raising
<a href="#"><u>IIID-50</u></a>	AP 8.620 Gifts
<a href="#"><u>IIID-51</u></a>	Fiscal Year 2014-2015 Three-Year Cohort Default Rate Letter
<a href="#"><u>IIID-52</u></a>	Fiscal Year 2015-2014 Three-Year Cohort Default Rate Letter
<a href="#"><u>IIID-53</u></a>	Fiscal Year 2012-2013 Three-Year Cohort Default Rate Letter
<a href="#"><u>IIID-54</u></a>	Fiscal Year 2011-2012 Three-Year Cohort Default Rate Letter
<a href="#"><u>IIID-55</u></a>	EP 6.204 Student Financial Assistance Program
<a href="#"><u>IIID-56</u></a>	2017-2018 Achievement Scholarship Allocation
<a href="#"><u>IIID-57</u></a>	EP 8.200 Policy on Contracts and Signing Authority
<a href="#"><u>IIID-58</u></a>	UHCCP 8.102A Affiliation, Sponsored/Sheltered Class Agreements
<a href="#"><u>IIID-59</u></a>	Table of Contents of Regents Policies, Chapter 8
<a href="#"><u>IIID-60</u></a>	AP 8.270 Types of Contracts
<a href="#"><u>IIID-61</u></a>	UH Services Contract Form
<a href="#"><u>IIID-62</u></a>	AP 8.275 Contract Formation and Administration

## STANDARD IV: LEADERSHIP AND GOVERNANCE

### Student Spotlight Keokolo Akina



I was inspired to take the plunge and be a part of Student Government. I think one of the most rewarding experiences was being a student representative at the many campus committees. It was such a wonderful feeling to know that the campus department heads, staff, and educators were so receptive and encouraging and took time to listen to what we had to say. I truly believe that student government played a big part in who I am today; I finally felt like I could face insecurities, challenge myself, and be open to learn from failure. Not only do I have a college education but through all those leadership skills gained, I have been able to secure a job that isn't a job at all; it's a hobby that I get paid to do.

## STANDARD IV: LEADERSHIP AND GOVERNANCE

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### IV.A. Decision-Making Roles and Processes

#### IV.A.1.

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

#### **Evidence of Meeting the Standard**

##### **Innovation Initiatives**

Leeward Community College (Leeward CC) has formal and informal practices and procedures that encourage all campus constituents to bring forward ideas for institutional improvement.

The College's Office of the Vice Chancellor for Academic Affairs has set up Innovation Funds that provide small grants to fund innovative activities and professional development for faculty and staff ([IVA-1](#), [IVA-2](#), [IVA-3](#)). As stated in an email from the vice chancellor for academic affairs (VCAA), "Leeward Community College is committed to fostering innovation and supporting instructional improvement in the classroom to support student success. The College has set aside \$60,000 to provide support to faculty and staff members to try new strategies, implement new tools, and learn new methodologies in support of the success of our students" ([IVA-1](#)). As an example, in 2017 the Faculty Senate applied for and received funding for the \$20,328 annual campus site license to Turnitin, an online originality checking service ([IVA-4](#)).

Administrative leaders look for opportunities to encourage faculty and staff to innovate in the classroom. A recent example is the Acceleration Initiative, a system initiative that supports faculty leaders in their efforts to try innovative teaching strategies to either move students through the developmental education sequence faster or to develop a co-requisite

course to support identified students in college-level math and English courses. For a detailed discussion of the Acceleration Initiative, see Standard [I.B.6](#).

The Carl D. Perkins Vocational and Technical Education Act grants give career and technical faculty and staff opportunities to experiment with new teaching strategies and student support delivery services. These grant awards are specific to career and technical programs and encourage innovative pilot programs and strategies with initial grant funding ([IVA-5](#)). For example, the Job Prep Services received a Carl D. Perkins grant of \$51,000 to promote the use of the Job Center Online system that enables students to search and apply for job opportunities, manage multiple resumes and cover letters, and learn about career and recruiting events on campus ([IVA-6](#), [IVA-7](#)).

The College also supported a small team of faculty and staff to attend the 2014 Leading from the Middle professional development program. This team created the On Track cohort model for recent high school graduates ([IVA-8](#)). Now in its third year, the team continues to evaluate and improve the program in an effort to improve retention and completion rates.

The College rewards innovation and excellence through diverse campus and system awards. The College sponsors the Outstanding Service Award for civil service and administrative, professional, and technical (APT) employees; the Outstanding Lecturer Award for lecturers (adjunct); and the Innovative Online Teaching Award for distance education (DE) faculty. The College recognizes award recipients at the annual spring awards reception held on campus ([IVA-9](#)). The Open Educational Resources (OER) Campus Committee created an Open Educator Award to recognize faculty who promote or contribute to a culture of utilizing OER to reduce the financial burden on students and overall cost of a college education ([IVA-10](#)). The College gave this award for the first time at the spring 2018 awards reception.

The University of Hawai'i (UH) System sponsors the Regents' Medal for Excellence in Teaching for faculty, the Frances Davis Award for Excellence in Undergraduate Teaching for faculty, the Masaki and Momoe Kunimoto Memorial Award for Outstanding Contributions to Vocational Education for career and technical education faculty, the Willard Wilson Award for Distinguished Service to the University for UH System employees, and the President's Award for Excellence in Building and Grounds Maintenance for UH System employees ([IVA-11](#)).

The Wo Learning Champions, a University of Hawai'i Community Colleges (UHCC) system initiative, presents the Change Agent Award and the Community Building Award annually to recognize innovative programs at the community college campuses ([IVA-12](#), [IVA-13](#)).

The UH System's President's Emerging Leaders Program provides UH System employees with the opportunity to develop as future campus and system leaders ([IVA-14](#)). Each academic year, two Leeward faculty are nominated to participate in the program ([IVA-15](#)).

In fall 2017, the College's Innovation Center for Teaching and Learning Advisory Committee inaugurated the Kosasa Innovation in Teaching and Learning Award to support a project, event, or class activity that improves teaching, learning, or the operations of the

College. A current Leeward faculty member created and funded this program. This award encourages faculty, lecturers, and staff to find creative solutions that can make a positive difference at the College, new ways to improve the quality of services or instruction, novel approaches for completing work more effectively or efficiently, and workplace improvements that support the College's commitment to diversity, equity, and inclusion. The first recipient of this award will use the funds to redesign the Organic Chemistry laboratory sequence in order to innovate the curriculum in the field of Green Chemistry and create a safer laboratory environment at the College ([IVA-16](#)).

### **Systematic Participative Processes**

The College has established systems and participative processes for effective planning and implementation for program and campus improvement. The College builds collegiality by encouraging participation at every level from students, through faculty and staff, and up to administrative leaders. Established governance groups that contribute to participative processes include the Campus Council, the Faculty Senate, the Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council), and the Student Government.

The Campus Council serves as a recommending body to the chancellor on planning and budgeting issues. The council reviews and recommends the annual institutional budget priorities for the next academic year. The Revised Constitution and By-laws begin with a preface that states that the “Campus Council will serve as a recommending body to the chancellor for finalizing planning and budgetary matters particularly including but not limited to program reviews, area plans, budget structuring and prioritization of the College’s operational plan” ([IVA-17](#)).

The Campus Council includes 18 voting members representing all the campus constituencies. These members include division chairs and coordinators of the credit and noncredit instructional divisions and units as well as representatives of student services, academic services, auxiliary services, the Native Hawaiian Student Support Program, the Office of Continuing Education and Workforce Development, the Administrative Support (Clerical) Group, the APT Group, the Lecturers’ Group, the Nā ‘Ewa Council, and the Student Government. The Faculty Senate has two representatives on the council, typically the senate chair and vice chair. Administrators are also members in a nonvoting capacity.

The Faculty Senate is chartered by the UH Board of Regents (BOR) as the primary voice of faculty in the academic governance of the College. The Charter and Bylaws begin with a preamble stating that the “Faculty Senate provides through its Charter and Bylaws both an organizational structure and formal procedures by which the faculty of the University of Hawai‘i - Leeward Community College can carry out its collective responsibilities with administrative colleagues in reviewing, recommending, and advising on matters of academic policy that affect the College” ([IVA-18](#)).

The Faculty Senate is comprised of 22 senators elected at-large from instructional and non-instructional faculty with approximately half elected each year for a two-year term. Upon recommendation by the lecturers and approval by senate members, one lecturer may serve on the senate. One Student Government representative serves as a nonvoting member. To ensure that the senate represents all constituencies, the faculty senate chair

will solicit a recommendation for a senator to represent a constituency not represented by an elected senator ([IVA-18](#)).

The Faculty Senate has 11 standing committees ([IVA-19](#)). Membership on senate committees is open to faculty who are not senate members. Some of these committees regularly work with administration, Student Services units, and/or the Student Government to improve student learning programs and support services. The various committees present the senate with recommendations and relay resolutions to the relevant administrators through the senate chair.

The UH System is committed to serving the Native Hawaiian community. The Pūko‘a Council is the UH president’s advisory group “dedicated to increase the number of Native Hawaiian students, faculty, staff, and administrators in the university system to 23%, which mirrors the percentage of Hawaiians in Hawai‘i’s general population” ([IVA-20](#)). In order to represent the College’s Native Hawaiian interests and needs at the Pūko‘a Council, in 2002 the College established the Nā ‘Ewa Council, whose charter states it will “provide advocacy, leadership, and support for Native Hawaiians through higher education” ([IVA-21](#)).

The Nā ‘Ewa Council welcomes all faculty, staff, and students who are interested in Native Hawaiian issues and advocacy. Members and consultants draft position statements and program designs by consensus, which are taken to campus governance groups and administration as well as to the Pūko‘a Council.

The Student Government is the governing body of the Associated Students of the University of Hawai‘i-Leeward CC (ASUH-Leeward CC). The ASUH-Leeward CC Constitution begins with a preamble stating that the Student Government exists to “serve the needs, promote the welfare, encourage the active participation, and democratically represent a body of students within a curricular atmosphere” ([IVA-22](#)). The Student Government works to fulfill its mission, which is to “advocate and strive to represent the student body with leadership, honesty, and integrity while providing a positive learning experience and promoting active participation from student and the community” ([IVA-23](#)). For a more detailed discussion of ASUH-Leeward CC, see Standard [IV.A.2](#).

According to the 2016 Employee Satisfaction Survey, 61.5 percent of the faculty and staff who responded (n=200) agreed that the administrative team encourages an open exchange of ideas that foster institutional improvement. Of those surveyed, 23 percent were unsure and 14 percent disagreed or strongly disagreed ([IVA-24](#)).

To continually encourage an open exchange of ideas, the VCAA implemented Talk Story sessions (informal campus conversations) in 2016-2017 to encourage dialogue on system initiatives and critical issues for faculty and staff. These sessions will continue in 2017-2018. In addition, the College developed a format of breakout sessions at recent convocations. These breakout sessions include sessions facilitated by members of the administrative team and other campus leaders, and the sessions have been used to solicit feedback from faculty and staff as well as an opportunity for sharing ideas for improvement. For more discussion of these practices, see Standard [I.B.1](#).

When ideas for improvement have policy or significant institution wide implications, the College's Integrated Planning and Budgeting Process provides a systematic participative process. For further discussion of this planning and budgeting process, see Standard [I.B.9](#).

### **Analysis and Evaluation**

Campus leaders encourage and support innovation and institutional excellence through Innovation Funding, Perkins grants, professional development programs, and awards in excellence. The College builds collegiality by encouraging participation at every level through governance groups such as the Campus Council, the Faculty Senate, the Nā 'Ewa Council, and the Student Government, as well as the Integrated Planning and Budgeting Process.

#### IV.A.2.

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### **Evidence of Meeting the Standard**

#### **Policies and Procedures for College Decision Making**

College policies and procedures describe the roles for each group in decision-making processes. These policies and procedures describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters.

The College's L1.201, Policy on Shared Governance, allows individuals and groups to provide views on issues important to them and ensures that administrative leaders demonstrate a willingness to incorporate faculty, staff, and student input into collegial decision-making especially as it relates to academic policies, procedures, and budgetary matters ([IVA-25](#)). Under shared governance, individuals and groups may voice opinions, vote, make recommendations, investigate, write reports, evaluate leaders, serve as consultants, lead forums, and attend forums. Shared governance empowers campus committees, governance groups, divisions, and units to make formal recommendations on College issues.

The College's L1.101, Policy on the Policy Development Process, requires organized involvement of all appropriate governing bodies ([IVA-26](#)). An objective of the policy is to promote shared governance by allowing administration, the Campus Council, and the Faculty Senate to review and approve all academic and non-academic policies and procedures at the College. The VCAA and the Faculty Senate review and approve all academic policies, and if an academic policy involves significant planning or budget allocations, the Campus Council also reviews and approves that policy. The vice chancellor of administrative services (VCAS) and the Campus Council review and approve non-academic policies. The chancellor provides final approval of all College policies.

The College's L4.100, Policy on Institutional Mission, specifies that the chancellor initiates the periodic review of the College's mission statement in consultation with campus governance groups. During the review, campus and community constituents can provide input. The policy states that the Campus Council, the Faculty Senate, the Student Government, and the chancellor approve the mission statement at the campus level before it is submitted to the BOR ([IVA-27](#)).

### **Evaluation of Decision-Making Policies and Procedures**

The College regularly evaluates whether policies and procedures are functioning appropriately. The Campus Council established the Shared Governance Policy Revision Ad Hoc Committee in fall 2017, which assessed L1.201. The College also established the Planning Process Review Ad Hoc Committee, a joint committee between the Campus Council and the Faculty Senate, to review and update the College's L5.202, Policy on Annual Program Review. For further discussion of this ad hoc committee, see Standard [IV.A.3](#).

### **Role of Students in College Decision-Making**

The College encourages student participation in matters that directly concern them and considers their views during decision-making. The College empowers the student voice through the Student Government, which the College's student body elects every spring semester. The Student Government Executive Board is comprised of a president, vice president, secretary, and treasurer. The Student Government also has five elected senators and one designated Wai'anae Moku Education Center senator. The Student Government represents the ASUH-Leeward CC to the campus administration and the UH System. It advocates for students' concerns and needs, and student representatives serve on a range of campus committees to ensure student input on institutional policies and plans. Its major responsibilities include the budgeting and management of the student activities fees, advocating student needs at the campus and system level, and the establishment of policies and programs for students. Student Government senators train over the summer to understand their roles as student leaders, to prepare themselves to be the voice for the students once the academic year is underway, and to learn about the campus organizational structure and the role of each campus committee. A key committee of the Student Government is the Budget and Finance Committee. This committee allocates funding for student organizations and campus divisions. Members of this committee train over the summer and review the guidelines for requesting and granting funds. During the academic year, this committee meets weekly to review funding requests.

To ensure that the student perspective is heard, student government representatives serve as members on 16 campus or system committees or groups and have voting rights in all except for the Faculty Senate ([IVA-28](#)). As voting members of various committees, student government representatives attend monthly or biannual meetings, engage in discussions, and vote on topics discussed. As a nonvoting member on the Faculty Senate and the Faculty Senate's Student Affairs Committee, the student representative attends scheduled meetings, participates in discussions, and provides feedback from a student perspective. The Wai'anae Moku Education Center's representative attends weekly student support and retention team meetings to ensure that the students' voices are heard. Student government committee representatives provide updates every week at student government senate meetings, and the secretary records the updates in the weekly minutes that are posted on the Student Life

website, the student government board outside of the office, and the Wai‘anae Moku Education Center’s bulletin board ([IVA-29](#)). Additionally, campus administrators regularly attend student government meetings and the student government president meets monthly with the chancellor to continue open dialogue and discussion.

### **Analysis and Evaluation**

The College’s policies on Shared Governance, Policy Development Process, and Institutional Mission authorize and specify procedures for administrator, faculty, and staff participation in decision-making processes. The College establishes ad hoc committees as needed to assess and update policies and procedures with respect to shared governance. The College empowers the student voice through Student Government where representatives serve on 16 campus or system committees or groups and have voting rights in all except Faculty Senate.

IV.A.3.

*Administrators and faculty, through policy and procedures, 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.*

### **Evidence of Meeting the Standard**

College policies and procedures describe the roles for each group in governance, including planning and budget development. The College’s Integrated Planning and Budgeting Process, which includes program review and resource requests, is the primary method for recommending and implementing new innovations and improvements within divisions and units. As part of the process, the Campus Council serves as a recommending body to the chancellor on planning and budgeting issues. The council reviews and recommends the annual institutional budget priorities for the next academic year. For further discussion of the Integrated Planning and Budgeting Process, see Standard [I.B.9](#).

In spring 2017, the Campus Council sent out a survey to gather feedback about members’ experience in program review and the planning cycle. Eighty percent of those surveyed said that they understood how to use the data provided by the UH System. Almost 88 percent of the respondents reported that they knew how to make prioritization requests for their program or unit improvements ([IVA-30](#)).

To continually improve the College’s program review and planning processes, the Campus Council and the Faculty Senate executive members met with the College’s two vice chancellors in May 2017 to discuss the formation of the Ad Hoc Planning Process Review Committee, which is a joint committee between these two governance groups facilitated by the VCAA ([IVA-31](#)). The membership of the committee reflects individuals who are directly responsible and/or experienced in producing the Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE). Nine of 16 members of the ad hoc committee are faculty. The committee will make recommendations for improvements on the Integrated Planning and Budgeting Process and review and update L5.202. The group will report on its progress to the Campus Council and the Faculty Senate at the end of 2017-2018.

Administrators have both formal and informal roles in governance at the College. Administrators have a decision-making role as part of their position descriptions. In terms of policy, administrators often have specific roles in the development and implementation of policy. An example is the College's L1.101, Policy on the Policy Development Process ([IVA-26](#)). This policy specifically provides approval authority to the VCAA or the vice chancellor of administrative services, depending on the type of policy being approved. As an administrator, the VCAA has responsibility for coordinating the Integrated Planning and Budgeting Process, and the VCAS has responsibility for developing and implementing the annual budget, Operating Expenditure Plan. Administrators also have an informal role in governance through their participation on Campus Council as nonvoting members and as conveners for committees that make recommendations on a range of topics. The VCAA is the convener and facilitator for the Ad Hoc Planning Process Review Committee outlined above. The VCAS convened the Sustainability Committee and continues to serve as a member in support of this cross-disciplinary group.

### **Analysis and Evaluation**

Through the policies and procedures of the integrated planning and budgeting process and governance committees, administrators and faculty have a substantive and clearly defined role in institutional governance. Administrators and faculty exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

According to the 2016 Employee Satisfaction Survey, 68 percent of the faculty and staff who responded (n=200) agreed that they participate in the planning processes of their division, department, or unit. Of those surveyed, ten percent were unsure and 17 percent disagreed. In the same survey, 57 percent of the faculty and staff who responded agreed that the planning effectively incorporates input from appropriate people or groups in the College, such as their division, department, or unit. Of those surveyed, 29 percent were unsure ([IVA-24](#)).

IV.A.4.

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

### **Evidence of Meeting the Standard**

UH System and College policies and procedures describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters.

Regents Policy (RP) 1.210, Faculty Involvement in Academic Decision-Making and Academic Policy Development, recognizes the critical role that faculty play in the academic governance of the UH System ([IVA-32](#)). A memorandum of agreement between the BOR and the bargaining agent for faculty, the University of Hawai'i Professional Assembly (UHPA), designates topics that the UH System will refer to faculty senates. This memorandum authorizes senates to advise campus administration on "matters impacting

and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved” ([IVA-33](#)).

The Curriculum Committee, a standing committee of the Faculty Senate, is responsible for the development, review, recommendation, and approval of new, modified, and deleted academic courses and programs. This committee suggests ways to strengthen curriculum and supports faculty in the review of new approaches to instruction. The committee’s website contains information including the formal procedures by which administration receives program, course, and other curricular matters through the Curriculum Committee and the full senate ([IVA-34](#), [IVA-35](#)). During 2017-2018, this committee reviewed 234 courses and programs. To put this in perspective, the committee reviewed 106 courses and programs in 2016-2017. Due to the enormous volume of courses and programs submitted for review, the Curriculum Committee met weekly to fulfill its obligations and ensure the Faculty Senate’s vital role in matters of curricula ([IVA-36](#)). For further discussion of the Curriculum Committee, see Standard [II.A.2](#).

The Assessment Committee, a standing committee of the Faculty Senate, reviews and makes recommendations to the Faculty Senate on policies and procedures relating to assessment. The committee also works with the administration and the Office of Planning, Policy and Assessment to facilitate the assessment process and establish a culture of assessment ([IVA-37](#)).

The DE Committee, a standing committee of the Faculty Senate, helps promote the development of DE courses to ensure that content and design are appropriate to DE delivery. This committee develops and recommends policies and procedures that provide technical and academic support to ensure success for DE students and faculty who teach DE courses. Membership consists of faculty from every instructional division who have experience teaching DE courses and at least one non-faculty member ([IVA-38](#)).

The DE Committee hosted a breakout session at the campus convocation in spring 2017 to inform faculty and staff of federal and Commission requirements regarding the definitions of DE and correspondence education and provided examples of instructor-initiated substantive interaction ([IVA-39](#)). At the convocation in fall 2017, the committee held a mandatory training session on federal and Commission requirements for faculty teaching a DE course ([IVA-40](#)). Participants at this training completed a self-evaluation survey on instructor-initiated interaction in their DE course ([IVA-41](#)). The DE Committee held additional training sessions during the fall 2017 semester at various dates and times ([IVA-42](#)). To ensure quality online courses, division chairs will refer those needing further assistance or training to their division’s DE liaison ([IVA-43](#)). In spring 2018, the DE Committee distributed a survey to faculty teaching DE courses to identify their needs. The committee will compile the results from both surveys and make general recommendations to the Faculty Senate ([IVA-44](#), [IVA-45](#), [IVA-46](#)).

Faculty Senate can have several ad hoc committees that focus on specific academic issues of short duration. Some of these committees work with administration, Student Services, and/or the Student Government to improve student learning programs and services. During 2016-2017 and 2017-2018, ad hoc committees focused on the revision of the College’s L5.201, Policy on Curriculum Review and Revision, a new course evaluation system, and an

alternative class schedule ([IVA-47](#)). The various committees presented recommendations to the senate and resolutions to the relevant administrators through the senate chair.

For example, the Faculty Senate Course Evaluation System Ad Hoc Committee has been working to ensure the College's compliance with the UH System's plans to implement the new course evaluation system for every student enrolled in a credit-based course in fall 2018. This ad hoc committee surveyed faculty and lecturers using an online ballot and shared the survey results with division chairs. To ensure full faculty input, the ad hoc committee administered a second survey through academic divisions. In spring 2018, the ad hoc committee worked with a designated campus administrator to create a central repository for existing survey questions and to arrange that these questions be accessible to faculty. The College is planning workshops for fall 2018 to train faculty on the new course evaluation system ([IVA-48](#)).

The VCAA, the dean of arts and sciences, the dean of career and technical education, and the academic coordinator of the Wai'anae Moku Education Center meet with the division chairs on a regular basis to discuss issues and concerns from their respective units at division chair meetings. Together, this group is able to serve as the liaison between their units and administration and make recommendations that directly affect student learning programs and initiatives ([IVA-49](#)).

The VCAA also meets with Student Services unit heads and Academic Services unit heads as needed to respond to curriculum-related recommendations. In 2017-2018, the implementation of the Online Five-Week Course Development Program resulted in ongoing meetings between the VCAA, division chairs, student services faculty, and academic services faculty ([IVA-50](#)).

### **Analysis and Evaluation**

Faculty Senate is authorized through UH Regent and UHPA policy to advise campus administration on matters impacting curriculum and student learning programs and services. The senate has a well-defined structure with ten standing committees responsible for recommendations about curriculum and student learning programs. Administrators, division chairs, and academic coordinators meet regularly to discuss instructional matters and work regularly with Academic Services and Student Services faculty and staff to make recommendations that directly affect student learning.

IV.A.5.

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### **Evidence of Meeting the Standard**

The College's L1.201, Policy on Shared Governance, provides an overview of constituency roles in participatory governance processes ([IVA-25](#)). The policy guarantees that any individual or group of individuals has the right to provide their views on any issue of

importance. The policy specifies the decision-making role of faculty in areas of academic decision-making and policy development. For additional discussion of this policy, see Standard [IV.A.2](#).

Administrators are responsible for educating faculty and staff of their right to share diverse perspectives and for providing opportunities for faculty and staff to do so. L1.201 specifies that ample campus input should be incorporated into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters.

Data from the 2016 Employee Satisfaction Survey prompted the Executive Committee of the Campus Council to propose a review of L1.201 to determine if it reflects current needs, best practices, policy alignment, and Accreditation Standards. In 2017-2018, an ad hoc committee reviewed the policy and proposed amendments ([IVA-25](#), [IVA-51](#), [IVA-52](#), [IVA-53](#), [IVA-54](#)).

The College values diverse perspectives and considers those perspectives when setting institutional priorities. When decisions are contrary to the wishes of constituency groups and other recommending bodies, administrators and other decision-makers provide reasons for their decisions.

Various groups collaborate on campus improvements and document those efforts. Campus governance groups provide input based on their respective expertise and responsibilities. The Campus Council reviews non-academic policies and practices that pertain to the entire campus and then advises administration on decision-making. Examples of the Campus Council's contributions to campus improvements include discussions about revision to the College Integrated Planning and Budgeting Process, campus technology and duplicating contracts, the College's mission statement, and reviews of College policies on facilities access control and animals on campus ([IVA-55](#), [IVA-56](#), [IVA-57](#), [IVA-27](#), [IVA-58](#), [IVA-59](#)). Faculty Senate reviews academic policies and practices and then advises administration on decision-making. For example, the Faculty Senate Course Evaluation System Ad Hoc Committee has been working with administration to ensure the College's compliance with the UH System's plans to implement the new course evaluation system for every student enrolled in a credit-based course in fall 2018 ([IVA-48](#)). The Student Government reviews policies and practices that pertain to students and advises administration as needed. An example of this is their collaboration with administration to implement designated smoking areas and recycling bins. Finally, the Nā 'Ewa Council reviews policies and practices regarding Native Hawaiian issues and advises administration as needed. For example, the Nā 'Ewa Council's Ad Hoc Committee on Indigenizing Leeward is developing a biennium budget request for Hawaiian signage for division and unit offices ([IVA-60](#)).

### **Analysis and Evaluation**

The College's shared governance system ensures that the College appropriately considers the relevant perspectives of faculty, staff, and students on issues related to planning, decision-making, and curricular changes.

According to the 2016 Employee Satisfaction Survey, 59 percent of the faculty and staff who responded (n=200) agreed that their unit is adequately represented at the Campus Council

while 32 percent were unsure. When asked about participation in governance, 80 percent of the faculty and staff who responded (n=182) agreed that they participate in College committees ([IVA-24](#)). As campus leaders, the Campus Council members have the responsibility of including input and feedback from members of their constituencies.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about shared governance at the College. Participants discussed how the College meets Standard [IV.A.5](#) and how the College can improve in this area. They noted that the shared governance process is more transparent and that the VCAA shares budget priority lists. Some participants expressed interest in learning more about shared governance, perhaps with a blog or Frequently Asked Questions site ([IVA-61](#)).

IV.A.6.

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

### **Evidence of Meeting the Standard**

#### **Communication with the Campus Community about College Decision-Making**

The College has processes to document and communicate decisions throughout the institution. The College's campus communication system includes resources that are always available as well as periodic communication distributed at multiple levels. This system provides a process to document and administer communication on all decisions across the campus. It allows users to input news, events, activities, and announcements in one online form for distribution on one or more campus communication media, which includes the College website, *UH News* and the UHCC System website, on-campus digital signage system, campus bulletin, official College social media sites (Twitter and Facebook, for example), and media distribution through news releases. The College also emails the bulletin to everyone on the faculty and staff listserv and posts the bulletin on the College website.

Campus administrators present reports on new initiatives, policy changes, and issues of interest to the campus at convocation, which takes place before the start of each semester ([IVA-62](#), [IVA-63](#)). The College posts all documents shared at each convocation on the intranet for all faculty and staff to access. The VCAA holds regular Talk Story sessions on current topics that need campus discussion and input; Talk Story sessions are discussed in more detail in Standard [I.B.1](#). Additionally, the VCAA provides updates to the planning process throughout the academic year and sends email distributions of division or unit priorities ([IVA-64](#), [IVA-65](#)).

The Campus Council, the Faculty Senate, and Nā 'Ewa Council send out monthly meeting notices with an agenda ([IVA-66](#), [IVA-67](#), [IVA-68](#), [IVA-69](#)). The Campus Council webpage on the College intranet hosts agendas, minutes, and pertinent documents ([IVA-70](#)). The Faculty Senate website hosts agenda, minutes, and supporting documents in order to keep the campus community current on the business being considered ([IVA-71](#)). The Nā 'Ewa Council posts agendas and meeting minutes on the campus intranet, and the Student Government posts agendas and meeting minutes on its website ([IVA-72](#), [IVA-29](#)). Minutes from all governance meetings include records of discussions, votes, and other relevant information.

At the start of each semester, the College holds convocation at which time administrators distribute a detailed handout with updates and announcements about institutional efforts to achieve goals and improve learning ([IVA-73](#)). During convocation week, divisions and/or disciplines have meetings to discuss issues specific to them. Each semester, the UH vice president for community colleges gives a presentation to the campus on the status of system and college goals and achievements, which is also posted to the College intranet. For further discussion of the vice president's presentations, see Standards [I.B.3](#), [I.B.6](#), and [IV.D.6](#).

### **Communication with Students about College Decision-Making**

The College uses three digital messaging methods to communicate with students: an email messaging system called UH Announce, an emergency email and short message service system called UH Alert, and an early-alert retention system called Starfish to distribute various messaging to students ([IVA-74](#), [IVA-75](#), [IVA-76](#), [IVA-77](#)).

The College has used the UH Announce and UH Alert systems for several years. As part of UHCC System's Integrated Communications for Recruitment and Retention, the College launched the Starfish campaign in June 2016, which provides customized email messages to assist students from application through completion ([IVA-78](#)).

The College uses social media as an additional method to communicate with students. The College's Facebook page, Twitter account, and Instagram account are the primary digital channels used to share news, announcements, event information, and emergency messaging ([IVA-79](#), [IVA-80](#), [IVA-81](#)). The College uses the social media sites as a means for digital engagement, providing a forum for students to ask questions, connect to each other, and share concerns and comments.

The College communicates with students through weekly emails sent by the Student Life office and through updates on the Student Life website ([IVA-82](#), [IVA-23](#)). Digital signage provides reminders of Student Life activities and campus news at the Pearl City campus and the Wai'anae Moku Education Center.

The chancellor has regular meetings with executive members of Student Government. To further ensure that the student perspective is heard, student government representatives serve as members on 16 campus or system committees or groups and have voting rights in all except for the Faculty Senate. For further discussion of the role of Student Government in college decision-making, see Standard [IV.A.2](#).

The College uses UH Announce, which can be sent to all Leeward students, to disseminate the results of decisions that affect students. At the beginning of each semester, the VCAS uses UH Announce to send a recap of policies and campus announcements ([IVA-83](#)). The College sent an email message using UH Announce to inform the campus of Chancellor Cabral's impending retirement and the appointment of an interim chancellor ([IVA-84](#)).

### **Communication with the Public about College Decision-Making**

The College performs annual program reviews and publishes results on the UHCC ARPD website ([IVA-85](#)). ARPDs for each of the College's programs are available to the public. The

College requires each academic program, educational unit, and support area to complete a CRE every four years, which is available to the campus community.

The marketing staff uses social media, *UH News*, and the Leeward Communication's blog to share news and announcements with the public. The marketing staff sends news releases to the UH News distribution system, which posts articles on *UH News* (online webpages and emailed messages). News media, bloggers, and influencers also disseminate information. ([IVA-86](#)).

The homepage of the College website features Leeward Communication's blog entries ([IVA-87](#)). The posts share information, announcements, news, and feature articles. The College's social media accounts provide additional avenues to communicate with the public. Its Facebook page, Twitter account, and Instagram account are the most active of the social media accounts ([IVA-79](#), [IVA-80](#), [IVA-81](#)).

Many items shared on social media have a high engagement rate. The Facebook event post on February 21, 2018, had 2,200 views ([IVA-88](#)). The Facebook news post on December 18, 2017, had 26,000 views ([IVA-89](#)). The Facebook news post on November 27, 2017, had 1,700 views ([IVA-90](#)). The Facebook event post on November 2, 2017, reached 12,000 people with 4,600 views ([IVA-91](#)).

### **Analysis and Evaluation**

The College has an extensive communication system that ensures that the College effectively documents and communicates decision-making processes and resulting decisions. This system includes convocation, division and discipline meetings, campus intranet, emails from governance groups, the College and UHCC System websites, on-campus digital signage system, and the campus bulletin.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about campus communication and decision making at the College. Participants discussed how the College meets Standard IV.A.6 and how the College can improve in these areas. The faculty and staff recognize that the College has a decision-making process and many expressed interest in learning more about the process and possibly increasing their involvement in the process ([IVA-61](#)).

IV.A.7.

*Leadership roles and the institution's governance and decision-making policies, procedures, 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.*

### **Evidence of Meeting the Standard**

#### **Evaluation of Institutional Governance and Decision-Making**

The College regularly evaluates its governance and decision-making policies and uses the results of those evaluations to make improvements, which it communicates to the campus community. For detailed discussion of how the College regularly evaluates its policies to

ensure their effectiveness, see Standard [IV.A.2](#). For further discussion of how the College communicates the results of evaluations, see Standard [IV.A.6](#).

### **Continuous Improvement of Institutional Governance and Decision-Making**

The College uses an employee satisfaction survey, which is discussed in detail in Standard [I.B.4](#), as a broad-based mechanism to evaluate its governance and decision-making procedures and processes. The College also uses this survey to evaluate its leadership roles.

According to the 2016 Employee Satisfaction Survey, 36 percent of the faculty and staff who responded (n=200) agreed that the Campus Council effectively carries out its role in governance. Of those surveyed, 55.5 percent were unsure. The survey indicated that 55.5 percent of the faculty and staff who responded agreed that the Faculty Senate effectively carries out its role in governance. Of those surveyed, 38 percent were unsure ([IVA-24](#)).

Given that 38 to 56 percent of respondents were unsure about the effectiveness of these governing groups, the chairs of the Campus Council and the Faculty Senate led a breakout session at convocation in January 2017 to solicit feedback on how to better improve the two organizations and improve communication about these governance groups ([IVA-62](#), [IVA-92](#)).

Administrative leaders discussed the results of the campus survey and determined that the Campus Council and Faculty Senate would create and administer additional surveys to gather more information from campus constituents about the integrity and effectiveness of these governance groups.

The Campus Council discussed the results of the campus survey at its meeting in February 2017 ([IVA-93](#)). During spring 2017, the council conducted its own member survey ([IVA-94](#)). According to the results, two-thirds of its membership responded that their knowledge of the council's role and function had increased during the academic year. The most common suggestions for improvement to the College's governance and planning processes included increased constituent engagement and more effective, timely communication to the campus community of the council's role and accomplishments. As a result, the council sends emails to announce their upcoming meetings, includes the agenda, and invites campus constituents to attend or contact current council members ([IVA-68](#)). Council members suggested starting in-person conversations with their constituents to solicit specific feedback ([IVA-95](#)). Additionally, because the College had not reviewed L1.201, Policy on Shared Governance, since its adoption in 2003, the council created an ad hoc committee in spring 2017 to review the policy and to propose best practices with current participatory governance practices ([IVA-25](#)).

The Faculty Senate discussed the results of the 2016 campus satisfaction survey at its August 2017 meeting and appointed the Elections Committee to design and administer its own satisfaction survey, which it distributed to the campus community ([IVA-96](#), [IVA-97](#)). In fall 2017, the committee evaluated the results (n=71) and suggested improvements ([IVA-98](#)). Results indicated that 77 percent of faculty agree that the Faculty Senate works on relevant issues and concerns. To improve faculty satisfaction, the Faculty Senate held a breakout session at convocation in fall 2017 to educate the campus community about the functions of

the senate and the issues that the senate faced the previous academic year. New and returning senators attended and were available to answer questions ([IVA-99](#)).

Survey results also indicated that 71 percent of faculty believe that the monthly blog, *News from Faculty Senate*, is an effective way to communicate with the campus. The Faculty Senate Executive Committee created the blog to increase communication about the senate and its role. According to its first posting, “Blog posts will share important news from the Faculty Senate to our core constituencies and the campus at large. This blog is not intended to replace the Faculty Senate website which is the official source for Senate meeting agendas, minutes, motions, and committee reports. Instead, this blog will serve as an up-to-date supplement sharing commentary, activities, and other news of importance to you” ([IVA-100](#)).

The Student Government consistently seeks feedback from students using a suggestion box outside of its office at the Pearl City campus and at the Wai‘anae Moku Education Center and through weekly Student Life emails indicating office hours, social media sites, and an email address for making suggestions ([IVA-101](#)). The Student Life office communicates the results of these suggestions to the campus community through email and on its website. In fall 2017, the Student Government conducted an effectiveness survey that will gain student, faculty, and staff perspectives ([IVA-102](#)). The office will share the results on the Student Life website and in an email to the campus community.

### **Analysis and Evaluation**

An employee satisfaction survey is the primary tool used to evaluate the integrity and effectiveness of the College’s governance and decision-making procedures and processes. The College shares findings from the survey with the entire campus community at convocation, and campus governance groups further discuss findings relevant to them. Administrative leaders and governance groups use these findings as the basis for improvement by collecting more data as needed, determining ways to increase constituent engagement, and diversifying communication methods.

The College demonstrates regular and thoughtful review of feedback within each of the governance bodies. The College shares results of campus surveys with the campus community at large and provides constituents an opportunity to offer suggestions for improvement. The governance bodies are currently reviewing L1.201, Policy on Shared Governance, and are encouraging all constituents to participate in the process of reviewing decision-making within a shared governance model.

## Evidence for Standard IV.A.

- [IVA-1](#) VCAA Email on Innovation Funds, Sept. 13, 2017
- [IVA-2](#) Innovation Funds Application Form
- [IVA-3](#) Innovation Funds Application Instructions
- [IVA-4](#) Blog Post on Turnitin Testers
- [IVA-5](#) 2018-2019 Perkins IV College Plans Guidelines
- [IVA-6](#) 2014-2015 Taking Notice Handout
- [IVA-7](#) Job Prep Services Online System Guide
- [IVA-8](#) On Track Webpage
- [IVA-9](#) Intranet Webpage for Recognition Programs
- [IVA-10](#) Email on Open Educator Award, Mar. 5, 2018
- [IVA-11](#) UH Award Winners Webpage
- [IVA-12](#) Wo Learning Champions Applications Webpage
- [IVA-13](#) Wo Learning Champions Winners Webpage
- [IVA-14](#) President's Emerging Leaders Program Website
- [IVA-15](#) Email on President's Emerging Leaders Program, Feb. 2, 2018
- [IVA-16](#) Email on Kosasa Innovation Award Winner, Dec. 4, 2017
- [IVA-17](#) Campus Council Constitution and Bylaws
- [IVA-18](#) Faculty Senate Charter and Bylaws
- [IVA-19](#) Faculty Senate Standing Committees Webpage
- [IVA-20](#) Pūko'a Council Website
- [IVA-21](#) Nā 'Ewa Council Charter and By-Laws
- [IVA-22](#) ASUH-Leeward CC Constitution and Operating Rules
- [IVA-23](#) Student Life Website
- [IVA-24](#) Fall 2016 Employee Satisfaction Survey Report
- [IVA-25](#) L1.201 Policy on Shared Governance
- [IVA-26](#) L1.101 Policy on the Policy Development Process
- [IVA-27](#) L4.100 Policy on Institutional Mission
- [IVA-28](#) List of Student Government Committee Involvement
- [IVA-29](#) Student Government Minutes Webpage
- [IVA-30](#) 2017 Program Review and Planning Survey Results
- [IVA-31](#) Email on Planning Process Review Ad Hoc Committee, May 12, 2017
- [IVA-32](#) RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development
- [IVA-33](#) Memorandum of Agreement on Roles and Consultation Protocols Involving UH, UHPA, and Faculty Senates
- [IVA-34](#) Curriculum Committee Website
- [IVA-35](#) Course Outline and Program Proposal Handout
- [IVA-36](#) Sample Curriculum Committee Report, Nov. 8, 2017
- [IVA-37](#) Assessment Committee Webpage
- [IVA-38](#) DE Committee Website
- [IVA-39](#) Spring 2017 DE Breakout Session Notes
- [IVA-40](#) Fall 2017 DE Training Presentation
- [IVA-41](#) 2017-2018 DE Federal Requirements Self-Assessment Results
- [IVA-42](#) Faculty Senate Minutes, Oct. 18, 2017, Item III.D.5
- [IVA-43](#) DE Liaison Program Handout

[IVA-44](#) Email on Online Teaching Survey, Mar. 1, 2018

[IVA-45](#) Online Teaching Survey Form

[IVA-46](#) DE Committee Minutes, Mar. 12, 2018, Item 4

[IVA-47](#) Faculty Senate Ad Hoc Committees Webpage

[IVA-48](#) Faculty Senate Minutes, Feb. 21, 2018, Item III.E.1

[IVA-49](#) Sample Division Chairs Meeting Minutes

[IVA-50](#) Timeline of Five-Week Online Course Development

[IVA-51](#) Campus Council Minutes, Sept. 18, 2017, Item 4.f

[IVA-52](#) Campus Council Minutes, Nov. 20, 2017, Item 5.b

[IVA-53](#) Shared Governance Ad Hoc Committee Agenda, Mar. 16, 2018

[IVA-54](#) Shared Governance Ad Hoc Committee Report

[IVA-55](#) Campus Council Minutes, Dec. 7, 2015, Item 5.c

[IVA-56](#) Campus Council Minutes, Feb. 1, 2016, Items 5.a and 6.b

[IVA-57](#) Campus Council Minutes, Apr. 4, 2016, Items 5.a and 6.a

[IVA-58](#) L10.901 Facilities Access Control Policy and Procedures

[IVA-59](#) L11.102 Policy on Animals on Campus

[IVA-60](#) Nā ‘Ewa Council Minutes, Feb. 2, 2018, Item I.b

[IVA-61](#) Spring 2018 Convocation Discussion Results, pp. 16-17

[IVA-62](#) Spring 2017 Convocation Handout

[IVA-63](#) Fall 2017 Budget and Facilities Update

[IVA-64](#) VCAA Blog

[IVA-65](#) Sample VCAA Emails on Planning

[IVA-66](#) Sample Email on Faculty Senate Meeting, Oct. 12, 2017

[IVA-67](#) Calendar Event for Faculty Senate Meeting

[IVA-68](#) Sample Email on Campus Council Meeting, Nov. 15, 2017

[IVA-69](#) Sample Email on Nā ‘Ewa Council Meeting, Feb. 26, 2018

[IVA-70](#) Intranet Webpage for Campus Council Minutes

[IVA-71](#) Faculty Senate Minutes Webpage

[IVA-72](#) Intranet Webpage for Nā ‘Ewa Council Minutes

[IVA-73](#) Spring 2018 Convocation Handout

[IVA-74](#) Sample Alert Message for Water Main Break, Nov. 23, 2016

[IVA-75](#) Sample Announcement Confirmation for Transfer Day, Feb. 20, 2018

[IVA-76](#) Sample Announcement Message for MySuccess, Nov. 1, 2017

[IVA-77](#) Starfish Mahalo for Applying Message

[IVA-78](#) Sample Messaging Calendar

[IVA-79](#) Screenshot of Leeward Facebook Page

[IVA-80](#) Screenshot of Leeward Twitter Page

[IVA-81](#) Screenshot of Leeward Instagram Page

[IVA-82](#) Student Life Email Announcements, Aug. 21, 2017

[IVA-83](#) VCAS Email Announcements, Jan. 6, 2017

[IVA-84](#) Sample Announcement Confirmation for Chancellor’s Retirement, Feb. 26, 2018

[IVA-85](#) UHCC ARPD Website

[IVA-86](#) *UH News* Website

[IVA-87](#) Leeward’s Blog

[IVA-88](#) Sample Facebook Event Post, Feb. 21, 2018

[IVA-89](#) Sample Facebook News Post, Dec. 18, 2017

[IVA-90](#) Sample Facebook News Post, Nov. 27, 2017

[IVA-91](#) Sample Facebook Event Post, Nov. 2, 2017

- [IVA-92](#) Spring 2017 Governance Breakout Session Notes
- [IVA-93](#) Campus Council Minutes, Feb. 6, 2017, Item 4.a
- [IVA-94](#) 2017 Campus Council Members Survey Results
- [IVA-95](#) Campus Council Minutes, Oct. 16, 2017, Item 4.c
- [IVA-96](#) Faculty Senate Minutes, Aug. 23, 2017, Item 5.a
- [IVA-97](#) Faculty Senate Motion 17.52: Satisfaction Survey
- [IVA-98](#) 2017 Faculty Senate Satisfaction Survey Results
- [IVA-99](#) Invitation to Faculty Senate Breakout Session
- [IVA-100](#) Inaugural Faculty Senate Blog Post
- [IVA-101](#) Student Government Suggestion Cards
- [IVA-102](#) 2017 Student Government Survey Form

## Changes and Plans Arising Out of the Self-Evaluation for Standard IV.A

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
IV.A.2	Review L1.201, Policy on Shared Governance.	Campus Council	Fall 2017 - present	The revised Policy on Shared Governance has been shared with the campus. Feedback is being collected. Policy will be approved in spring 2018 or fall 2018.
IV.A.3 I.B.7	Conducted the Program Review and Planning Survey.	Campus Council	Spring 2017	Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee was convened to make recommendations for changes.
IV.A.4 I.B.7	Reviewed L5.201, Policy on Curriculum Review and Revision.	Faculty Senate Ad Hoc Committee	Fall 2016- Spring 2017	Policy was approved in spring 2018.
IV.A.4 I.B.1 II.A.7	DE faculty attended training on faculty-initiated interaction.	DE Committee	Fall 2017- present	Faculty gained awareness of the requirements to document faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.
IV.A.7	Conducted the Campus Council Members Survey.	Campus Council	Spring 2017	Feedback from survey used to improve Campus Council meetings and communication with the campus.

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
IV.A.7	Conducted the Faculty Senate Campus Satisfaction Survey.	Faculty Senate	Spring 2018	Feedback from survey used to improve Faculty Senate meetings and communication with the campus.
IV.A.7	Created the Faculty Senate Blog.	Faculty Senate	Spring 2017	<i>News from the Faculty Senate</i> provides timely updates to the campus community.
IV.A.7	Conducted the Student Government Effectiveness Survey.	Student Life	Spring 2018	Feedback from survey used to improve Student Government effectiveness.
IV.A.3 I.B.1 I.B.7 I.B.9	Improve the Integrated Planning and Budgeting Process.	Ad Hoc Committee of the Campus Council and Faculty Senate	Fall 2017-present	The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.
IV.A.3 I.B.1 I.B.7 I.B.9	Review L5.202, Policy on the Annual Program Review.	Ad hoc committee of the Campus Council and Faculty Senate	Fall 2017-present	The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.

## IV.B. Chief Executive Officer

### IV.B.1.

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

#### **Evidence of Meeting the Standard**

At Leeward Community College (Leeward CC), the current chancellor (college CEO) first assumed the position of interim chancellor in March 2007. In May 2008, the UH Board of Regents appointed the interim chancellor to the position of chancellor ([IVB-1](#)). He is the first faculty member of a University of Hawai‘i Community Colleges (UHCC) campus to assume the position of chancellor at his home campus and the first Native Hawaiian chancellor of the College ([IVB-2](#)). On March 29, 2017, the Native Hawaiian Education Association honored him as Native Hawaiian Educator of the Year 2017 ([IVB-3](#)). After more than 11 years, the chancellor will retire on July 1, 2018, and Suzette Robinson will assume the position of interim chancellor.

The chancellor’s duties as noted in the job listing for his position are as follows:

Under supervision of the vice president for community colleges and university president, provides leadership as the chief executive officer for the College and is responsible for the overall administration and management of the College’s instructional, student services, institutional support, academic support, continuing education and training programs and workforce development.

- Represents the University of Hawai‘i and acts on behalf of the College within the community.
- Serves as the College liaison officer to the president of the university and the president’s staff, the governing board, the vice president of community colleges, and the state legislature.
- Responsible for setting the institutional goals and mission, planning and forecasting courses of action, determining performance objectives and desirable results, developing strategies to achieve goals, allocating resources, developing policies, setting procedures, developing the budget, and so forth.
- Works with the campus program managers and various recommending and advisory groups in matters relating to the priorities for the direction of the College, especially with regard to staffing and budget planning and resource allocation.
- Responsible for the financial soundness of the College’s operations.
- Works with administrative staff members to direct, manage and supervise personnel responsible for academic and non-academic programs.
- Renders decisions on renewals, evaluations, disciplinary actions, appointments, and tenure and promotion applications.
- Establishes internal and external communication processes to handle transmittal of information.

- Articulates mission of the College to serve the campus and community at large.
- Responsible for institutional fundraising, marketing and public relations. ([IVB-4](#))

For further discussion of the selection of the chancellor and the newly drafted UHCC Policy (UHCCP) 9.210, Recruitment, Selection, and Appointment of Community College Chancellors, see Standard [IV.C.3](#).

The chancellor and his executive team regularly communicate institutional values, goals, and institutional-set standards to faculty and staff at each convocation, which is held before the start of each semester. Faculty and staff receive detailed handouts of the information covered at convocation; the College also posts the handouts on the College intranet ([IVB-5](#)). In addition to the convocation presentation, the chancellor regularly communicates updates, goals, and accomplishments to all faculty and staff through the campus electronic mailing list ([IVB-6](#)).

Through the approved Integrated Planning and Budgeting Process, the chancellor ensures that institutional research is linked to institutional planning and resource allocation. See Standard [I.B.4](#) for details.

### **Analysis and Evaluation**

The chancellor is responsible for the overall quality of every aspect of the College. The chancellor provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

According to the 2016 Employee Satisfaction Survey, 78 percent of the faculty and staff who responded (n=200) agreed that the chancellor provides effective leadership to the campus. Of those surveyed, 15.5 percent were unsure and 5.5 percent disagreed ([IVB-7](#)).

IV.B.2.

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### **Evidence of Meeting the Standard**

The chancellor manages a team of seven executive and managerial positions and the Creative Services (Marketing and Public Relations) office ([IVB-8](#)). The chancellor maintains an open-door policy to his office and is often in communication, either in person, via phone, or via email on issues of importance with all of his administrative team. The chancellor has weekly scheduled meetings with the vice chancellor of administrative services (VCAS) and the vice chancellor for academic affairs (VCAA) and meets informally to discuss pressing issues with them on a daily basis. The chancellor has regularly scheduled monthly meetings with his entire administrative team. The chancellor delegates authority for academic initiatives to the VCAA and the administrative resources to the VCAS ([IVB-9](#), [IVB-10](#), [IVB-11](#)). The

chancellor believes in delegation of authority to the administrative team but intercedes when circumstances warrant a higher-level decision.

The chancellor makes the final decisions in the College's Integrated Planning and Budgeting Process. This process, described in Standard [I.B.9](#), incorporates assessment results into the Annual Report of Program Data (ARPD) template from all units, programs, and divisions to evaluate its programs and activities. The end result of this process is the generation of an institutional priorities list, which the College uses to establish an institutional plan. The Campus Council makes the final recommendation about the institutional priorities list to the chancellor, who has final decision-making authority on campus resource allocations.

### **Analysis and Evaluation**

The chancellor plans, oversees, and evaluates a team of seven executive and managerial positions that suit the institution's purpose and needs. The chancellor holds monthly meetings with the entire team and delegates authority for academic initiatives to the VCAA and authority for administrative resources to the VCAS.

#### IV.B.3.

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### **Evidence of Meeting the Standard**

In line with the *UHCC Strategic Directions 2015-2021* and goals, the chancellor guides the College in the annual Integrated Planning and Budgeting Process. This process is described in detail in Standard [I.B.9](#) and begins with a review of the mission statement and *Strategic Plan 2015-2021*. At an annual summer leadership retreat, the chancellor sets the focus for the coming year and initiates the annual planning process. Thereafter, campus constituents provide input into the Integrated Planning and Budgeting Process, which is driven by the College's common values, goals, priorities, and institution-set standards.

The Office of Planning, Policy, and Assessment (OPPA) provides the College with accurate data reports and facilitates program review, evaluation, and the planning process. The College integrates the data provided by the OPPA into the planning process and connects the resource request lists from the ARPD process to resource allocations. Resource requests are based primarily on program assessment and review data, such as factors indicating demand, efficiency, effectiveness, and degree completion.

The College's institution-set standards mirror the UHCC System's standards ([IVB-12](#)). See Standard [I.B.3](#) for further discussion.

The chancellor is responsible for institutional planning and supports the continual improvement of the planning process. The OPPA provides an Institutional Effectiveness Report to track progress toward campus goals and summarize the results of campus planning efforts as part of the Integrated Planning and Budgeting Process. The OPPA will also provide data and analysis to the chancellor, vice chancellors, and other campus leaders upon request.

### **Analysis and Evaluation**

The chancellor ensures the College achieves its mission through well-established policies and procedures that are collegial and evidence based. In line with the *UHCC Strategic Directions 2015-2021* and goals, the chancellor guides the College in the annual Integrated Planning and Budgeting Process. This process incorporates data driven input from all constituencies at multiple levels and is driven by the College's common values, goals, priorities, institution-set standards, and mission.

#### IV.B.4.

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

### **Evidence of Meeting the Standard**

The chancellor has responsibility to select the accreditation liaison officer (ALO). The ALO collaborates with the chancellor and facilitates the self-evaluation process. The ALO is primarily responsible for preparing the Institutional Self-Evaluation Report and guides all other accreditation efforts.

Every year, the chancellor oversees the annual reporting requirement to the Accrediting Commission for Community and Junior Colleges (ACCJC). The chancellor delegates responsibility for the Annual Report to the ALO and the Annual Fiscal Report to the VCAS ([IVB-13](#), [IVB-14](#)). The chancellor encourages administration and faculty participation on evaluation teams.

The chancellor has delegated authority for overseeing accreditation efforts to the director of planning, policy, and assessment, who works closely with the ALO. Administrative leaders ensure compliance with accreditation requirements in their respective areas and share updates with faculty and staff at convocation each semester. Through the Faculty Senate Curriculum and Assessment Committees, the faculty and staff ensure compliance with accreditation requirements regarding curriculum and student learning.

### **Analysis and Evaluation**

The chancellor has the primary responsibility to ensure that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies, and oversees the annual reporting requirement to ACCJC. The chancellor selects the ALO who works closely with the VCAS. Together they create evaluation teams made up of administration and

faculty. Faculty, staff, and administrative leaders, including governance groups and program and division chairs, also have responsibility for assuring compliance with accreditation requirements within their respective areas.

IV.B.5.

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

### **Evidence of Meeting the Standard**

The chancellor ensures the College is complying with governing board policies by maintaining current knowledge of federal and state regulations, union policies and contracts, and UH System policies. Federal and state emails update the chancellor on new or revised regulations or laws as well as provide reminders on meeting compliance. The Council of Community College Chancellors meets with the UH vice president for community colleges to review compliance and state and federal laws that affect education as well as the College mission ([IVB-15](#)).

The VCAS receives updates at monthly system meetings on fiscal and Title IX regulations. The VCAS conveys this information to the campus during convocation and at various workshops and trainings throughout the year. The UH System Office of Institutional Equity created a mandatory online Title IX training that faculty and staff need to complete every two years.

The financial aid officer receives updates on financial aid regulations and ensures that all counselors are aware of new regulations.

In decision-making processes, the chancellor and the administrative team refer to UH System policies when making decisions or developing campus policies. Proposed policies must be in accordance with the institutional mission and meet applicable governing policies. They are vetted through the College's L1.101, Policy on the Policy Development Process ([IVB-16](#)).

The chancellor has various ways to ensure the College maintains effective control of the budget and expenditures. The College has employed a VCAS for over a decade who provides transparent fiscal information to the campus at every convocation and collaborates with the Campus Council and the Faculty Senate on budgetary matters. Once a year the VCAS shares the Operating Expenditure Plan with the campus in an email ([IVB-17](#)). The VCAS regularly discusses the budget with the chancellor, VCAA, deans, and the Business Office; the VCAS also discusses the budget in quarterly meetings with the Financial Management Group. The chancellor actively participates in the Campus Council, which reviews budget planning and recommends resource allocations.

### **Analysis and Evaluation**

The chancellor ensures College compliance with relevant statutes, regulations, and policies by maintaining current knowledge of federal and state regulations, union policies and contracts, and UH System policies. The chancellor maintains effective control of the budget

and expenditures primarily through the VCAS and the Integrated Budgeting and Planning Process. The chancellor and the College's administrative team ensure practices are consistent with the College's policies and mission through clearly defined processes.

IV.B.6.

*The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

The chancellor communicates with the communities served by the College in a number of ways. He represents the College and acts on its behalf within the community. The chancellor sends frequent emails through the facstaff email listserv sharing new partnerships and programs and utilizes social media to raise awareness across campus ([IVB-18](#)).

The chancellor connects with the community through various events like the Discovery Fair, L'ulu (Culinary Arts fundraiser), Geek Day, the Volunteer Income Tax Assistance Program, the Theatre, the annual luncheon for local high school principals, the Department of Education's Robotics Competition, and the Wai'anae Moku Education Center Graduate Recognition Ceremony ([IVB-19](#), [IVB-20](#), [IVB-21](#), [IVB-22](#), [IVB-23](#)). In 2013, Chancellor Cabral received the first Hawai'i State Science Olympiad Science, Technology, Engineering, and Math (STEM) Appreciation Award for "having the foresight to recognize the potential of the Science Olympiad program [and] how it could positively impact K-12 students and teachers throughout the State of Hawai'i" ([IVB-24](#), [IVB-25](#)). The chancellor is visible in the community and posts pictures of events on the College website and social media.

The chancellor understands his role as the spokesperson for the College and prioritizes building relationships with partners and community groups to showcase the College and educate the community about the College's goals and accomplishments. The chancellor is involved with the following partnerships and community groups:

- National Association for Community College Entrepreneurs
- Ka Lama Education Academy Advisory Board and Kululā'au (initiatives to provide teachers for the Leeward coast of O'ahu)
- Kamehameha Schools Education Council
- Lions Club, Rotary Club, and Business Clubs
- Kaua'i Filipino Chamber of Commerce
- American Association of Community College Conferences
- Hawai'i State Legislature
- Leeward CC Employers' Appreciation Dinner
- Aloha United Way
- Kauhale Youth Leadership Training
- Wai'anae Coast Comprehensive Health Center
- State of Hawai'i Department of Education partnerships
- James and Abigail Campbell Family Foundations
- Asian Pacific Islander Council
- InPEACE
- Hakuoh University

- Asian American and Native American Pacific Islander-Serving Institutions
- Military activities
- Community marches
- Neighborhood board meetings

In 2017, Kala'elo Partners, a community-focused electrical energy provider, gifted the College \$100,000 in scholarships ([IVB-26](#)). The chancellor partners with community organizations by attending meetings and community events. The chancellor actively seeks to create new relationships and cultivate existing relationships with businesses, institutions, and members of the community.

### **Analysis and Evaluation**

As the College's head representative, the chancellor works and communicates effectively with the communities served by the College. The chancellor sends frequent campus emails and connects with the broader community through numerous annual events. Understanding his role as the spokesperson for the College, the chancellor is involved in over 20 partnerships and community groups and actively seeks to create new relationships with businesses, institutions, and community members.

## Evidence for Standard IV.B.

- [IVB-1](#) BOR Minutes, May 29, 2008, Item IX
- [IVB-2](#) Office of the Chancellor Webpage
- [IVB-3](#) Blog Post on Chancellor Cabral's Award
- [IVB-4](#) Leeward CC Chancellor Job Listing
- [IVB-5](#) Chancellor Letter on Convocation, Dec. 21, 2017
- [IVB-6](#) Chancellor Email on CCSSE, Mar. 2, 2018
- [IVB-7](#) Fall 2016 Employee Satisfaction Survey Report
- [IVB-8](#) Leeward CC Organization Charts 1 and 2
- [IVB-9](#) Leeward CC Organization Charts 3 through 3-D
- [IVB-10](#) Leeward CC Organization Charts 4 and 4-A
- [IVB-11](#) Leeward CC Functional Statements
- [IVB-12](#) UHCCP 4.203 Institution-Set Standards
- [IVB-13](#) 2018 ACCJC Annual Report
- [IVB-14](#) 2018 ACCJC Annual Fiscal Report
- [IVB-15](#) UHCCP 1.101 Council of Community College Chancellors
- [IVB-16](#) L1.101 Policy on the Policy Development Process
- [IVB-17](#) VCAS Email on Budget Updates, Jan. 19, 2018
- [IVB-18](#) Chancellor Email on ASNS, Feb. 2, 2017
- [IVB-19](#) *UH News* Article on Leeward Discovery Fair
- [IVB-20](#) L'ulu Webpage
- [IVB-21](#) Geek Day Website
- [IVB-22](#) Volunteer Income Tax Assistance Webpage
- [IVB-23](#) Theatre Webpage
- [IVB-24](#) Hawai'i State Science Olympiad Webpage
- [IVB-25](#) *UH News* Article on Hawai'i State Science Olympiad Award
- [IVB-26](#) *UH News* Article on Kala'elo Partners Gift

## IV.C. Governing Board

### IV.C.1.

*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

#### **Evidence of Meeting the Standard**

The University of Hawai‘i (UH) Board of Regents (BOR) is established under Hawai‘i Revised Statutes, Section 304A-104. The fifteen-member board is responsible for the general management and control of the UH System that incorporates all of public higher education, including the University of Hawai‘i Community College (UHCC) System. The regents (board members) are appointed to five-year terms (with one exception noted below) and represent either one of the four counties in the state or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the UH System. The student regent is appointed for a two-year term and may be reappointed ([IVC-1](#), [IVC-2](#)).

The governor appoints members of the BOR, who are drawn from a slate of nominees submitted by the Regents Candidate Advisory Council, and the state senate confirms them. The council consists of seven members, with four members appointed by the governor and one member each appointed by the president of the state senate, the speaker of the house, and the association of emeritus regents. The council solicits nominations for the regents, qualifies and screens the applicants, and presents to the governor a slate of nominees for each vacant regent position ([IVC-3](#), [IVC-4](#)).

The BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System. This authority is further delineated through board policies ([IVC-5](#), [IVC-6](#)). Several policies, including Regents Policy (RP) 4.201, Mission and Purpose of the University, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements ([IVC-7](#)). The BOR executes these responsibilities through regular reporting and deliberation at board and committee meetings. The BOR also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan ([IVC-8](#)).

#### **Analysis and Evaluation**

State statute establishes the governing board, which is appointed through a process of open recruitment for board member candidates followed by gubernatorial appointment and senate confirmation.

State constitution and statute establishes the authority of the BOR for the governance of the UH System, and the BOR has organized its bylaws, policies, and processes to carry out the full measure of board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the BOR encompasses all components of the UH System, including the UHCC System and the individual community colleges.

IV.C.2.

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

### **Evidence of Meeting the Standard**

The primary policy governing BOR interaction among board members and with the broader UH System community is RP 1.202, Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states:

Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board's chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized. ([IVC-9](#))

The policy also delineates and structures the communication between the BOR and the UH System administration, including the requesting and providing of information to and from the BOR and the administration.

The BOR handbook that is made available to all incoming regents and published on the BOR website further emphasizes this policy. The handbook is based on best practices drawn from the Association of Governing Boards and includes expectations of regents, including the responsibility of individual regents to “serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree” ([IVC-10](#)).

The 2017 Board Self-Assessment includes several items focused on “acting as a unit.” Responses to the self-assessment questionnaire indicate that regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together” ([IVC-11](#), [IVC-12](#), [IVC-13](#)).

### **Analysis and Evaluation**

RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of board minutes did not disclose any instances of board members acting outside the policy guidelines.

#### IV.C.3.

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

#### **Evidence of Meeting the Standard**

As the governing body of the UH System, the BOR selects and evaluates the university president. RP 2.203, Evaluation of the President, establishes the evaluation protocols for the university president, including an annual self-assessment by the president, additional data collection by the BOR, a preliminary meeting between the BOR and the president, and a final evaluation after the president responds to the preliminary assessment ([IVC-14](#)).

There has not been a search for the UH vice president for community colleges (VPCC) since the position was re-established in 2005 and the current VPCC was appointed to oversee the reorganization of the community college system. Should the position of VPCC become vacant, the president would follow the recruitment and other procedures outlined in RP 9.212, Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the BOR, which has the final approving authority for that position ([IVC-15](#)).

The VPCC manages the process for selecting the chancellor (CEO) of a college. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee, composed of representatives from various college constituencies and the community that the college serves. The VPCC solicits nominations for members of the screening committee from governance groups and determines the final composition of the committee based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of chancellors, UHCC Policy (UHCCP) 9.210, Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies ([IVC-16](#)). A detailed set of procedures, which has been used consistently for several years, has also been codified.

The VPCC has the authority for the appointment of the college chancellor with final approval of the appointment by the president of the university. A public announcement is made, and the selected candidate's appointment is also placed on the board's agenda to ensure that the regents are fully informed of the selection process and the selected candidate.

Regents conduct evaluations in executive session at a public board meeting with the summary results of the evaluation made public and included in board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence ([IVC-17](#), [IVC-18](#), [IVC-19](#)).

The BOR delegates the evaluation of the VPCC to the university president and the evaluation of the individual college chancellors to the VPCC. Executive Policy (EP) 9.203, Evaluation of Board of Regents Appointees, and EP 9.212, Executive/Managerial Classification and

Compensation, govern the annual evaluation of both the VPCC and the chancellors ([IVC-20](#), [IVC-21](#)).

Executive policies establish an annual review of an executive's performance that includes a 360-degree assessment by the individual as well as peers, subordinates, and constituents. The individual's self-assessment also includes a review of accomplishments and goals set for the review year and the establishment of goals for the upcoming year. The supervisor and the executive being evaluated discuss the results of the evaluation, which impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCCP 9.202, Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360-degree assessment and also adds the college's attainment of its strategic goals as a component of the chancellor's evaluation ([IVC-22](#)).

The UH System office reviews the evaluation system on a periodic basis. In the 2016-2017 review, the office adopted two changes. First, the office added an additional item to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda ([IVC-23](#)). Second, the office changed the categories of performance rating to better reflect the gradations in overall performance. Each executive and managerial employee is now rated as exceptional, exceeds expectations, meets expectations, or does not meet expectations ([IVC-24](#)).

### **Analysis and Evaluation**

The procedures used to recruit and select the VPCC and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The president of the university makes the final selection of the vice president, subject to approval by the BOR. The VPCC makes the final determination of the chancellor, subject to approval by the president.

The vice president and all college chancellors participate in annual evaluations involving 360-degree evaluations, assessment of goal attainment, and progress toward strategic goals. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and determine merit-based salary increases when available.

IV.C.4.

***The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)***

### **Evidence of Meeting the Standard**

The autonomy of the UH System and related independent authority of the BOR is embodied in Article X of the state constitution. Section 6 of Article X specifically states:

There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern. ([IVC-25](#))

In carrying out its responsibilities, the board leadership often testifies at legislative hearings on matters relating to the UH System and meets with key state legislators on various bills and budget matters. The BOR and the UH System’s administrative legislative coordinator manages these legislative communications.

### **Analysis and Evaluation**

The state constitution establishes the autonomy of the UH System. Given the authority of the legislature to enact laws of state wide concern, the BOR remains attentive to whether such laws might impede the UH System and the BOR from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for UH athletics led to extensive legislative hearings and bills introduced relating to management and control within the UH System. The BOR responded by creating an Advisory Task Group on Operational and Financial Controls Improvement to conduct its own audit of UH System operations. The task group, comprised of both regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The BOR considered the reports and made governance and policy changes in accordance with some of those recommendations ([IVC-26](#), [IVC-27](#), [IVC-28](#), [IVC-29](#), [IVC-30](#)).

By taking the initiative to address the issues raised by the state legislature in a comprehensive and very public manner, the BOR exercised not only its responsibility for oversight and management of the UH System, but also its authority to act on matters relating to the UH System and protect the institution from undue influence and political pressure.

#### **IV.C.5.**

***The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.***

### **Evidence of Meeting the Standard**

Both by the structure of and responsibilities established for its standing committees, and by its board policies, the BOR acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies are aligned with strategic plans and both guide the UH System in fulfilling its overall mission. The role of community colleges within the UH System is further defined in RP 4.207, Community College System ([IVC-31](#)).

The BOR has modified the UH System mission statement twice in the past several years. In 2009 the regents adopted a change in the mission that made explicit the UH System's responsibility and commitment to the success of Native Hawaiian students and the desire for the UH System to be a model indigenous serving institution ([IVC-7](#)). In 2014, the regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the UH System. This subsequently led to the creation of a new policy, RP 4.208, Sustainability, illustrating the alignment of mission and policy ([IVC-32](#)). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in RP 4.201, Section C.b, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

### **Analysis and Evaluation**

The BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system and reflect the broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

IV.C.6.

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

The BOR website includes links to the BOR bylaws and policies ([IVC-2](#)). The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the BOR and the scope of each committee, the meeting requirements for both committees and the BOR, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the BOR. The bylaws also include the conflict of interest requirements for board members ([IVC-5](#)).

### **Analysis and Evaluation**

The bylaws are published and made available to the public and include all required elements of the standard.

#### IV.C.7.

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

#### **Evidence of Meeting the Standard**

The BOR reviews board policies on a staggered three-year cycle with current iterations posted at the BOR website. As a result of a recommendation from the previous institutional self-evaluation, the UH System and BOR developed and implemented the UH System wide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH System executive policies and administrative procedures ([IVC-33](#)).

The features of the PPIS include the following:

- Description of the PPIS with frequently asked questions on the PPIS website
- Easy public access to all policies, including from the BOR website
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While board policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related board policy
- Automatic notification to interested parties of any change in policy ([IVC-34](#)).

When the UH System and the BOR implemented the PPIS in 2014, they re-codified all policies to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1 through 4, August 2018 for Chapters 5 through 9, and August 2019 for Chapters 10 through 13 ([IVC-35](#)).

The BOR began reviewing the 28 policies in Chapters 1 through 4 in summer 2017. They reviewed the policies for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. The committee made recommendations as to whether a policy would remain unchanged, be subject to editing for clarity or alignment with current practice, undergo substantive review and modification, or be repealed. Based on this assessment, the committee determined that one policy will be repealed and six will undergo substantive review. One new policy may be created. The BOR will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the BOR at its meeting on November 16, 2017 ([IVC-36](#), [IVC-13](#)). The committee provided a further update on April 5, 2018 ([IVC-37](#)).

The review cycle for Chapters 1 through 4 began as scheduled in summer 2017 and resulted in the review of 28 policies. Six policies were substantially updated through the review process. All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as

needed. A review of board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai‘i Revised Statutes, the public employee collective bargaining law.

### **Analysis and Evaluation**

The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. This system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

IV.C.8.

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

### **Evidence of Meeting the Standard**

The BOR has established strategic goals for the UH System and its component colleges in four key areas.

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of UH System research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the UH System’s role as the single system of public higher education in the state.

These key goals, endorsed by the BOR in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures ([IVC-38](#), [IVC-39](#), [IVC-40](#), [IVC-41](#)).

The BOR regularly receives updates on the UH System’s progress in meeting these strategic goals through data on established metrics and trends and presentations at either board meetings or meetings of the academic and student affairs committee. The BOR has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the BOR has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways ([IVC-42](#)).

The BOR meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda. Leeward Community College hosted the board meeting on January 21, 2017 ([IVC-43](#)).

### **Analysis and Evaluation**

The BOR has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

IV.C.9.

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

#### **Evidence of Meeting the Standard**

All new BOR members receive a full-day orientation that consists of two major components. The first is an introduction to UH System functions, governance, and strategic directions. The second component deals with board governance, processes, ethics, and conduct. All new board members receive a copy of the BOR General Overview as a part of the orientation as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, the BOR pairs new board members with a more experienced board member, who serves as a mentor to the incoming member ([IVC-5](#), [IVC-44](#), [IVC-10](#)).

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees ([IVC-45](#)).

The BOR also organizes training for its members as a part of regular board retreats or board committee meetings. For example, during 2016-2017, the UH external auditor conducted a four-part training session for the BOR independent audit committee, drawn from the American Institute of Certified Public Accountants handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management ([IVC-46](#)). The vice president for budget and finance also provides an overview of the state budget as it pertains to the UH System ([IVC-47](#)).

#### **Analysis and Evaluation**

New board members receive a comprehensive orientation and related materials and are paired with a mentor from among the experienced board members. Attendance at national board professional association conferences and training at board meetings provides board members with professional development.

In 2017, the BOR updated its committee structure to modify the personnel committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to board service is provided for board members.

IV.C.10.

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality*

*and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

### **Evidence of Meeting the Standard**

RP 2.204 establishes the process for board self-evaluation. In 2017, the BOR amended its bylaws to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance with explicit responsibility for managing the board evaluation process ([IVC-48](#), [IVC-49](#)).

Pertinent to the current institutional self-evaluation cycle, the BOR conducted annual evaluations since 2014 ([IVC-50](#), [IVC-51](#), [IVC-11](#)). Additionally, in 2012-2013, the BOR undertook a comprehensive audit of the UH System operations, including board functions and structure, and implemented significant changes in response to the audit recommendations ([IVC-26](#), [IVC-27](#), [IVC-28](#), [IVC-29](#), [IVC-30](#)). The BOR has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations ([IVC-52](#)).

### **Analysis and Evaluation**

The BOR uses the results of its evaluation to improve its operations. For example, in 2015 the board evaluation included an assessment of whether the board committee structure adequately aligned with the strategic directions of the UH System. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in uncoordinated conversations about student success. After debate and consultation, the BOR consolidated the three committees and focused the committee responsibilities on the student success agenda. At the same time, the BOR created a committee on research and innovation in alignment with the UH System's strategic directions ([IVC-5](#)).

While the BOR has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the BOR acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

IV.C.11.

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

## **Evidence of Meeting the Standard**

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation ([IVC-5](#)).

RP 2.206, Regents as Employees, also describes the conflicts of interest that may arise when regents are also active employees of the UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IVC-53](#)).

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The BOR has included an educational presentation by the State Ethics Commission executive director as an agenda item at its regular meetings ([IVC-54](#)).

## **Analysis and Evaluation**

The BOR is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. The BOR informs its members of the ethics requirements through their initial orientation and through regular professional development.

The BOR routinely identifies potential ethics concerns during board meetings and the regent in question is either recused from action and deliberation on the agenda item or the potential conflict is determined not to preclude participation. The UH System general counsel is available at board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for board members having acted in a manner inconsistent with the established ethics bylaws and policies.

IV.C.12.

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

## **Evidence of Meeting the Standard**

RP 2.202, Duties of the President, clearly documents the relationship between the BOR and the UH System president and establishes the authority of the president to implement and administer board policies ([IVC-55](#)).

The general policy on duties of the president is further refined in specific actions. For example, RP 9.218, Delegation of Personnel Actions, describes those hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president ([IVC-56](#)).

The structure of the UH System establishes this line of authority with the UH System president and through the president to the VPCC and the individual college chancellors.

When the BOR does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. The chairperson may establish task groups upon authorization by the BOR and with such powers and duties as determined by the BOR. The tenure of a specific task group shall expire at the completion of its assigned task.

For example, the BOR formed a task group to create an Integrated Academic and Facilities Plan for the UH System ([IVC-57](#), [IVC-58](#)). The task group included both board members and UH System administrative officials. The task group held several meetings that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System ([IVC-59](#), [IVC-8](#), [IVC-11](#)).

### **Analysis and Evaluation**

While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the community colleges or individual campuses.

IV.C.13.

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Evidence of Meeting the Standard**

The community colleges routinely inform the BOR about the status of their accreditation.

In preparation for the 2018 institutional self-evaluation report (ISER), the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the BOR acted to create a permitted interaction group to assist in the evaluation of board-related standards ([IVC-60](#)). A permitted interaction group is comprised of a subset of the board members and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger board or one of its committees. The permitted interaction group included board leadership, the chair and vice chair of the academic and student affairs committee, and board members representing all the islands with community colleges. The VPCC provided the BOR with a further briefing on preparing for accreditation at its meeting on March 8, 2017 ([IVC-61](#)).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017 and met with representatives from the community colleges (accreditation liaison officers and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was

provided a final opportunity to review this section, pertaining to the governing board, before the six campuses presented their completed ISERs for review by the Committee on Academic and Student Affairs, the BOR, and the UH president in early summer 2018.

### **Analysis and Evaluation**

The BOR was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

## Evidence for Standard IV.C.

- [IVC-1](#) Hawai'i Revised Statutes, Section 304A-104 Regents; appointment; tenure, qualifications; meetings
- [IVC-2](#) BOR Website
- [IVC-3](#) Hawai'i Revised Statutes, Section 304A-104.6 Candidate advisory council for the board of regents
- [IVC-4](#) UH Candidate Advisory Council Website
- [IVC-5](#) Bylaws of the BOR, Articles II.D.2.g and X
- [IVC-6](#) Table of Contents of Regents Policies, Chapters 1-12
- [IVC-7](#) RP 4.201 Mission and Purpose of the University
- [IVC-8](#) BOR Minutes and Materials, Apr. 20, 2017, Items V.A.3 and V.A.4
- [IVC-9](#) RP 1.202 Relationship of the Board to Administration and University, Section III.B
- [IVC-10](#) BOR General Overview Handbook, Item II.A
- [IVC-11](#) BOR Minutes, Oct. 31, 2017, Items Item V.A and V.D
- [IVC-12](#) 2017 Board Self-Assessment (BOR Materials for Item V.D)
- [IVC-13](#) BOR Minutes, Nov. 16, 2017, Items IV.B and VI.A.1.b
- [IVC-14](#) RP 2.203 Policy on Evaluation of the President
- [IVC-15](#) RP 9.212 Executive and Managerial Personnel Policies
- [IVC-16](#) UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors
- [IVC-17](#) BOR Minutes, July 16, 2015, Item VII.A
- [IVC-18](#) BOR Minutes, Aug. 18, 2016, Items IX.A and IX.B
- [IVC-19](#) BOR Minutes, Aug. 24, 2017, Item IX.A
- [IVC-20](#) EP 9.203 Evaluation of Faculty and APT Personnel
- [IVC-21](#) EP 9.212 Executive/Managerial Classification and Compensation
- [IVC-22](#) UHCCP 9.202 Executive Employees Performance Evaluation
- [IVC-23](#) 360 Questionnaire for Executive Managerial Evaluation
- [IVC-24](#) President's Memo on New 360 Categories, Mar. 29, 2017
- [IVC-25](#) State Constitution, Article X, Section 6, Board of Regents
- [IVC-26](#) Advisory Task Group Report on Phase 1, Nov. 12, 2012
- [IVC-27](#) Advisory Task Group Report on Board Interviews, May 14, 2013
- [IVC-28](#) Advisory Task Group Report on Legislation, May 14, 2013
- [IVC-29](#) Advisory Task Group Report on Board Policies, July 15, 2013
- [IVC-30](#) Advisory Task Group Report on System Policies, Aug. 14, 2013
- [IVC-31](#) RP 4.207 Community College System
- [IVC-32](#) RP 4.208 Sustainability Policy
- [IVC-33](#) PPIS Website
- [IVC-34](#) Sample Notifications from PPIS
- [IVC-35](#) BOR Policy Review Schedule
- [IVC-36](#) Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
- [IVC-37](#) Personnel Affairs and Board Governance Agenda and Materials, Apr. 5, 2018, Item IV.4
- [IVC-38](#) BOR Minutes and Materials, Jan. 22, 2015, Item IV.B.1
- [IVC-39](#) BOR Minutes and Materials, Nov. 19, 2015, Item VIII.2
- [IVC-40](#) Report on Status of UH Metrics 2015-2016
- [IVC-41](#) UH Strategic Directions Midterm Report, Jan. 2018

- [IVC-42](#) *UHCC Strategic Directions 2015-2021*
- [IVC-43](#) BOR Minutes and Materials, Sept. 21, 2017, Item III
- [IVC-44](#) 2017-2018 New Regent Orientation Agenda
- [IVC-45](#) Regents Attendance List at National Conferences
- [IVC-46](#) BOR Minutes, Oct. 6, 2016, Item IV.A.C.3
- [IVC-47](#) State of Hawai‘i Budget 101 Presentation
- [IVC-48](#) RP 2.204 Policy on Board Self-Evaluation
- [IVC-49](#) Memo on Changes to BOR Bylaws, July 9, 2015
- [IVC-50](#) BOR Minutes, Nov. 7, 2014, Item III.1
- [IVC-51](#) Personnel Affairs and Board Governance Minutes, Sept. 7, 2017, Item B.1
- [IVC-52](#) Association for Governing Boards Workshop on Strengthening Board Committees
- [IVC-53](#) RP 2.206 Policy on Regents as Employees
- [IVC-54](#) BOR Minutes and Materials, Jan. 26, 2017, Item V.B.1
- [IVC-55](#) RP 2.202 Duties of the President
- [IVC-56](#) RP 9.218 Delegation of Personnel Actions
- [IVC-57](#) BOR Minutes, Sept. 17, 2015, Item VI.B
- [IVC-58](#) BOR Minutes, Sept. 22, 2016, Item V.B.1
- [IVC-59](#) UH Integrated Academic and Facilities Plan
- [IVC-60](#) BOR Minutes, Feb. 23, 2017, Item VII.A.3
- [IVC-61](#) Academic and Student Affairs Minutes, Mar. 8, 2017, Item IV.B.2

## IV.D. Multi-College District or Systems

### IV.D.1.

*In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

### **Evidence of Meeting the Standard**

The University of Hawai‘i (UH) System is the sole provider of public higher education in the state of Hawai‘i. Regents Policy (RP) 3.201, Major Organizational Units of the University of Hawai‘i, establishes the overall structure of the UH System. The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC) System, which is comprised of seven community colleges (see Figure 9). RP 4.207, Community College System, further establishes the UHCC System. The University of Hawai‘i Maui College is accredited by the Western Association of Schools and Colleges, Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges and function as the multi-campus system now being evaluated ([IVD-1](#), [IVD-2](#)).

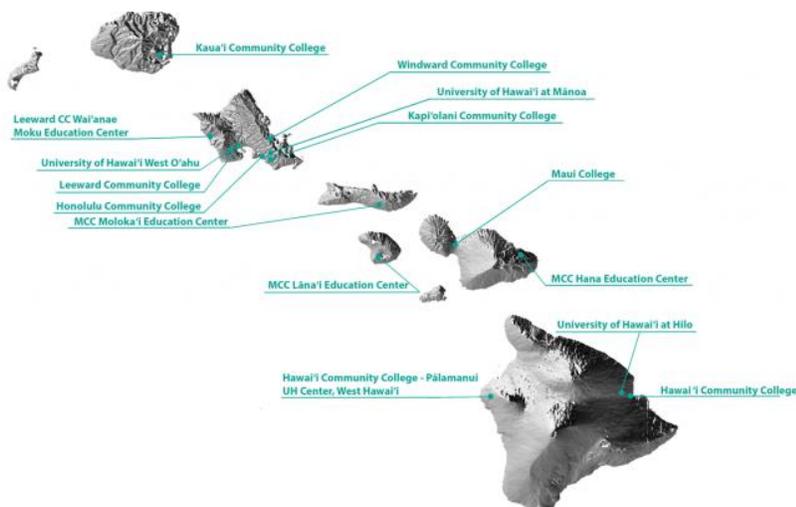


Figure 9. The University of Hawai‘i System.

The vice president for community colleges (VPCC), the chief executive officer (CEO) of the system, now provides the overall leadership of the UHCC System, an outcome of a reorganization in 2005. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD-3](#)). The UHCC System office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an associate vice president for academic affairs and an associate vice president for administrative affairs to ensure support for the effective operation of the colleges at the system level ([IVD-4](#), [IVD-5](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership ([IVD-6](#)). (See also Standard [IV.D.4](#).) The chancellors may report through the VPCC to the president of the UH System for system wide policy-making and decisions affecting all campuses and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and system wide coordinated operations ([IVD-7](#)).

The UHCC System's functional map summarizes the delineation of functions and the differentiation of responsibilities between system and campus level. The community colleges most recently reviewed and updated the map in fall 2017. The functional map shows alignment with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([IVD-8](#)).

### **Analysis and Evaluation**

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (the VPCC) and individual campuses (chancellors) and identify their authorized roles in providing leadership at multiple levels.

#### IV.D.2.

***The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.***

### **Evidence of Meeting the Standard**

The VPCC provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives.

Two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative affairs oversee the operations of the Office of the Vice President for Community Colleges (OVPCC). The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC System wide academic plans, goals, and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment, and policy analysis; career and technical education; and student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives ([IVD-9](#)).

The associate vice president for administrative affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications ([IVD-10](#)). Facilities management is one area that requires an additional level of coordination and prioritization. The UH Office of Capital Improvements (now designated as the Office of Project Delivery), established by the BOR, manages capital improvement program (CIP) projects for all campuses. The associate vice president for administrative affairs manages general UHCC repair and maintenance and minor CIP projects, and individual colleges have responsibility for routine maintenance and health and safety issues. Individual colleges have Long Range Development Plans (LRDPs), which the UHCC and UH Systems use to develop and justify minor and major CIP ([IVD-11](#), [IVD-12](#)).

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community Council of Native Hawaiian Chairs ([IVD-13](#), [IVD-14](#), [IVD-15](#), [IVD-16](#)).

Each campus also mirrors the system-level structure in having executive leadership for academic affairs and administrative affairs. Where the associate vice president for academic affairs coordinates student services functions at the system level, the colleges maintain separate executive management for student services with either vice chancellors or deans. Vice chancellors for academic affairs, vice chancellors for administrative affairs, and vice chancellors for student affairs or deans for student services also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making and mutual support ([IVD-17](#)). For further discussion of the College's executive team, see Standard [IV.B.2](#).

In addition to these councils based on administrative positions, the UHCC System has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006 ([IVD-18](#)). The system-level council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission. For a discussion of these campus-based activities, see Standards [I.B.6](#) and [II.C.5](#).

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are sustainability and distance education. Executive Policy (EP) 4.202, Sustainability, and new RP 4.208, Sustainability Policy, signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time,

recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses ([IVD-19](#), [IVD-20](#), [IVD-21](#)).

### **Analysis and Evaluation**

The UHCC System is well structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC, while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the councils that meet with the VPCC, the committees of vice chancellors, and the system-level initiatives such as the Student Success Council.

IV.D.3.

*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

### **Evidence of Meeting the Standard**

State law, primarily Chapter 37 of the Hawai‘i Revised Statutes, governs the UH System’s budget preparation and receipt of and further distribution of resources ([IVD-22](#)). The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the state legislature in odd-numbered years; the UH System may also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and CIP funds for the UH System.

The UHCC System office, under the guidance of the associate vice president for administrative affairs, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH System, the UHCC System, and the individual college strategic plan ([IVD-23](#)). The UHCC Strategic Planning Council is the primary body for ensuring system wide participation in the UHCC strategic planning process. The membership of the council includes the chancellor, faculty senate chair, and student government chair from each college and the vice president and the associate vice presidents for the community colleges ([IVD-24](#)). The council provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC strategic plan goals and objectives. UHCC Policy (UHCCP) 4.101, Strategic Academic Planning, codifies the guiding principles of the community college Strategic Academic Planning Process, which defines the role of the council. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges ([IVD-25](#)).

Each college develops its own budget request (as described in more detail in Standard [III.D](#)). At the UHCC System level, the seven UHCC chancellors, with support from the associate vice presidents and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state legislature.

While state general funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Each college may also generate and retain other sources of internal and extramural funds. UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation, and UHCCP 8.201, Unrestricted Fund Reserve—General, Special, Revolving Funds guide the management of sources of funding other than general funds. Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IVD-26](#), [IVD-27](#), [IVD-28](#)).

Campuses have also had access to additional funds from the OVPCC and more recently from the office of the UH president, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives ([IVD-29](#)). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or system initiatives, such as those associated with student success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy, UHCCP 9.495, Long-Term Vacancy, created a system pool of those positions from which campuses may request reallocation based on documented need ([IVD-30](#)).

With reference to effective control of expenditures, recent actions taken between 2013 and 2016 provide an example of the controls in place to ensure accountability and sound fiscal management as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit conducted operational reviews of the Culinary Arts programs at Leeward Community College and Kapi'olani Community College. The reports identified operational and financial risks and presented recommendations relating to the inventory management, financial analysis and reporting, and other aspects of these programs. In spring 2014, the Office of Internal Audit conducted follow-up reviews to ensure implementation of recommendations ([IVD-31](#)). The Internal Audit report was on the agenda of the May 12, 2015, meeting of the BOR Committee on Independent Audit. Subsequent to

the December 15, 2016, meeting of that same committee, findings from the internal audit report were included in the UH System's Annual Report on Material Weaknesses and Fraud, presented to the 2017 state legislature ([IVD-32](#), [IVD-33](#), [IVD-34](#)). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs ([IVD-35](#)).

### **Analysis and Evaluation**

Clearly established policies guide allocation of key resources particularly funding and personnel. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that the colleges use resources most effectively to support their missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

IV.D.4.

*The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.*

### **Evidence of Meeting the Standard**

The UH System has a president, a VPCC (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. The VPCC is the CEO of the system of the seven UHCC campuses. Each college has a chancellor, the CEO of the institution. RP 4.207 established the community college system in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IVD-2](#)). In 2005, the BOR approved the reorganization of the community college system and created the new executive position of VPCC ([IVD-36](#)). A subsequent memo to the college chancellors provided detailed organizational charts as well as a functional statement for the OVPCC ([IVD-37](#)). Key among the major functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in EP 1.102, Authority to Manage and Control the Operations of the Campus, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads” ([IVD-38](#)). UHCCP 8.000 also specifies the chancellor's responsibility “to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission” ([IVD-26](#)). EP 9.112 Attachment B delegates responsibility for a broad range of personnel actions to the chancellors ([IVD-39](#)).

In line with the need for accountability in the fulfillment of their duties, chancellors and other executive-managerial personnel are subject to annual performance evaluation with final assessment by the VPCC. UHCCP 9.202, Executive Employees Performance Evaluation, thoroughly codifies this process ([IVD-40](#), [IVD-41](#)).

### **Analysis and Evaluation**

Several policy and procedural documents clearly document that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

IV.D.5.

*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

### **Evidence of Meeting the Standard**

The community colleges in the Hawai‘i state wide system of public higher education operate within a three-tiered system: the UH System as a whole; the UHCC System; and the individual community college campuses located on the four major islands in the state. The community colleges and the University of Hawai‘i Maui College manage satellite learning centers, providing additional outreach across the state (see Figure 9). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

There are multiple structures in place at the UH- and the UHCC-system level that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the *UH Strategic Directions 2015-2021*, the *UHCC Strategic Directions 2015-2021* that was developed to be aligned with the overall UH plan, and the individual campus strategic plans, developed in alignment with the UHCC plan ([IVD-40](#), [IVD-41](#), [IVD-42](#)). For further discussion of the College’s strategic plan and its alignment with the UHCC strategic plan, see Standard [I.A.2](#).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration ([IVD-23](#)). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the UHCC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in Standard [IV.D.3](#) ([IVD-29](#)).

Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan for the UH System. Recognizing the critical interdependence between the academic

missions of the ten campuses and the physical and other resources required to support those missions, the plan states that it is “intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition” ([IVD-45](#)). The plan provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three UH universities and the seven UHCC campuses, which function as a single major unit) and affirms the further integration of planning in noting that “the principles of this plan will be incorporated into biennium budget planning, annual operating budgets, six-year CIP plans and academic program approvals and reviews” ([IVD-45](#)).

### **Analysis and Evaluation**

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH System, the UHCC System, and the individual community colleges use as the basis of evaluating institutional and system effectiveness.

#### IV.D.6.

*Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

### **Evidence of Meeting the Standard**

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the OVPC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president’s senior leadership team as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the administrative representative to the BOR Committee on Academic and Student Affairs. When the colleges forward items to the BOR for approval such as strategic plans and institutional self-evaluation reports, they do so under the signature of the VPCC. In addition to publicly posted minutes of board committee and board meetings, the VPCC receives memos summarizing board-approved actions ([IVD-46](#)). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure ([IVD-47](#)).

The VPCC meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Each council documents its meetings and completes an annual self-assessment ([IVD-13](#), [IVD-14](#), [IVD-15](#)).

The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year ([IVD-48](#)). Spring semester visits generally provide a summary as well as a prospective view of upcoming work ([IVD-49](#)).

The community colleges function within a three-tiered system: The UH System, the UHCC System, and the individual community colleges. Communication between the top two tiers, the UH System and UHCC System, is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level such as agendas and minutes of councils and other deliberative bodies. The UHCC System committees will provide orientations as needed to those serving as campus representatives to system committees so they are more fully aware of their reporting duties. Additionally, the OVPCC will update its website to enhance the accessibility and currency of the information posted there.

### **Analysis and Evaluation**

Just as the VPCC serves as an important point of connection between the UH System and the UHCC System, and between the OVPCC and the individual colleges, the chancellors of the individual colleges are responsible for coordinating with the OVPCC and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC recognizes the need to maintain access to up-to-date documentation of system-level meetings and is updating its own website to ensure better access to that information.

#### IV.D.7.

*The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to set standards of best practices and minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly

reviewed, new policies are created when needed, roles and responsibilities are delineated in the functional map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals ([IVD-50](#), [IVD-51](#)).

Of specific importance in this last context is the role of the UHCC System's Strategic Planning Council, the primary body for assuring system wide participation in the UHCC strategic planning process, as codified in UHCCP 4.101. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges ([IVD-25](#)).

### **Analysis and Evaluation**

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

## Evidence for Standard IV.D.

<a href="#">IVD-1</a>	RP 3.201 Major Organizational Units of the University of Hawai'i
<a href="#">IVD-2</a>	RP 4.207 Community College System
<a href="#">IVD-3</a>	UHCC Organization Chart 1
<a href="#">IVD-4</a>	UHCC Organization Chart 3
<a href="#">IVD-5</a>	UHCC Organization Chart 4
<a href="#">IVD-6</a>	UHCC Organization Chart 2
<a href="#">IVD-7</a>	UH System Leadership Webpage
<a href="#">IVD-8</a>	UHCC Functional Map by Major Accreditation Topic and Detailed Functional Map by Accreditation Standard
<a href="#">IVD-9</a>	OVPC Academic Affairs Office Webpage
<a href="#">IVD-10</a>	OVPC Administrative Affairs Office Webpage
<a href="#">IVD-11</a>	UH System Office of Project Delivery Webpage
<a href="#">IVD-12</a>	Leeward CC LRDP (Condensed Version)
<a href="#">IVD-13</a>	UHCCP 1.101 Council of Community College Chancellors
<a href="#">IVD-14</a>	UHCCP 1.102 Community College Council of Faculty Senate Chairs
<a href="#">IVD-15</a>	UHCCP 1.104 Community College Council of Native Hawaiian Chairs
<a href="#">IVD-16</a>	Sample Council Meeting Minutes
<a href="#">IVD-17</a>	Sample VCAA and VCAS Meeting Minutes
<a href="#">IVD-18</a>	OVPC Student Success Council Webpage
<a href="#">IVD-19</a>	EP 4.202 System Sustainability
<a href="#">IVD-20</a>	RP 4.208 Sustainability Policy
<a href="#">IVD-21</a>	OVPC Sustainability Webpage
<a href="#">IVD-22</a>	Hawai'i Revised Statutes, Section 37 Budget Planning and Preparation Materials
<a href="#">IVD-23</a>	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
<a href="#">IVD-24</a>	OVPC Strategic Planning Council Webpage
<a href="#">IVD-25</a>	UHCCP 4.101 Strategic Academic Planning
<a href="#">IVD-26</a>	UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
<a href="#">IVD-27</a>	UHCCP 8.201 Unrestricted Fund Reserve – General, Special, Revolving Funds
<a href="#">IVD-28</a>	Tables of UHCC Revenue Summaries
<a href="#">IVD-29</a>	Crosswalk of UH System and UHCC System Performance Funding Measures
<a href="#">IVD-30</a>	UHCCP 9.495 Long-Term Vacancy Policy
<a href="#">IVD-31</a>	Kapi'olani CC and Leeward CC Culinary Arts Programs Status of Corrective Action, Mar. 2015
<a href="#">IVD-32</a>	Committee on Independent Audit Minutes, May 12, 2015, Item IV.A.2
<a href="#">IVD-33</a>	Committee on Independent Audit Minutes, Dec. 15, 2016, Item IV.B.1
<a href="#">IVD-34</a>	2017 UH System Annual Report on Material Weakness and Fraud
<a href="#">IVD-35</a>	UHCCP 8.200 Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs
<a href="#">IVD-36</a>	BOR Minutes, June 21-22, 2005, pp. 8-11
<a href="#">IVD-37</a>	Memo on System-Level Reorganization, July 8, 2005
<a href="#">IVD-38</a>	EP 1.102 Authority to Manage and Control the Operations of the Campus
<a href="#">IVD-39</a>	EP 9.112 Attachment B Delegation of Authority for Personnel Actions
<a href="#">IVD-40</a>	UHCCP 9.202 Executive Employees Performance Evaluation
<a href="#">IVD-41</a>	Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.4
<a href="#">IVD-42</a>	<i>UH Strategic Directions 2015-2021</i>

- [IVD-43](#) *UHCC Strategic Directions 2015-2021*
- [IVD-44](#) *Leeward CC Strategic Plan 2015-2021*
- [IVD-45](#) UH Integrated Academic and Facilities Plan, p. 2 and p. 8
- [IVD-46](#) Sample BOR Memos to VPCC
- [IVD-47](#) Sample PPIS Memos to VPCC
- [IVD-48](#) Fall 2016 VPCC Presentation
- [IVD-49](#) Spring 2017 VPCC Presentation
- [IVD-50](#) Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
- [IVD-51](#) UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors

# QUALITY FOCUS ESSAY

## Introduction

As part of Leeward Community College (Leeward CC)'s continuing efforts to improve student learning and achievement as well as demonstrate a commitment to excellence, the Self-Evaluation Core Team used the self-evaluation process to reflect on the College's successes as well as areas that need improvement. Over the course of two years, the team remained open regarding what the Quality Focus Essay (QFE) topics would be. In fact, particular effort was made to not select topic areas too early in order to allow the self-reflective nature of the institutional self-evaluation report (ISER) to uncover those larger areas of focus for the College.

In fall 2017, the first topic became clear as the campus embraced a single goal to drive campus initiatives. This goal is known as the Wildly Important Goal (WIG) and provides a unifying vision for the many campus initiatives currently underway to increase student retention.

The second topic developed out of a breakout session at the convocation in spring 2018. These breakout sessions were focused on the areas of improvement that had been identified during the writing of the ISER. One area attracted much attention, and this led to the second QFE topic that focuses on improving student learning by making outcomes assessment more meaningful for faculty and staff.

The WIG and the efforts surrounding assessment will help "provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and demonstrate the institution's commitment to excellence" ([Q-1](#)).

## Action Projects

1. Increase student retention by keeping the students the College already has.
2. Improve student learning by making outcomes assessment more meaningful for faculty and staff.

***Action Project 1: Increase student retention by keeping the students the College already has. (Standard [I.B.3](#))***

## Background

The College operates as part of a community college network in the state of Hawai'i. As one of seven community colleges, and one of ten colleges in the University of Hawai'i (UH) System, Leeward CC plays a critical role in preparing students for the workforce and for transfer to a four-year college. The University of Hawai'i Community Colleges (UHCC) System coordinates the efforts of the community colleges, ensuring alignment and focused movement on key initiatives. The UHCC System has initiated several system wide projects in the past five years including a coordinated effort to accelerate students' progress through developmental education courses, the implementation of a pathway-driven registration

system, and the creation of common exploratory majors to guide students' selection of coursework. The College goals and plans are guided by these system efforts.

The core team's review of the data indicated that retention is a gap area that has shown little movement despite the implementation of these system initiatives. Additionally, faculty and staff had begun to experience "initiative fatigue" with so many initiatives needing attention. In spring 2017, the UHCC System hosted a biannual Community College Survey of Student Engagement (CCSSE) workshop. At this workshop, the College's vice chancellor for academic affairs (VCAA) met Dr. Tonjua Williams from St. Petersburg College in Florida who discussed St. Petersburg's implementation of *The Four Disciplines of Execution: Achieving Your Wildly Important Goals* by Chris McChesney, Sean Covey, and Jim Huling.<sup>5</sup> The VCAA was intrigued with the idea of focusing on one goal – one WIG. After distributing the book to administrators and campus leaders, the College selected its WIG of "Keeping the Students We Have." Specifically, the goal is to increase retention and persistence by ten percent in 2017-2018. As one faculty member commented, "It was like a breath of fresh air." The College would have one goal that drives everything it does.

The VCAA introduced the WIG to campus leaders at a leadership retreat in August 2017. A presentation on retention by Pam Cox Otto enhanced the discussion of the WIG, and the retreat concluded with an introduction of the theme for the year, "The Student Experience." The VCAA communicated the WIG to the campus community at the convocation in fall 2017.

The Counseling and Advising unit created additional goals that aligned with the WIG and created four subcommittees to develop specific strategies to pursue. One of the unit's strategies was to encourage continuing students to register for the spring 2018 semester early. The Counseling and Advising unit recruited faculty and staff to assist with this effort by creating the #IGotClass campaign. Faculty and staff wore stickers with the #IGotClass hashtag and asked their students if they had registered for upcoming classes before winter break. By registering early, students can also get their preferred courses, class times, and instructors. In one month, the campus community encouraged and assisted more than 3,100 students to register for spring 2018 ([Q-2](#), [Q-3](#)).

In addition, the College's campus co-leads for the UHCC Student Success Committee convened the WIG Design Team. The WIG Design Team is similar to a strategic planning group; it will lead and guide the College's efforts to implement the WIG and the UHCC System initiatives. The WIG Design Team is comprised of representatives from all areas of the campus. The team first convened in December 2017. By May 2018, the team completed an initial review of institutional data, identified the areas to focus on in the coming year, and created three "keys" or values that the College will use to guide future work on implementing the WIG. The team will work with existing committees and/or convene work teams as this initiative is further deployed.

### Goals and Outcomes

- Increase student retention and persistence by ten percent in 2018-2019.

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<sup>5</sup> McChesney, C., Covey, S., & Huling, J. (2012). *The four disciplines of execution: Achieving your wildly important goals*. New York: Free Press.

- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the four-year graduation rate to 25 percent by 2020-2021.

Timeline

<b>2018-2019 Strategies</b>	<b>Responsible Parties</b>
Continue to meet and develop plans for the implementing the WIG at the unit and division levels.	WIG Design Team
Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.	Counseling and Advising Unit
Develop recommendations for faculty communication and actions at identified times during the semester. Based on the work of Pam Otto-Cox, this program will empower faculty and lecturers with phrases, actions, and intentions to encourage their students to improve retention and success in their classes.	Faculty Communication Committee
Create a workshop series on how the College can improve student retention by creating more student-centric learning experiences through design thinking strategies. Through participatory workshops, immersive design exercises, and presentations, faculty and lectures will learn about, experience, and practice effective, engaging teaching approaches for new and meaningful curricula.	Olin Summer Institute Team
<b>2019-2020 Strategies</b>	<b>Responsible Parties</b>
Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.	WIG Design Team
Work with Student Services to further implement <i>The Four Disciplines of Execution</i> principles in the other Student Services' units including Admissions and Records, Financial Aid, Student Life, and Job Prep Services.	WIG Design Team and Student Services Unit Heads
Work with Academic Services to implement <i>The Four Disciplines of Execution</i> principles in Academic Services' units including the Library, the LRC Content Tutoring, the Writing Center, and the Kāko' o 'Ike Program.	WIG Design Team and Academic Services Unit Heads

2020-2021 Strategies	Responsible Parties
Work with Administrative Services to implement <i>The Four Disciplines of Execution</i> principles in Administrative Services' units including the Business Office, Human Resources, Operations and Maintenance, and Facilities Management.	WIG Design Team and Administrative Services Unit Heads
Evaluate efforts and determine future plans for the implementation of the WIG.	WIG Design Team

***Action Project 2: Improve student learning by making assessment more meaningful for faculty. (Standard [II.A.3](#))***

Background

A second area in need of improvement is learning outcomes assessment. Since 2010, the College has made use of Tk20, which is a comprehensive online assessment planning, data management, and reporting system. In 2013, the Office of Policy, Planning, and Assessment (OPPA) created the handbook *Sustaining Assessment: Three-Year Plan to Maintain and Enhance Assessment of Learning Outcomes at Leeward Community College* to provide the campus with assessment terminology and processes and to set forth future plans for assessment at Leeward. The College made good progress with implementing Tk20 as the repository for learning outcomes assessment. However, faculty and staff did not find Tk20 intuitive or easy to use. Tk20 has become a deterrent to meaningful dialogue about assessment instead of a supportive tool.

At Leeward CC's convocation in spring 2018, faculty and staff gathered at moderated roundtable discussions to participate in conversations about the College and how it meets and can improve in various Accreditation Standards. An area that generated much discussion is assessment and Tk20. The roundtable facilitator for discussions about Standard II.A.3 noted, "A lot of the discussion centered around how TK20 wasn't very intuitive and how there should be more tutorials or training. Another area of discussion focused on mentoring or specifically, the lack of mentoring that we have at the College. We had several lecturers and tenured faculty in both sessions that mentioned the need for mentoring." Other roundtable attendees echoed the facilitator's comments in written feedback. Based on this feedback, the Self-Evaluation Core Team is setting a goal to further train faculty in assessment and Tk20 to make outcomes assessment more meaningful while at the same time have the College determine the best assessment tool to suit its needs.

To help with Tk20 training and support, the College has the Faculty Senate's Assessment Committee, which is made up of representatives from the five main organizational areas and one nonvoting representative from the administration or OPPA ([Q-4](#)). The committee's mission is as follows: "COMMUNICATE -Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment. FACILITATE -Work with

the Administration and Office of Planning, Policy and Assessment to facilitate the assessment process and establish a culture of assessment” (Q-5).

The committee gives between four and seven Tk20/assessment training sessions per semester to provide faculty and staff with assistance in these areas. Additionally, the committee encourages the campus constituents to contact their assessment representative for any assistance.

In November 2017, the assessment specialist and the Faculty Senate Assessment Committee chair began a new Assessment Think Tank for the campus. This group is charged with the task of developing, recommending, and implementing concepts and strategies that will help to establish a culture of assessment that carries the College beyond the fall 2018 accreditation visit. The Assessment Think Tank works in conjunction with the Assessment Committee and serves as a voice for a much broader pool of communal stakeholders. The participants are enthusiastic about fostering wider acceptance of and engagement in the assessment process.

In March 2018, the VCAA hosted a Talk Story on assessment. At this session, participants gave feedback on how to further engage the campus in reflection and dialogue on assessment. Discussion centered on clarifying assessment terminology and having a user-friendly tool to report assessment. The assessment specialist demonstrated a prototype reporting tool he designed to collect assessment results. Participants provided additional feedback on the tool, and these suggestions will be incorporated before the tool is implemented in the fall 2018 semester as a pilot.

#### Goals and Outcomes

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

#### Timeline

<b>2018-2019 Strategies</b>	<b>Responsible Parties</b>
Develop more individualized training sessions for faculty and staff.	Assessment Specialist and Faculty Senate Assessment Committee
Create a one-stop website for assessment policies, procedures, and tutorials.	Assessment Specialist and Faculty Senate

	Assessment Committee
Take actionable steps toward “closing the loop” within the assessment process. Align assessment data with the curriculum so assessment results are meaningful and useful. Emphasize operationalizing the data findings for effective pedagogic improvement, programmatic adjustments, and resource allocations.	OPPA and Faculty Senate Assessment Committee
Pilot an alternative assessment collection database with a clear, easy-to-use interface.	Assessment Specialist
Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.	Assessment Think Tank
<b>2019-2020 Strategies</b>	<b>Responsible Parties</b>
Connect course and program assessment to ARPD with redesigned ARPD template. Train program coordinators and unit heads on how to report assessment results that support program improvements and resource allocations.	Ad Hoc Planning Process Review Committee
Fully implement the alternative assessment collection database or identified assessment software by May 2020.	Assessment Specialist
Implement initiative to create a culture of learning founded on motivational interest and active engagement.	Assessment Specialist and Faculty Senate Assessment Committee
Continue to train faculty and staff on assessment strategies that are engaging and meaningful.	Assessment Specialist
<b>2020-2021 Strategies</b>	<b>Responsible Parties</b>
Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.	OPPA
Develop a long-term plan for program review and assessment that engages the campus community and focuses on long-term goals for continuous improvement.	Ad Hoc Planning Process Review Committee

## Evidence for the Quality Focus Essay

- [Q-1](#) *Manual for Institutional Self-Evaluation*, p. 21
- [Q-2](#) Email on #IGotClass, Nov. 14, 2017
- [Q-3](#) Blog Post on #IGotClass Winners
- [Q-4](#) Assessment Organization Chart
- [Q-5](#) Assessment Committee Webpage



# WINDWARD Community College

## Self-Evaluation Report of Educational Quality and Institution Effectiveness

SUPPORT OF REAFFIRMATION OF ACCREDITATION

**SUBMITTED BY:**

Windward Community College  
45-720 Kea'ahala Road  
Kāne'ohe, Hawai'i 96744

**SUBMITTED TO:**

Accrediting Commissions for Community and Junior Colleges  
Western Association of Schools and Colleges

**DUE DATE:**

August, 2018



UNIVERSITY of HAWAII®

**WINDWARD**  
COMMUNITY COLLEGE



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

From: Douglas Dykstra, Chancellor  
Windward Community College  
45-720 Kea'ahala Road  
Kāne'ohe, Hawaii 96744

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting  
in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self  
Evaluation Report accurately reflects the nature and substance of this institution.

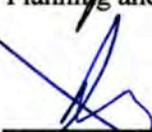
Signatures:



4/16/18

Douglas Dykstra, Chancellor and Presiding Chair,  
Planning and Budget Council

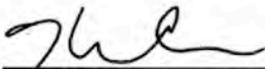
Date



4/20/18

Ardis Eschenberg, Vice Chancellor of Academic Affairs,  
Native Hawaiian Student Achievement Parity QFE

Date



4/16/18

T Michael Moser, Director Office of Community  
And Continuing Education

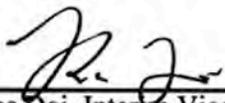
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Brian Pactol, Vice Chancellor of Administrative Services

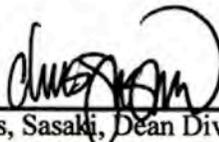
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Thomas Doi, Interim Vice Chancellor of Student Affairs

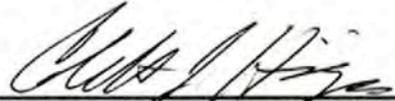
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4/17/18

Charles, Sasaki, Dean Division II  
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Date



Colette Higgins, Dean Division I  
Distance Education Student Achievement Parity QFE

4/16/18

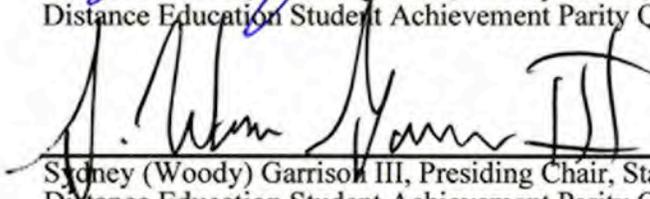
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Elizabeth Ratliff, Presiding Chair, Faculty Senate,  
Distance Education Student Achievement Parity QFE

4/17/18

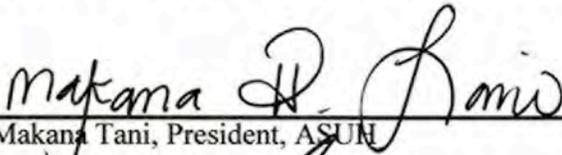
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Sydney (Woody) Garrison III, Presiding Chair, Staff Senate  
Distance Education Student Achievement Parity QFE

4-11-18

Date



Makana Tani, President, ASUN

04/27/18

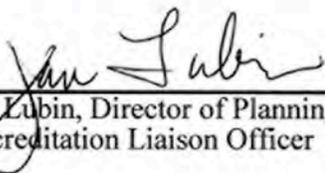
Date



Sarah Sur, Chairperson, Ke Kumu Pali  
Native Hawaiian Student Achievement QFE

04/17/18

Date



Jan Lubin, Director of Planning and Program Evaluation and  
Accreditation Liaison Officer

04/11/2018

Date

## History of Windward Community College

Windward Community College (Windward CC) is located in Kāneʻohe on the island of Oʻahu at the base of the Koʻolau mountains. It primarily serves residents from Waimānalo on the East Shore to Kahuku on the North Shore. Its offerings further appeal to students throughout the University of Hawaiʻi System (UH System) and its online classes are available to students everywhere. Established in 1972, the College is situated on approximately 64 acres of land and is composed of 10 primary buildings that are either renovated former Hawaiʻi State Hospital buildings or part of the College's newer construction projects.

Situated on lush, tropical lands, the College's physical infrastructure not only supports the beauty of the surroundings, but also the strong educational foundation that Windward CC provides for the communities it serves. Most recently, the Student Support Services (Hale Kakoʻo), Hawaiian Studies (Hale Aʻo), Social Sciences (Hale Naʻauao), and Language Arts (Hale Manaleo) buildings have been renovated to create more optimal learning spaces. Our most recent new construction project, the Library Learning Commons (Hale Laʻakea), completed in Fall 2012, has become the core for many of the College's educational support and outreach activities including housing tutoring services, the Hawaiian collection, and writing, speech, and math labs. Moreover, the College has also sought to increase student persistence and retention rates by enhancing its tutoring, counseling, and student support efforts through participation in the Achieving the Dream initiative ([I-1](#)), University of Hawaiʻi Community College (UHCC) Student Success Initiative ([I-2](#)) and in federal programs such as Upward Bound Educational Support Services ([I-3](#)) Educational Talent Search ([I-4](#)), and Student Support Services ([I-5](#)).

### Recent Major Developments

In order to attract more students, Windward CC has expanded its curricular offerings, distance education opportunities, classroom space, student support services, and offered significant coursework at target high schools to better serve the local community, the State of Hawaiʻi, and others living outside the State. The College has also embraced pedagogical innovations, including learning communities and supplemental instruction, as well as added new forward-thinking disciplines such as Creative Media.

The College has developed the following degrees and concentrations from 2012-2017:

- Associate of Arts in Liberal Arts ([I-6](#))
- Associate in Arts in Hawaiian Studies ([I-7](#)).
- Associate in Arts degree in Liberal Arts with a concentration in Visual Arts ([I-8](#)).
- Associate in Arts degree in Liberal Arts with a concentration in Performing Arts ([I-9](#), Fall 2018).
- Associate in Science in Natural Sciences with a concentration in Biological Sciences ([I-10](#)).
- Associate in Science in Natural Sciences with a concentration in Physical Sciences ([I-11](#)).
- Associate in Science in Natural Sciences with a concentration in Engineering ([I-12](#)).

- Associate in Science in Natural Sciences degree with a concentration in Pre-Computer Science ([I-13](#)).
- Associate in Science in Veterinary Technology ([I-14](#)).
- Certificate of Achievement in Veterinary Assisting ([I-15](#)).
- Certificate of Achievement in Agripharmatech ([I-16](#)).
- Certificate of Competence in Information Security ([I-17](#)).

These offerings enable students to earn associate degrees and certificates, which grant them the opportunities to develop basic skills, transfer to Hawai‘i and nationwide baccalaureate institutions, and gain career and technical proficiency to become active members of a global society.

### **Meeting Distance Education Needs**

Distance learning provides students with access to education through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies ([I-18](#), [I-19](#)).

Although the seven UHCCs were originally envisioned to serve defined local populations, that perception has changed as each campus has created unique classes and programs that are in demand throughout the State. Owing to the geographic separation of campuses, commuting between UHCCs can be economically and logistically unfeasible. As a result, most of the UHCCs have developed a robust Distance Education curriculum.

Working collaboratively, the UHCC System offers courses leading to an Associate in Arts degree through cable TV, the Internet, and interactive television. Students may choose to earn their AA degree through a combination of distance delivered and on-campus courses. Windward CC is no exception. In AY 2015-2016, the campus offered 120 classes online ([I-20](#)), and almost 30% of registered students are home-based on other campuses ([I-21](#)). These large enrollment numbers challenge us to manage and provide quality services but also benefit the campus by allowing Windward CC to offer more sections of high-demand courses and a fuller curriculum than what might be expected of other small community colleges. This is the basis for the Distance Education Student Achievement Quality Focused Essay.

Windward CC has also led the System in converting its highly popular Certificate of Achievement (CA) in Veterinary Assisting, into a hybrid delivery format for residents of the Neighbor Islands. Students in this program complete lecture classes online and satisfy hands-on portions of the program by participating in fast-track labs which are held at satellite facilities outside of O‘ahu ([I-22](#)). The hybrid CA program was offered on the island of Maui in AY 2015-2016 and is being offered on Hawai‘i Island in AY 2017-2018. Demand for hybrid-delivered programs is growing; a total of 15 students (75% program capacity) enrolled in the Veterinary Assisting program on Maui, and, the following year, 20 students (100% capacity) have enrolled on Hawai‘i Island. As a result of this, the College is evaluating the efficacy of converting other degree and certificate programs to a DE format.

Therefore, to accommodate the high demand for DE classes, the University of Hawai‘i has devoted substantial resources to support distance education. Technology support is shared by the UH System for major enterprise systems and for the UH technical infrastructure and by the colleges for on-campus support for students and staff using college technology resources. The UH System has also created a very high-speed digital network connecting all campuses, learning centers, libraries, and DOE schools.

To ensure equal access for these students, the College and UHCC System have acquired several resources, including:

- Laulima and Canvas Learning Management Systems ([I-23](#)).
- BrainFuse online tutoring system ([I-24](#)).
- Distance Education Proctoring Services ([I-25](#)).
- Blackboard Virtual Classrooms ([I-26](#)).
- HITS Classroom ([I-27](#)).
- Web Access to Online Library Resources ([I-28](#)).

The UHCC community colleges assess all of their internal campus networks to assure that they provide the required high-speed connectivity to the teaching and learning space, to the business operations, and to the students in general. Necessary upgrades are implemented based on this assessment.

The College also assesses its delivery of DE education through SLO analysis ([I-29](#)), student engagement surveys ([I-30](#)), departmental reports and program analyses ([I-31](#), [I-32](#), [I-33](#)). Currently, success rates for online classes (65%) are slightly lower than that of conventional face-to-face classes (70%; [I-32](#)), though in the area of Veterinary Technology, online success rates actually surpass face-to-face classes ([I-31](#)). In instances when these analyses uncover deficiencies, faculty and staff can request additional DE resources via the Planning and Budget Process ([I-34](#)). See section III.B.3 for more details on this process. The Distance Education Student Achievement Quality Focused Essay is the Colleges attempt to remedy the lower success rates ([I-35](#)).

### **The Students Windward Community College Serves: Student Trends**

By State law, Windward CC has an open-door admission policy that includes, but is not limited to, residents who have completed high school or who are 18 years of age or older. In its 45 years, Windward CC has grown from a small collection of aging buildings that were once the home of the Hawai‘i State Hospital into a vibrant community college that meets the educational needs of its students, specifically in terms of degrees and transfers, and reaches out to the community with events and performances at the Palikū Theater ([I-36](#)), Imaginarium ([I-37](#)), Gallery ‘Iolani ([I-38](#)), and the Ho‘olaule‘a festival ([I-39](#)).

The College also participates in programs that extend College access to high school students, non-resident members of the military, international students, and other non-residents. Outreach efforts are focused on the Windward side of O‘ahu, with special attention paid to underserved and minority populations. The College’s institutional mission and values ([I-40](#)) mirror the communities that it serves as shown in the Community College Survey of Student

Engagement results (I-30), and the diversity of its students, as shown in Table 1 below, is representative of the Ko‘olau districts of O‘ahu.

Nonetheless, enrollment at Windward CC has decreased from a headcount of 2741 students in Fall 2012 to a headcount of 2511 in Fall 2016 (See Table 1), mostly because the economic conditions of the area have improved. This headcount is still significantly higher than historical headcounts.

**Table 1: Windward Community College Fall Enrollment  
All Students: Full-time and Part-time**

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
<b>Total</b>	2,741		2,799		2,661		2,610		2,511	
	FT	PT								
	1,287	1,454	1,367	1,432	1,356	1,305	1,281	1,329	1,281	1,230
<b>Age</b>										
Recent High School Graduates	192	65	193	51	189	43	186	40	171	35
Other < 22 Year Olds	569	423	585	410	586	385	524	506	541	406
22-24	179	274	221	254	208	236	202	212	205	211
25-48	322	593	335	603	338	542	343	463	330	465
>49	25	99	33	114	35	99	26	108	34	113
Age Not Reported										
<b>Race/ Ethnicity</b>										
American Indian or Alaska Native	3	6	4	8	9	4	10	3	6	9
Asian	234	243	234	247	224	228	249	276	240	249
Black or African American	15	9	14	10	17	17	15	16	16	14
Hispanic/Latino of Any Race	17	26	31	35	31	33	25	35	26	26
Native Hawaiian	588	574	621	551	618	500	560	512	546	485

Other Pacific Islander	25	38	24	24	27	16	15	17	22	19
White	210	322	238	320	234	291	215	261	222	224
Two or More Races	180	222	196	227	192	208	190	201	199	195
Unknown/Other	15	14	5	10	4	8	2	8	4	9
<b>Gender</b>										
Female	788	896	816	889	787	789	755	829	754	809
Male	473	544	524	521	535	501	491	466	505	408
Not Reported	26	14	27	22	34	15	35	34	22	13
<b>Socio Economic (Pell)</b>										
Received Pell	652	527	694	501	661	409	592	371	579	294
Did not receive Pell	635	927	673	931	695	896	689	958	702	936
<b>Distance Completely On-Line Courses (DCO)</b>										
Student Took No DCO	872	1,041	866	962	857	836	704	819	687	729
Student Took 1 or More DCO	415	413	501	470	499	469	577	510	594	501

Data Source: ODS - IRAO Freeze Tables - IRO\_BASE, IROREGS, and DIAD\_SEMESTER, CENSUS

## Major Demographic Trends

The mean age of our students is 25 with the median age being 25 ([I-41](#)). Students primarily are from the two Ko‘olau districts of O‘ahu as defined below. Table 1 above shows that the student body at Windward CC is diverse. In Fall 2016, Native Hawaiians (NH) comprised the largest percentage of any race or ethnicity (41%). In addition to NH, Windward CC’s student body consisted of 19% Asian, 18% Caucasian, 16% 2 or more races, 2% Hispanic, 1% Pacific Islander, Black, Alaskan/American Indian and Other/Unknown students. On average, 62% of students are female while 38% are male, and 35% receive Pell Grants, pointing towards relatively high levels of financial need. When comparing these demographics with those of Honolulu County, Windward District ([I-42](#)), they are representative. albeit a bit higher, for some ethnicities and a bit lower for others. The need to appropriately serve the Native Hawaiian population is noted in our mission and strategic plan, and is reflected in our Quality Focus Essay on Native Hawaiian Student Achievement Parity.

According to the 2016 US Census American Community Survey, ([I-43](#)), the demographics of the Kāne‘ohe area indicate an older population. This may be one of the reasons why

Windward CC has a majority of students over 25 years old. This MAPS Table (I-44) shows that the number of students who enter directly from high schools has gone down during the reporting period. Windward CC is trying to reverse this downward trend through its Early College, Upward Bound, and recruitment programs described in Standard II.C.3.

Table 1 above also shows that the percentage of Windward CC’s students enrolled in 12 or more credits per semester has fluctuated during the reporting period. In Fall 2012, 47% of students enrolled in more than 12 credits per semester, whereas in 2016, 51% were enrolled in more than 12 credits per semester. This increase in the percentage of full time enrollment may be due to the UH System 15 to Finish (I-45) initiative that encourages students to graduate in 2 years. Promoting full-time and higher course loads has also been a feature of several initiatives at Windward CC such as Hūlili (I-46) and Paipai o Ko‘olau (I-47), which are discussed in detail in Standards I.B.1 and II.C.2. As discussed in detail in Standards II.A.6 and II.C.2, Windward CC has also embraced dedicated student success pathways in STAR (I-48) and advised students accordingly.

### The Community Windward Community College Serves: The Ko‘olau Regions

The windward side of O‘ahu is made up of two districts: Ko‘olauloa (long Ko‘olau) to the north, and Ko‘olaupoko (short Ko‘olau) to the south. These districts are bordered on the west by the entire ridge of the Ko‘olau Mountain range. Ko‘olaupoko extends from Makapu‘u Point on the southeast to Ka‘ō‘io Point on the north. Included within the Ko‘olaupoko district are the largest Windward towns of Kāne‘ohe, Kailua, and Waimānalo. Ko‘olauloa extends from Ka‘ena Point to Kahuku Point, and includes Kahuku, Laie, and Hale‘iwa.

**Table 2: Ko‘olaupoko Median Age: 2016**

Kāne‘ohe	Kailua	Waimānalo
42.1	43.1	34.2

2016 American Community Survey (I-49, I-50, I-51)

**Table 3: Ko‘olaupoko Employment Status: 2016 (16 or older)**

Employed	Employment to Population Ratio	Unemployment Rate
66.5%	56.6%	4.6%

2016 American Community Survey (I-52)

**Table 4: Ko‘olaupoko: Earned Income of 34,990 Households**

Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50-\$99,999	Over \$100,000
2.9%	5.7%	14.2%	30.1%	37.1%

2016 American Community Survey (I-53)

Of those below poverty level, 14.5% were families with a female householder and no husband, with 23.9% of those having children under 18, and 11% having children under the age of 5.

**Table 5: Ko'olaupoko: Occupational Fields (52,523, 16 or older)**

Management, business, science, and art	Service Occupations	Sales and Office Occupations	Natural Resources, Construction and Maintenance Occupations	Production, transportation, and material moving Occupations
41.1%	17.1%	24%	10.1%	7.7%

2016 American Community Survey ([I-54](#))

**Table 6: Ko'olaupoko Median Age: 2016**

Kahuku	Laie	Hale'iwa
33.8	24.1	36.1

2015 American Community Survey ([I-55](#), [I-56](#), [I-57](#))

**Table 7: Ko'olaupoko Employment Status: 2016 (16 or older)**

Employed	Employment Population Ratio	Unemployment Rate
63.5%	59.2%	4.5%

2016 American Community Survey ([I-52](#))

**Table 8: Ko'olaupoko: Earned Income of 5,082 Households**

Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50-\$99,999	Over \$100,000
4.1%	8.8%	24%	32.2%	41.2%

2016 American Community Survey ([I-53](#))

Of those below poverty level, 23.3% were families with a female householder and no husband, with 26.8% of those having children under 18, and 10.1% having children under the age of 5.

**Table 9: Ko'olaupoko: Occupational Fields (9,317, 16 or older)**

Management, business, science, and art	Service Occupations	Sales and Office Occupations	Natural Resources, Construction and Maintenance Occupations	Production, transportation, and material moving Occupations
39.3%	23.9%	18.5%	12.3%	6%

2016 American Community Survey ([I-54](#))

## Presentation of Student Achievement Data and Institution-set Standards

As described in detail in Standard I.B.3, Windward CC follows University of Hawai'i Community College (UHCC) Policy 4.203 ([I-58](#)) on Institution-Set Standards for student achievement. The policy requires each standard have a baseline level of achievement and an aspirational target that aligns with strategic plan targets and are valid across programs and courses no matter what the modality of instruction.

The eight strategic plan targets are: Course Completion, Degrees and Certificates Awarded, Native Hawaiian Degrees and Certificates Awarded, Pell Recipient Degrees and Certificates Awarded (see table 10), Transfer to Baccalaureate Institutions (see tables 11 and 12), Integrated Postsecondary Education Data System (IPEDS) and Student Success Rate (see tables 11 and 12). Licensure and Certification Examination, and Job Placement baseline and aspirational targets are available on pages 4-7 of Policy 4.203 ([I-58](#)).

**Table 10: Windward Community College Degrees and Certificates Awarded Fiscal Year**

	2012	2013	2014	2015
<b>Total</b>	164	223	353	369
<b>Age</b>				
<b>Recent High School Graduates</b>				
<b>Other &lt; 22 Year Olds</b>	54	83	98	114
<b>22-24</b>	41	47	102	83
<b>25-49</b>	67	87	140	154
<b>&gt;49</b>	2	6	13	18
<b>Age Not Reported</b>				
<b>Race/Ethnicity</b>				
<b>American Indian or Alaska Native</b>	2	0	0	1
<b>Asian</b>	29	32	61	46
<b>Black or African American</b>	2	4	2	3
<b>Hispanic/Latino of Any Race</b>	2	3	7	7
<b>Native Hawaiian</b>	74	88	135	156
<b>Other Pacific Islander</b>	2	3	4	6
<b>White</b>	30	48	78	96
<b>Two or More Races</b>	21	44	65	54
<b>Unknown/Other</b>	2	1	1	0
<b>Gender</b>				
<b>Female</b>	101	153	237	234
<b>Male</b>	63	67	113	131
<b>Not Reported</b>		3	3	4

Socio Economic (Pell)				
Received Pell	87	100	174	200
Did not receive Pell	77	123	179	169
Distance Completely On-Line Courses (DCO)				
Student Took No DCO	86	77	130	119
Student Took 1 or More DCO	78	146	223	250
AtD Cohort				

Data Source: ODS - IRAO Freeze Tables - IRO\_DEGREE\_UH, EOS, MTT\_ACCOUNT\_DETAIL (Pell received with 'WPEL' - Win Fed Pell Grant only)

Windward CC has met its graduation metrics for performance based funding from the UHCC System and UH System as discussed in Standard III-D until this year. The College is trying to remedy this situation with its Quality Focused Essay on Native Hawaiian Student Achievement Parity. Enrollment also decreased during this period and that trend appears to be continuing to the 2017 academic year.

**Table 11: IPEDS Graduation and Persistence Rates  
Fall 2012 Cohort**

Windward Community College - Fall 2012 Cohort	Percentage
<b>Graduation Rate – 150% of normal time to completion</b>	17%
<b>Gender</b>	
Men	12%
Women	20%
<b>IPEDS Race/Ethnicity</b>	
Nonresident Alien	#
Hispanic/Latino	10%
American Indian or Native Alaskan	#
Asian	20%
Black or African American	#
Native Hawaiian or Other Pacific Islander	14%
White	22%
Two or more races	18%
Race and ethnicity unknown	#
<b>Federal Grant/Loan Recipient</b>	
Recipient of Federal Pell Grant	13%
Recipient of subsidized Stafford Loan who did not receive Pell Grant	8%
Student who did not receive either a Pell Grant or a subsidized Stafford Loan	23%
<b>Persistence Rate – Still Enrolled after 150% of normal time</b>	14%
<b>Transfer Out Rate</b>	16%

A pound sign (#) denotes any cohort/subcohort with fewer than 10 students.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students. It should not be used to infer or predict individual behavior.  
Institutional Research and Analysis Office, University of Hawai'i, February 2016

Table 11 above shows that Windward CC's IPEDS Student Success Rate (Graduation in 150% of normal time to completion) was 17% in 2015. Table 12 below shows that the

Success Rate dropped to 16% in 2016 primarily because 3% more of Windward CC's students transferred out.

**Table 12: IPEDS Graduation and Persistence Rates  
Fall 2013 Cohort**

Windward Community College - Fall 2013 Cohort		Percentage
<b>Graduation Rate – 150% of normal time to completion</b>		16%
<b>Gender</b>		
	Men	12%
	Women	18%
<b>IPEDS Race/Ethnicity</b>		
	Nonresident Alien	#
	Hispanic/Latino	#
	American Indian or Native Alaskan	#
	Asian	24%
	Black or African American	#
	Native Hawaiian or Other Pacific Islander	12%
	White	23%
	Two or more races	16%
	Race and ethnicity unknown	#
<b>Federal Grant/Loan Recipient</b>		
	Recipient of Federal Pell Grant	13%
	Recipient of subsidized Stafford Loan who did not receive Pell Grant	8%
	Student who did not receive either a Pell Grant or a subsidized Stafford Loan	22%
<b>Persistence Rate – Still Enrolled after 150% of normal time</b>		14%
<b>Transfer Out Rate</b>		19%

A pound sign (#) denotes any cohort/subcohort with fewer than 10 students.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students. It should not be used to infer or predict individual behavior.

Institutional Research and Analysis Office, University of Hawai'i, February 2017

Most students enrolled at Windward CC complete the classes that they enrolled in. However, Table 13 below shows that the rate has modestly decreased since 2013. Windward CC is trying to mitigate this by providing more proactive advising, Supplemental Instruction, and other interventions that will help students stay enrolled as discussed in Standards IIB and II.C.

**Table 13: Windward CC Retention in Fall  
All Students**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Total Percentage</b>	92.0%	94.0%	93.7%	91.7%
<b>Age</b>				
<b>Recent High School Graduates</b>	91.6%	95.4%	93.9%	93.2%
<b>Other &lt; 22 Year Olds</b>	92.2%	94.5%	94.5%	91.6%
<b>22-24</b>	93.6%	94.1%	92.5%	90.4%

<b>25-49</b>	91.3%	92.8%	93.4%	91.6%
<b>&gt;49</b>	90.8%	92.2%	92.6%	92.7%
<b>Age Not Reported</b>				
<b>Race/Ethnicity</b>				
<b>American Indian or Alaska Native</b>	81.8%	85.7%	95.7%	90.2%
<b>Asian</b>	91.6%	92.2%	93.4%	91.2%
<b>Black or African American</b>	98.6%	91.4%	98.8%	97.3%
<b>Hispanic/Latino of Any Race</b>	85.1%	94.1%	93.3%	95.9%
<b>Native Hawaiian</b>	91.6%	93.9%	93.5%	91.9%
<b>Other Pacific Islander</b>	89.0%	92.9%	93.7%	84.2%
<b>White</b>	93.2%	95.3%	94.0%	92.5%
<b>Two or More Races</b>	93.2%	94.5%	93.9%	90.2%
<b>Unknown/Other</b>	92.1%	95.1%	91.2%	87.0%
<b>Gender</b>				
<b>Female</b>	92.1%	94.5%	93.6%	92.2%
<b>Male</b>	91.7%	93.1%	93.8%	90.7%
<b>Not Reported</b>	98.5%	93.8%	93.8%	93.8%
<b>Socio Economic (Pell)</b>				
<b>Received Pell</b>	91.7%	94.0%	93.4%	91.8%
<b>Did not receive Pell</b>	92.4%	93.9%	94.0%	91.6%
<b>Distance Completely On-Line Courses (DCO)</b>				
<b>Student Took No DCO</b>	92.4%	94.1%	94.2%	91.9%
<b>Student Took 1 or More DCO</b>	91.0%	93.6%	92.7%	91.2%

*Data Source:*

*ODS - IRAO Freeze Tables - IRO\_REGS\_UH (CENSUS), OVPCC\_DIAD\_SEMESTER*

*ODS - IRO\_REGS\_UH (End of Semester)*

Persistence from semester to semester is an important factor when measuring the success of an educational institution. As seen in Table 14 below, our persistence rates have remained fairly consistent with a 2-3% drop in 2015. Native Hawaiian and students of 2 or more races, as well female students display larger decreases than Asian, White and male students. This data helped to inform our decision to center one of Windward CC's Quality Focus Essays on Native Hawaiian Student Achievement Parity. Furthermore, students taking one or more totally online distance education class(es) persist at a lower rate than those taking face-to-face classes. This and lower student achievement scores and SLO assessments by students taking online classes has led to Windward CC's other Quality Focused Essay (QFE) centered on Distance Education Student Achievement Parity. Both QFEs are attached to this report.

**Table 14: Windward CC Persistence  
Fall to Spring Enrollment  
All Students**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Total Percentage</b>	68.8%	69.1%	69.8%	66.6%
<b>Age</b>				
Recent High School Graduates	75.0%	81.1%	83.8%	77.4%
Other < 22 Year Olds	69.1%	69.1%	68.6%	65.0%
22-24	63.1%	63.3%	64.4%	65.9%
25-49	68.2%	67.3%	69.2%	64.9%
>49	74.3%	71.3%	68.7%	67.6%
Age Not Reported				
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	37.5%	66.7%	75.0%	66.7%
Asian	63.6%	69.3%	71.1%	65.2%
Black or African American	77.8%	61.1%	65.0%	35.0%
Hispanic/Latino of Any Race	74.3%	64.8%	67.3%	62.2%
Native Hawaiian	72.0%	69.4%	70.2%	68.5%
Other Pacific Islander	50.9%	65.9%	77.1%	60.7%
White	65.5%	68.5%	68.2%	65.3%
Two or More Races	70.9%	71.4%	69.0%	66.4%
Unknown/Other	79.2%	50.0%	66.7%	100.0%
<b>Gender</b>				
Female	69.9%	69.0%	71.0%	66.4%
Male	67.3%	69.5%	67.4%	66.7%
Not Reported	65.8%	63.0%	78.3%	70.6%
<b>Socio Economic (Pell)</b>				
Received Pell	76.1%	74.7%	76.6%	75.1%
Did not receive Pell	62.1%	63.9%	64.6%	61.1%
<b>Distance Completely On-Line Courses (DCO)</b>				
Student Took No DCO	70.2%	68.7%	70.7%	67.3%
Student Took 1 or More DCO	64.6%	70.2%	67.2%	65.2%

Data Source:  
 ODS - IRAO Freeze Tables - OVPCC\_DIAD\_SEMESTER, CENSUS  
 ODS - IRO\_XOVER, CENSUS

## **Organization of the Self Evaluation Process**

### *Accreditation Steering Committee*

- Jan Lubin, Assistant Professor, Director of Planning and Program Evaluation, Accreditation Liaison Officer, Accreditation Steering Committee Convener.
- Douglas Dykstra, Chancellor.
- Ardis Eschenberg, Vice Chancellor for Academic Affairs, editing and Co-lead Native Hawaiian Student Parity in Student Achievement.
- Amy Rozek, Vice Chancellor for Student Affairs, Co-lead Native Hawaiian Student Parity in Student Achievement, editing.
- Brian Pactol, Vice Chancellor for Administrative Services, editing.
- Michael Moser, Director Office of Career and Community Education, editing.
- Charles Sasaki, Dean of Academic Affairs, Division II, Co-lead Parity in Distance Education and Face-to-Face Student Achievement Quality Focus Essay, editing.
- Colette Higgins, Dean of Academic Affairs, Division I, Co-lead Parity in Distance Education and Face-to-Face Student Achievement Quality Focus Essay, editing.
- Sarah Sur, Head Librarian, Ke Kumu Pali (Native Hawaiian Advisory Board) Chair, Co-lead Native Hawaiian Student Parity in Student Achievement.
- Robert Barclay, Professor, English, Editor.
- Laura Sue, Instructor, Documentarian.
  
- Nalani Kaun, Institutional Analyst, Standard I, Writer.
  - Kahea Tani, Secretary.
  - Erin Mattos Harrell, Secretary.
  - Makaanani Sala, Instructor, Hawaiian Studies.
  - Mark Hamasaki, Professor, Art and Humanities Department Chair.
  - Kamuela Kimokeo, Instructor and Director of the Hawai'i Music Institute.
  - Michael Kato, Instructor, Computer Science.
  - Leighton Villa, Title III Evaluator.
  - Kalawaia Moore, Assistant Professor, Hawaiian Studies.
  - Ivan Wu, IT Specialist
  - Michael Moser, Director Office of Career and Community Education
  - Dorene Niibu, Chancellor's Secretary.
  - Robert Barclay, Professor, Language Arts.
  - Bonnie Beatson, Director, Marketing and Publications.
  - Jamie Boyd, Associate Professor and Health Programs Coordinator, Office of Career and Community Education.
  - Ardis Eschenberg, Vice Chancellor for Academic Affairs.
  - Kathleen French, Associate Professor, Sociology.
  - Sam Geiling, Assistant Professor, Animal Science.
  - Colette Higgins, Dean of Academic Affairs, Division I.
  - Jeff Hunt, Director, Office of Institutional Research
  - Jan Lubin, Director, Office of Planning and Program Evaluation.
  - Kacie Nishioka, Facilities Specialist.
  - Frank Palacat, D.Ed, Associate Professor, Psychology and Social Science Department Chair.

- Dawn Poh, Health Programs Manager .
- Amy Rozek, Vice Chancellor for Student Affairs.
- Tara Severns, Professor, Librarian.
- Lance Uyeda, Associate Professor, English and Curriculum Committee Chair.
- Kathleen Zane, Counselor.
  
- Kathleen French, Associate Professor, Sociology, Standard IIA Writer.
  - Christine Pang, Secretary.
  - Sara Hadmack, Associate Professor, Religion.
  - Kimberlee Bassford, Instructor, Creative Media Chair, and Ka ‘Ohana Faculty Advisor.
  - Kevin Morimatsu, Evaluation and Curriculum Specialist.
  - Susan St. John, Instructor, Language Arts.
  - Christian Palmer, Instructor, Social Sciences.
  - Jean Okumura Professor, Math-Business Department Chair.
  - Clayton Akatsuka, Professor, Math.
  - Malia Lau Kong, Associate Professor, History.
  - Jody-Lynn Storm, Assistant Professor, Math.
  - Jenny Kelly, Assistant Professor, Animal Science and Veterinary Technology Program Director.
  - Kathy Helfrich, HINET Student Support Specialist.
  - Lisamarie Bensman, Instructor, Psychology
  - Michael Moser, Director Office of Continuing and Community Education
  - Charles Sasaki, Dean Division II.
  - Hong Wei Li, Instructor, Microbiology.
  - Kalani Meinecke, Professor, Hawaiian Language.
  
- Tara Severns, Professor, Librarian, Standard IIB and IIIC, Writer.
  - Dani Carico, Instructor and Veterinary Assisting Online Coordinator
  - Pavica Srsen, Instructor, Oceanography.
  - Annette Priesman, Instructor and Writing Center Coordinator.
  - Sarah Sur, Head Librarian and Ke Kumu Pali (Native Hawaiian Advisory Board) chair
  - Kevin Takayama, Instructor, Math.
  - Christy Lawes, Librarian, Access Service Manager.
  - Akiko Swan, Lecturer, Language Arts.
  - Soledad Lencinas, Librarian.
  - Scott Sutherland, Ho‘onui ‘Ike (Peer Coaching) Coordinator - Title III
  - Ku‘ulei Miranda, Native Hawaiian Counselor.
  - Anne Lemke, Disability/Admissions and Early Admit and Running Start Counselor.
  - Jenny Webster, Instructor, Language Arts.
  - Mike Tom, Professor, Computer Science and Computing Services Coordinator.
  - Elizabeth Ratliff, Associate Professor, Media Specialist.
  - Carolyn Yamada, Marketing Specialist, Office of Career and Continuing Education.

- Pearl Nakagawa, Institutional Support, Office of Career and Continuing Education.
  - Jesse Soileau, Academic Support, Testing Center.
  - Brian Tokuda, IT Specialist.
  - Alex Parisky, Title III STEM Developer.
  - Audrey Badua, Instructor, Speech.
  - Mariko Kershaw, Assistant Professor and Technical Services Librarian.
  - Dorene Niibu, Chancellor's Secretary.
  - Amelia Shibata, Institutional Support, Business Office.
- Kathleen Zane, Assistant Professor, Counselor, Standard IIC, Writer.
    - Christine Akiona, Secretary.
    - Cyndy Masatsugu, MySuccess Point of Contact.
    - Sarah Akina, Paipai Project Director.
    - Ha'aheo Pagan, Pu'uhonua, Project Director.
    - Kirk Ishida, College Planning Advisor, TRiO, Educational Talent Search.
    - Heipua Ka'opua, Professor, Academic Counselor.
    - Gina Lewis, Learning to Grow.
    - Danielle Grimes, Student Services Specialist.
    - Carla Rogers, Student Parent Counselor.
    - Jordan Lewton, Evening and Online Coordinator.
    - Puanani Kama, Hānai a ulu Child Care Center, Director.
    - Patti Chong, Professor, Counselor.
    - Koren Fiefia, Early College Counselor.
    - Amy Rozek, Vice Chancellor for Student Affairs.
    - Gwen Demitria De Leeuw, Upward Bound Program Assistant.
    - Kayleen Sur, Upward Bound Guidance Advisor.
    - Wendy Mow-Taira, Director, TRiO Educational Talent Search.
    - Matt Chong, Assistant Data Analyst.
    - Ka'ahu Alo, Counselor.
    - Kathy Helfrich, HINET Student Support Specialist.
    - Michael Moser, Director, Office of Continuing and Community Education.
- Ross Langston, Ph.D, Associate Professor, Biology, Standard IIIA and B, Writer.
    - Colleen Watanabe, Office Assistant, Academic Affairs.
    - Carol Okimi, Secretary.
    - Jane Uyetake, Coordinator, Office of Continuing and Community Education.
    - Michelle Matsumoto, Human Resources Specialist.
    - Jake Hudson, Instructor, Coordinator NASA Flight Training AEL, and Imaginarium Technician.
    - Tom Doi, Assistant Professor, Counselor.
    - Andy Li, Facilities Manager.
    - Dave Krupp, Professor, Biological and Marine Sciences and Natural Sciences Department Chair.
    - Angela Choy, Learning To Grow Senior Outreach Program Specialist
    - Stacie Sato, Personnel Officer.
    - Laura Sue, Instructor, Computer Science.

- Bryce Myers, Instructor, Art.
- Kacie Nishioka, Facilities Specialist.
- Dorene Niibu, Chancellor's Secretary.
- Michael Moser, Director, Office of Continuing and Community Education.
- Leticia Colmenares, Ph.D, Professor, Chemistry, Standard IIID, Writer.
  - Elizabeth Hale, Cashier.
  - Sean Moroney, Lecturer, Astronomy.
  - Tatiana Santiago, Early College Counselor.
  - Sharon Nakagawa, Fiscal Administrator.
  - Kawai Shapiro, Office Assistant, Business Office.
  - Allison Beale, Lecturer, Pharmacology.
  - Laura Hashimoto, Administrative Associate, TRiO, Educational Talent Search.
  - Brian Pactol, Vice Chancellor for Administrative Services.
  - Wendy Yamamoto, Secretary.
  - Ardis Eschenberg, Vice Chancellor of Academic Affairs.
  - Dorene Niibu, Chancellor's Secretary
  - Donna Camvel, Lecturer, Hawaiian Studies.
- Frank Palacat, D.Ed, Associate Professor, Psychology and Social Science Department Chair, Standard IV, Writer.
  - Sam Geiling, Assistant Professor, Animal Science.
  - Navtej Singh, Associate Professor, Math.
  - Karla Silva-Park, Instructor, Mental Health Counselor.
  - Jan Lubin, Assistant Professor, Director of Planning and Program Evaluation.
  - Kehau Iwashita, Title III Administrative Coordinator.
  - Dorene Niibu, Chancellor's Secretary.

### **Organizational Information**

As shown in Standard III.A and Standard IV, Windward CC is a semi-autonomous college in the University of Hawai'i System ([I-59](#)) with sufficient administrators, faculty, and staff. The College is subject to the authority of the vice president for community colleges (VPCC) ([I-60](#)), the UH System president ([I-61](#)), and the Board of Regents of the University of Hawai'i (UH BOR) ([I-62](#)), a state-appointed board that governs all 10 campuses in the UH System. It is committed to continuous improvement based on a variety of feedback measures and a commitment to shared governance as shown in its Organizational Chart ([I-63](#)) which includes each major function and title of the individuals holding each position.

### **System-College Functional Map**

The governance structure of the College and both the UH and UHCC Systems is based on a commitment to shared governance and transparency, balancing the need for broad input and for effective administrative oversight and responsibility. As discussed in Standard IV, the Functional Map ([I-64](#)) shows the degree to which each unit is involved as related to the Standards.

## **Certification of Continued Institutional Compliance with Eligibility Requirements**

### ***1. Authority***

Windward CC is in compliance with Eligibility Requirement 1: Authority. Windward CC is in its 44th year of service, is accredited by the Accrediting Commission of Community College's (ACCJC) ([I-65](#)) of the Western Association of Schools and Colleges (WASC) ([I-66](#)), and is recognized as an accredited 2-year community college by the UH System, UHCC System, the United States Department of Education (USDOE) ([I-67](#)), and the Veteran's Administration (VA) ([I-68](#)).

The College was first accredited by the ACCJC of the WASC in 1977 and has been fully accredited since that time. The College has the authority to award degrees and certificates under the auspices of the UH BOR.

### ***2. Operational Status***

Windward CC is in compliance with Eligibility Requirement 2: Operational Status. Windward CC was first accredited in 1977 and has maintained continuous accredited status ever since. Students are enrolled full-time and part-time in credit and noncredit programs. All courses offered at the College are published in the credit and noncredit schedule of classes and are posted on the College's website.

### ***3. Degrees***

Windward CC is in compliance with Eligibility Requirement 3: Degrees. The College's credit and noncredit offerings combine a global approach to learning with a particular sensitivity to Hawaiian values that connects liberal arts with career exploration, technological skills and literacy, and community involvement.

The College currently offers four Associate of Arts (AA) degrees: an AA degree in Liberal Arts (I-6), which is the primary transfer degree for students moving on to 4-year colleges, as well as an AA degree with concentrations in Visual Arts (Fall 2018) (I-7), an AA degree in Performing Arts (Fall 2018) (I-8), an AA degree in Hawaiian Studies (I-9), an Associate of Science (AS) degree in Natural Sciences (ASNS) with concentrations Biological Sciences (I-10), Physical Sciences (I-11), Pre-Engineering (I-12), and Pre-Computer Science (I-13) degree, and an AS degree in Veterinary Technology (I-14).

In addition to the associate degrees, the College offers the following certificates:

- **Certificate of Achievement (24 to 45 credits):**
  - Veterinary Assisting ([I-15](#)).
  - Agripharmatech ([I-16](#)).
- **Academic Subject Certificates (12 credits or more):**
  - Art: Drawing and Painting ([I-69](#))
  - Bio-Resources and Technology: Bio-Resource Development and Management ([I-70](#)).
  - Business ([I-71](#)).

- Hawaiian Studies ([I-72](#)).
- Psycho-Social Developmental Studies ([I-73](#)).
- **Certificates of Competence (4 to 10 credits):**
  - Agricultural Technology ([I-74](#) stopped out August 2016).
  - Plant-Food Production and Technology ([I-75](#)).
  - Sustainable Agriculture ([I-76](#) stopped out August 2016)
  - Web Support ([I-77](#)).
  - Information Security ([I-17](#)).
- **Other**
  - Marine Option Program ([I-78](#)).
  - Certified Nurse's Aide (non-credit [I-79](#)).
  - A planned certificate in Creative Media ([I-80](#)).

Students enrolled full-time can complete the degree requirements in two academic years and a certificate in less time. Details on graduation unit requirements ([I-81](#) pp. 38-39), scholarships ([I-81](#) p. 22), competencies ([I-81](#) pp. 29-32), residency ([I-81](#) pp. 10-11), and course descriptions ([I-81](#) pp. 58-128) are included in the Windward CC Catalog ([I-81](#)). Additional information regarding transfer ([I-81](#) p. 29), major departmental requirements ([I-81](#) pp. 38-57), and courses that satisfy lower-division general education requirements ([I-81](#) p. 38) at any UH baccalaureate campus, are also listed. Pathways that lead to completion of a higher degree at a UH baccalaureate institution ([I-81](#) p. 42) are also presented. Pathways are also available from the non-credit Certified Nurse's Aide Program to completion of a Licensed Vocational Nursing (LVN) or Registered Nursing (RN) degree ([I-82](#))

#### *4. Chief Executive Officer*

Windward CC is in compliance with Eligibility Requirement 4: Chief Executive Officer. Standard IV.B goes into this area in detail. The UH BOR hires the chancellor as a full-time employee of the College. Douglas Dykstra ([I-83](#)) was appointed chancellor, the Chief Executive Officer, of Windward CC Community College in 2009. Prior to his official appointment, Mr. Dykstra served as vice chancellor of Academic Affairs at Hawai'i Community College (2004-2009) interim vice chancellor of Academic Affairs at Leeward Community College (2000-2004), and assistant dean of instruction (1999-2000) at Leeward Community College. The affairs of Windward CC constitute his full-time responsibilities as is the authority to administer UH BOR Policies.

#### *5. Financial Accountability*

Windward CC is in compliance with Eligibility Requirement 5: Financial Accountability. As discussed in Standard III.D.5 (pp. 159-162), every fiscal year, the UH System conducts a financial audit of its financial statements in order to receive federal aid and contracts and grants. If a cost item is questionable, then the auditing agency notes it under its Summary of Findings and Questioned Cost section. In that section, the questioned cost is noted as well as the source campus. The UH System then submits a Corrective Action Plan that addresses the questioned costs as listed in the audits. Most recently, the Financial and Compliance Audit as of June 30, 2016, was performed by Accuity LLP, CPAs. ACCJC has accepted the

University of Hawai‘i’s Consolidated Financial Statements in lieu of a separate audit report for Windward Community College since separate audit reports are not done for each of the UH campuses.

The 2008 Higher Education Act ([I-84](#)) and Section 668.23 of Title 34 of the Code of Federal Regulations ([I-85](#)) require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor. While the audits are “System” implemented, auditors meet and review records for all 10 campuses, but report their results as a whole are for the “System.” The A-133 report is a cumulative report for all federal funds, i.e., grants, financial aid, etc. Not all sources of funding at the College are audited. Funds such as tuition do not get audited unless it is called for by the UH Administration.

Fiscally, the College meets its financial obligations and maintains adequate cash reserves. Although the College has never gone into deficit spending in any of the years since its last accreditation, it has been able to implement only some of the new initiatives suggested because of reductions and restrictions in the State general fund allotment. The College has, therefore, developed strategies to secure additional funds through federal grants and other grant sources to enhance teaching and services in Hawaiian Studies, the Natural Sciences, and the Office of Career and Community Education as well as assessment of general student learning outcomes, such as Title III ([I-86](#)), USDA ([I-87](#)), NSF ([I-88](#)), Perkins Grants for CTE ([I-89](#)), and NASA ([I-90](#)). The College also has the services of a fund developer through the auspices of the University of Hawai‘i Foundation and is in the process of hiring a full-time grant writer. Thus, the College has maintained continuous compliance with all Title IV requirements.

### **Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations**

Windward CC, as part of the self-evaluation process, evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards. The College focused on the policies specific to the College’s mission and activities.

For policies embedded in the Standards, the College has provided evidence of compliance within the Evidence of Meeting the Standard section of the Institutional Self-Evaluation Report and the Analysis and Evaluation section for each relevant standard. Policies relevant to the accreditation process were noted in the same way, specifically in Standard I.C, and in other standards as appropriate.

For the policies requiring separate coverage, Windward CC has prepared the following section to demonstrate both continued policy compliance and evidence of meeting the requirements of the Commission Checklist.

### **Public Notification of an Evaluation Team Visit and Third Party Comment [Regulation Citation: 602.23(b)]**

\_\_\_x\_\_\_ *The institution has made an appropriate and timely effort to solicit third party*

*comment in advance of a comprehensive evaluation visit.*

The entire Institutional Self Evaluation Report was placed on the College's online discussion board on August 28, 2017 for a period of 2 weeks and March 12 for 10 days for comment. It is still posted for people to read as of now. All College faculty and staff have access to the discussion board and can comment anonymously. Pertinent modifications to the document were also made via a feedback activity involving the entire campus during Spring Convocation ([I-91](#)). The document was also vetted in the Faculty Senate, Staff Senate, discipline and college-wide advisory groups, and placed on the discussion board again prior to submission to the ACCJC in August 2018.

  x   *The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*

The College has not received any notification of third-party comments other than those described above and remains poised to work with the visiting team and with the Commission should any new third-party comments of concern come to light.

  x   *The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

Windward CC has provided the correct link to the College community and to the public so that third-party comments can meet the Commission requirements ([I-92](#)). Additionally, Chancellor Dykstra has communicated in meetings this expectation to inform the public in ample time for adequate comment before the Commission—5 weeks before the scheduled Commission consideration.

**Standards and Performance with Respect to Student Achievement [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]**

  x   *The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement.*  
*Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.*

Successful course completion is one of the measures of analysis. The College has also set standards of institutional performance for fall-to-fall persistence, degrees and certificates awarded, and transfer to 4-year colleges and universities. All measures are pertinent to all courses and programs across the College regardless of mode of instruction, and have a baseline and stretch goal. This is discussed more thoroughly in Standard I.B.3.

  x   *The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of*

*performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

Windward CC's institution-set standards for student achievement at the program level were established in 2004 with the establishment of its Program Review Policy. This policy has been revised since that time, the last time being in 2016. Program-level student achievement standards also appear in the UHCC Annual Report of Program Data (ARPD). Job Placement rates and licensure are two aspects of the ARPD. This is discussed more thoroughly in Standards I.B.4, I.B.5, and I.B.6.

*\_\_x\_\_ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

As discussed in Standards I.B.3, I.B.5, and III.A.5, Windward CC evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan in the Planning and Budget Council (PBC). The PBC evaluates and discusses the College's performance on the goals and outcomes and makes recommendations to the chancellor on budget and equipment needs. Student performance metrics are also included in Annual Assessments and 5-Year Program and Unit Reviews to determine the viability of programs.

As discussed in Standards I.B.3, I.B.5, III.A.5, and all standards covering Eligibility Requirement 11, student performance metrics are included in Annual Assessments and 5-Year Program and Unit Reviews. Programs are evaluated on the extent to which they have aligned with the College's Strategic Plan, analyzed student performance, and results of learning assessment in order to determine their viability.

*\_\_x\_\_ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

As discussed in Standards I.B.3, I.B.5, III.A.5, and all standards covering Eligibility Requirement 11, student performance metrics are included in Annual Assessments and 5-Year Program and Unit Reviews. Programs are evaluated on the extent to which they align with the College's Strategic Plan, analyze student performance, and determine the viability of learning assessments.

**Credits, Program Length, and Tuition [Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]**

*\_\_x\_\_ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

As discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12, as well as those standards related to Eligibility Requirements 9, 10, and 12, awarding of credits and degree program lengths are within the range of good practice in higher education. UH BOR Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum. Additionally, the College has written policies and procedures in place for determining a credit hour that meets commonly accepted academic expectations.

  x   *The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

As discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12, as well as those standards related to Eligibility Requirements 9, 10, and 12, all programs and courses are approved by the College Curriculum Committee, a subcommittee of the Faculty Senate, using a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid. The Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet the minimum 60-unit requirement.

  x   *Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).*

As discussed in the Standards related to Eligibility Requirement 11, and touched on in Standards I.C.2 and I.C.6, tuition at the College is a uniform rate per unit as set by the UH BOR. As year-round programs, tuition for the Associate of Science in Veterinary Technology and the Certificate of Achievement in Veterinary Assisting are based on a different tuition schedule, also approved by the UH BOR.

  x   *Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

The College does not offer clock-hour based courses.

  x   *The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*

Windward CC conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree as discussed in Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12 as well as those standards related to Eligibility Requirements 9, 10, and 11. The College has written policies and procedures in place for determining a credit hour that meet commonly accepted academic expectations. UH BOR

Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum

### **Transfer Policies**

   x    *Transfer policies are appropriately disclosed to students and to the public.*

As discussed in Standard II.A.10, and those standards related to Eligibility Requirement 20, policies and administrative procedures on the transfer of credit are available on the UH System, UHCC System, and College websites.

The College Catalog describes the evaluation process and the necessary forms to complete the process, and the College website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor for evaluation.

   x    *Policies contain information about the criteria the institution uses to accept credits for transfer.*

As discussed in Standard II.A.10 and responses to Eligibility Requirement 20, College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation. Furthermore, administrative procedures specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit.

   x    *The institution complies with the Commission Policy on Transfer of Credit.  
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]*

The institution demonstrates compliance with the Commission Policy on Transfer of Credit to evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system to determine course-to-course articulation for general education and major requirements.

As noted in Standard II.A.10 and responses to Eligibility Requirement 20, the University of Hawai'i Common Course Numbering System is used to articulate the College's courses with the UH System baccalaureate campuses and to streamline transfer among UHCC institutions. College counselors use the articulation database for coursework taken within institutions of higher education in the United States.

### **Distance Education and Correspondence Education**

   x    *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

The dean of Division I oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for credit courses. The Office of Career and Community Education (OCCE) oversees and supports the non-credit classes. The College also has an authentication process through the learning management system, Lulima, which maps to the College's LDAP directory and requires students to input a unique username and password for credit courses. The same type of authentication process is used for non-credit courses in Canvas (The UH System is currently looking at a new system-wide learning management system and, since Windward CC has used Canvas extensively for its online non-credit courses, Windward CC is now piloting the use of Canvas for the UH System in this effort).

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 for the discussion of how all of the College's class offerings, regardless of delivery, follow the same template for their syllabus, which includes the SLOs for the course and the program. The assessment of these outcomes as well as the inclusion of success and enrollment metrics are disaggregated for online as well as face-to-face modes of delivery in the Annual Assessment, 5-Year Program Review or Unit Review completed by the program's department chair (See Standard I.B.6).

*\_\_\_x\_\_\_ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 for the discussion of how all class offerings, regardless of delivery mode, follow the template to formulate their syllabus. Discipline faculty in academic programs complete SLO assessments and assist department chairs in compiling data in Department or Unit Annual Assessments and 5-Year Program Reviews which include success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery. Dialog regarding these data for online and face-to-face courses takes place during faculty meetings; in discussions between coordinators, deans, and the Institutional Effectiveness Committee (IEC); and in the Distance Education Committee, and form the basis for the Quality Focused Essay on Distance Education Student Achievement Parity.

x   *The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

See responses to Standards II.A.1, II.B.1, and II.C.1 and Eligibility Requirements 9, 15, and 17 to see the discussion of how the College currently uses Lulima as its learning management system for online, hybrid, and web-enhanced classes. Lulima and Canvas, which Windward CC is piloting for System-wide use, both provide secure login for both faculty and students.

  x   *The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

See the discussion in Standard III.C and the Quality Focus Essay on Distance Education Student Achievement Parity in Student Achievement to see how the College has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.

  x   *The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]*

As reported in Standard III.A.6, the dean of Division I oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for credit classes. OCCE oversees and supports the College's non-credit classes. The dean supports professional development for the College's learning management system (currently Lulima) and effective strategies in online learning through workshops given by the Title III Specialist. Moreover, the dean of Division II and the College's ALO have prepared 2 substantive changes regarding the new Certificate of Achievement in Veterinary Assisting cohorts on Maui and Hawai'i (the Big Island) during the reporting period that have been approved by the ACCJC Substantive Change Committee.

### **Student Complaints**

  x   *The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

As described in the College's response to Eligibility Requirement 21, policies and administrative procedures are accessible on the UH System, UHCC System, and College websites, and Windward CC is in compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions and the Checklist.

Board of Regents Executive Policy 7.208\_System-wide Student Conduct Code ([I-93](#)), Executive Policy 7.205, System-wide Student Disciplinary Sanctions ([I-94](#)), and Interim Regents Policy 1.204, Rights and Responsibilities of the University Community ([I-95](#)), define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described and available online at the College's website.

*The student complaint files for the previous 6 years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

As described in response to Eligibility Requirement 21, if there are any student complaint files for the previous six years since the last comprehensive evaluation, they are available in the Office of the Vice Chancellor of Student Affairs for the team to review.

*The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

As discussed in Eligibility Requirement 21, the College is prepared for any questions that the team members may have about complaint files, procedures, or policies.

*The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

Discussion on Eligibility Requirement 21 shows that the College lists all of the required information from the ACCJC on the College's website. It lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints ([I-92](#)).

*The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. [Regulation citations: 602.16(a)(1)(ix); 668.43.]*

Discussion on Eligibility Requirement 21 stipulates that policies and procedures are accessible on the UH System, UHCC System, and College websites. Board of Regents Executive Policy 7.208\_System-wide Student Conduct Code ([I-93](#)), Executive Policy 7.205, System-wide Student Disciplinary Sanctions ([I-94](#)), and Interim Regents Policy 1.204, Rights and Responsibilities of the University Community ([I-95](#)), define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described online at the College's website.

To facilitate the complaint process, the policies and procedures on complaints are found in the College Catalog. The language in the College Catalog describes the purpose of student grievances and directs a student to contact the appropriate party.

### **Institutional Disclosure and Advertising and Recruitment Materials**

  x   *The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

See Windward CC's responses to Standard I.C.2, II.C.4 and Eligibility Requirement 21 to see how the College assures its integrity through having multiple people across the College review major documents such as the College Catalog and Class Schedule. The College Catalog was a 2-year catalog for several years, but starting in 2017 has been revised to be an annual Catalog. The Class Schedule is published twice per year (summer/fall and spring). Inaccuracies and ambiguities are corrected promptly with errata noted. Additionally, subject experts review publications and advertising pertaining to specific areas.

Moreover, the College Catalog accurately provides the College's official name, address, telephone number, and website address as well as the College mission, vision, and core values statements and entrance requirements and procedures. The College's official name, address, telephone number and website address are also provided in the Class Schedule. Entrance requirements and procedures are found on the Admissions Office webpages. College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.

  x   *The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

See the College's responses to Standard I.C.1, I.C.2, I.C.5, I.C.13 and Eligibility Requirement 21 for a more thorough discussion on how Windward CC demonstrates compliance with the Commission Policy on Institutional Advising and Recruitment and Representation of Accredited Status. Moreover, the College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.

The use of the term "accredited" is used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. One program, The Associate of Science in Veterinary Technology (which includes the Certificate of Achievement in Veterinary Assisting) is referred to as "this program is accredited."

  x   *The institution provides required information concerning its accredited status as described above in the section on Student Complaints.[Regulation citations: 602.16(a)(1))(vii); 668.6.]*

The discussion in the College's Self Evaluation of Standard I.C.12 and Eligibility Requirement 11 shows that the College lists all of the required information from the ACCJC on the College's website.

#### **Title IV Compliance**

  x   *The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

Windward CC complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. As discussed in Standard III.D.15 and Eligibility Requirement 5, the College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

  x   *The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*

The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's (USDE) Federal Student Aid assessment guide. Financial Aid Office staff also attend regular conferences, workshops, and web trainings offered by the State of Hawai'i and the federal government.

  x   *The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

Discussion in Standard III.D.15 and Eligibility Requirement 5 also show that the College's default rates have been monitored and are within the federal guidelines. The College's 3-year Cohort default rate is 21.5 percent which meets the federal requirement (<30 percent). Default rates for fiscal year 2012, fiscal year 2013, fiscal year 2014 and fiscal year 2012 are 19.6 percent, 21.8 percent, 23.1 and 23.1 percent (III.D.15, p. 177).

  x   *Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

For further discussion on how the College's has contract relationships to offer and receive educational, library, and student support services appropriate for an institution of higher education, see Standard II.B.5, III.D.16 and Eligibility Requirement 5. The College purchases subscriptions from the UH Library Consortium, and the College renews formal

membership agreements on an annual basis. These and other contracting practices and agreements support the College mission, Strategic Plan, and these priorities and are in compliance with UH and UHCC System policies and regulations. These system regulations ensure the integrity of such agreements.

Purchasing practices are reviewed as part of the annual audit and Program and Unit Annual Assessments and 5-Year Program and Unit Review processes. There have been no exceptions cited for contractual agreements with external agencies.

*\_\_x\_\_ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. [Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]*

See the College's responses to Standards III.D.15, III.D.16, and Eligibility Requirement 5 to see how Windward CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

For fiscal years 2010-11 through 2014-15, the College received an unmodified opinion over federal awards. There were no material weaknesses or significant deficiencies identified in the results of Student Financial Aid Assistance Cluster (Title IV) audits.

The College also has designated personnel with signing authority for contracts and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the College and the contracted organization

## **List of Evidence**

- [I-1 Achieving the Dream Website](#)
- [I-2 University of Hawai'i Community College \(UHCC\) Student Success Initiative](#)
- [I-3 Upward Bound](#)
- [I-4 Educational Talent Search](#)
- [I-5 Student Support Services](#)
- [I-6 AA in Liberal Arts](#)
- [I-7 AA Hawaiian Studies](#)
- [I-8 AA Liberal Arts with Concentration in Visual Arts](#)
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- [I-10 AS Natural Sciences with Concentration in Biological Sciences](#)
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- [I-17](#) [CC Information Security](#)
- [I-18](#) [University of Hawai`i Community Colleges \(UHCC\) Distance Learning Home Page](#)
- [I-19](#) [UHCC Strategic Directions 2015-2021](#)
- [I-20](#) [Windward CC Annual Report of Program Data – Executive Summary 2016](#)
- [I-21](#) [Windward CC Student Services Annual Report of Program Data – Quantitative Indicators 2016](#)
- [I-22](#) [Veterinary Studies Online](#)
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- [I-33](#) [Online Learning at WCC – 2010 Report](#)
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- [I-53](#) [US Census – American Community Survey 2016 – Ko‘olapoko and Ko‘olauloa Earned Income](#)
- [I-54](#) [US Census – American Community Survey 2016 – Ko‘olapoko and Ko‘olauloa Occupational Fields](#)
- [I-55](#) [US Census – American Community Survey 2016 – Kahuku Age](#)

<a href="#"><u>I-56</u></a>	<a href="#"><u>US Census – American Community Survey 2016 – Laie Age</u></a>
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<a href="#"><u>I-58</u></a>	<a href="#"><u>CC Policy 4.203</u></a>
<a href="#"><u>I-59</u></a>	<a href="#"><u>University of Hawai`i Website</u></a>
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<a href="#"><u>I-61</u></a>	<a href="#"><u>UH System President Website</u></a>
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<a href="#"><u>I-63</u></a>	<a href="#"><u>Windward CC Organizational Chart</u></a>
<a href="#"><u>I-64</u></a>	<a href="#"><u>UH/UHCC/ College Functional Map</u></a>
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<a href="#"><u>I-69</u></a>	<a href="#"><u>ASC Art, Drawing, and Painting</u></a>
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<a href="#"><u>I-73</u></a>	<a href="#"><u>ASC Psycho-Social Developmental Studies</u></a>
<a href="#"><u>I-74</u></a>	<a href="#"><u>CC Agricultural Technology (stopped out)</u></a>
<a href="#"><u>I-75</u></a>	<a href="#"><u>CC Plant-Food Production and Technology (stopped out)</u></a>
<a href="#"><u>I-76</u></a>	<a href="#"><u>CC Sustainable Agriculture (stopped out)</u></a>
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<a href="#"><u>I-84</u></a>	<a href="#"><u>Higher Education Act of 2008</u></a>
<a href="#"><u>I-85</u></a>	<a href="#"><u>CFR Title 34 Section 668.23</u></a>
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<a href="#"><u>I-87</u></a>	<a href="#"><u>USDA Grant</u></a>
<a href="#"><u>I-88</u></a>	<a href="#"><u>National Science Foundation Grant</u></a>
<a href="#"><u>I-89</u></a>	<a href="#"><u>Substantive Change for CA in Veterinary Assisting – Maui Cohort</u></a>
<a href="#"><u>I-90</u></a>	<a href="#"><u>National Aeronautics and Space Administration Grant</u></a>
<a href="#"><u>I-91</u></a>	<a href="#"><u>Spring 2018 Convocation</u></a>
<a href="#"><u>I-92</u></a>	<a href="#"><u>Windward CC Accreditation Homepage</u></a>
<a href="#"><u>I-93</u></a>	<a href="#"><u>EP 7.208</u></a>
<a href="#"><u>I-94</u></a>	<a href="#"><u>EP 7.205</u></a>
<a href="#"><u>I-95</u></a>	<a href="#"><u>RP 1.204</u></a>

## **Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity.**

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

### **Standard I.A.1**

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*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6).*

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### **Evidence of Meeting the Standard**

Windward CC's mission is related to the University of Hawai'i Community College's mission ([IA-1](#)) and was re-endorsed in 2017 following a series of open forums, discussion board postings, and meetings with campus governance bodies led by the Mission, Vision, and Core Values Task Force. Windward CC's mission is clearly defined, and was approved by the University of Hawai'i Board of Regents (UH BOR) as required by Windward CC's Mission policy ([IA-2](#)) (ER6). The mission statement is presented in both Hawaiian and English.

As with the mission statement, the vision and core values are presented in both Hawaiian and English. The vision of Windward CC is Ka Mālamalama o ke

Ko'olau (Enlightening Ko'olau). Students and community members will be enriched by "the light of knowledge" through quality programs and able to lead full, productive lives in a rapidly changing world ([IA-3](#)). The core values of Windward CC demonstrate a commitment to student learning and achievement by emphasizing Windward CC's commitment to creating meaningful curricula and diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, striving for excellence, and caring for Hawai'i and the planet ([IA-3](#)).

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

## **Commitment to Student Learning and Achievement (ER 6)**

Windward CCs commitment to student learning and achievement is found in the College's mission statement, vision statement, and core values. The mission statement highlights the "opportunities to gain knowledge and understanding of Hawai'i and its unique heritage" and encourages "lifelong learning in a supportive and challenging environment—inspiring students to excellence" (IA-3). The vision statement discusses enriching the lives of students and the community by providing quality programs (IA-3). The first 4 core values detail the College's commitment to student learning and achievement by talking about creating meaningful curricula and diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, and striving for excellence.

## **Broad Educational Purpose and Degrees Offered**

The mission statement directly states the broad educational purpose that "Windward CC offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage" (IA-3). The mission statement is guided by the College's vision that "Students and community members will be enriched by 'the light of knowledge' through quality programs and able to lead full, productive lives in a rapidly changing world." The final core value of caring for Hawai'i also defines the college's broad educational purpose.

## **Intended Student Populations**

Windward CC primarily serves the diverse population of Oahu's Ko'olau region. As shown in Table 1 of the Introduction of this report, Windward CC's student population includes recent high school graduates, returning students, a large Native Hawaiian population, and at-risk students, demonstrating the College's commitment to an open-door admissions policy. Addressing the unique needs of the College's students is among the highest priorities expressed through the mission, vision, and core values statements (IA-4 p. 2).

The mission statement notes that Windward CC "provide(s) Oahu's Ko'olau region and beyond with liberal arts, career and lifelong learning..." (IA-3). The "beyond" portion of the mission statement addresses students enrolled in distance education (DE) courses, and demonstrates the College's commitment to those students. As shown in Tables 1, 4, and 5 of the introduction, approximately 30% of Windward CC's student population is enrolled in online courses, which includes many students not home-based at Windward CC. While this "and beyond" statement may seem small, it speaks to a significant portion of the College's population that is not always treated with the same scrutiny as our other populations. As such, it was decided that DE will be addressed in one of Windward CC's Quality Focus Essays (QFEs) (IA-5).

## **Analysis and Evaluation**

The College meets this standard. Guided by the College's vision statement and core values, the College's mission statement describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its

commitment to student learning and student achievement. The mission, vision, and core values are prominently displayed on the College's website ([IA-3](#)).

While the mission statement does everything that the standard requests, it was noted that the campus does not focus enough attention and resources on the student population not located in the Ko'olau region. The College has understood the need for online and distance education, but has not looked at options to maintain quality for a significant subsection of students. This will be addressed in the college's DE QFE ([IA-5](#) p. 1).

## **Standard I.A.2**

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*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

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### **Evidence of Meeting the Standard**

Instructional department chairs and non-instructional department heads at Windward CC submit Annual Reviews to the Office of Academic Affairs. Annual Reviews include program analyses and proposed action plans ([IA-6](#) pp. 4-7, 9-12, 14-15, [IA-11](#) pp. 3-10, [IA-8](#) pp. 2-30, 33) to determine how effectively each department is accomplishing its mission and if the mission is directing institutional priorities. Windward CC Policy 4.4 highlights that the focus of the Annual Reviews is to determine how effectively it is accomplishing its mission ([IA-9](#)).

Windward CC also uses a strategic planning process to ensure that the College is meeting the requirements of its mission. The 2015-2021 Strategic Plan states that strategic planning is "the core process that allows the College to effectively meet the requirements of its mission" ([IA-10](#) p. 3). It is used to determine performance-based funding (see discussion in Standard III.D of this report) distributed by the Office of the Vice President of Community Colleges (OVPC) and the UH System. To assure transparency leading to the performance-based funding allocation, the vice president for community colleges (VPCC) visits Windward CC every semester to review and evaluate initiatives—including baseline data, and suggested performance targets in Windward CC's Strategic Plan ([IA-10](#) pp. 3-4).

### **Analysis and Evaluation**

The College meets this standard. Windward CC uses data to evaluate how successfully it is accomplishing its mission and meeting students' educational needs. Strategic Plan data is collected and studied annually, and this is the primary way the college evaluates how well it is meeting its mission, and the primary way the OVPC evaluates its performance-based funding initiative ([IA-10](#) p. 3).

The College also uses Annual Reviews to help assess mission achievement. While less direct than the Strategic Plan data, Annual Review quantitative data is a secondary method the College uses to evaluate how it meets its mission ([IA-9](#)). Annual Reviews discuss how efficiently and effectively departments are serving the needs of the campus ([IA-11](#) pp. 6-25, [IA-12](#)). Each report also includes an action plan for addressing any deficiencies.

One specific area of the mission statement addressed in both the Strategic Plan and Annual Review data is Windward CC's "special commitment to support the access and educational needs of Native Hawaiians." Addressed in enrollment and graduation data for the Strategic Plan, as well as in demand, effectiveness and efficiency data for the Annual Review, this emphasis on Native Hawaiian access needs is repeatedly addressed. However, a critique of the Annual Reviews and Strategic Plan data has been that the data is not fully disaggregated to enable discussions of Native Hawaiian parity ([IA-13](#) p. 4). This will be addressed in Windward CC's second Quality Focus Essay (QFE) on Native Hawaiian parity, as the mission specifically mentions a commitment to Native Hawaiian students.

### **Standard I.A.3**

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

#### *Programs and Services Alignment*

Each program at Windward CC has program learning outcomes (PLOs) that align with (or support) the College's mission. PLOs, especially in terms of course and College outcomes, are assessed every 5 years ([IA-14](#) pp. 8-9). All programs and program learning outcomes are listed in the College Catalog and on Windward CC's website.

Non-instructional academic support services also support the College's mission, and some offices and committees directly address the College's mission in their list of charges or mission statements. Examples are: The Office of Academic Affairs ([IA-15](#)), Administrative Services ([IA-6](#) pp. 1, 14), Business Office ([IA-6](#) p. 4), The Chancellor's Office ([IA-16](#) p. 6), Human Resources ([IA-6](#) p. 6), Office of Career and Community Education ([IA-17](#) p. 27-28), Operations and Maintenance ([IA-6](#) p. 9), Recruitment and Outreach ([IA-18](#) p. 3), and TRIO ([IA-18](#) pp. 9-11). Other services on campus directly support the mission without specifically listing Windward CC's mission statement as one of their charges. Some examples are: Admissions and Records ([IA-18](#) p. 4), Center for Aerospace Education ([IA-19](#) p. 4), Counseling ([IA-18](#) p. 7), Financial Aid ([IA-18](#) p. 6), Library ([IA-20](#) p. 1), Marketing and Public Relations ([IA-16](#) p. 25), Media and

#### *Degrees:*

- Associate in Arts in Liberal Arts ([IA-4](#) pp. 38-41).
- Associate in Arts in Hawaiian Studies ([IA-4](#) pp. 42-43).
- Associate in Science in Natural Science ([IA-4](#) pp. 44-45).
- Associate in Science in Veterinary Technology ([IA-4](#) pp. 46-47).

#### *Certificates of Achievement:*

- Agripharmatech ([IA-4](#) p. 53).
- Veterinary Assisting ([IA-4](#) p. 54).
- Academic Subject Certificate (ASCs):
- Art ([IA-25](#) p. 1)
- BioResources and Technology: Bio-Resource Development and Management ([IA-4](#) p. 48).
- Business ([IA-4](#) p. 49).
- Hawaiian Studies ([IA-4](#) pp. 50-51).
- Psycho-Social Developmental Studies ([IA-4](#) p. 52).

#### *Certificates of Competence:*

- Agricultural Technology ([IA-26](#) p. 1 - stopped out, August 2016).
- Cybersecurity
- Plant-Food Production and Technology ([IA-4](#) p. 55).
- Sustainable Agriculture ([IA-4](#) p. 56 - stopped out August 2016).
- Web Support ([IA-4](#) p. 55).

#### *Other:*

- Marine Option Program (MOP) ([IA-4](#) p. 57).
- Certified Nurse's Aide (CNA) ([IA-16](#) pp. 6, 7, 9, 18).

Duplication Services ([IA-7](#)), Office of Institutional Research ([IA-16](#) p. 18), Office of Planning and Program Evaluation ([IA-16](#) p. 11), Office of Safety and Security ([IA-6](#) p. 12), Palikū Theater ([IA-21](#), p 7), Private Fundraising ([IA-16](#) p. 33), Student Life ([IA-18](#) p. 8), Technology Resources ([IA-22](#)), Testing Service ([IA-23](#)), TRIO ([IA-18](#) pp. 9-11), and Tutoring Services ([IA-24](#)).

### *Decision Making, Planning, and Resource Allocation*

Windward CC's mission statement guides decision making, planning, and resource allocation through the Planning and Budget Council (PBC) process. The PBC is a representative group of faculty, administrators, and staff who “reviews all program reviews, annual assessments, departmental reports, and other assessments to prioritize items for budget consideration and/or to modify the Strategic Plan” ([IA-27](#) p. 3). The PBC handbook directs all members to consider Windward CC's mission, vision, and core values in all the decisions that they make ([IA-29](#) p. 4).

### *Institutional Goals for Student Learning and Achievement*

Windward CC's mission guides institutional goals for student learning and achievement. As previously noted, the mission drives the Strategic Plan. The 2015-2021 Strategic Plan contains the following elements that directly impact student learning and achievement: increasing graduation rates—with specific attention to Native Hawaiian students ([IA-10](#) p. 9), transfer rates ([IA-10](#) p. 12), eliminating access and success gaps ([IA-10](#) p. 13), reduction in time to degree ([IA-10](#) pp. 14-15), student retention and credit accumulation ([IA-10](#) pp. 15-16), developing a robust workforce ([IA-10](#) pp. 16-18), and student year-to-year retention ([IA-10](#) pp. 32-33). These efforts will benefit from improved disaggregation of data by race and ethnicity, a focus of the College's Native Hawaiian Parity QFE. ([IA-14](#)).

### **Analysis and Evaluation**

The College meets this Standard. All of Windward CC's instructional and non-instructional programs and services are aligned with and support the College's mission, and are regularly assessed in their ability to do so. Additionally, the college's mission guides institutional decision-making, planning, and resource allocation via the College's Strategic Plan and the PBC process ([IA-27](#) p. 4). The QFE for Native Hawaiian Parity specifically underscores this commitment to mission by reviewing and refining the data we have for this target population and creating specific steps to effectively utilize the improved data ([IA-13](#) pp. 6-8).

### **Standard I.A.4**

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*The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER 6).*

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### **Evidence of Meeting the Standard**

The College's mission statement was approved by the University of Hawai'i's Board of Regents (UH BOR) on May 11, 2011 ([IA-28](#) p. 12). According to Policy 4.5, Windward CC

“will review, and revise as needed, the mission statement every 6 years in the fourth year following a self-study for Accreditation” ([IA-2](#) pp. 1-2). This process ensures that Windward CC’s educational mission is clearly defined and highlights the college’s institutional commitment to student learning and achievement (ER6).

The mission was recently reviewed by the campus under the leadership of the Mission, Vision, and Core Values Task Force (MVCV). In Fall 2015, the MVCV created a survey to determine campus satisfaction with the mission statement ([IA-29](#)). In Spring 2016, the MVCV distributed the survey to the campus and found that 80% of Windward CC faculty, staff, and administrators were satisfied with the current mission statement. The MVCV then reviewed a draft of Windward CC’s 2015-2021 Strategic Plan to ensure the mission was aligned. After consulting with respective departments on campus, the MVCV created 2 new mission statements for the College to review. The current mission statement, and the 2 new drafts were posted on the campus online Discussion Board for 2 weeks. The College overwhelmingly supported the current mission statement. As a last step, the MVCV held an open forum where the campus community again voiced their support for the current mission statement. The MVCV determined that the College had ample time and opportunity to review and change their mission statement ([IA-30](#), [IA-29](#)). In the Fall 2016, the MVCV conducted a similar review of the College’s Vision and Core Values ([IA-30](#), [IA-29](#)).

### **Analysis and Evaluation**

The College meets this Standard. Through a far-reaching and transparent process, Windward CC’s mission statement was reviewed and endorsed by the campus community in Spring 2016. It is published on Windward CC’s website ([IA-3](#)) and in the Course Catalog ([IA-4](#) p. 2). The mission statement is highly visible—appearing on course syllabi and posters around campus. Windward CC’s mission statement centers the campus and is at the heart of all programs and services provided to students.

### **List of Evidence**

<a href="#">IA-1</a>	UHCC Mission Statement
<a href="#">IA-2</a>	Mission Statement policy
<a href="#">IA-3</a>	WCC's Mission, Vision, and Core Values
<a href="#">IA-4</a>	WCC Course Catalogue 15-17 Rev: 7/16
<a href="#">IA-5</a>	Distance Ed QFE
<a href="#">IA-6</a>	Admin. Services 2015 Program Review
<a href="#">IA-7</a>	Media and Duplication Services 2015 Annual Review
<a href="#">IA-8</a>	Humanities 2017 Annual Review
<a href="#">IA-9</a>	Program Review Policy
<a href="#">IA-10</a>	WCC 2015-2021 Strategic Plan 07172016
<a href="#">IA-11</a>	2017 Math and Business Annual Review
<a href="#">IA-12</a>	2016 Testing Services Program Review.pdf
<a href="#">IA-13</a>	Native Hawaiian Parity QFE
<a href="#">IA-14</a>	Morton's Fall 2013 presentation
<a href="#">IA-15</a>	Academic Affairs Website

<a href="#"><u>IA-16</u></a>	Chancellor's Office 2015 Annual Review
<a href="#"><u>IA-17</u></a>	OCCE 2015 Annual Review
<a href="#"><u>IA-18</u></a>	Student Services 2105 Annual Review
<a href="#"><u>IA-19</u></a>	Center for Aerospace Education
<a href="#"><u>IA-20</u></a>	Library Annual Review 2015
<a href="#"><u>IA-21</u></a>	Paliku Theater 2015 Annual Review
<a href="#"><u>IA-22</u></a>	Technology Resources 2015 Annual Review
<a href="#"><u>IA-23</u></a>	Testing Services 2015 Annual Review
<a href="#"><u>IA-24</u></a>	Tutoring Services 2015 Annual Review
<a href="#"><u>IA-25</u></a>	Art ASC Webpage
<a href="#"><u>IA-26</u></a>	Agriculture Technology Webpage
<a href="#"><u>IA-27</u></a>	PBC Handbook
<a href="#"><u>IA-28</u></a>	BOR Meeting Minutes 5-11-11
<a href="#"><u>IA-29</u></a>	Mission and Vision Statement Survey
<a href="#"><u>IA-30</u></a>	MVCV Task Force Recommendations April 2017

## **Standard I.B.1**

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*The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

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### **Evidence of Meeting the Standard**

#### *Student Learning Outcomes*

Since the last Accreditation Self Study, the College has continued and expanded its dialogue about student learning outcomes (SLOs). Dialogue occurs in department meetings, campus convocations, New Faculty Orientations, Lecturer Evaluations, Contract Renewals, Tenure/Promotion Dossiers, and workshops conducted by the Institutional Effectiveness Committee (IEC) Subcommittee on Professional Development in Assessment (SPDA).

Evidence of significant departmental dialogue on SLO and SLO assessment is embedded in Annual Reviews. Departments discuss course SLOs, and a summary of those conversations is found in Part III of each Annual Review. In that section, the department chair identifies which courses have been assessed in the current academic year, the analysis of the assessments completed in the current academic year, and the courses that will be assessed in the next academic year ([IB-1](#) p. 32, [IB-2](#) pp. 18-19, [IB-3](#) pp. 22-24, [IB-4](#) pp. 27-28, [IB-5](#) pp. 34-36, [IB-6](#) pp. 23-24, [IB-7](#) pp. 33-34, [IB-8](#) pp. 32-34, [IB-9](#) pp. 29-30, [IB-10](#) pp. 33-34, [IB-11](#) pp. 21-25, [IB-12](#) pp. 15, [IB-13](#) pp. 26-27, [IB-14](#) pp. 20-21, [IB-15](#) pp. 27-28).

Workshops and breakout discussions on SLOs occurred at the Spring 2013, Fall 2013, Spring 2014, Spring 2015, and Fall 2015 convocations ([IB-16](#)). All Windward CC staff, faculty, and administrators are encouraged to participate in campus convocations so these SLO conversations are truly collegial. general education learning outcomes (GELOs) and SLO assessments are also discussed during New Faculty Orientation that occurs every Fall and Spring, ensuring that new faculty are introduced to learning outcomes at the beginning of their tenure at the College ([IB-17](#) pp. 5-11).

SPDA has helped maintain self-reflective dialogue among faculty, staff and administration about the continuous improvement of student learning outcomes by providing professional workshops and convening meetings on learning outcomes ([IB-18](#)).

#### *Student Equity*

A key portion of Windward CC's mission statement mentions its "special commitment to support the access and educational needs of Native Hawaiians" ([IB-18](#)). Since the College's mission specifically points to supporting the needs of Native Hawaiian students, many of the College's interventions address disparities between Native Hawaiian and Non-Hawaiian students.

This commitment to Native Hawaiian students is reflected in the College's 2008-2015 Strategic Plan. Seven action outcomes of Windward CC's 2008-2015 Strategic Plan were focused on Native Hawaiian student success ([IB-19](#) pp. 9-10). Every semester the vice president for community colleges (VPCC) visits the campus to present data related to its

Strategic Plan progress. Every member of the campus is encouraged to attend these presentations and the PowerPoint version is available online for those not able to attend (IB-20).

Looking forward, the 2015-2021 Strategic Plan extends the conversation on student equity by expanding its commitment to Native Hawaiian students through: establishing a Native Hawaiian Success Center, increasing the number of Native Hawaiian faculty, staff, and administrators, and increasing enrollment of students from Hawaiian culture-based schools (IB-21 p. 11). Additionally, the 2015-2021 Strategic Plan includes a focus on increasing enrollments and success rates for students from other underrepresented groups including Filipinos, Micronesians, and Pacific Islanders (IB-21 p. 11). While these conversations are still in the preliminary stage, they show a dedication to student equity. Additionally, the 2015-2021 Strategic Plan and programs like Early College High School, Title III grant projects, Paipai o Ko'olau, TRiO SSS, and Frosh Cohorts expand student equity discussions beyond Native Hawaiian students.

Several programs at Windward CC address student parity. The College's Paipai o Ko'olau Program aims to increase college enrollment and graduation rates for community members who don't think college is possible (e.g. due to financial hardships, lack of social support, lack of academic preparedness). Priority is given to individuals who have substantial financial need, are of Native Hawaiian ancestry, from Windward O'ahu, and are either out of the academic pipeline, never attended college, or aged out of the foster care system (IB-22). From this and other Windward CC programs, the campus has been able to pilot and institutionalize best practices for all students, especially those underrepresented (IB-23).

Another program at Windward CC that addresses student parity is the Federal TRiO program. TRiO Student Support Services (SSS) provides services to disadvantaged students (e.g. low-income, first-generation, students with disabilities). The goal of TRiO SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next. Each semester, TRiO SSS visits over 60 classes to talk to both faculty and students about their program. Through their conversations with faculty and students, TRiO SSS creates a dialogue throughout the campus on student equity (IB-24).

Unlike Paipai or TRiO, Windward CC's Frosh Cohorts target all incoming full-time freshman with a developmental need; these are not specifically targeting Native Hawaiian or economically disadvantaged students. However, the underlying principles of these cohorts are specifically chosen to be cohesive with Native Hawaiian cultural values and knowledge building. Discussions of Frosh Cohort success center on student equity due both to the cultural foundations of this intervention, the disproportionate representation of Native Hawaiian and Pell eligible students in developmental education, and the original funding source for these programs (i.e. Title III Native Hawaiian Serving Institutions funding). Program success rates have been consistently disaggregated to look at Native Hawaiian success versus the success of non-Hawaiian students (IB-25 pp. 2-4).

With so many programs focusing on Native Hawaiian parity, the college would benefit from consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis. This will help improve the quality of dialogue on parity measures, and

decision-making and allocation of resources to promote parity—especially given the college’s commitment to Native Hawaiian students. This will be addressed in the colleges Native Hawaiian Parity QFE (IB-26 p. 3).

### *Academic Quality*

Windward CC’s Staff Development Committee (SDC) is tasked with planning and coordinating faculty and staff development activities by issuing grants, planning professional development opportunities, and fundraising for those activities (IB-27). 68 awards have been provided to faculty and staff since Fall 2014 which have allowed faculty and staff many opportunities for discussions about academic quality throughout the world (IB-28). The knowledge gained is brought back to Windward CC unofficially and via Post Grant Reflection reports (IB-29). The Chancellor’s Office increased the budget for the SDC from \$14,000 to \$18,000 in 2017 when the committee chair requested an increase to find more development opportunities (IB-30). The SDC is a key source of discussions of academic quality on campus.

Additionally, the Office of Academic Affairs and the Faculty Senate are 2 governing committees on campus that mention academic quality as one of their goals. The Office of Academic Affairs’ mission statement notes that their “office promotes and ensures academic quality and academic freedom (IB-31).” The Curriculum Committee (a subcommittee of the Faculty Senate) leads the campus conversations about SLO currency, course proposals and modifications, and course currency (IB-32 p. 5). The Faculty Senate Constitution notes that it was established “to provide formal faculty involvement in educational decision-making, academic policy, and program development. The purpose of this formal faculty involvement is to ensure that quality education is provided, preserved, and improved at Windward Community College and in the University of Hawai‘i System in general” (IB-33).

### *Institutional Effectiveness*

Dialogue on institutional effectiveness has been largely coordinated by the IEC, which:

- Plans and oversees an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, non-credit programs, and other units identified in the Program Review Policy.
- Develops and sustains a culture of assessment throughout the institution.
- Provides the necessary training and skills for units to assess themselves.
- Maintains materials and reports related to all assessment activities (IB-34).

Since the last Accreditation Self Study, the College has continued and expanded its dialogue about institutional effectiveness through workshops, college-wide forums, and Subcommittee on Professional Development in Assessment trainings.

### *Continuous Improvement of Student Learning and Achievement*

At Windward CC, student achievement and learning are measured in the 2005-2015 and 2015-2021 Strategic Plan by graduation rates, transfer rates, retention rates, credit accumulation, enrollment, and successful course completion rates. All discussions about the

Strategic Plan mentioned above and in Standard IV, are conversations specific to student learning and achievement. The evidence listed above on conversations about student learning outcomes, Student Equity, Academic Quality, and Institutional Effectiveness show Windward CC's dedication to continuous improvement of student learning and achievement across the institution.

### **Analysis and Evaluation**

The College meets this standard. Through convocations, committee meetings, department meetings, orientations, evaluations, dossiers, and professional development activities, Windward CC administrators, faculty, and staff participate in substantive dialog focused on student outcomes, equity, academic quality, institutional effectiveness, program development, and the continuous improvement of student learning and achievement.

In an effort to continually improve and provide better a better education experience to our students, the college will focus a QFE on Native Hawaiian parity.

### **Standard I.B.2**

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*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services (ER 11).*

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### **Evidence of Meeting the Standard**

#### *Instructional Program Student Learning Outcomes (SLOs)*

Instructional Program Learning Outcomes (PLOs) are vital to the program creation process. That process can be found on the Curriculum Committee's website (IB-35). PLOs are created by faculty or groups of faculty after consulting with departments and other faculty within the University of Hawai'i System. Faculty can also use the Program Outcome Guide (IB-36) found on Windward CC's Assessment webpage to help create PLOs for their proposed programs. PLOs are then submitted to the Curriculum Committee in a Program Proposal for review (IB-37). The Curriculum Committee Coordinator posts the proposal on the campus-wide discussion board so all faculty, staff, and administrators can review and give feedback on the proposed program (IB-38), (IB-39). The final PLOs are reviewed by the Curriculum Committee and Faculty Senate, and then given for final approval to the deans, vice chancellors, and the chancellor. Through this process, Windward CC has clearly defined outcomes for all of its instructional programs. This includes all Associate in Arts (AA) Degrees, the Associate in Science (AS) Degrees, the Certificates of Achievement (CA), the Academic Subject Certificates (ASC), Certificates of Competence (CO), and the Certified Nurse's Aide (CNA) Program offered at the College.

PLOs for all of the College's degrees and certificates are prominently listed in their Annual Reviews and can be found on the College's website: AA in Liberal Arts (IB-40), AA in Hawaiian Studies (IB-41), AS in Natural Science (IB-42), AS in Veterinary Technology (IB-43), CA in Agripharmatech (IB-44), CA in Veterinary Technology (IB-45), ASC in Art (IB-46), ASC in BioResources and Technology: Bio-Resource Development and Management (IB-47), ASC in Business (IB-48), ASC in Hawaiian Studies (IB-49), ASC in Psycho-Social

Developmental Studies (IB-50), CO in Agricultural Technology (IB-51), Plant-Food Production and Technology (IB-52), Sustainable Agriculture (IB-53 p. 3), Web Support (IB-54), CNA (IB-55 pp.11-13), and OCET (IB-126 pp. 3, 24).

Instructional PLOs are reviewed either annually, every 2 years, or every 5 years (IB-57). The University of Hawai'i Community Colleges Instructional Annual Reports of Program Data (ARPD) tracks which PLOs have been assessed for the AA, AS, and CA Degrees (IB-58). The ARPD data show the PLOs for Agricultural Technology, Agrapharmatech, Hawaiian Studies, Liberal Arts, Natural Science, and Veterinary Technology have been assessed during this current accreditation cycle (IB-59 p. 5, IB-60 p. 7, IB-61 p.4, IB-62 pp.4-5, IB-63 p. 5, IB-64 p.4).

PLO assessments for the ASCs, COs, and the CNA (as well as the AA, AS, and CA) can be found in Part III of the Annual Departmental Reports (IB-65 pp. 20-21, IB-66 p. 56-59) or Part IV of the Annual Reviews (IB-67 pp. 11-13). Further evidence of PLO assessment can be found in Windward CC's assessment database (IB-68, IB-69). PLO achievement is also used as evidence in the Planning and Budget Council's resource allocation process if a PLO assessment demonstrates a need for additional funds to improve student learning (IB-70, IB-71, IB-72).

### *Student Services SLOs*

In the winter of 2012 Windward CC's Student Affairs Division created and adopted a single overarching Student Affairs SLO: *Students will access appropriate information and resources to support their academic journey.* All of the departments in the Student Affairs Division then linked at least one of their learning outcomes to the division-wide SLO to help assess the unit as a whole and create a list of 13 PLOs for Student Affairs (IB-73 pp. 5-6). The SLOs in the Student Affairs Division are from: Recruitment and Outreach, Admission and Records, Financial Aid, Counseling, Student Life, TRiO, Career and Transfer, Disabilities Services, Supplemental Instruction, Frosh Camp STAR Workshops, and the Office of the Vice Chancellor for Student Affairs.

All 13 of the PLOs were assessed in the 2013 Student Affairs Annual Reports of Program Data (ARPD), and it was decided that future assessments would occur on a rotating basis (IB-74). In 2014 and 2015, the PLOs (and their associated departments) were assessed on a rotating schedule, and those assessments and results are listed in the Student Affairs Annual Report of Program Data (IB-75, IB-76).

### *Learning Support Services*

As detailed in II.B.3, Windward CC defines and assesses library and other learning support service outcomes in their Annual Reviews. Data from sources such as embedded learning assessments, surveys, and service logs are used to assure their adequacy in meeting identified student needs, and drives program improvement as required.

## **Analysis and Evaluation**

The College meets this standard. Learning outcomes for Windward CC's instructional programs, student services, and learning services are clearly defined, published, and are regularly assessed. The results of these assessments are used by faculty and staff to modify programs and services, and to make budget requests to help improve their programs and services. This ensures that students who complete programs can achieve the identified outcomes (ER 11).

### **Standard I.B.3**

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*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

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### **Evidence of Meeting the Standard**

The University of Hawai'i Community College system has established Policy 4.203 to specifically address institution-set standards. The purpose is to ensure that both ER11 and Standard I.B.3 are met. This policy covers all of the evaluation items listed in the "Standards and Performance with Respect to Student Achievement" on the Federal Regulations Checklist (IB-77 p. 2). Policy 4.203 requires each institution-set standard have a baseline level of achievement and an aspirational goal, these goals aligning with Strategic Plan targets. The 8 Strategic Plan standards are: Course Completion, Degrees and Certificates Awarded, Native Hawaiian Students Receiving Degrees and Certificates Awarded, Pell Recipient Degrees and Certificates Awarded, Transfer to Baccalaureate Institutions, Integrated Postsecondary Education Data System (IPEDS) Student Success Rate, Licensure and Certification Examination, Success Rate, and Job Placement Rate (IB-78 p. 1-2). Baseline and aspirational targets are available on pages 4-7 of Policy 4.203. These are Windward CC's defined standards of student achievement, and performance is assessed against each standard (ER11). Per Policy 4.203, the Office of the Vice President for Community Colleges (OVPCC) is responsible for an Annual Review that compares baseline to target values, and will publish those results on the OVPCC website. Each campus is then responsible for reviewing the results and using them in planning and resource allocation (IB-78 p. 2-3).

When an institution-set standard is not met, Windward CC does not receive all performance funding monies available, and then takes measures to achieve the goal in the following Fiscal Year. For example, the results for FY 2018 show that Windward CC did not meet the baseline goals for Degrees and Certificates Awarded to Native Hawaiian Students (IB-79). This deficiency will be addressed in one of the college's Native Hawaiian Parity QFE (1B-122). The Native Hawaiian Parity QFE considers Windward CC's mission statement, specifically the special commitment to support the educational needs of Native Hawaiian students to address the college's focus on Native Hawaiian parity (1B-122 pp. 1-2). Distance Education (DE) courses are included in the 8 standards listed above, and are not treated as their own entity. The Distance Education QFE will delve into this to ensure achievement across modalities—particularly by targeted professional development to faculty and

improved online support services (IB-80 p. 1). Student achievement standards are consistent across programs and courses no matter the modality of instruction.

### **Analysis and Evaluation**

The College meets this standard. The College has published its established institution-set standards for student achievement at both the baseline and aspirational levels. Windward CC is in full compliance with University of Hawai‘i Community College Policy 4.203 on Institution-Set Standards for student achievement (IB-78). However, both of the College’s QFEs will help Windward CC improve performance on institution-set standards (IB-26, IB-80).

### **Standard I.B.4**

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*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

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### **Evidence of Meeting the Standard**

Windward CC uses assessment data to organize its institutional processes to support student learning and student achievement. This includes:

- Under the 2005-2015 Strategic Plan time-frame, the OVPCC provides Annual Performance Data to Windward CC each Spring so the College can determine how well we are accomplishing our Strategic Plan goals (IB-81). Under the current Strategic Plan, the VPCC has presented data to the College in his Fall campus visits for planning purposes (IB-82).
- UH System Institutional Research and Analysis Office (IROA) provides data on enrollment, applications, initiatives, degrees and certificates earned, faculty and staff, financial aid, and student tracking so the College can quickly access information. These reports are found via their website (IB-83) and their Data Access Portal (IB-84).
- The Windward CC Office of Institutional Research provides quantitative data and analysis to faculty, staff, and administrators to strengthen and improve courses, programs and services. Students and the public can view and retrieve Windward CC data on the OIR website. (IB-85 pp. 19-22, IB-86).
- The Community College Survey of Student Engagement (CCSSE) is administered to Windward CC students every even numbered year. Results are used by the Administrative Staff (IB-87), Student Affairs (IB-76 p. 2-3), Computing Services, and the Media and Duplication Center (IB-88 p. 3-6) to improve student services and support. For example, Student Affairs has used CCSSE results to help justify funding requests for a Supplemental Instruction Program (IB-70), program equipment (IB-71), and a counselor (IB-72).

- The IEC now conducts institutional surveys every other year to see what improvements can be made on campus for students, faculty, and staff. The results from the Student Institutional Survey are posted on Windward CC's Accreditation Documents page (IB-89),(IB-90). As of Spring 2017, the IEC is in the process of re-writing these surveys, and expect the surveys to be administered during the Fall 2017 semester.
- The Windward CC Title III Data Analyst provides data to administrators and faculty on Title III funded activities such as Freshman Learning Cohorts. A report was presented at Fall 2015 convocations that determined that there needed to be a sustained support for Freshman throughout their entire first year of school (IB-91).
- Student Learning Outcome (SLO) assessment results are used for course, department, and program improvement. SLO data are input into the College's assessment database at the instructor and department chair levels. The instructor forms show results and analysis of the course and program SLO assessments, changes needed to support student learning, and steps the department can take to assist (IB-119). The Annual Reviews submitted are records of department-level dialogue on SLO assessment and set department-wide plans to improve student learning (IB-69). SLO achievement is also used as evidence in the Planning and Budget Council's resource allocation process (IB-70, IB-71, IB-72). See Standard II.A.3 for additional discussion on SLO assessment.

### **Analysis and Evaluation**

The College meets this standard. The College uses assessment data from various sources to support student learning and achievement. As noted in 1.B.3, the college's DE courses are not treated as their own entity and are often included in the assessment data discussed above. One of the goals of the DE QFE is to align institutional practices so the college can complete an assessment of current practices related to online course evaluations (IB-80 p. 6). Once completed, this will be another piece of assessment data used to support student learning and student achievement.

## **Standard I.B.5**

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*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

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### **Evidence of Meeting the Standard**

#### *Annual Reviews and Five-Year Program Reviews*

Every organizational unit of the College completes an Annual Review and a Comprehensive Program Review every 5 years. These reports:

- Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data.
- Assess the degree to which programs and services effectively support the Mission and Strategic Plan.
- Influence curriculum, college planning, decision-making, and resource allocation.
- Promote collaboration and dialogue across campuses and disciplines.

The Annual Reviews and 5-Year Program Reviews are part assessment, part evaluation, and part recommendation. These reports describe the process by which academic programs, student service programs, and administrative units assess their effectiveness. The different areas of the College then use the data presented in the report to recommend changes to improve their effectiveness (IB-92 p. 9).

Annual Reviews are typically completed by the end of the fall semester every academic year, and are posted on the college's Planning and Budget Council (PBC) page. Examples are:

- Natural Sciences 2012-2013 Annual Departmental Report (IB-2).
- Student Affairs 2014 Annual Review (IB-75).
- Chancellor's Office Annual Review (IB-85).
- Career and Community Education and Facilities Assessment (1B-26).

The 5-Year Program Review schedule (IB-57) ensures that programs are thoroughly reviewed once an accreditation cycle. Examples are:

- Associate of Arts-Liberal Arts Five-Year Program Review 2012-2016 (IB-93).
- Academic Support Five-Year Program Review 2012-2017 (IB-94).
- Chancellor's Office Annual Review (IB-95).

### *Strategic Plan*

The Strategic Plan promotes continuous improvement by explicitly stating strategic goals and objectives for the College to address (IB-92 p.9). As noted in I.A.2, strategic planning is the core process that allows the College to effectively meet the requirements of its mission (IB-18 p. 3). Strategic Plan data is collected annually. Refer to I.A.2 for additional discussion on how the Strategic Plan measures the accomplishment of Windward CC's mission.

### *Student Learning Outcomes*

Windward CC has 3 types of learning outcomes: general education (GELO), program (PLO), and course (SLO). All outcomes are aligned with the college's mission, and most course and program outcomes can be linked to one of these GELOs:

- Global and Cultural Awareness.
- Critical Thinking and Creativity.
- Communication.
- Information Literacy (IB-96).

Windward CC assesses GELO achievement through the course SLO assessment process, and all 4 have been assessed during this accreditation cycle. All SLO assessment results are recorded in the college's assessment database, and screenshots of those databases can be found in the following evidence: (IB-97, IB-98, IB-99, IB-100). Assessment results are used to determine how well Windward CC is accomplishing its mission by determining if students have acquired the GELO skills during their tenure at the college (IB-97 pp. 1-2, IB-98 pp. 1-2, IB-99 pp. 1-2, IB-100 pp. 1-2)

As of Spring 2017, the Institutional Effectiveness Committee is in the process of creating a subcommittee to assess the GELOs and another committee to checking the current course, program, and general education outcomes links for accuracy (IB-101 p. 2). Subcommittee conclusions and Windward CC's subsequent actions will be posted here when available.

### *Analysis and Evaluation*

The College meets this standard. Windward CC's Mission centers the campus, and serves as a guide for institutional processes. Mission success is measured via Annual Reviews, Five-Year Program Review, Strategic Plan data, and SLO assessments. As noted in I.A.2, the College would benefit from additional annual data that simply disaggregates measures found in the Annual Reviews and Strategic Plan by Native Hawaiian and non-Hawaiian students. This will be addressed in Windward CC's Native Hawaiian Parity QFE.

## Standard I.B.6

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### Evidence of Meeting the Standard

The Office of Institutional Research has run a Distance Education (DE) report covering course count, enrollment, student performance data, and degree and transfer rates for DE courses since 2014 (IB-102, IB-103, IB-104). This report compares DE students to face-to-face students disaggregated by Native Hawaiian ancestry. Throughout the reports, face-to-face students have had higher course completion rates and success rates, and lower withdrawal rates than students in online courses (IB-105 p. 6). Windward CC will address this disparity in the DE QFE by focusing on the following: DE professional development, coordinating student support, and aligning institutional practices to make DE course offerings comparable to face-to-face options.

In addition to the previous report, Windward CC has been able to preliminarily disaggregate SLO achievement data for face-to-face and DE courses:

**Table I.B.1 Face to Face versus Distance Education SLO Achievement  
Fall 2012 through Fall 2016**

Course property	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	Grand Total
Face to Face	89.7%	82.5%	85.2%	83.7%	84.4%	86.1%	84.4%	90.1%	87.7%	100%	<b>86.0%</b>
Online	86.5%	78.3%	76.7%	80.5%	76.9%	82.0%	84.0%	91.0%	87.0%		<b>82.0%</b>
Hybrid, Cable, Other DE	70.0%	85.0%			64.5%	79.5%					<b>77.2%</b>
Grand Total	<b>88.8%</b>	<b>82.3%</b>	<b>83.8%</b>	<b>83.2%</b>	<b>83.0%</b>	<b>85.3%</b>	<b>84.4%</b>	<b>90.2%</b>	<b>87.6%</b>	<b>100.0%</b>	<b>82.2%</b>

This table is the College's initial attempt to disaggregate learning outcome data, and simply points out the percentage of students who meet the course learning outcomes by instruction type. This data does indicate that face-to-face and DE courses have reached parity for SLO achievement.

The College has devoted significant resources to online education in the past 5 years. These include a Title III grant project, Hanaiaulu: Feed and Grow, which provides significant resources to renovating the online classroom through a curriculum development position, acquisition of lecture capture resources, and improved infrastructure (IB-106). Workshops have also been conducted at each convocation since Fall 2014 on use of online learning management systems and other online teaching topics (IB-107 pp. 8,10-14). These efforts

have resulted in increasing parity between online and face-to-face classes, which will be built upon by the upcoming DE QFE.

### **Analysis and Evaluation**

The College meets this standard. Distance Education is becoming an important modality of teaching for Windward CC. The College has allocated significant resources and implemented robust strategies to address online parity. The College will further strive to reach parity between face-to-face and DE in the methods outlined in the DE QFE. The QFE will aim to strategically increase DE courses to improve degree completion rates and close the achievement gap between those taking DE courses and those taking face-to-face courses in terms of success, completion, and withdrawal rates.

### **Standard I.B.7**

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*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

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### **Evidence of Meeting the Standard**

#### *Instructional Programs and Student and Learning Support Services*

Windward CC systematically reviews and assesses its evaluation mechanisms. The Annual Reviews and Five-Year Program Reviews are one of the college's primary methods of evaluating its effectiveness. Most recently, the Annual Reviews were evaluated through focus groups conducted by the Institutional Effectiveness Committee (IEC) Subcommittee on Professional Development in Assessment (SPDA). These results were provided confidentially to the appropriate offices so changes could be made to the report.

#### *Resource Management*

A primary responsibility of Windward CC's Planning and Budget Council (PBC) is to review, evaluate, prioritize, and make recommendations to the chancellor regarding the use of resources in the College's budget requests, and regarding resource requests for future funding (IB-108 pp. 2). The PBC also conducts a self-assessment of its processes every 2 years. Responses to that survey are discussed by the PBC and posted on the PBC summary page (IB-108 p. 6, IB-109). This was formally done through a Governance Assessment Survey which is no longer conducted at Windward CC. In the future, PBC assessments will be covered by the SPDA's Meta Assessment, the PBC member assessment, and institutional surveys.

#### *Governance*

In the Spring of 2013, a new Governance Assessment Committee (GAC) was created as a subcommittee of the Institutional Effectiveness Committee (IEC). The GAC was composed of 7 members of Windward CC's faculty and staff (IB-110). This committee constructed

surveys on Survey Monkey that were distributed to the governing structures on campus, the entire campus community, and to the students. The committee was disbanded, and its responsibilities will be covered by the IEC Meta Assessments and Institutional Surveys.

### **Analysis and Evaluation**

The College meets this standard. Policies and Practices for instructional programs, student and learning support services, and resource management are evaluated yearly to assure their effectiveness in supporting academic quality and accomplishment of mission. Governance policies and processes are assessed every 2 years. This is per Windward CC's Policy on Policies which notes that an ad hoc committee will review all campus policies every 5 years for currency, coherence, consistency, and relevance to the college's mission (IB-111 p. 3).

### **Standard I.B.8**

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*The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

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### **Evidence of Meeting the Standard**

Course Student Learning Outcome (SLO) and institutional SLO assessments are conducted by individual faculty, discussed in departmental meetings, and documented both in Annual Reviews (IB-15 pp. 27-28, IB-9 p. 30, IB-112 p. 14) and in the college's assessment database (IB-113). Program, department, and unit assessments are posted yearly on the PBC webpage (IB-114, IB-115). These assessments are used to set campus budget priorities in the PBC process. All divisions are required to support their budget requests using the course and program-level data and analyses from their Annual Reviews.

The Institutional Effectiveness Committee's Subcommittee on Professional Development in Assessment (SPDA) has provided 48 assessment workshops during the accreditation cycle (IB-17). During 2016, SPDA conducted Meta Assessment focus groups for all governance committees on campus. SPDA asked the groups the following questions:

- What's working?
- What's not working?
- What can be improved concerning the [group] process?
- How are the [group] results used?
- How does the [group] relate to the Windward CC mission?

The results were sent back to the governance groups so that the groups could have an understanding of their strengths and weaknesses, and could make any needed changes. Examples of changes made can be found in group meeting notes (IB-116 p.1, IB-116 p. 3).

Windward CC's Strategic Plan data are collected by the OVPCC's Academic Data, Assessment and Policy Analysis (APAPA) office and presented to the campus community annually by the VPCC (IB-117, IB-118). These presentations are e-mailed to the campus and also posted online on the OVPCC website (IB-119). Those data are used by faculty, staff, and administrators to determine trends, assess institutional needs, establish benchmark

comparisons and track advancements in reaching the stated goals and objectives. As of Fall 2016, the OVPCC is using some of the Strategic Plan elements as performance funding measures which is presented to the campus and posted on the OVPCC website (IB-120 p. 12). Similarly, the University of Hawai'i System was given \$6.3 million to create a performance funding system, and the College's progress on those measures can be found online (IB-121). The performance funding indicators tie to some of the UH Strategic Directions Measures, and those results are listed online as well (IB-122). Windward CC sets their goals and action items to meet Strategic Plan and Performance Funding measures (IB-123 pp. 10,-12, 14-19, 21, 23, 25-32, IB-124 p. 14).

### **Analysis and Evaluation**

The College meets this standard. Windward CC assessment and evaluation results are either emailed to the campus community or posted online. Through Annual Reviews, IEC-SPDA, the Strategic Plan, and yearly visits from the VPCC, Windward CC keeps the campus community informed so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### **Standard I.B.9**

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*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources.*

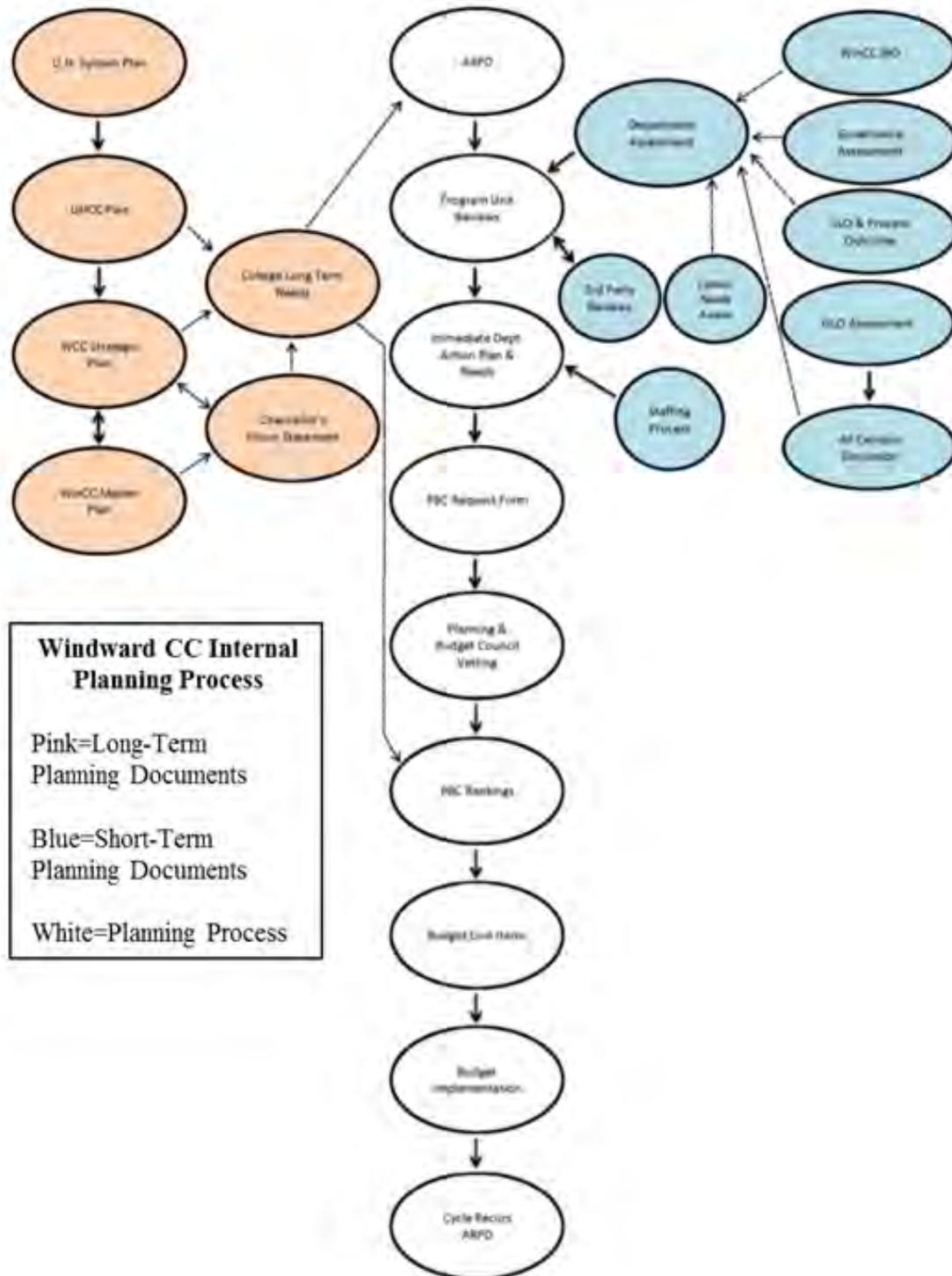
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### **Evidence of Meeting the Standard**

The PBC is an advisory group to the chancellor that uses assessment, analysis, and evidence of community needs to regularly review and update the College's Strategic Plan and prioritize the budget (IB-125 p. 3). The PBC is composed of constituents from all units of the College (IB-125 p. 4). A list of former and current members may be found under the "Membership" column on the PBC's summary page on the PBC website (IB-126).

The following figure is from the PBC handbook (IB-125 p. 9) and illustrates the PBC process, which is linear in nature (white bubbles). Blue and pink bubbles further identify documents and evidence which connect the short-term and long-term needs of the college to the overall PBC planning process.

**Figure I.B.1 Windward Community College Planning Process**



The white column shows that the PBC planning process uses Annual Reports of Program Data (ARPD) (IB-127) and Annual Reviews (IB-15) to generate PBC requests (IB-128). Note that the pink and blue columns show how long-term and short-term needs of the

College are considered in multiple stages of the PBC process. To ensure that PBC requests lead to accomplishment of the College's mission (and improve institutional effectiveness and academic quality), requestors need to show how their request aligns with the Strategic Plan and course, program, or general education learning outcomes (IB-128 p. 1). The plan outlined in the College's Native Hawaiian Parity QFE will be instituted so as to ensure the data related to ARPD's and strategic plan outcomes is more accurate. This will help to further elucidate such key measures as Native Hawaiian enrollment, persistence and graduation, which will support requests that appropriately target this population and strategic measures related to it.

Over the course of the academic year, the committee members read the PBC requests, listen to a department representative explain the requests, and then anonymously rank the requests which is tabulated into a PBC Request Ratings survey (IB-129). PBC members are directed to consider the following factors when ranking requests: System Priorities, College Goals and Priorities for the Fiscal Calendar, Assessment Data to Support the Request, Immediacy, Health and Safety, and Level of Impact (IB-125 p. 23). Those results are posted on the PBC webpage for the campus community to read and the link is emailed to PBC members. The PBC process occurs annually, and shows that Windward CC engages in continuous, broad based, systematic evaluation and planning.

### **Analysis and Evaluation**

The College meets this standard. The College integrates program review, planning, and resource allocation in a systematic and transparent fashion (ER19). Evidence of this can be found in the College's Planning and Budget Council (PBC) process discussed more thoroughly in Standard IV.A.1 and IV.A.3.

### **List of Evidence**

- IB-1 Humanities 2012-13 Annual Review
- IB-2 Language Arts 2012-13 Annual Review
- IB-3 Math and Business 2012-13 Annual Review
- IB-4 Natural Science 2012-13 Annual Review
- IB-5 Social Sciences 2012-13 Annual Review
- IB-6 Humanities 2013-14 Annual Review
- IB-7 Language Arts 2013-14 Annual Review
- IB-8 Math and Business 2013-14 Annual Review
- IB-9 Natural Science 2013-14 Annual Review
- IB-10 Social Sciences 2013-14 Annual Review
- IB-11 Humanities 2014-15 Annual Review
- IB-12 Language Arts 2014-15 Annual Review
- IB-13 Math and Business 2014-15 Annual Review
- IB-14 Natural Science 2014-15 Annual Review
- IB-15 Social Sciences 2014-15 Annual Review
- IB-16 New Faculty Orientation PPT
- IB-17 SPDA Activities Fall 2012-present

IB-18 WCC's Mission, Vision, and Core Values  
IB-19 2005-2015 Strategic Plan  
IB-20 Morton's Fall 2013 presentation  
IB-21 WCC 2015-2021 Strategic Plan 07172016  
IB-22 Paipai info.  
IB-23 Paipai coordinator email  
IB-24 TRiO SSS email  
IB-25 AAAC Meeting Minutes (equity)  
IB-26 DRAFT Native Hawaiian Parity QFE  
IB-27 Staff Development Committee  
IB-28 Staff Dev. Funded List  
IB-29 Post Grant Reports  
IB-30 StaffDevMinutes\_20170310  
IB-31 Admin. Services 2015 Program Review  
IB-32 Faculty Senate Meeting Minutes-SLO and Course Currency  
IB-33 Faculty Senate Constitution  
IB-34 IEC Directives  
IB-35 Curriculum Committee's Website  
IB-36 Program Outcome Guide  
IB-37 Program Proposal Form  
IB-38 Cyber Security Program--Discussion board  
IB-39 Discussion Board  
IB-40 AA Lib Arts Webpage (for SLOs)  
IB-41 AA Hawaiian Studies Webpage (for SLOs)  
IB-42 AS Natural Science Webpage (for SLOs)  
IB-43 AS Veterinary Studies (for SLOs)  
IB-44 CA Agipharmatech (for SLOs)  
IB-45 CA Vet Assisting (for SLOs)  
IB-46 ASC-ART (for SLOs)  
IB-47 ASC-BRT (for SLOs)  
IB-48 ASC-Business (for SLOs)  
IB-49 ASC-Hawaiian Studies (for SLOs)  
IB-50 ASC-PSDS (for SLOs)  
IB-51 CO-Ag. Tech. (for SLOs)  
IB-52 CO P-F Prod. and Tech (for SLOs)  
IB-53 CO-Sust. Ag (for SLOs)  
IB-54 CO-Web Support (for SLOs)  
IB-55 CNA 2015 Annual Review  
IB-56 CCE Facilities Annual Review 2016-2017  
IB-57 5-Year Program Review Assessment Schedule  
IB-58 ARPD home page  
IB-59 2012 Ag. Tech. ARPD  
IB-60 2016 Agripharmatech ARPD  
IB-61 2016 Hawaiian Studies ARPD  
IB-62 2016 Liberal Arts ARPD  
IB-63 2016 Natural Sciences ARPD

IB-64 2016 Vet. Tech. ARPD  
IB-65 Natural Sciences 2015-16 Annual Review  
IB-66 Social Sciences 2015-16 Annual Review  
IB-67 CNA 2015 Annual Review  
IB-68 Instructor Assessment Form  
IB-69 Department Assessment Form  
IB-70 SI PBC Request  
IB-71 Equipment PBC Request  
IB-72 Transfer Counselor PBC Request  
IB-73 Student Affairs Quarterly Meeting Spring 2013  
IB-74 Student Affairs 2013 ARPD  
IB-75 Student Affairs 2014 ARPD  
IB-76 Student Serviced 2105 Annual Review  
IB-77 Federal Checklist  
IB-78 Institution Set Standards Policy  
IB-79 Performance Funding Summary FY2018  
IB-80 DRAFT Distance Ed QFE  
IB-81 OVPCC's 2005-2015 Strat. Plan Data  
IB-82 OVPCC's 2015-2021 Strat. Plan Presentations  
IB-83 IRAO's Website  
IB-84 DAPIR Tool  
IB-85 Chancellor's Office 2015 Annual Review  
IB-86 WCC OIR Website  
IB-87 CCSSE-discussion Admin Staff  
IB-88 2015 Technology Services ARPD  
IB-89 WCC Assessment Documents  
IB-90 WCC 2015 Student Institutional Survey  
IB-91 TIII Analyst Freshman Learning Cohort Report  
IB-92 PBC Handbook  
IB-93 AA-Liberal Arts 5-Year Review  
IB-94 Academic Support 5-Year Review  
IB-95 Chancellor's Office 5-Year Review  
IB-96 GLO list  
IB-97 Global and Cultural Awareness GLO  
IB-98 Communication GLO  
IB-99 Information Lit. GLO  
IB-100 Critical Thinking GLO  
IB-101 IEC Minutes 2-3-17  
IB-102 2014 DE Student Achievement Data  
IB-103 2015 DE Student Achievement Data  
IB-104 2016 DE Student Achievement Data  
IB-105 2017 DE Student Achievement Data  
IB-106 Hanaiaulu Grant Papers  
IB-107 Convocation agendas 2013-17  
IB-108 Current PBC Charter  
IB-109 PBC Assessment Results

IB-110 IEC 2-6-13 meeting minutes  
IB-111 WCC Policy on Policies  
IB-112 Language Arts 2015-16 Annual Review  
IB-113 Institutional and Program Outcome Assessment Page  
IB-114 Planning and Budget Council Page 2012-13  
IB-115 Planning and Budget Council Page 2015-16  
IB-116 Staff Senate Meeting Notes 8-10-16  
IB-117 VPCC F13 Strategic Plan Presentation  
IB-118 VPCC F16 Strategic Plan Presentation  
IB-119 OVPC Campus Presentation Links.pdf  
IB-120 CC Performance Funding Measures  
IB-121 UH Performance Funding  
IB-122 UH Strategic Directions Measures  
IB-123 WCC 2015-2021 Strategic Plan  
IB-124 VPCC Sp17 Campus Presentation  
IB-125 PBC Handbook  
IB-126 PBC Summary Page  
IB-127 WCC Liberal Arts (2016) ARPD  
IB-128 PBC Request Form-Hawaiian Studies Instructor  
IB-129 PBC 2017 Ratings Summary

## **Standard I.C.1**

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*The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

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### **Evidence of Meeting the Standard**

#### *Mission Statement*

As mentioned in I.A.4, Windward CC's Policy 4.5 states that the college "will review, and revise as needed, the mission statement every 6 years in the fourth year following a self-study for Accreditation" (IC-1 p. 1-2). The mission was reviewed in the Fall of 2016 by the Mission Vision, and Core Values Task Force. The task force determined (with campus input) that mission statement accurately represented the college.

#### *Learning Outcomes (IC-2)*

Windward CC's Curriculum Committee works with the vice chancellor of Academic Affairs' (VCAA) Advisory Committee to ensure that course student learning outcomes (SLOs) are assessed for currency at least once every 5 years (IC-3). The VCAA Advisory Committee, which includes all department chairs, also engages in a top-down survey of course SLOs for currency and accuracy (IC-4).

#### *Educational Programs and Student Support Services (IC-5)*

Students primarily receive information about programs and services via the Windward CC Catalog, website, email, brochures, and College orientation (new student orientation, mandatory advising appointment, Frosh camp, and other events). Materials are reviewed on an annual and/or semester basis. The VCAA leads the Catalog and schedule review, and the vice chancellor of Student Affairs (VCSA) reviews student services materials.

#### *Accreditation Status*

Windward CC gives accurate information to students and the public about its accreditation status on its accreditation webpage (IC-6). Accreditation documents are prominently listed on that webpage so users can quickly access accreditation status information (IC-7, IC-8, IC-9).

### **Analysis and Evaluation**

The College meets this standard. Windward CC makes every effort to give accurate information to students and the public. Information provided to students is listed prominently on the campus' webpage (IC-6, IC-7, IC-8, IC-9), and is regularly reviewed for clarity and accuracy by Task Forces, Advisory Committees, the VCAA, and the VCSA.

## **Standard I.C.2**

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*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the (ER 20).*

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### **Evidence of Meeting the Standard**

The Catalog is available for download on the college's website. The Catalog is a comprehensive document that provides students with all facts, requirements, policies, and procedures listed in the ACCJC Catalog Requirements (IC-10). Locations or publications where other policies may be found are accessed by clicking hyperlinks throughout the Catalog (IC-11).

### **Analysis and Evaluation**

The College meets this standard. The College provides an online catalog that is available on the College's website and can be downloaded by current and prospective students (IC-11, IC-12). The Catalog is precise, accurate, current, and is reviewed annually (IC-13).

## **Standard I.C.3**

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*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (ER 19).*

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### **Evidence of Meeting the Standard**

#### *Communication of Student Learning Outcomes*

Instructors are directed to list course (SLOs on course syllabi (IC-14). All course syllabi can be found on the College's Academics webpage (IC-15). Standard I.B.1 discusses SLO dialogue on campus, and evidence of SLO dialogue and assessments are found in Part III of the Annual Departmental Reviews. Refer to Standard I.B.1 for the links and page numbers to the documented SLO assessments. These assessments communicate matters of academic quality to Windward CC faculty, staff, and any other interested party on an annual basis. This demonstrates that Windward CC systematically evaluates and publishes how well and in what ways it is assessing SLOs (ER19).

#### *Communication of Student Achievement*

Documented assessment of Windward CC student achievement data is primarily found from the following sources: the Office of the Vice President for Community Colleges, the University of Hawai'i System's Institutional Research and Analysis Office, and Windward CC Office of Institutional Research. Examples of the data those offices supply are found in Standard I.B.4. The data those offices provide are made public so that the academic quality of the College is transparent, and demonstrate that Windward CC makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (ER19).

## **Analysis and Evaluation**

The College meets this standard. Student learning and achievement data are well documented and posted online to communicate matters of academic quality to appropriate constituencies through Windward CC's Annual Reviews listed in the Student Learning Outcomes section of I.B.1 and other documented evaluations and reports such as the Office of the Vice President for Community College's Annual Performance Data, the Community College Survey of Student Engagement, and the Institutional Effectiveness Committee's institutional surveys (which are all detailed in I.B.4). These assessments are available to faculty, staff, current and prospective students, and the public.

### **Standard I.C.4**

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*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

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#### *Evidence of Meeting the Standard*

Current and prospective students can easily find program, certificate, degree, and course descriptions and expectations via program websites, the Catalog, and course syllabi. All certificate and degree requirements, content, and learning outcomes are listed in the Catalog and on program webpages (IC-11 pp. 38-56, IC-16). Course learning outcomes are listed in the Catalog and in each course syllabus (IC-11 pp. 59-125, IC-15).

## **Analysis and Evaluation**

The College meets this standard. The College clearly describes the purpose, content, course requirements, and all expected learning outcomes for its certificates and degrees both in the Catalog and on the front page (or one click away from) of program websites (IC-11 pp. 38-56, IC-16). Course learning outcomes are also listed in the Catalog and in each course syllabus (IC-11 pp. 59-125, IC-15).

### **Standard I.C.5**

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*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representation of its mission, programs, and services.*

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#### **Evidence of Meeting the Standard**

##### *Integrity of the Mission*

According to Policy 4.5, Windward CC "will review, and revise as needed, the mission statement every 6 years in the fourth year following a self-study for Accreditation" (IC-1 pp. 1-2). The integrity of the mission statement is discussed in more detail in I.A.4.

##### *Integrity of Programs*

According to the Curriculum Policies and Procedures the college curriculum is composed of the credit courses and programs required to meet the educational needs of the students and

the mission of the College (IC-17 p.2). The Office of Academic Affairs is responsible for ensuring that curriculum conforms to University of Hawai'i and Windward CC policies and goals (IC-17 p.1).

### *Integrity of Services*

Student services are reviewed in the Academic Support and Student Affairs Annual Reviews (IC-18),(IC-19). These reports can be found from 2009 to present on the College's Planning and Budget Council's webpage (IC-20).

### **Analysis and Evaluation**

The College meets this standard. Windward CC Policies, procedures and publications are regularly reviewed by various members of the campus community ensuring that information presented is current and accurate. The Policy Formation Process states that the chancellor will establish an ad hoc committee to review all campus policies at least every 5 years. Policies are reviewed for coherence, consistency, and relevance to Windward CC's mission (IC-21). Since Windward CC is part of the larger Community College and University of Hawai'i system, the College is also responsible for following applicable policies created by the University of Hawai'i Community College System and University of Hawai'i Board of Regents. However, Windward CC is not responsible for reviewing those policies.

### **Standard I.C.6**

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*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

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### **Evidence of Meeting the Standard**

The College publishes information on resident and non-resident tuition, fees, and refund information in the Windward CC Catalog (IC-11 pp.19-20). Current and historical tuition information is also published on the College's Tuition website (IC-22). Students can preview the cost of and comparison shop for their textbooks on the Windward CC Bookstore website (IC-23).

### **Analysis and Evaluation**

The College meets this standard. All relevant information necessary for current and permanent students is published online and is accessible.

### **Standard I.C.7**

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*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (ER 13).*

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## **Evidence of Meeting the Standard**

The Windward CC Catalog states:

Windward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. As members of the academic community, students are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth (IC-11 p. 6).

The Office of Academic Affairs provides further proof of a campus atmosphere that supports academic freedom by including a specific commitment to academic freedom in their office's mission statement (IC-24). The faculty also have the University of Hawai'i Community College's Policy (UHCCP) #5.211 Statement on Professional Ethics (Faculty) as a guide. The policy states that faculty protect the academic freedom of their students (IC-25 p. 2). Standard III.A.13 discusses professional ethics policies in more detail.

## **Analysis and Evaluation**

The College meets this standard. The Windward CC Catalog includes a statement about the Academic Rights and Freedoms of Students that fosters the atmosphere of intellectual freedom for both faculty and students. This ensures that faculty and students are free to examine and test all knowledge appropriate to their discipline, and the institution maintains an atmosphere in which intellectual freedom and independence exist (ER13).

## **Standard I.C.8**

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*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

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## **Evidence of Meeting the Standard**

The Catalog informs students that a copy of the Student Code of Conduct is available in the Office of the vice chancellor for Student Affairs and provides a link to the System-wide Student Conduct Code (IC-11 p. 15). A link to this is also provided on Windward CC's Policies, Procedures, and Guidelines webpage (IC-26, IC-27 p. 2). The Student Code of Conduct EP 7.208 defines the types of behaviors that violate the Student Code of Conduct, and the consequences for violations (IC-26 pp. 6-11).

## **Analysis and Evaluation**

The College meets this Standard. The Student Code of Conduct section in the College Catalog suggests that students familiarize themselves with the Code of Student Conduct, and that their enrollment at Windward CC comes with the expectation that they will conduct themselves accordingly. The Catalog further discusses impermissible behavior, academic dishonesty, cheating, and plagiarism.

### **Standard I.C.9**

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*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

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#### **Evidence of Meeting the Standard**

Article IV of the 2015-2017 Collective Bargaining Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i states, “In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions” (IC-28 p. 1). All new faculty are provided copies of this agreement.

The faculty also have the University of Hawai‘i Community College’s Policy (UHCCP) #5.211 Statement on Professional Ethics (Faculty) as a guide. Specifically, the policy mentions that faculty members “accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty” (IC-25 p.2). This policy states that it is the chancellor’s responsibility to provide a copy of UHCCP #5.211 to all new faculty. Standard III.A.13 discusses professional ethics in more detail.

#### **Analysis and Evaluation**

The College meets this standard. The College follows the guidelines of faculty professionalism outlined in Article IV of the 2015-2017 Collective Bargaining Agreement Between the University of Hawai‘i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai‘i. Both of those dictate that faculty will practice intellectual honesty—presenting data fairly and objectively.

### **Standard I.C.10**

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*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 and student handbooks.*

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This standard is not applicable as Windward CC is an open, public institution that does not require that staff, faculty, administrators, or students have specific beliefs or worldviews.

### **Standard I.C.11**

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*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

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This Standard is not applicable as Windward CC does not operate in any foreign locations.

## **Standard I.C.12**

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*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.*

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### **Evidence of Meeting the Standard**

Windward CC is responsive to the directives of ACCJC, and evidence can be found on the College's accreditation website (IC-25). This evidence shows that the College has followed the Federal Checklist requirements listed under "Public Notification of an Evaluation Team Visit and Third Party Comment" (IC-29 p.1). Additional evidence of the College's willingness to work with ACCJC is that our Accreditation Liaison is currently serving on the ACCJC Substantive Change Advisory Group (IC-30).

### **Analysis and Evaluation**

The College meets this standard. The College has continuously complied with all Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes (ER21).

## **Standard I.C.13**

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*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public (ER 21).*

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### **Evidence of Meeting the Standard**

I.C.1 notes where ACCJC accreditation status and other information can be found for the campus. The Veterinary Technology webpage clearly mentions its accreditation status, and has a clear link to the AVMA, and additional information is provided at information sessions (IC-31).

The Certified Nurse's Aide program is certified and approved by the State of Hawai'i, Department of Human Services, Social Services Division. The program is re-certified every 2 years, and students can find the approved program certificate posted in the CNA classroom. All printed materials and website information states that the course is a state approved training program (IC-32, IC-33).

### **Analysis and Evaluation**

The College meets this standard. Windward CC demonstrates honesty and integrity in its relationships with external agencies and complies with all regulations and statutes. The

College consistently describes itself to the ACCJC, the American Veterinary Medical Association (AVMA), and the State of Hawai'i, Department of Human Services, Social Services Division (ER 21).

### **Standard I.C.14**

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*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

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### **Evidence of Meeting the Standard**

As mentioned in 1.A.2 and I.A.3, Windward CC's mission statement guides the campus. Everything from instructional programs to student services, strategic planning, and budgeting is focused on providing "innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence" (IC-34).

### **Analysis and Evaluation**

The College meets this standard. The Office of the Vice President for Community College's financing webpage notes that community colleges are the state's "open-door entry points to higher education...to maintain its open door access, the Community Colleges rely on state revenues to finance a significant portion of its operations" (IC-35 p.1). Windward CC is a non-profit, state-funded teaching organization, and its commitment to high quality education, student achievement, and student learning is paramount to any other objective on campus.

### **List of Evidence**

- IC-1 Mission Statement policy
- IC-2 Curriculum Committee Chair 5-12-17 email
- IC-3 SLO currency check
- IC-4 ENG 209 SLO Update
- IC-5 VCSA 5-16-17 email
- IC-6 WCC Accreditation Home Page
- IC-7 ACCJC 2013 Reaffirmation
- IC-8 ACCJC 2015 Follow-up
- IC-9 ACCJC Mid Term Follow-up
- IC-10 ACCJC Catalog Requirements
- IC-11 Current WCC Course Catalogue
- IC-12 Catalog website
- IC-13 Tentative catalog timeline
- IC-14 Syllabus Instructions
- IC-15 All WCC Course Syllabi
- IC-16 Degree and Certificate Homepages
- IC-17 College Policies and Procedures for Curriculum

IC-18	Student Affairs 2017 ARPD Exec. Summary
IC-19	Academic Support 2017 ARPD Exec. Summary
IC-20	Planning and Budget Council's homepage
IC-21	WCC Policy on Policies
IC-22	Tuition Webpage
IC-23	WCC Bookstore Textbook Webpage
IC-24	AA Mission, Vision, and Core Values
IC-25	UHCCP 5.211
IC-26	System-wide Student Code of Conduct
IC-27	WCC Policies, Procedures, and Guidelines Webpage
IC-28	UHPA 15-17 Contract Article IV
IC-29	Federal Checklist
IC-30	Substantive Change Advisory Group Conference Call Notes May 2017
IC-31	Vet. Tech. Homepage
IC-32	CNA Homepage
IC-33	CNA Certification Email
IC-34	WCC's Mission Statement
IC-35	OVPCC Financials

## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services that are aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### Standard II.A.1

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*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs (ER 9 and ER 11).*

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### Evidence of Meeting the Standard

#### *Programs, Degrees, and Certificates*

The College's instructional programs are consistent with the Mission (IIA-1) by providing the following fields of study to the surrounding Ko'olau communities and beyond ([IIA-2](#) pp. 34, 35):

Two Associate of Arts (AA) degrees:

- AA degree in Liberal Arts, with concentrations in:
  - Visual Arts (Fall 2018)
  - Performing Arts (Fall 2018).
  - AA degree in Hawaiian Studies.

Two Associate of Science (AS) degrees:

- AS degree in Natural Sciences (ASNS) with concentrations in:
  - Biological Sciences
  - Physical Sciences
  - Engineering
  - Information and Communications Technology.
- AS degree in Veterinary Technology.

The College also offers the following certificates, which may lead to employment and transfer to other higher education programs:

- Certificate of Achievement (24 to 45 credits):
  - Veterinary Assisting
  - Agripharmatech.
- Academic Subject Certificates (12 credits or more):
  - Bio-Resources and Technology: Bio-Resource Development and Management
  - Business
  - Hawaiian Studies
  - Psycho-Social Developmental Studies
  - ART: Drawing and Painting.
- Certificates of Competence (4 to 10 credits):
  - Agricultural Technology (admissions stop out August 2016).
  - Plant-Food Production and Technology
  - Sustainable Agriculture
  - Web Support
  - Cybersecurity.

The College also offers remedial/developmental pathways in math and English to prepare students for college-level work ([IIA-2](#) p. 105), as well as articulation agreements for transfer to 4-year institutions ([IIA-3](#)). Please see Standard I.A.1; I.A.2.

### *Learning Outcomes and the College Mission*

The College's course and program student learning outcomes are consistent with its mission and are appropriate for higher education ([IIA-4](#)) (ER 9, ER 11):

- Every course and program has specific and measurable SLOs that are aligned with the College's general education learning outcomes and included in the College Catalog ([IIA-2](#)).
- The College's general education learning outcomes (GELOs) represent the institutional learning outcomes (ILOs).
- Every SLO is provided on syllabi for all classes ([IIA-4](#)).
- Course and program SLOs are approved through the curriculum approval process ([IIA-5](#)).
- Distance education courses ([IIA-6](#)) meet the same SLOs as their face-to-face equivalents.
- The College's program review process ensures that programs are high-quality and consistent with the mission ([IIA-5](#)).
- The College's program review process uses student achievement data to improve instruction ([IIA-7](#)).
- The Planning and Budget Council (PBC) guides resource allocation ([IIA-8](#)) and bases decision-making on SLO attainment, relationship to the College mission, learning outcomes, and institutional priorities.

### **Analysis and Evaluation**

The College meets this standard. The College's program review process ensures that instructional programs in all delivery formats are consistent with the mission and are of high-

quality. To ensure that instructional practices are aligned for online delivery, the distance education Quality Focus Essay recommends the following 3 steps for improvement.

- Complete an assessment of current practices related to online course evaluations.
- Provide online courses in an orderly sequence to help students complete their AA degree online.
- Commit to a master schedule of online course offerings that meet graduation requirements.

All course and program student learning outcomes are approved through the curriculum approval process, communicated to the College community via the Catalog and course syllabi, and regularly assessed as part of the program review process. The College meets regularly to discuss student learning and achievement assessment results and to identify instructional interventions appropriate for each program to improve instruction.

## **Standard II.A.2**

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*Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

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## **Evidence of Meeting the Standard**

### *College-wide Curriculum Review Participation*

Faculty, including full-time and part-time, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through the curriculum approval process ([IIA-5](#)). The formal approval process begins with the sponsoring department, and then a thorough review of each proposal occurs on the College Discussion Board ([IIA-9](#)) to ensure transparency and solicit feedback on the quality of a proposal, including feedback on course SLOs ([IIA-10](#)), before it is discussed at the Curriculum Committee. Once the Curriculum Committee approves a proposal, the Faculty Senate must then review and approve it ([IIA-11](#)). Finally, all curriculum proposals are reviewed and approved by the administration, to ensure the content and methods of instruction meet accepted academic and professional standards across the UHCC System. All approved curriculum proposals are then entered into the Quali Student Curriculum Management (KSCM), the UHCC System's curriculum database.

Faculty members submit proposals to create, modify, or deactivate a course/program through this process. The curriculum form contains required elements from the UHCC System as well as elements from the College's Faculty Senate ([IIA-12](#)) to ensure compliance with accepted academic and professional standards and expectations. All required questions on the proposal form are answered equally, regardless of course delivery modality. Additionally, faculty follow College guidelines for writing clear and measurable student learning outcomes (SLOs) ([IIA-13](#)).

### *Curriculum Review Process*

Faculty are required to review and maintain the quality of their courses and programs through the Annual Assessment and 5-Year Program Review processes ([IIA-7](#)). These processes draw on data sent by the UHCC System that documents the status of all programs, as well as institutional data on learning outcome attainment and other data, in order to help assess the quality of the program. Using these assessments as a guide, faculty also ensure quality content by creating and assessing innovative programs, such as the development of associate transfer degrees in Liberal Arts and Natural Sciences ([IIA-14](#)), and Certificates of Achievement in Agripharmatech ([IIA-2](#) pp. 34, 35) and Hawaiian Studies ([IIA-15](#)), as well as a Career Technical Education program associate degree in Veterinary Technology ([IIA-16](#)).

The Office of Career and Community Education also uses national industry standards and employer advisory boards to review curriculum in Health, Culinary Arts, Hospitality, Ocean Safety, Business, Leadership, Computer Skills, and Facilities Maintenance programs.

### *College-wide Student Learning Outcome Assessment Participation*

Assessment is listed as an assigned duty for all full-time teaching faculty ([IIA-17](#)) and lecturers ([IIA-18](#)). Teaching faculty are expected to “update and assess SLOs and develop appropriate assessment instruments” ([IIA-17](#)). Lecturers are not expected to design or revise SLOs, but they are required to submit a periodic self-evaluation which describes the “degree of attainment of student learning outcomes in the classes taught” ([IIA-18](#)).

Assessment is also included as an assigned duty in job descriptions for all academic administrators, including the chancellor ([IIA-19](#) p. 4), vice chancellor for Academic Affairs ([IIA-20](#) p. 3), and dean for Division I ([IIA-21](#) p. 3) and dean for Division II ([IIA-22](#) p. 3). Examples of administrative assessment duties include:

- Oversee curriculum development, review, and assessment.
- Direct annual reports and assessments of assigned units.
- Participate in institution-wide strategic planning and assessment.
- Evaluate and assess ongoing instructional programs and student learning outcomes.
- Integrate educational planning with resource planning and distribution.

Therefore, all teaching faculty are required to assess all SLOs for their courses in a 5-year cycle. The schedule for course-level assessments is set by the Director of Planning and Program Evaluation (DPPE) and is communicated to faculty via the department chairs and the college’s website ([IIA-23](#)). Please see Standard II.A.6.

Course-level assessments may be embedded (i.e., part of a course exam, assignment, or practicum) or administered as stand-alone evaluations. Regardless of which type of assessment is used, the instructor must objectively evaluate student performance for each SLO and compare it to a predetermined “benchmark for success,” typically 70%. As part of the assessment, the instructor must formulate a plan for improvement and describe how s/he will implement the changes over the next academic year. The completed assessment, including methods, analysis, plan, and evidence, is then uploaded to the College’s assessment

database ([IIA-24](#)) where it is reviewed by the DPPE, academic dean, department chair, and faculty within the department.

### *Program Learning Outcome Assessment*

Program Coordinators are responsible for the assessment of program learning outcomes (PLOs), which are done simultaneously with SLO and GELO assessments. Individual outcomes may be assessed in several courses, or they may all be assessed in a single “capstone course” which has been designed to demonstrate mastery in all areas of the program. As with course-level assessments, PLO assessments must include an objective analysis of outcomes data and a detailed plan for improvement. The completed assessment is posted to the assessment database ([IIA-24](#)).

In addition to PLO assessments, all BOR-recognized programs (including AA and AS degrees and Certificates of Achievement) are annually evaluated via the Annual Report of Program Data (ARPD) process. In October of each year, the UHCC System provides the College with quantitative data for each of its programs. These data include indicators of demand, efficiency, and effectiveness (e.g., [IIA-25](#)) as well as program scores for individual performance measures (e.g., number of degrees and certificates awarded). Each indicator is analyzed using a standardized rubric ([IIA-26](#)) to determine a “health call” for each. A program can receive a “cautionary” or “unhealthy” designation if the number of majors-to-FTE faculty is excessive or if the class fill-rates drop below a set threshold. Please see II.A.11; II.A.12.

### *Changes Made as a Result of Learning Outcome Assessment*

The discipline or program coordinator is responsible for analyzing these data and forming an action plan to address any deficiencies. As part of this action plan, s/he must discuss any resources needed to implement the plan, describe the results of PLO assessments, and establish a timeline for implementing any changes. The completed ARPD reports ([IIA-25](#)) are evaluated by College and UHCC administration and posted on a public website. The College also has a robust system of professional development resources and grants through the Staff Development Committee ([IIA-27](#)), which provide opportunities for faculty to engage in conversations about teaching and learning and best practices.

### **Analysis and Evaluation**

The College meets this Standard. The College uses the curriculum and program review processes to systematically assess, maintain and improve courses and programs in order to ensure that the professional and academic standards required by the UHCC System and the College are met. Required elements, such as contact hours, prerequisites, SLOs, instructional, and evaluation strategies are found in all proposed or modified curriculum and these elements are discussed, evaluated, and made transparent to the College and the community through the College Discussion Board, Quali, and annual department reports. Faculty maintain their instructional expertise by taking advantage of multiple professional development opportunities provided by the College and the UH and UHCC Systems.

Assessment is listed as an assigned duty in job descriptions for all teaching faculty and academic administrators and is also included as an assigned duty in lecturer contracts. The College has implemented a culture of assessment, in which courses, programs, and general education (institutional) learning outcomes are regularly and systematically evaluated. It uses the annual assessment/program review process and community needs to drive curricular decisions by both improving existing programs and developing new and innovative ones.

### **Standard II.A.3**

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*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

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### **Evidence of Meeting the Standard**

#### *Student Syllabi and Learning Outcomes*

The Office of Academic Affairs requires that all faculty make available to students a syllabus which includes approved student learning outcomes. These syllabi are posted on the Credit Courses webpage ([IIA-4](#)), thereby making accessible current and past course syllabi to students and to the community. Faculty create course syllabi using the Curriculum Committee approved course content and methods of instruction, using a model provided by the Office of Academic Affairs ([IIA-28](#)).

#### *The Curriculum Review Process*

The Curriculum Review Process requires that SLOs are developed and vetted at several approval levels to ensure clear and measurable learning outcomes. Various resources are available for faculty to develop their SLOs ([IIA-29](#)). The College's GELOs are developed through Institutional Effectiveness Committee processes and involve College-wide participation as described in Standard I.B.2, and SLOs are communicated as described in Standard I.C.3. As noted in Standards I.B.5 and I.C.2, all instructional programs have established SLOs which are published in the Catalog ([IIA-2](#)). Course SLOs are present on course syllabi and are also on several places on the College website ([IIA-30](#)).

#### *Curriculum Assessment Procedure and Schedule*

The Assessment Plan requires that 20% of the active courses in any department at the College be assessed every year for course, program, and general education (institutional) learning outcomes ([IIA-31](#)). Therefore, each semester, each department chair is informed by the director of Planning and Program Evaluation which courses need to be assessed for that semester and respective faculty are directed to the College's online assessment database to submit their course assessments. This database allows faculty to indicate the specific SLOs being assessed along with particular program and general education outcomes. The database also enables faculty to upload anonymous student examples of assignments that both meet

and do not meet the expected level of achievement, and asks the faculty to use the SLO data to create a plan for improving the percentage of students who meet the outcomes ([IIA-32](#)).

### **Analysis and Evaluation**

The College meets this Standard. The College has established procedures to systematically identify, communicate, and assess learning outcomes as part of the curriculum and program review process. Course syllabi reflect the information approved through the curriculum process and syllabi are widely shared for both students and the community. All program and course SLO documentation are updated and reviewed for currency and revision on an ongoing and systematic basis, and formally every 5 years ([IIA-5](#)). The College's Annual Assessment/Program Review Process and timeline ensures that all SLOs are systematically assessed.

### **Standard II.A.4**

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*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

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### **Evidence of Meeting the Standard**

The College is committed to robust and appropriate developmental curriculum such as those in math and English, designed to meet the learning needs of students. A standard numbering system used across the UHCCs identifies developmental curriculum with courses numbered 01-99 and college-level credit courses are numbered from 100-299. The College Catalog includes descriptions of both college-level as well as developmental courses ([IIA-2](#)).

Since November 2016, based on cognitive assessment options and recommendations from the UHCC Student Success Council, the College uses high school grades, ACT Exam scores, and placement exams to place students into appropriate English and math courses ([IIA-33](#)). For students who take the placement exams, 86% place into developmental math courses, and 52% into developmental English courses ([IIA-34](#)).

The UHCC system implemented an acceleration strategy at all 7 community colleges to improve success and completion rates for underrepresented students, especially for students placed in developmental math and English courses. The College studied data for developmental students and learned that less than 5% of math students complete college level math because it takes up to an additional 2 years for them to finish their developmental math courses.

### ***Math Developmental Curriculum Redesign***

In response to these data-identified needs, math faculty redesigned the developmental curriculum:

- Beginning in Fall 2016, the math department replaced their 8 developmental math courses with 2 developmental math pathways for students.

- The first pathway is Math 75X, the only general developmental math course offered, which is open to anyone. If students pass Math 75X with a C grade or higher, they move into transfer-level college math ([IIA-35](#)).
- The second pathway begins with Math 82, which requires a higher ACT Math composite score ([IIA-35](#)).
- Beginning in Spring 2017, the math department created 2 co-requisite classes: Math 78 that is co-requisite with Math 100 and Math 88 that is co-requisite with Math 103, which are geared towards students placing just below transfer level math.

### *Math Developmental Curriculum Redesign Results*

In Fall 2016, 22% of the students that were placed one-level below college, completed college-level math after 2 semesters ([IIA-36](#)). In comparison, in Fall 2013, 15% of the students completed college-level math after 2 semesters, and only 36% completed college-level math after 4 semesters. Therefore, there was a 7% increase in college-level math completion after 2 semesters. This data appears to be encouraging.

Students who placed 2 or more levels below college-level in Fall 2016, 15% completed college-level math after 2 semesters. In comparison, in Fall 2013, 4% completed college-level math after 2 semesters and 8% completed college-level math after 4 semester. Therefore, there was a 11% increase in college-level math completion after 2 semesters. For the Fall 2016 cohort, college-level math completion after 2 semesters was even higher than college-level math completion after 4 semesters for the Fall 2013 cohort. This appears to be a more dramatic increase ([IIA-36](#)).

### *English Developmental Curriculum Redesign*

Substantial revisions to the procedure for placing students in first-year English courses, as well as to the developmental English course sequence as a whole, were implemented in AY 2016-17:

- English faculty redesigned developmental English curriculum by eliminating standalone reading courses and creating a single developmental course pathway. The pathway consists primarily in a corequisite offering, ENG 100/ENG 100X, which students with moderate developmental needs complete within one semester ([IIA-37](#)).

A new class being proposed, ENG 100W, is planned to replace 100X, providing students increased contact time with their instructor and a blended class population (half developmental, half college ready). Students with more serious developmental needs must complete a standalone course in reading and writing, ENG 23, before enrolling in the 100-level corequisite course.

### *English Developmental Curriculum Redesign Results*

Fall 2016 data indicates that 26% of the students placed into developmental writing courses. Compared with the 2013-2014 academic year, 47% of the students placed into developmental reading, and 57% placed into developmental writing. This reduction in developmental English placements likely reflects recent revisions to the placement procedure as described above ([IIA-33](#)).

In the first year of the corequisite model (2016-2017), 40% of students who placed one level below college completed English 100 on time. Before the corequisite model, only 29% of students who were one level below college level completed English 100 on time. Preliminary analysis of the corequisite offering shows that this model benefits students who place one level below English 100, and the current offering increases their percentage of English 100 completion ([IIA-38](#)).

### *Support Services for Students in Developmental Courses*

Appropriate supports are also provided throughout developmental education pathways. For math, the college has supported Supplemental Instruction as a successful program in advancing student success through peer supported group tutoring and classroom support ([IIA-39](#)). Math is also supported through the Math Lab ([IIA-40](#)), Brainfuse online tutoring ([IIA-41](#)), and the Online Learning Academy ([IIA-42](#)). English is supported through Supplemental Instruction, the Writing Center ([IIA-43](#)), as well as Brainfuse and the Online Learning Academy. Currently, through a US Department of Education Title III project called Kahua Na'auao, Windward CC is developing a Peer Coaching model to further support non-cognitive needs of developmental education students in both math and English ([IIA-44](#)).

### **Analysis and Evaluation**

The College meets this Standard. The College Catalog ([IIA-2](#) p. 59) distinguishes pre-collegiate level curriculum from college-level curriculum through its numbering system. Pre-collegiate courses are offered in English and math. Disaggregated student performance outcome data have been analyzed by course level and student enrollment status every year in Annual Performance Data Reports (ARPD) compiled by the UHCC System. The results of this assessment have resulted not only in curricular redesign, but also in additional supports for students in developmental education courses.

Consideration of this data alongside instructors' qualitative reflections has led to an evaluation process that takes place in stages every year among discipline and department faculty, the Developmental Education Committee, counselors, administrators, Achieving the Dream data coaches, and, starting in 2015, the UHCC System Subgroup on English. These discussions have led to a revision of Windward CC's developmental English and math curriculum.

## **Standard II.A.5**

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*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level (ER 12).*

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### **Evidence of Meeting the Standard**

The Curriculum Committee, composed of representatives elected from each credit Faculty Senate unit, is a standing subcommittee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the educational curricula. It adheres to UHCC policies ([IIA-5](#)) to ensure that the curriculum review process produces curriculum with appropriate length, breadth, depth, rigor, course sequencing, time to completion, and allows synthesis of learning to occur. This process of establishing and modifying courses and programs is described in Article V, Section A, subsection 1 of the Faculty Constitution ([IIA-45](#)). See Standard II.A.2 for a more in-depth discussion of the process.

### ***Graduation Requirements***

The graduation requirements for associate degrees are set forth in UHCC Policy #5.203 ([IIA-46](#)). To earn an AA degree, Windward CC students must complete 60 credits in courses numbered 100 or above with a grade point average of at least 2.0. Students who are awarded an AA degree from a UH Community College must have a community college cumulative GPA of 2.0 or higher for all course work taken in fulfillment of AA degree requirements. Concentrations (available in some degrees) include no fewer than 9 credits of related coursework. The College also adheres to a rigorous curriculum review and assessment process and engages in discussions of assessment results (ER 12).

### **Analysis and Evaluation**

The College meets this Standard. In accordance with the University of Hawai'i Community College's (UHCC) AA degree ([IIA-46](#)) and general education policy ([IIA-47](#)) the College develops curriculum to ensure appropriate breadth, depth, and rigor. The College follows UHCC credit hour system policy ([IIA-48](#)) ([IIA-50](#)) to ensure that the amount of work represented in intended student learning outcomes and evidence of student achievement is reflected in the number of course hours. The UHCC System data shows data for each college on the successful completion of degrees and certificates ([IIA-49](#), [IIA-50](#)).

## Standard II.A.6

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*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER 9).*

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### Evidence of Meeting the Standard

#### *Degree Pathways*

To ensure that students attain certificates and degrees in a timely manner, Windward CC has adopted degree pathways. From Fall 2015 through Spring 2017, select instructional faculty were trained in pathways and then visited each department to review and refine the pathways based on degree requirements. These pathways guide students to achieve their degree in a more efficient manner, recommending courses to fulfill requirements and providing error messages, which can be overridden, when the student chooses courses that do not help them progress to a degree (ER 9).

The pathways account for pre- and co-requisites as well as remediation needs for students. The pathways default to comply with University of Hawai‘i’s Strategic Directions’ Hawai‘i Graduation Initiative’s “15 to Finish” initiative ([IIA-51](#)). At Windward CC, students are encouraged to take 15 credits to maintain progress toward their degree (e.g. 60 credits for an AA degree in 4 semesters). However, students can override recommendations and take fewer (or more) courses ([IIA-52](#)).

#### *Scheduling Courses to Improve Efficiency*

Additional insight into scheduling has been gained through a STAR Velocity analysis, which considered each degree pathway, how efficiently students were progressing, and how scheduling might increase the ability to graduate in a timely manner ([IIA-53](#)). This analysis resulted in an effort to add Writing Intensive courses to ensure students could progress toward their degree. Scheduling was also considered through a study by Ad Astra ([IIA-54](#)), which noted that Windward CC utilized buildings very efficiently during peak hours and could not easily add more classes ([IIA-55](#)).

Courses are scheduled based on student need and enrollment. The Academic Affairs Advisory Council is responsible for course scheduling decisions and is made up of chairs of the academic departments, the unit heads of the library, Media Services, and Computing Services, the deans of Academic Affairs, and the vice chancellor for Academic Affairs ([IIA-56](#)). In 2017-18, the College began to pilot the development of a master schedule. Academic deans and department chairs reviewed 3 years of enrollment data for each of the 646 active credit courses offered by the institution to make data-driven decisions about course offerings. The master schedule, when fully implemented, will allow the College to better anticipate student course needs. The process entails:

- Discipline coordinators, in consultation with department chairs, submit class schedules to the department at the start of the previous semester ([IIA-57](#)).
- Division deans review the class schedules of their respective departments.

- Class schedules from each department are submitted to the Academic Affairs Advisory Council.
- The Academic Affairs Advisory Council, with representation from Student Affairs, reviews the College’s class schedule and makes final decisions to ensure that a sufficient number of diverse classes are offered in the afternoons, evenings, and online so that non-traditional students will be able to earn a degree.
- Low-enrolled course meetings occur, where department chairs, counselors, and administrators make cancellation decisions for low-enrolled courses.

### *Analysis and Evaluation*

The College meets this Standard. Windward CC has adopted degree pathways which are implemented via the STAR Guided Pathway System (GPS). Windward CC’s schedule is based on these pathways. The College schedules courses in a manner that allows students to complete certificate and degree programs in a period consistent with what has been established for higher education. In Spring 2014, The Academic Affairs Advisory Council articulated priorities and values related to scheduling ([IIA-53](#)), which are referred to for decision-making. These note that the first goal in scheduling classes is to “Offer courses students need for efficient progress to graduation.” Other scheduling priorities include “Degree pathways: provide courses in sequence and times needed to promote degree attainment,” and cancellation decision-making including factors such as whether another class is available at that time of the class being canceled which can fulfill the same degree requirement ([IIA-58](#)).

### **Standard II.A.7**

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*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

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### **Evidence of Meeting the Standard**

#### *Professional Development to Support Changing Needs of Students*

The College’s Staff Development Committee offers faculty numerous professional development workshops to improve instructional strategies and delivery of instruction to the College’s diverse student population ([IIA-27](#)). These workshops include an 8-week workshop for developing scenarios online, workshops on acting and games in the classroom, strategies to address Native Hawaiian achievement gaps ([IIA-59](#)), strategies for online learning, understanding students with autism disorder, and interactive strategies in the classroom ([IIA-60](#)). Faculty also have the opportunity to attend the Hawai‘i Great Teachers Seminar to inspire good teaching and exchange ideas with other instructors ([IIA-61](#)). The College is systemizing professional development for online education. Please see the QFE on Distance Education for further details.

Professional development opportunities have been offered at each convocation since Spring 2015. During the semester, the College’s Title III STEM developer ([IIA-62](#)) provides individualized help to STEM faculty, the media specialist provides individualized help to

Liberal Arts/Hawaiian Studies faculty, and the CA in Veterinary Assisting online coordinator provides help to neighbor island Veterinary Technology faculty and students.

In addition, the College offers Windward Staff Development Hui. These informal groups, or hui, share common interests and knowledge, which encourage faculty and staff to come together and improve teaching in certain areas. For example, hui form to discuss online teaching and technology, Reading Across the Disciplines, and Hawaiian Culture and Values ([IIA-63](#)). In addition, the Staff Development Committee provides funding for a variety of development activities such as attending a conference or putting on a workshop. To support new faculty, the College offers an orientation workshop ([IIA-64](#)) (IIA-72) as well as guidance from their respective department chair ([IIA-65](#)).

Furthermore, professional development activities such as attending national conferences are regularly pursued by Windward CC faculty.

### *Distance Education Supporting the Changing Needs of Students*

The Distance Education Committee and the Office of Institutional Research (OIR) provide comparisons between success and withdrawal rates for face-to-face and distance education classes as well as specific student demographic information on indigenous and underserved populations ([IIA-66](#)). As reported in the College's 2016 Executive Summary ([IIA-62](#)), 120 Distance Education (DE) classes were offered in 2015-16, compared to 108 in 2014-15 and 96 in 2013-14. The fill rate is over 80% for distance education classes in all degree programs except for Veterinary Technology (60%). The AA in Hawaiian Studies, in particular, has a 98% fill rate for distance education, providing information to the College that more classes should be added. Persistence has decreased in Liberal Arts to 43% (c.f. 49% AY15, 48% AY14). This low persistence rate likely reflects the large number of students from other campuses taking online classes here when it is convenient. This is reflected in Windward CC's large percentage of "home campus-other" students.

The 2016 Executive Summary also reports that DE success at Windward CC is also increasing. For Veterinary Technology, the success rate for DE classes is better than that of the face-to-face classes (i.e. 100% vs. 87%). For Hawaiian Studies and Liberal Arts, the difference between success in the traditional face-to-face format vs. DE classroom is only 5%. This compares to a 16% differential in 2010-11 ([IIA-62](#)). These improved outcomes have been accomplished by intentional, planned faculty and student support. The College's distance education QFE details action steps that will enable the college to better serve the needs of online students.

### *Support Services for Academic Success*

The College offers a variety of support services to ensure academic success as discussed in Standard II.B.

- To support students with disabilities, the College offers disability services such as assistive technologies ([IIA-67](#)).

- To support incarcerated students, the College has begun its Pu‘uhonua initiative, which includes academic advising, peer mentoring, and credit coursework at 2 facilities ([IIA-68](#)).
- To support low-income students, the Office of Continuing Education enrolls students in the State’s SNAP program for assistance with food, transportation, childcare, and educational costs ([IIA-69](#)).
- To support all students, the College offers Supplemental Instruction ([IIA-39](#)), Peer Coaching ([IIA-44](#)), Ka Piko Student Success Services ([IIA-70](#)), Library Learning Commons ([IIA-71](#)), and TRIO ([IIA-72](#)), and STAR Graduation Pathway System (GPS) ([IIA-73](#)).
- To support online students, the College offers Brainfuse online tutoring ([IIA-41](#)) and access to the Online Learning Academy, a service of UH Mānoa.
- To support non-credit students, the Matsuda Center at the College offers non-credit courses ([IIA-74](#)).
- To support science students, the College offers PaCES ([IIA-75](#)).
- To facilitate student/teacher interaction for student success, the College has My Success ([IIA-76](#)).
- To assist students with writing assignments, the College has The Writing Center ([IIA-43](#)).
- To provide assistance for math courses, the College has the Math Center ([IIA-40](#)).
- To help students with their speech courses, and speech assignments in all classes, the College has the Speech Lab ([IIA-77](#)).

## **Analysis and Evaluation**

Windward Community College meets this Standard. The College effectively uses a variety of delivery modes and teaching methodologies to support the success of all its students. The College’s Staff Development Committee offers faculty numerous professional development workshops to improve instructional strategies and delivery of instruction to the College’s diverse student population. The Distance Education Committee and the Office of Institutional Research support faculty by providing data on the effects of student success in various delivery modes. The College offers a variety of support services to ensure the academic success for students.

### **Standard II.A.8**

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*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

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## **Evidence of Meeting the Standard**

### *Prior Learning Assessment*

The College has recently begun to implement Prior Learning Assessment (PLA). Students with life and work experience can shorten the path to a college degree by applying for PLA, a process through which students earn college credit by identifying and documenting college-level learning acquired through life experiences. Students with such life experiences may

choose to validate their expertise through a number of evaluation procedures. Awarding of credits at Windward CC applies ONLY to degrees and/or certificates a student is enrolled in at this institution ([IIA-2](#) p. 29).

In Fall 2017, the first 2 instances of PLA credit awarding occurred. Students with prior knowledge of Hawaiian language were tested for proficiency using the final exam administered to students in Hawaiian 101. Students were given materials to review such as the syllabus, including learning outcomes, and course textbook to allow them to prepare. All students taking the test passed. The discipline coordinator reviewed the exam and results to ensure reliability. Prior Learning was also given to students who took a high school course in botany which was similar to preparation for our college level botany course. The College's instructor met with the high school instructor to discuss what additional outcomes and rigor needed to be met and formed a plan for additional assessment. The students completed additional projects beyond the high school course requirements to demonstrate meeting the college level outcomes. Their work was reviewed by our discipline coordinator and assessed to determine whether it met the same outcomes as the college course. All students completing these advanced projects were given credit.

### *Credit By Exam*

Students who present evidence of having achieved course objectives through prior experience may also apply for credit by exam ([IIA-78](#)). Credit by exam is not available for all courses. Students are advised to check with individual instructors and the department chairperson on a course-by-course basis. Credit may also be awarded to students who have taken Advanced Placement courses and the affiliated test during high school by presenting a transcript from the College Board.

Students must be officially enrolled in at least one course at the College, other than the course they wish to receive credit by exam for, during the semester in which credit by exam is attempted. The credit by examination form must be filed with the Admissions and Records Office prior to the end of the late registration period ([IIA-78](#)). Students are charged for credit by exam courses at the prevailing tuition and fees rate regardless of the outcome of the examination ([IIA-79](#)).

### **Analysis and Evaluation**

The College meets this standard. Prior learning assessments are offered, such as Credit-by-Institutional-Exams, as well as portfolio-based assessment projects to award college credits.

### **Standard II.A.9**

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*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions (ER 10).*

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## Evidence of Meeting the Standard

Standard II.A.5 discusses how the College follows policies and practices common to higher education to ensure that all degrees and certificates developed are based on student attainment of learning outcomes ([IIA-46](#)). The College's general education policy is designed to incorporate the College's general education learning outcomes of Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy into the curriculum ([IIA-47](#)).

### *Credit-Hour Policy*

According to the UHCC Policy 5.228 on credit hours ([IIA-48](#)), a credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement. The policy defines a credit hour as 50 minutes to one hour of class or faculty instruction and a minimum of 2 hours of work per week outside of class over approximately 15 weeks. Across the UHCC System, a credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.). In general, this reflects the expected work a student, prepared for the class, would need to achieve the intended student learning outcomes (ER 10).

The credit hour policy is described in the Catalog ([IIA-2](#)), the College's Curriculum Policies ([IIA-5](#)), within the AA degree/GE policy ([IIA-47](#), [IIA-46](#)), and within the Course Credit policy ([IIA-48](#)).

## Analysis and Evaluation

The College meets this Standard. Course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. Faculty develop course learning outcomes to reflect the course objectives that students should demonstrate upon successful completion of the course. These learning outcomes are vetted by faculty through the curriculum approval process to ensure that the outcomes are clear and measurable, and that assignments directly indicate student learning. The College's general education policy is designed to incorporate the College's general education learning outcomes of Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy into the curriculum ([IIA-47](#)). In addition, the College follows UHCC System credit-hour policy ([IIA-48](#)) and that academic credit hours awarded follow the Carnegie Unit, which is a widely followed practice to ensure that the amount of work represented in student learning outcomes and evidence of student achievement is reflected in the number of course hours.

## Standard II.A.10

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*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 (ER 10).*

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## **Evidence of Meeting the Standard**

### *Transparency of Transfer of Credit Policies*

The procedures to transfer credits from other institutions are available to students in the Catalog ([IIA-2](#) p. 29), through the Office of the Vice Chancellor of Student Affairs, through academic counselors, and on the College's website. To ensure that transferred courses are comparable to the College's courses, counselors conduct transcript evaluations in which they match course descriptions with other institutions' course descriptions and consult with discipline faculty. While counselors strive for consistency in matching learning outcomes, the course descriptions from other institutions may or may not include them.

According to the Acceptance of Credits in Transfer Policy, counselors accept credits if the College has the same or a similar course. If the College does not teach the same course, transfer credit will be approved whenever possible to fulfill related degree "Core" (Foundation/Diversification) requirements or elective options. Only those credits that apply to the student's degree objective will be approved for transfer ([IIA-80](#)). Additionally, students in the UH System may also use the UH System Course Transfer Database ([IIA-81](#)), an online resource that explains how courses transfer between institutions.

### *Supporting Articulation Agreements in the UH System*

The College has taken steps to facilitate transfer to the baccalaureate institutions in the UH System. The UH System formalized a General Education Articulation Agreement ([IIA-3](#)) to facilitate the immediate and unencumbered transfer of general education core requirements, which include the Foundations/Basic and Diversification/area requirements. Graduates from any of the 7 UHCC System colleges are automatically admitted to any of the 3 UH System baccalaureate institutions. In accordance with UHCC Reverse Transfer Policy ([IIA-82](#)), students who transfer to one of the 3 UH 4-year universities without receiving a degree are reviewed through the reverse transfer process to determine if the courses they took at the 4-year university will complete degree requirements for an Associate of Arts or Natural Science degree ([IIA-83](#), p. 3) (ER 10).

## **Analysis and Evaluation**

The College meets this standard. The College facilitates students' academic progress through its transfer-of-credit and articulation policies. Students who present evidence of having achieved course objectives through prior experience may apply for credit by exam and advanced placement. The College has taken steps to facilitate transfer to the baccalaureate institutions in the UH System. The College has clearly identified associate degrees for transfer and approved courses. Information for transfer of credit and articulation are clearly stated in its College Catalog and on its website. These resources, along with counselors, help facilitate the transfer of credit process.

## **Standard II.A.11**

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*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative*

*competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

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## **Evidence of Meeting the Standard**

### *Program and General Education Learning Outcomes*

As a result of broad discussion and campus-wide efforts to review the appropriateness and effectiveness of the College's GELOs and PLOs, they were rewritten, approved, and implemented in 2012. The College's GELOs are Global and Cultural Awareness; Critical Thinking and Creativity; Communication; and Information Literacy ([IIA-84](#)), and serve as the College's institutional learning outcomes (ILOs). Quantitative competency has been ensured by math degree requirements to date (this will be replaced by the Foundations requirement in Quantitative Reasoning (FQ), effective in Fall 2018). The math degree requirement and FQ are part of the GELO Critical Thinking and Creativity. Program learning outcomes are listed on the College website and published in the College print and online Catalog for all degrees and certificates ([IIA-2](#), [IIA-84](#), [IIA-85](#)).

### *Assessment of Learning Outcomes and College-wide Dialogue*

SLOs, PLOs, and GELOs are assessed simultaneously by faculty teaching a particular course. All course assessment results are entered and stored within the College's assessment database, where individual course SLOs are mapped directly with their corresponding GELOs. After these individual course assessments are complete, departments meet to discuss the results, and decide what resources are needed in order to better facilitate student success ([IIA-86](#)). After these department discussions, the Institutional Effectiveness Committee (IEC) facilitates College-wide dialogues where faculty meet to discuss the GELO results in order to decide what actions will be taken to improve student learning ([IIA-87](#), [IIA-88](#)) (ER 12).

## **Analysis and Evaluation**

The College meets this standard. The College's GELOs and PLOs have been revised to address the College's commitment to institutional effectiveness and now include Global and Cultural Awareness, Critical Thinking and Creativity, Communication, and Information Literacy. PLOs are listed on the College website, and published in the College print and online Catalog for all degrees and certificates. All learning outcomes are assessed on a schedule as discussed in Standard II.A.3 above, and the College facilitates College-wide dialog to discuss and act on the results of learning outcome assessment.

## **Standard II.A.12**

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*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible*

*participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ER 12).*

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## **Evidence of Meeting the Standard**

### *General Education Curriculum Rooted in General Education Philosophy*

The College follows UHCC General Education Policy 5.200, which requires a general education component for all degree programs ([IIA-47](#)). The policy delineates the general education philosophy followed by the College, that students should have “an understanding of the basic content and methodology of the major areas of knowledge,” including the humanities and fine arts, the natural sciences, and the social sciences ([IIA-47](#) p. 2).

All credit programs of study at the College require sufficient depth in the discipline/field as well as achievement of breadth in the 2, required general education areas of “diversification and foundation.” The diversification requirement allows students to examine different domains of academic knowledge such as arts, humanities, literature, natural sciences, and social sciences. Foundation courses, such as written, global and multicultural perspectives and symbolic reasoning, provide students with the basic skills for higher education.

Courses are regularly reviewed for their connection to diversification and foundation hallmarks through the curriculum review process. Each course added to the curriculum at the College is required to list the specific SLOs as well as the GELOs and PLOs during the proposal process. This learning outcome mapping is reviewed by the Curriculum Committee, Faculty Senate, and Administration (ER 12).

The College General Education Mission Statement is clearly articulated in the College Catalog, along with an explanation of all degrees, programs, and certificates ([IIA-2](#) pp. 34, 35).

## **Analysis and Evaluation**

The College meets this Standard. The general education requirements as well as diversification and foundation requirements are published in the College Catalog. The curriculum process ensures that SLOs and PLOs are aligned to the College’s GELOs.

## **Standard II.A.13**

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*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

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### **Evidence of Meeting the Standard**

#### *Programs, Concentrations, and Certificates*

The College offers degree programs with both general education requirements and an area of specialization. Students can earn an Associate of Arts in Liberal Arts or Hawaiian Studies, or an Associate of Science in Natural Sciences and Veterinary Technology ([IIA-46](#)). In addition, the AA in Liberal Arts degree program has an interdisciplinary core that prepares students for transfer to a 4-year college with a significant introduction to broad areas of knowledge, theories, and methods of inquiry, along with the College's diversification requirements. The AA Liberal Arts degree has an available concentration in Visual Arts, and the ASNS degree has concentrations in Engineering, Biological Sciences, Physical Sciences, and Information and Computing Technology.

The College also offers 4 Academic Subject Certificates (ASCs) which enable students to acquire training and instruction in career paths that typically require a bachelor's degree or above for employment, including Bio-Resources and Technology: Bio-Resource Development and Management, Business, Hawaiian Studies, and Psycho-Social Development Studies ([IIA-2](#) p. 52). These ASCs allow students to focus on their area of special interest and prepare graduates for immediate employment in specific career areas. The College also offers 2 Certificates of Achievement: Agripharmatech and Veterinary Assisting, and 5 Certificates of Competence: Information Computer Science-Web Support, Information Security, Agricultural Technology, Plant-Food Production and Technology, and Sustainable Agriculture—the last 3 having been stopped out.

Additionally, the Office of Career and Community Education (CCE) offers courses and employment training in Health, Ocean Safety, Hospitality, Finance, Construction, and Business. The CCE has actively engaged businesses to develop new and relevant courses reflecting workplace competencies identified by employers. Students enrolled in the College's Health, Hospitality, and Safety sectors take industry exams leading to State or National certifications ([IIA-69](#)).

The College's Curriculum and Program Review processes require that faculty in charge of each interdisciplinary core develop and assess program student learning outcomes that demonstrate students' proficiency in a particular area of specialization. As discussed in Standard IIA-2, during the curriculum approval process, course and program learning outcomes are developed and approved and then specifically mapped to those program and general education learning outcomes by the department teaching the course. This process ensures that program graduates achieve the outcomes necessary to be successful for transfer or employment.

## **Analysis and Evaluation**

The College meets this Standard. Each degree, including the Associate of Arts in Liberal Arts, includes a focus of inquiry that reflect the knowledge and skills required for that particular interdisciplinary area. Each degree develops program student learning outcomes that are aligned with appropriate course content and are assessed regularly through the program review process to ensure that each degree maintains appropriate rigor to prepare students for transfer or employment opportunities.

### **Standard II.A.14**

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*Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

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### **Evidence of Meeting the Standard**

#### *Career-Technical Programs*

The College includes a small number of credit career-technical programs: Agripharmatech, Plant Landscaping/Agricultural Technology (admissions stop out August 2016), Subtropical Urban Tree Care (stopped out, August 2016), Veterinary Assisting, and Veterinary Technology that meet industry standards and external licensure and certification, and are designed to train students for direct employment into various industries. As discussed in Standard II.A.13 above, the College offers 4 Academic Subject Certificates which enable students to acquire training and instruction in career paths that typically require a bachelor's degree or above for employment as well as 5 Certificates of Competence. The College's non-credit unit, CCE, offers a Certified Nurse Aide training program leading to a certification from the State of Hawai'i Department of Health. More recently, this program has been expanded to become Hawai'i's first CNA Apprenticeship program in partnership with local healthcare businesses. The CCE's hospitality courses are aligned with American Culinary Federation competencies and lead to various credentials with the National Restaurant Association. The CCE recently joined a finance sector steering committee to co-develop a competency based training, named Universal Banker. Please see Standard II.A.16 for further discussion.

#### *Assessing Career-Technical Programs*

The credit and non-credit curriculum review processes require that all program goals are based upon labor market needs assessments and that program student learning outcomes reflect published industry standards as well as the College's general education learning outcomes. For example, classes created for the AS degree in Veterinary Technology and Certificate of Achievement in Veterinary Assisting were designed using the essential skills checklist published by the American Veterinary Medical Association.

In addition, each career-technical program utilizes advisory committees which include faculty and industry representatives to ensure that the training offered at the College is current and meets workforce needs and complies with industry standards. Finally, program

coordinators assess their programs annually through the Annual Assessment/Program Review Process ([IIA-89](#)). These mechanisms help to ensure that program graduates meet industry standards and can quickly enter the workforce.

For example, in spring of 2017, a gainful employment survey was conducted for Fall 2014 – Fall 2016 graduates of the CA in Vet Assisting program ([IIA-90](#)). The purpose of the survey was to assess graduates’ job placement rate, conveyed as the percentage of respondents who self-reported employment related to their education within 6 months of graduating Windward CC, and to publish these findings to allow prospective students the ability to make informed decisions regarding their educational endeavors. All graduates with an email on record received an invitation to complete the survey, along with 4 reminder emails. All graduates with a current, valid mailing address received a hard copy survey as well. A link to the survey was also posted on a Facebook page for vet graduates. Of the 70 graduates sent surveys, 32 graduates responded (45.7% response rate). Of the responders, 78.1% (25 of 32) were employed in a job related to their Windward CC education within 6 months of graduating from Windward CC. This data is now provided on the Windward CC website, and the procedure will be repeated yearly with all new CA in Vet Assisting graduates ([IIA-90](#)).

### **Analysis and Evaluation**

The College meets this Standard. The College’s career-technical programs are developed to meet industry standards and align with the general learning outcomes of the College through the College’s credit and non-credit curriculum review process. These standards are maintained through the Annual/Assessment/Program Review Process, advisory board feedback, labor needs assessment and student completion rates to ensure that graduates are prepared to enter the workforce successfully.

### **Standard II.A.15**

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*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.*

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### **Evidence of Meeting the Standard**

#### *Supporting Students After Changes in Programs*

The College’s curriculum review process ensures that when programs are eliminated, or if program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner ([IIA-5](#)). Once a credit or non-credit program has been eliminated, the College informs students through the Catalog, the College website, open forums, newspaper articles, and advising sessions with counselors, and stops accepting new students.

For example, an assessment of the Annual Reports of Program Data for the Agricultural Technology program demonstrated low retention, weak graduation, and poor rates of job placement. This data and the retirement of the single Agriculture faculty member led the College to implement a 2-year “admissions stop out” in 2016. All declared students were

notified of the stop out by email and/or registered letter. Individual meetings with the academic dean were scheduled to determine the courses students needed for graduation and to determine a timeline for their completion. Support services were offered by counselors and the academic dean, and individualized courses were scheduled for all declared Agricultural Technology and Subtropical Urban Tree Care students. This effort resulted in the conferral of 12 certificates between 2014 and 2017. Currently there are no students enrolled in these programs and the institution is now assessing the curriculum, working to engage the industry, hiring faculty, and ultimately redesigning the Agriculture programs to better meet current and emerging industry needs ([IIA-91](#)).

### **Analysis and Evaluation**

The College meets this standard. The College's Curriculum Review Process ensures that the elimination of any program will not be approved by the Curriculum Committee unless accommodations are provided to ensure that students already in the program complete their education in a timely manner. The College communicates the elimination of a program to students through various modalities provides individual assistance to all students declared in these programs, designs a program to ensure that the program of study may be completed, and provides the courses needed by these students.

### **Standard II.A.16**

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*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

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### **Evidence of Meeting the Standard**

#### *Evaluating and Improving Instructional Programs*

The College systematically evaluates and improves all instructional programs to maintain high quality and currency of courses and programs in order to support student learning outcomes and achievement. As discussed in Standard IIIA.1 and Standard IIIA.2, the development of quality programs begins with the hiring of quality faculty whose focus is on effective teaching, professional development, and service to both the College and community. As discussed in Standard III.A.14, the faculty review process provides feedback to faculty on any areas needing improvement, which then allows faculty to seek professional development to improve their effectiveness ([IIA-27](#)).

The College maintains the high quality and currency of its courses and programs through its Curriculum and Program Review Process. As discussed in Standard II.A.2, the Curriculum Review Process ensures that all new courses or modifications to courses, programs, degrees, and certificates reflect both College and UHCC system policies, and that student learning outcomes align at the course, program, and institutional level outcomes. As discussed in Standard IIA.3, the College uses the Annual Assessment/Program Review Process to

maintain its high-quality curriculum as well as its student support programs, to ensure that students are satisfying the College's learning outcomes and achieving their academic goals.

### *Continuing Education and Training Unit and Non-credit Training and Courses*

The College also offers a variety of non-credit training and courses through its Continuing Education and Training Unit (OCET) within the Office of Career and Community Education (OCCE). This unit is committed to providing education and training to meet the needs of the state's workforce and community enrichment ([IIA-69](#)). Since 2013, the OCCE has actively engaged industry partners, resulting in a 300% growth for the unit. The unit has responded by creating 2 mainstay programs servicing the Health ([IIA-92](#)) and Ocean Safety ([IIA-93](#)) sectors and 4 new units: Hospitality and Food Service ([IIA-94](#)), Business and Leadership ([IIA-95](#)), Computer Skills ([IIA-96](#)), and Facilities Maintenance.

One of the OCCE's new initiatives is a partnership with the Hawai'i Banker's Association (HBA) and a few of Hawai'i's major Banks: First Hawaiian Bank, Bank of Hawai'i, Hawai'i National Bank, Central Pacific Bank, American Savings Bank, and Territorial Savings. The Bank HR Departments are redefining their teller positions to transform to new positions entitled "Universal Bankers" ([IIA-97](#)). HBA and Bank Executives have been meeting with OCCE to define these new job duties and identify the new skills sets and competencies needed in their new roles. OCCE is now developing the courses, defining learning outcomes, assessment measures, and instructional resources to retrain Hawai'i's current tellers. The final curriculum will be certified by both the College and the Hawai'i Banker's Association as an industry-driven and approved training. The courses will also be offered to the public and high schools in order to provide a better-prepared employment pool for the banks. This new career pathway is intended for Statewide delivery through all 7 campuses and began its pilot offering in July 2017 ([IIA-98](#)).

The OCCE also seeks to improve the quality of life for community members and provide employment training assistance to individuals, businesses, and government offices. Traditional courses for community members include Tai Chi, Photography, Music, Ikebana, Writing, Arts and Crafts. These personal enrichment offerings have been in response to community interest and will typically change in schedule or content based on community input ([IIA-69](#)).

Additionally, over the past 17 years, the OCET has partnered with the State of Hawai'i Department of Boating and Recreation to offer community certification training required by the State in Ocean Safety. ([IIA-93](#)). Annually, over 300 community members receive their State certifications through these courses offered at Windward CC.

### **Analysis and Evaluation**

The College meets this standard. The College's hiring practices, faculty evaluation system, professional development opportunities, and the curriculum and program review processes ensure that high quality curriculum is developed and maintained to help facilitate student success. Workforce training and community education are also offered to provide additional opportunities for everyone in the College's community to achieve their personal, professional, and academic goals.

## List of Evidence

<a href="#">IIA-1</a>	<a href="#">Mission Statement</a>
<a href="#">IIA-2</a>	<a href="#">WCC Catalog</a>
<a href="#">IIA-3</a>	<a href="#">UH System Articulation Agreements</a>
<a href="#">IIA-4</a>	<a href="#">Credit Courses</a>
<a href="#">IIA-5</a>	Curriculum Policies
<a href="#">IIA-6</a>	<a href="#">Windward Evening &amp; Online Education</a>
<a href="#">IIA-7</a>	<a href="#">Course/Program Review Process</a>
<a href="#">IIA-8</a>	PBC Policies and Procedures
<a href="#">IIA-9</a>	<a href="#">Discussion Board</a>
<a href="#">IIA-10</a>	<a href="#">SLO Feedback Example</a>
<a href="#">IIA-11</a>	Faculty Senate Minutes Example
<a href="#">IIA-12</a>	<a href="#">Curriculum Form</a>
<a href="#">IIA-13</a>	<a href="#">Writing SLOs</a>
<a href="#">IIA-14</a>	<a href="#">AS in Natural Science</a>
<a href="#">IIA-15</a>	<a href="#">AA in Hawaiian Studies</a>
<a href="#">IIA-16</a>	<a href="#">Vet Tech</a>
<a href="#">IIA-17</a>	Instructor Advertisement
<a href="#">IIA-18</a>	Lecturer Contract
<a href="#">IIA-19</a>	Chancellor Job Duties
<a href="#">IIA-20</a>	VCAA Job Duties
<a href="#">IIA-21</a>	Dean I Job Duties
<a href="#">IIA-22</a>	Dean II Job Duties
<a href="#">IIA-23</a>	<a href="#">Course Assessment Schedule</a>
<a href="#">IIA-24</a>	Assessment Database
<a href="#">IIA-25</a>	ARPD
<a href="#">IIA-26</a>	ARPD Rubric
<a href="#">IIA-27</a>	<a href="#">Staff Development Committee</a>
<a href="#">IIA-28</a>	<a href="#">Syllabus Requirements Webpage</a>
<a href="#">IIA-29</a>	<a href="#">Blooms SLO Webpage</a>
<a href="#">IIA-30</a>	<a href="#">Example of Course Webpage</a>
<a href="#">IIA-31</a>	<a href="#">SLO Webpage</a>
<a href="#">IIA-32</a>	Program Review Policy
<a href="#">IIA-33</a>	UHCC Placement Recommendations Memo
<a href="#">IIA-34</a>	Compass Data 2013-2014
<a href="#">IIA-35</a>	Math Pathways Chart
<a href="#">IIA-36</a>	Math Completion Data 9/2017
<a href="#">IIA-37</a>	Compass Email Fall 2016
<a href="#">IIA-38</a>	UHCC English and Math Completion
<a href="#">IIA-39</a>	<a href="#">Supplemental Instruction</a>

<a href="#"><u>IIA-40</u></a>	<a href="#"><u>Math Lab</u></a>
<a href="#"><u>IIA-41</u></a>	<a href="#"><u>Brainfuse Online Tutoring</u></a>
<a href="#"><u>IIA-42</u></a>	<a href="#"><u>Online Learning Academy</u></a>
<a href="#"><u>IIA-43</u></a>	<a href="#"><u>Writing Center</u></a>
<a href="#"><u>IIA-44</u></a>	Kahua Na‘auao Grant Program Sheet
<a href="#"><u>IIA-45</u></a>	Faculty Senate Constitution
<a href="#"><u>IIA-46</u></a>	UHCC AA Policy
<a href="#"><u>IIA-47</u></a>	UHCC Gen Ed Policy
<a href="#"><u>IIA-48</u></a>	Course Credit Hour Policy
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<a href="#"><u>IIA-51</u></a>	<a href="#"><u>Hawaii Graduation Initiative</u></a>
<a href="#"><u>IIA-52</u></a>	HI 15-Finish Flyer
<a href="#"><u>IIA-53</u></a>	AAAC Minutes 10/2/2015
<a href="#"><u>IIA-54</u></a>	AAAC Minutes 9/2/2015
<a href="#"><u>IIA-55</u></a>	Ad Astra Summary
<a href="#"><u>IIA-56</u></a>	<a href="#"><u>AAAC Webpage</u></a>
<a href="#"><u>IIA-57</u></a>	<a href="#"><u>Creation of Schedule of Classes</u></a>
<a href="#"><u>IIA-58</u></a>	AAAC Minutes 11/6/2015 Master Schedule
<a href="#"><u>IIA-59</u></a>	Teaching Workshops KCC Flyer
<a href="#"><u>IIA-60</u></a>	Teaching Workshops WCC Flyer
<a href="#"><u>IIA-61</u></a>	<a href="#"><u>Hawaii National Great Teachers Seminar</u></a>
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<a href="#"><u>IIA-68</u></a>	Title III Outcomes and Attainment – Puuhonua
<a href="#"><u>IIA-69</u></a>	<a href="#"><u>Office of Continuing Education</u></a>
<a href="#"><u>IIA-70</u></a>	<a href="#"><u>Ka Piko</u></a>
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<a href="#"><u>IIA-73</u></a>	<a href="#"><u>Star GPS Webpage</u></a>
<a href="#"><u>IIA-74</u></a>	<a href="#"><u>Fujio Matsuda Education Center</u></a>
<a href="#"><u>IIA-75</u></a>	<a href="#"><u>PaCES Pacific Center for Environmental Studies</u></a>
<a href="#"><u>IIA-76</u></a>	<a href="#"><u>WCC MySuccess</u></a>
<a href="#"><u>IIA-77</u></a>	<a href="#"><u>Speech Lab</u></a>
<a href="#"><u>IIA-78</u></a>	Credit by Exam Form
<a href="#"><u>IIA-79</u></a>	Credit by Exam Policy
<a href="#"><u>IIA-80</u></a>	WCC Transfer Policy

<a href="#"><u>IIA-81</u></a>	<a href="#"><u>Course Transfer Database</u></a>
<a href="#"><u>IIA-82</u></a>	UH Transfer Policy UHCC 5.206
<a href="#"><u>IIA-83</u></a>	ACCJC Checklist
<a href="#"><u>IIA-84</u></a>	<a href="#"><u>GenEd Rubrics Webpage</u></a>
<a href="#"><u>IIA-85</u></a>	<a href="#"><u>Archive of Catalogs and Schedules of Classes</u></a>
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<a href="#"><u>IIA-87</u></a>	Gen Ed Comm Forum
<a href="#"><u>IIA-88</u></a>	GLO Discussion Campus Plan
<a href="#"><u>IIA-89</u></a>	<a href="#"><u>APRD Vet Tech</u></a>
<a href="#"><u>IIA-90</u></a>	<a href="#"><u>Gainful Employment – Vet Assisting</u></a>
<a href="#"><u>IIA-91</u></a>	<a href="#"><u>Plant Landscaping and Ag Tech Webpage</u></a>
<a href="#"><u>IIA-92</u></a>	<a href="#"><u>Health CCE Webpage</u></a>
<a href="#"><u>IIA-93</u></a>	<a href="#"><u>Ocean Safety CCE Webpage</u></a>
<a href="#"><u>IIA-94</u></a>	<a href="#"><u>Food Service CCE Webpage</u></a>
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<a href="#"><u>IIA-97</u></a>	<a href="#"><u>Banking CCE Webpage</u></a>
<a href="#"><u>IIA-98</u></a>	Banking Flyer

## Standard II.B.1

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*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and learning support services (ER 17).*

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### Evidence of Meeting the Standard

Information and learning support services at Windward CC are provided primarily through the Office of Academic Affairs, which oversees the Academic Support division—comprising the Library, Computing Services, Media Services (recently reorganized into Media & Technology Services and Instructional Development), the Testing Center, and Ka Piko Student Success Center ([IIB-1](#), [IIB-2](#)).

Additional learning support services, including TRiO Special Student Services, operate under the auspices of the Office of Student Affairs ([IIB-3](#), [IIB-4](#) p. 16).

#### *Library*

The Library is open 61 hours per week in a contemporary, 69,000-square foot facility constructed in 2012. It houses nearly 50,000 items — including a 5,500-volume Hawaiiana collection — and provides authenticated access to over 160,000 ebooks, 50,000 videos, 27,000 of e-periodicals, and hundreds of e-reference resources ([II-5](#) p. 2). The count of circulations, e-books used, and full-text articles downloaded per student and faculty FTE numbered 42.1 in FY 2017 ([IIB-6](#)).

Half of library users have reported using the physical Course Reserves service during the semester ([IIB-7](#) p. 2). Most UH libraries offer patron-initiated, reciprocal borrowing privileges and will transfer circulating items to any other UH campus for users to borrow free of charge. Windward CC offers a patron-initiated, authenticated article request service via OCLC's WorldShare ILL ([IIB-8](#)).

Librarians provide reference and research consultation services 56 hours per week by phone, email, and in person. Collaborative curricular support is provided through assistance to faculty in integrating information literacy instruction into courses, creation of online pathfinders and tutorials, identification of and facilitated access to primary and supplemental instructional materials, and facilitation of learning activities tailored to specific classes and assignments ([IIB-9](#) pp. 8-9, [IIB-10](#) p. 3, [IIB-11](#), [IIB-12](#), [IIB-13](#)). All ENG 100 courses assign the Library's information literacy curriculum, and librarians offer live workshops to traditional and remote classes (in person or via Polycom for dual-enrollment courses), and via screencasts for online courses ([IIB-14](#), [IIB-15](#)).

## *Information and Educational Technologies*

The Library, Computing Services (CS), Media Services (MS)—recently reorganized into the Instructional Development (ID) and the AV & Technology Services (AVTS) departments—the Professional Development Committee, and the University of Hawai‘i’s Information Technology Services (UH ITS), provide equipment and other resources, support, and user training in computing and learning technologies for on campus, remote, and distance learning as detailed in section IIIC.

The CS, ID, and AVTS departments proactively provide, maintain, and support technology resources in the College's shared learning facilities ([IIB-16](#) pp. 1-4, [IIB-17](#) pp. 3-11, [IIB-18](#), [IIB-19](#)). UH ITS, UHCC, or the College variously license and administer learning management systems (LMS) ([IIB-17](#) p. 9), teleconferencing technologies, instructional technology services, online tutoring programs ([IIB-20](#)), and productivity software ([IIB-21](#), [IIB-22](#), [IIB-23](#), [IIB-24](#)).

The College’s learning support units use a variety of technology hardware, software, services, and technical support resources. These include student retention and guided pathways registration systems ([IIB-25](#), [IIB-26](#)), online testing and tutoring services, telecommunication platforms ([IIB-27](#), [IIB-28](#), [IIB-29](#)), and the computers, peripherals, e-content, and assistive technologies in the library and learning labs ([IIB-22](#), [IIB-30](#), [IIB-31](#), [IIB-32](#)).

### *Testing*

The Testing Center has a main room for 36 people with a second room for 28 more during peak periods. It serves any academic institution or community member with walk-in testing and proctoring for courses, college placement, basic education, pre-employment, and professional certification exams ([IIB-33](#), [IIB-34](#) p. 2, [IIB-35](#) p. 2). For students who cannot use the Testing Center due to hospitalization, deployment, geographic isolation, etc., the College has an agreement with ProctorU as an option for instructors to provide authenticated, secure, and monitored remote-testing ([IIB-36](#) p. 1).

### *Tutoring*

Tutoring services are offered by a variety of programs, which have proliferated in recent years due to several grant initiatives. In Fall 2016, most were consolidated into the Academic Services division’s Ka Piko Student Success Center—a loose affiliation comprising the Writing Center, Math and Speech Labs, the Supplemental Instruction program, and the Ho‘onui ‘Ike academic assistance program ([IIB-36](#) p. 1). The Peer Mentoring program and the federal TRiO programs, including TRiO Student Support Services ([IIB-37](#) p. 5), remain under the auspices of the Office of Student Affairs.

In AY2016, the Writing Center and Math and Speech Labs were open 30-42 hours a week and served 23, 17, and 16 percent of enrolled students, respectively ([IIB-36](#) p. 4). The Supplemental Instruction (SI) program employs a full-time grant-funded coordinator to hire, train, and schedule the SI leaders for gatekeeper and historically difficult courses. SI leaders are former course completers who attend class and lead structured study sessions ([IIB-37](#) p.

2, [IIB-36](#)). 30 percent of students enrolled in developmental education classes have made use of the Writing Center, Math Lab, or Supplemental Instruction ([IIB-37](#)).

Like the SI program, Ho‘onui ‘Ike similarly supports students in developmental courses by providing peer coaches to give individual and group tutoring ([IIB-38](#)), staff the student Writing Lounge in the Language Arts building ([IIB-39](#)), and will soon provide walk-in and teleconferenced sessions for night and distance education students ([IIB-40](#)).

The Federal TRiO Special Student Services program works with disadvantaged students (first-generation, Pell-eligible, or disabled). Its learning support services include individual and small group tutoring, and training in study and financial literacy skills ([IIB-3](#)). TRiO SSS tutored students in 50 courses in AY 2016 ([IIB-41](#) p. 26). The Peer Mentoring Center helps with registration, new student orientations, Frosh Camp, and offers some peer tutoring ([IIB-4](#)).

In 2013, UHCC acquired a license with Brainfuse to provide authenticated-access to online tutoring services for gateway courses ([IIB-22](#)). In AY 2016, Windward CC students had the third highest usage in the System ([IIB-37](#) p. 5).

UH Mānoa’s Online Learning Academy (OLA) provides additional free online one-on-one tutoring in writing and STEM subjects to any UH or Hawai‘i DOE student. It also offers an online EdReady college entrance and placement exam preparation program ([IIB-42](#)).

Although we have no data on its use by Windward CC students, some faculty recommend OLA in their syllabi ([IIB-43](#), [IIB-44](#)).

## **Analysis and Evaluation**

The College meets this standard by providing the information and learning support services it needs to support its mission and instructional programs (**E17**).

The Library’s collections and services are robust and are continuously shaped to meet the needs of the College’s mission and programs. For example, concurrent with its mission-driven mission to serve Native Hawaiians, Windward CC has increasingly incorporated indigenous ways of knowing and learning into its curricula, adding Hawai‘i-related courses and Hawaiian Studies programs ([IIB-45](#)). Accordingly, the College has created and funded a Hawaiian Specialist Librarian to start in fall, 2018 ([IIB-31](#) p. 3) whose duties will include supporting efforts to improve access, support, and success for Native Hawaiian Students ([IIB-46](#) p. 1).

The College has identified a need to fortify the support it offers in instructional design and educational technologies and has recently reorganized its Media Services department into 2 new units, upgrading several staff positions and freeing the faculty Media Specialist from managerial tasks in favor of instructional development activities:

1. Media & Technology Services, concentrating on meeting the technology infrastructure, equipment, and support needs for digital and classroom instruction, and
2. Instructional Development, focusing on the production, development and duplication of materials, and strategies and technologies to augment and deliver instruction ([IIB-25](#) p. 3,

[IIB-2](#), [IIB-47](#)).

As detailed in Section III.C, the multi-tiered provision of technology infrastructure, services, and support has helped to ensure that Windward CC's information technology services, facilities, hardware, and software are appropriate and adequate to support its operations and programs.

The College's testing services can meet the needs of its instructional programs during typical and peak periods for most traditional and distance courses.

Tutoring services are plentiful, effective, and used by about 40% of students ([IIB-36](#) pp. 3-4), yet several areas for improvement exist. By institutionalizing funding and coordination, the College could offer more consistent training, quality, access, assessment, and planning. This could, for example, facilitate identification of learning and service gaps, and ensure improved access and quality of services for students in distance learning and evening courses, Native Hawaiian students, or other populations ([IIB-36](#) p. 5, [IIB-48](#), [IIB-49](#), QFE: DE, QFE: NH).

The College has identified several ways it might enhance its library services to distance and remote students ([IIB-50](#), QFE: DE), expand its instructional development services, offer more educational technologies training and support ([IIB-9](#) p. 16, IIB-27 p.6, IIB-33 pp. 4-7, IIB-34 pp. 7-8, QFE: DE), and more closely coordinate its tutoring services (IIB-41, IIB-80, IIB79, QFE: DEP, QFE: NHP). In addition to benefits to all learners, these changes could potentially assist in meeting the goals of academic parity for distance learners and Native Hawaiian students (QFE: DE).

## **Standard II.B.2**

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*Relying on the 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.*

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### **Evidence of Meeting the Standard**

#### *Library*

The library has 8 full-time, permanent employees: 4 faculty librarians and 4 professional staff committed to providing services that enhance teaching and learning (IIB-3 pp. 3-4, IIB-5 p. 3). In support of Windward CC's Mission, the librarians serve as discipline liaisons and routinely consult faculty in selecting library resources to support the curricula (IIB-14 pp. 19-21, IIB-15 p. 11). A Collection Management Librarian was hired in 2016 to improve the library's support of student learning through the systematic assessment and development of information resources (IIB-3 p. iii). A librarian with specialized training leads preservation workshops for library staff, maintains an Emergency Procedures and Response Plan, and maintains an inventory of related equipment and supplies (IIB-57, IIB-58). A new Hawaiian Specialist Librarian position will provide the subject expertise needed to enhance the library's Hawaiiana collection in support of an ongoing trend toward curricular indigenization and the growth in the Hawaiian Studies programs (IIB-106).

### *Information and Educational Technologies*

Computing Services' mission is to facilitate meeting College needs for highly effective information technology resources, support, planning, and management (IIB-63). It comprises 5 full-time employees: a faculty Coordinator and 4 professional IT Specialists who work with faculty and staff to identify, acquire, and maintain the equipment, software, and services they need (IIB-33 p. 1, IIB-46). For example, to support new courses and a planned certificate in Creative Media, the department outfitted a classroom with new furniture, computers, and software. They also provided computing resources and technical consulting to facilitate the transfer of the Hawai'i State's Learning to Grow program and staff to the campus (IIB-34 p. 6-7).

Through AY2017, the Media Services department had 4 full-time employees with the mission to provide up-to-date media technology and efficient and congenial services to sustain and support the effective learning environment of the College (IIB-62 p. 1); a permanent faculty Media Specialist (analogous to a department chair) and a professional staff comprising a Distance Education Technician, a Distribution Manager, and a temporary, casual-hire Electronics Technician, along with 2.0 FTE student assistants (IIB-33 p. 2). Though now in separate units following reorganization, they continue to use a collaborative team approach, working closely with faculty and other Academic Support units to meet the audio-visual and instructional technology needs of the College (IIB-33 p. 4).

The Testing Center has a full-time professional staff that participates in selecting equipment and services such as security cameras and assessment instruments for academic placement (IIB-12 p. 3).

### *Academic Disciplines*

Faculty and staff subject experts determine specific technology or equipment needs within their disciplines or programs. For example, faculty in the Veterinary Health programs sought funding 2016 for equipment required for training students and maintaining accreditation requirements (IIC-81). Similarly, other individual departments plan and acquire technology resources needed for their disciplines or programs (IIB-94 p. 29-30, IIB-95, IIB-96, IIB-85 pp. 33-36, IIB-92).

### **Analysis and Evaluation**

The College meets this standard by employing qualified learning support personnel who use their expertise to select and maintain educational equipment and materials, to support student learning, and to enhance the achievement of the mission. As the College continues to expand into online education and to grow new programs, evolving staffing requirements and funding for equipment and technological infrastructure will need thoughtful consideration.

As the College pivots toward increased offerings of online courses, additional permanent personnel with the expertise to select appropriate materials and equipment will prove important, especially in efforts to achieve parity in academic success for distance learners (DE QFE).

### **Standard II.B.3**

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*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

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#### **Evidence of Meeting the Standard**

##### *Library*

The Library's annual Action Plan outlines measurable operational and learning outcomes and their means of assessment. Methods include review of circulation and database usage counts, a biennial user survey, instruction evaluations, and embedded learning assessments (IIB-4, IIB-6). Data analysis guides the outcomes, targets, and actions for the following year (IIB-3 p. 28). For example, a student learning outcome that fell well short of its goal in AY15 led to an overhaul of instructional materials, with subsequent assessment showing the target exceeding the AY 2015 goal (IIB-3 pp. 20-22). Instruction librarians use student and faculty feedback to guide changes to future sessions (IIB-7), and data on resource usage informs decisions about renewing periodical and database subscriptions (IIB-44 p. 2).

##### *Computing*

The CS department's assessment methods include the CCSSE, in-house surveys of faculty and students, analysis of infrastructure outage and support request logs, periodic review of hardware deployments by location and age, and careful consideration of software upgrade deployments (IIB-33 p. 6). The department's analysis of assessment data guides its priorities for replacing equipment and software, improving infrastructure, increasing the staff's technical competence and skills, and improving customer service (IIB-34 pp. 5-9).

##### *Media and Educational Technologies*

The ID, AVTS, and former MS departments use annual surveys along with analyses of troubleshooting, training, and AV setup logs to evaluate the effectiveness of their services, identify campus needs, and inform their equipment and staffing plans (IIB-27 p.2; pp. 6-7). For example, the Fall 2015 CS survey indicated that the inclusion of multimedia is a factor in student selection of online classes, prompting the department to step up its training efforts (IIB-28 p. 1). A drop in faculty satisfaction following 2 vacancies provided justification to hire permanent staff and add new positions (IIB-27 p. 2).

In 2016, while UH ITS began its review of Sakai/Laulima and other LMS platforms (IIB-50), Windward CC's Office of Career and Community Education also conducted an LMS review, contracting with Canvas to serve its unique programmatic needs (IIB-102, IIB-103 p. 6). That year, the MS department also migrated online astronomy and Japanese courses from Sakai/Laulima to the Canvas LMS in a small pilot program (IIB-63 p. 5). Due to increased rates of student success seen in those courses, the pilot has been expanded to 30 credit courses to begin in Fall 2018 (QFE: DE).

### *Testing*

The Testing Center evaluates its services and needs yearly, identifying and responding quickly to changing needs. For example, it implemented the College Board's ACCUPLACER test to replace the COMPASS test during the Fall 2016 semester (IIB-12 p. 3). The Center's in-house survey (IIB-24) serves to guide continual improvement; such as the time a comment prompted room modifications to improve the acoustic environment (IIB-12 pp. 2-3).

### *Tutoring*

The effectiveness of tutoring services, including Supplemental Instruction (IIB-13 pp. 3-5, IIB-100), the academic learning labs (IIB-32, IIB-8), Ho'onui 'Ike (IIB-75), TRiO SSS (IIB-9 p. 18), and Brainfuse (IIB-10) are primarily assessed by tracking and comparing course completion and grades of tutored vs. untutored students, while annual CCSSE and in-house surveys also gauge student engagement and satisfaction with tutoring services (IIB-29, IIB-30, IIB-31). These data have been used to guide changes toward improving and expanding services, including as evidence to justify continuation or expansion of funding for staffing (IIB-79, IIB-98).

### **Analysis and Evaluation**

The College meets this standard by regularly assesses its learning support services to ensure they meet student needs and to improve their direct and indirect contributions toward student success. For some of the direct learning services or resources, such as Supplemental Instruction or the choice of the Learning Management System, quantitative data have demonstrated a clear positive correlation with the attainment of student success measures. These data have supported efforts to increase access to tutoring or new educational technologies (IIB-9 p. 26, IIB-13 pp. 3-6, IIB-32, QFE: DE). Though the library has lacked data for such correlative studies due to technical limitations (IIB-108, IIB-109), a 2019 migration to a new Library Services Platform, and a possible adoption of a single sign-on authentication system (IIB-107, IIB-110 p. 2), may allow collection of more useful information in the future.

Several gaps or problems in assessment data have been noted in the Quality Focus Essays, including a flaw in the analysis of Native Hawaiian student success measures, and inconsistent assessment of online learning technologies and courses.

Qualitative assessments have allowed several learning support services to identify areas for improvement. Most of the Academic Support departments have identified needs to strengthen their service offerings to distance education students. These are reflected in the plans outlined in both of the Quality Focus Essays, which actively involve the learning support services and resources.

### **Standard II.B.4.**

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*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 are utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.*

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## **Evidence of Meeting the Standard**

### *Library*

The UH Library System Office holds consortial contracts for its Library Services Platform (LSP), link resolver, and discovery service. In FY 2015, the UH Library Council-appointed Review of Integrated Library Systems (RILS) committee conducted a thorough assessment of the Ex Libris Voyager LSP, the SFX link resolver, and the Primo discovery service (IIB-48), resulting in the planned adoption of a new LSP in Fall 2019 (IIB-107).

The Windward CC Library participates in the Hawai‘i Library Consortium (HLC) (IIB-20), which operates to increase, enhance, and facilitate cooperation among libraries in the state by licensing databases, training, and support for its members (IIB-21). HLC members share costs for a shared suite of databases (currently from EBSCO), with optional databases offered at discounted rates (IIB-22). HLC's Database Review Committee conducts an assessment of its contracted products and services, arranges trial subscriptions and vendor presentations, evaluates vendor packages, and makes recommendations to its Governing Board, most recently in 2016 (IIB-101). The Hawai‘i State Public Library System serves as HLC's business agent and provides administrative and technical support for products and services purchased for all HLC members. The State Fiscal Offices handle monies and billing as directed by the Governing Board on behalf of the HLC (IIB-23 pp. 7-8).

Contracted library services are also assessed at the College level. For example, the UH Library Council negotiated a discovery service for all campus libraries in 2011 (IIB-104). The Windward CC librarians opted out of the deal at the first opportunity after they judged the service a bad fit due to its incompatibility with 80% of the subscribed databases, its poor user interface, and the Library's lack of personnel with time and expertise enough to contrive workarounds (IIB-105).

### *Technology*

Windward CC's CS, ID, and AVTS departments have software licenses and hardware/software maintenance contracts, such as with Xerox Print Services and desktop-as-a-service virtual desktop infrastructure setups from System Metrics (IIB-46 p. 3) and the Canvas LMS (IIB-49 p. 9).

## *Testing*

The UHCC administers licenses and agreements related to testing services. For example, it has a Memorandum of Agreement with the Hawai'i Department of Public Safety (PSD) on providing pre-employment testing of job applicants to PSD positions (IIB-25 p. 1) and another regarding bulk purchases of placement tests (IIB-45). The Office of Academic Affairs has signed an agreement with ProctorU to facilitate online test proctoring (IIB-43 p. 1).

## *Tutoring*

The UHCC System and Windward CC have contracted with Brainfuse to provide online tutoring services to students who cannot make use of on-campus tutoring (IIB-34). In 2016, the UHCC System analyzed the use, efficacy, and cost-benefit of the Brainfuse Tutoring services (IIB-10).

## **Analysis and Evaluation**

The College meets this standard by ensuring access to sufficient information and learning support services needed for its instructional programs. This is accomplished, in part, through numerous formal, documented agreements and contracts with other institutions and vendors made at the departmental, campus, UHCC, and UH System levels (**E17**). The provided products and services are monitored and evaluated using an array of criteria including use, relevance, reliability, effectiveness, security, maintenance, and reliability.

## **List of Evidence**

[References spreadsheet link](#)

<a href="#">IIB-1</a>	Academic Support Five Year Program Review, 2012-2017
<a href="#">IIB-2</a>	WCC 2017 06 Functional Statement
<a href="#">IIB-3</a>	WCC FY 2017 Library Budget
<a href="#">IIB-4</a>	WCC 2017 Student Affairs Annual Report
<a href="#">IIB-5</a>	Historical Comparison WCC UH Library Council Stats, AY16-AY17
<a href="#">IIB-6</a>	APRD 2017 WCC Library: Quantitative Data
<a href="#">IIB-7</a>	WCC 2014 Library User Survey, All
<a href="#">IIB-8</a>	OCLC 2017 WorldShare ILL Agreements
<a href="#">IIB-9</a>	WCC Library Annual Program Review 2016
<a href="#">IIB-10</a>	WCC 2017 Library Annual Report
<a href="#">IIB-11</a>	WCC 2018 Library Services for Instructors
<a href="#">IIB-12</a>	WCC Library Subject Guides (LibGuides)
<a href="#">IIB-13</a>	Email: Library access for VETA
<a href="#">IIB-14</a>	Library Research Units Home
<a href="#">IIB-15</a>	MLA 8 Workshops Announcement Email
<a href="#">IIB-16</a>	APRD 2016 WCC Technology – Analysis

[IIB-17](#) UH ITS Learning Management System Review

[IIB-18](#) WCC 2017 MaPSAC Creative Media Classroom Space Request

[IIB-19](#) WCC 2014 Distance Learning Initiative Grant Summary

[IIB-20](#) WCC 2017 Distance Education Committee Information

[IIB-21](#) UH ITS Google@UH Consumer Apps

[IIB-22](#) WCC 2016 Computing Services Annual Program Review

[IIB-23](#) WCC CS Office 365 for Students

[IIB-24](#) WCC Computing on Campus

[IIB-25](#) WCC 2017 Media Services Annual Report

[IIB-26](#) UHCC Guided Pathways

[IIB-27](#) WCC 2015 MS Proctor U Invitation email

[IIB-28](#) Impact of [Brainfuse] on Retention, Success & Graduation Rates at UHCC's, 2013-15

[IIB-29](#) Email: Blackboard Collaborate Workshop

[IIB-30](#) ELUNA 2016 Regional User Group Policy

[IIB-31](#) WCC AY17 Chancellor's Annual Expenditure Report to PBC

[IIB-32](#) WCC 2016 Computing Services Computer Upgrades for Library email

[IIB-33](#) UHCC 2015 Memo of Agreement Hawaii Department of Public Safety re: Testing Services

[IIB-34](#) WCC 2016 Testing Services Annual Program Review

[IIB-35](#) WCC 2017 Testing ARPD

[IIB-36](#) ARPD 2016 WCC Tutoring Services – Analysis

[IIB-37](#) WCC 2016 Tutoring Services Annual Program Review

[IIB-38](#) About Ho'onui 'Ike (HI)

[IIB-39](#) New Resource: The Manaleo Writing Lounge

[IIB-40](#) Email: Ho'onui 'Ike for Evening & DE

[IIB-41](#) WCC 2016 Student Affairs Annual Program Review

[IIB-42](#) UHM About OLA (Online Learning Academy)

[IIB-43](#) WCC 2018 Sp CHEM 100 Syllabus

[IIB-44](#) WCC 2015 F ENG 209 Syllabus

[IIB-45](#) WCC 2013 ARPD Hawaiian Studies

[IIB-46](#) WCC Hawaiian Specialist Librarian Position Description

[IIB-47](#) WCC 2017 07 Organizational Chart

[IIB-48](#) Email: Tutoring Organization, Ka Piko Coordinator Status

[IIB-49](#) 2017 PBC Request for Ka Piko Coordinator

[IIB-50](#) WCC 2018 PBC DE Librarian

## **Standard II.C.1**

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*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER 15).*

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### **Evidence of Meeting the Standard**

Windward CC regularly evaluates the quality of student support services and demonstrates that these services support student learning and enhance the accomplishment of our mission. Through a culture of assessment (IIC-1) inspired by the core values of the College's Mission (IIC-2), Windward CC is committed to regularly scheduled assessment, all-campus involvement in analyzing and interpreting data, and using outcomes generated from the analysis to improve programs and enhance student learning (IIC-3).

### ***Program Review***

The primary systematic assessment and improvement process for integrated support services comes from the Annual Report of Program Data (II-C 4) and department program reviews which analyze quantitative and qualitative data for all Student Affairs units. Each unit—Recruitment and Outreach, Admissions and Records, Financial Aid, and Counseling, including Services for Students with Disabilities, Mental Health and Wellness, Student Life, TRiO Student Support Services, TRiO Upward Bound, and TRiO Educational Talent Search (IIC-5, IIC-6, IIC-7, IIC-8)—uses a template to review its services and goals, form action plans for improvement, and make requests for resources to be presented to the Planning and Budget Council. Within the report, each branch has individual assessment procedures. Results of surveys frequently used to evaluate the quality of student support services are included in the unit's analysis (IIC-9, IIC-10). Student learning outcomes (IIC-11) are also assessed within the comprehensive ARPD.

Other methods of evaluation include the measure of student satisfaction, quality of service, and student learning. Counseling services are measured by individual counselor evaluation (IIC-12, IIC-13). For example, question 5 on the counseling survey evaluates student learning by assessing if the student is ready to take the next steps. Point of service surveys are conducted regularly at events and activities sponsored by Student Services, and their results are reviewed and assessed to improve the students' holistic experience of learning and enhance the College's mission in future events and activities (IIC-14). Moreover, all units within Student Affairs participate in quarterly meetings to share initiatives and best practices and discuss learning and process outcomes.

In even-numbered years, assessment of student services is conducted via the Community College Survey of Student Engagement (CCSSE) For the 2016 CCSSE cohort (IIC-15), Windward CC was considered a Top Performing College and student satisfaction of services was positive, as it was in previous cohorts (ARPD 2015, p.3) (IIC-16). The CCSSE survey is analyzed in the ARPD of the corresponding year. Other assessments of student services by students, faculty, and staff are conducted in odd-numbered years. Most recently, the College

administered the Gallup-Strada Core Student Survey to help inform ways to improve the College ambiance and the student experience (IIC-17).

### *Grants and Other Initiatives*

TRiO and Title III federal programs require additional assessment and external review through annual

performance reports, including a federal and state requirements analysis. The assessment processes for other TRiO programs—Upward Bound and Educational Talent Search—are mandated by their grant agencies, and while not identical in format, provide essential data for decision making (IIC-18, IIC-19; IIC-20, IIC-21)

Admission and Records supports student achievement by providing information and services such as the implementation of multiple measures for placement, mandatory new student orientation, and assigned advisors. As some students seemed confused about the steps necessary to enroll (IIC-22) Admissions and Records implemented a quality enhancement by developing a Getting Started: Pre-registration Steps checklist (IIC-23, IIC-24, IIC-25). Another process was refined when Admissions and Records re-assessed incomplete application data for determining residency. They eliminated the redundant Military Verification form and developed the ability to “mass” accept students based on certain criteria of residency. ( IIC-26).

A sub-unit of Student Affairs, Recruitment and Outreach supports student learning by engaging thousands of area high school students in various outreach activities and events. After participating in an outreach activity or event, surveys show an increase of 17% in the number of students who knew their next steps on their educational journey (IIC-7 p. 7-9, IIC-27, IIC-28, IIC-29).

Windward CC Student Life coordinates student government, all student organizations and clubs, and a variety of extracurricular activities for students. Participation numbers, attendance lists, and student evaluations are collected at selected student life events, the results of which are used to modify future events (Interview Kaahu Alo).

The Office of Career and Community Education (OCCE) conducts surveys that collect information used to develop non-credit courses of interest to the entire community. (IIC-30) Due to a downward trend in registration and class offerings in personal enrichment courses (IIC-31, IIC-32), in 2014, the OCCE surveyed community members to assess their general satisfaction with the variety of courses offered, their delivery, and interest in online courses. Results indicated 2 new growth areas: workforce development and online offerings. In addition, labor market research completed in 2015 that focused on employment sectors in demand or exceeding 5% growth (IIC-33) led to the development of courses in Health, Culinary (Hospitality), Business, and Ocean Safety. These new courses have realized a 68% increase in student instructional hours (Interview Michael Moser).

### *Evening and Distance Education*

The number of distance education (DE) courses offered by Windward CC has almost doubled over the past 5 years. As a result, the College examined the student population for online courses and determined that these courses attract more students who were “home based elsewhere” than any other UHCC campus. This expansion of online students aligns with the College’s mission to serve the diverse educational needs of the Ko‘olau region of O‘ahu and beyond. An additional analysis for rates of completion, successful completion, and withdrawal indicated for the 5 past academic years that distance education students had consistently lower success rates than face-to-face students (See Figure 2 in QFE on Distance Education). Gaps in support services for online students were identified in areas of readiness assessment, student orientation, availability of counseling and other student support opportunities, and a Learning Management System (LMS) that supports interactive pedagogy.

A task force reviewed many best practices including how online classes and hybrid classes support adult learners. Their work created a list of methods to assist adult learners (specifically in transitioning to online classes). The Title III Kahua ‘oihana grant project (IIC-36) seeks to build resources to increase access and success in post-secondary education for working adults and also provides for support of online learners. An Evening and Online Coordinator was hired to coordinate this effort. The position also provides orientation, counseling, and advising for students in this cohort. Online tutoring is conducted via Brainfuse and is evaluated through monthly usage and qualitative feedback reports from the vendor (IIC-37). One-on-one tutoring online for Math, Science, Writing, and College Readiness is also available through the Online Learning Academy for all Hawai‘i Department of Education (DOE) and University of Hawai‘i System students and accessible from the Windward Evening and Online Education webpage (<https://windward.hawaii.edu/online/>).(IIC-38)

### *Student Learning Support*

Findings from program reviews of the achievement of SLOs and the assessment of PLOs are used to plan initiatives and interventions that ensure the continuous improvement of student learning, with a special emphasis on decreasing the disparities between Native Hawaiian and Non-Hawaiian students. Examples include the transfer and application interventions of the Hulili program (ended in 2017), cohort-based programs such as Paipai o Ko‘olau, the IS103 (Introduction to College) Learning Communities, and the Learning Community for Evening Students.

### **Analysis and Evaluation**

The College meets this standard. Windward CC systematically assesses the quality of its student support services and their ability to support student learning and accomplish the institutional mission, regardless of location or mode of delivery. The College encourages a culture of assessment for determining how effectively it achieves its goals, and uses assessment results to improve student learning, one example being the hiring of a dedicated coordinator for the evening and online students, with counseling available online through

video chat services. Another example is the provision of dedicated counseling staff to the Early College program. Also, with continued growth of Windward CC's online course offerings, and the implementation of active measures proposed by the Distance Education Committee in response to this growth, Windward CC is preparing to further develop student support services to meet the needs of this population (IIC-39). These and other endeavors directly address the institutional mission to provide learning excellence to the Ko'olau region of O'ahu and beyond with support for the needs of its Native Hawaiian population as described in Strategic Plan Action Outcomes 2015-2021 and the Quality Focus Essay on Native Hawaiian Parity. They aim to eliminate access and success gaps for targeted populations in support of the Hawai'i Graduation Initiative (IIC-40).

Another gap in achievement is the lack of parity in success for DE learners as compared to face-to-face learners, as evidenced in I.B.6. Steps to assess and address this gap are proposed in the College's DE QFE.

### **Standard II.C.2**

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*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and Services.*

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### **Evidence of Meeting the Standard**

Windward CC employs learning support and student learning outcomes in providing student support services and uses assessment data to improve its programs and its services. At the December 2015 quarterly meeting, Student Affairs faculty and staff reviewed and refined all process and student learning outcomes. Subsequently, Student Affairs learning outcomes and process outcomes are identified and assessed (IIC-41) in the Annual Report of Program Data (IIC-42, IIC-43, IIC-44, IIC-45) in which all Student Affairs programs participate. Required assessment regarding the Student Affairs Learning Outcome that students will access appropriate information and resources to support their academic journey (IIC-46) in each program's ARPD is accompanied by an Action Plan.

One example of improvement through the assessment process can be seen within the Admissions and Records Office. Admissions officers examine the number of complete, accurate applications as an indicator of students' demonstrating mastery of the online application process. The Registrar's input on the ambiguity and errors in the Residency section provided for improved language on the application. In the future, a UHCC Centralized Admissions process is expected to provide even more consistent and accurate services to students, including uniform dates and deadlines (Interview, Geri Imai)(IIC-47).

The Counseling department reflects the mission of the college in its student learning outcomes (IIC-48, IIC 49, IIC 50, IIC 51):

- Students will access accurate and appropriate information with regard to Academic Status, Resource Availability and their Next Step in their Educational Plan.
- Student engagement will be fostered through the counseling process.

- Students will develop critical thinking skills through Identifying Resources, Evaluating Options, Establishing Priorities, Designing Education Plans and Implementing Actions.

Based on Fall 2016 multiple measures data (IIC-52), the First-Year Experience, including New Student Orientation, Frosh Camp, and the Learning Communities with IS103 (Introduction to College) course (IIC-53, 54), has been embedded with Student Success Pathway (SSP) (IIC55-) concepts and process improvements. This allows for a better onboarding experience for students through integrated advising. Using multiple measures has increased the number of students placing into college-level coursework. The innovations in use are STAR GPS (IIC-56, IIC-57, IIC-158), multiple measures for placement (IIC-59, IIC-60), math pathways (IIC-61), exploratory majors, and My Success-Early Alert (IIC-62). In response to best practices for increasing student self-efficacy, Student Affairs and Academic Affairs partnered to offer growth mindset workshops (IIC-63) at Frosh Camp.

At the conclusion of the grant funded Hulili Transfer Program (IIC-64, IIC-65) in September 2016, data for the program for both semesters showed higher rates of success, credits earned, retention and persistence (IIC-66 p.16). Best practices learned from Hulili's success have been incorporated into the First Year Experience and into an initiative to extend the cohort system to subsequent semesters, and for online and evening students (Interview Amy Rozek) IIC-67).

The Paipai o Ko'olau program for non-traditional learners has a strong focus on Native Hawaiians and encourages student enrollment, particularly with regard to adult learners and those who may not be in college due to extensive barriers (IIC-68, IIC-69, IIC-70). Additional services for this program include:

- Summer Bridge courses in Developmental Math and other subjects.
- Participation in a Learning Community and Cohort.
- Mandatory monthly meetings with the Paipai o Ko'olau coordinator/counselor.

Paipai o Ko'olau enrollment and retention rates have demonstrated such successful outcomes over the 5 grant-funded years (IIC-71), that the UHCC has institutionalized the program with a full time counselor/coordinator and is using it as a model for each of the UH Community Colleges (IIC-72, IIC-73, (Interview Sarah Akina):IIC-74).

### **Analysis and Evaluation**

The College meets this standard. Windward CC assesses student learning support outcomes - to provide appropriate student support services and uses resulting data to improve its student support programs. Process outcomes and student learning outcomes are assessed annually in the ARPD, as well as through other processes such as department surveys. Results of the assessments help improve programming and decision making throughout the department and focus on increasing student success.

Counseling is taking the next steps to provide students with a purpose first model that aligns student academic interests and personal strengths, as well as further implement best practices as defined through Integrated Student Support (IIC-485=75). Target areas include career

counseling and counseling of veterans and transfer students. In conjunction with holistic support services such as the Hawaiian-language Childcare Center, and the TRiO SSS initiatives—Summer Bridge math courses, VITA Tax service, and 24/7 access to study space—the College seeks to remove barriers for Native Hawaiians and other underserved populations.

### **Standard II.C.3**

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*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.*

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#### **Evidence of Meeting the Standard**

Windward CC provides appropriate student support services to foster learning and development of all its students within the context of its mission and regardless of service location or delivery method. All student support services are located and available during the day on the Kāneʻohe campus. Online registration is available to all students through the STAR GPS system implemented in Fall 2017 (IIC-75). Evening and online students have email and phone access to counseling and advising services. The Counseling program also provides evening service hours in the library through the Title III Kahua Naʻauao project's Online and Evening Coordinator hired in Summer 2017 (IIC-76) who keeps evening office hours and employs an online video and chat service (IIC-77). Extended hours for the Math and Speech labs and the Writing Center are offered at high demand periods during the semester (IIC-78). Brainfuse, an online tutoring service, is highly rated in an assessment by students in which 93% rated it easy to use; 94% recommended it; and 93% used a tutor (IIC-79, IIC-80). The creation of an evening cohort schedule (IIC-81), an evening recruitment reception (IIC-82), and appointing a counselor for student parents (IIC-83) further supports the needs of working adults and student parents.

At Windward CC, with its open-door policy, equitable access through means of delivery or location also entails offering outreach services to students who may have less experience in using more traditionally structured support services, perhaps because of their first generation, nontraditional, or probationary status. Some counselors have begun to meet their assigned students in locations outside their offices through working half-day shifts in the offices of the TRiO Student Support Services. A weekly Aloha Bar in the library conducted by counselors and administrators provides students in a highly trafficked location with information on programs and resources and the opportunity to chat with the chancellor, vice chancellors, and deans (IIC-84). Evening students have access to a counselor some evenings and online, and are recipients of special services to promote engagement such as free snacks before class (IIC-85).

Also offering services and resources for the holistic needs of students, TRiO Student Support Services provides a week of 24/7 services in their offices during exams and offers Saturday hours during the registration period (IIC-86). They also offer math placement workshops (IIC-87) and, in cooperation with general counseling, have developed support strategies for developmental prerequisite and co-requisite coursework (IIC-188) such as Early Registration (IIC-189) and exam prep workshops (IIC-90). OCCE's participation in the HINET

(Hinethawaii.org) IIC-91 program brings SNAP benefits to both credit and non-credit students. These benefits include food subsidies and assistance with transportation, childcare, and educational expenses (IIC-92 IIC-93).

Disability accommodation services are arranged by the counselor for students with disabilities and include special test accommodations, enlargement of printed material, readers, note takers, sign-language interpreters on an as-needed basis, and adaptive equipment or materials in alternate formats (IIC-94, IIC-95, IIC-96). Assistive technologies are made available through a part-time staff position (IIC-97) in Student Affairs. In addition, the mental health counselor provides in-office counseling by appointment available on MySuccess or walk-in, and crisis counseling while the College is open. After hours mental health issues are referred to national and local resources which are listed on the mental health counseling webpage and in widely distributed printed materials (IIC-99, IIC-100, IIC-101). Visitors to the Mental Health and Wellness website may take a confidential online screening with results and resources (IIC-102) (<http://screening.mentalhealthscreening.org/windward>).

The Early College Program enrolls students in public and public charter high schools throughout Windward O‘ahu, with priority given to first-generation college and low-income students. In addition to offering free tuition, this program provides additional support to learners through the services of a coordinator and 2 counselor positions for Castle, Kahuku, and Kailua High Schools (IIC-103, IIC-104). The US DOE Title III Pu‘uhonua project serves students at Olomana School, Hawai‘i Youth Correctional Facility, and Women’s Community Correctional Center (IIC-105) with counseling and credit coursework (IIC-106). These early college programs specifically target Native Hawaiian, first generation, and low income students to address underserved populations.

Through on-campus tours, college planning nights, and college fairs, as well as special events at off-campus sites, the Recruitment and Outreach **unit** provides information about college access, financial aid resources, specific requirements, and pathways (IIC-107, IIC-108, IIC-109, IIC-110, IIC-111). These events emphasize Native Hawaiian success initiatives that are supported by data on Native Hawaiian persistence that indicate Native Hawaiians, particularly males, are not systemically succeeding (IIC-112 IIC-113). The College’s QFE on Native Hawaiian parity uses disaggregated data to better understand where there may be gaps in access for Native Hawaiians and support initiatives that address these gaps such as Early College and outreach events.

### **Analysis and Evaluation**

The College meets this standard. Windward CC provides appropriate, comprehensive, and reliable services to its students. Equitable access to these services by means and method of delivery and through outreach initiatives for traditionally underserved groups is ensured for all sectors, regardless of location and delivery method, by Student Affairs in support of the Student Affairs Student Learning Outcome that students will access appropriate information and resources to support their academic journey (IIC-114, IIC-115, IIC-116, IIC-117, IIC-118, IIC-119). With its robust increase in distance education and online courses, Windward CC is poised to further develop student support services to meet the needs of this population (IIC-120). The DE QFE helps to provide a plan to do so using best practices.

## Standard II.C.4

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*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound Educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

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### Evidence of Meeting the Standard

Windward CC's co-curricular programs are responsibly offered in alignment with its mission and contribute to its students' socio-cultural and educational experience. In the nature of a small community college serving disadvantaged populations, with a mandated emphasis on Native Hawaiian students and culture, Windward CC has no formal intercollegiate athletics program but does offer informal participation in intramural sports leagues and broad exposure to socially and culturally diverse programs that enhance its students' holistic college educational experiences.

All Registered Independent Organizations (IIC-121)—Associate Students of the University of Hawai'i at Windward CC (ASUH-WCC) clubs, Ka 'Ohana the student newspaper, Pueo the literary and art journal (IIC-122), and intramural athletics—are supervised by faculty advisors who are responsible for mentoring and providing feedback and resources to its student members. Student activity fees fund ASUH-WCC and Student Life activities (IIC-123). These budgets are approved by the VCSA and the chancellor. Clubs request funding through ASUH-WCC and their club advisor. Publications-based money that funds Pueo, Ka 'Ohana, and the Student Planner comes from the annual budget, overseen by the Board of Publications (IIC-124, IIC-125, IIC-126).

ASUH-WCC, under the direction of the ASUH faculty advisor, executed student-driven initiatives (IIC-127, IIC-128, IIC-129, including a "Talk Story" with Hawai'i State Governor David Ige (IIC-130). Student leaders also crafted a resolution adopted by the Windward CC Faculty Senate and later presented in the local media in support of the Windward CC land swap with the Hawai'i State Hospital. (IIC-131, IIC-132).

Prior to the beginning of each academic year, faculty advisors provide ASUH-WCC leadership trainings in a Student Life Training/Retreat for student Peer Mentors and Student Life student assistants (IIC-133, IIC-134). UH-System advisors trained participants on ways to increase decision-making confidence, teamwork critical thinking, and methods for sharpening leadership skills. Student leaders also participated in a leadership conference with 9 other campus life divisions (including all UH-System colleges, Chaminade University, and Hawai'i Pacific University), where they learned about diversity, conflict resolution, teamwork, personal initiative, and culturally-based values (Interview Kaahu Alo, IIC-135).

In lieu of intercollegiate athletics, a system-wide intramurals league is co-coordinated with other UH community colleges intramural faculty and students (IIC-136 IIC-137, IIC-138, IIC-139, IIC-140, IIC-141, IIC-142, IIC-143). This league offers students a platform to play dodge ball, football, basketball and volleyball and socially network with their peers (Interview Kaahu Alo IIC-144). In addition to the intramurals league, an annual Makahiki (IIC-145, IIC-146, IIC-147, IIC-148, IIC-149, IIC-150) is held at the College to which other

colleges and local high schools are invited. Sponsored by ASUH-WCC, Ke Kumu Pali, and the Hawaiian Studies department, the Makahiki celebrates the beginning of the Hawaiian New Year with a contest of traditional Hawaiian sports and games.

RISOs on campus in 2016-2017 included the Windward Gaming Club, the Speech and Debate Club, the Writing Club, and the Sustainability Club (IIC-151)

One example of club emphasis on leadership through service learning and community service is Ku Pono (IIC-152) the Hawaiian Club, whose volunteer projects (IIC-153) include the construction and maintenance of lo‘i kalo at sites on campus and volunteering in the community at the Po‘ailani Dual Diagnosis Treatment Program and the Women’s Community Correctional Center, caring for the local fishponds, and leading campus events such as Welcome Back, Thanksgiving imu turkeys, an annual volleyball tournament, and film panels (IIC-154). Other student clubs, such as Phi Theta Kappa (IIC-155, IIC-156), encourage civic responsibility through managing recruitment for the semi-annual campus blood drive (IIC-157, cleaning Waikalua Loko Fishpond, and assisting with the Kalihi Stream environmental group and the Kāne‘ohe nature preserve.

Other Windward CC student clubs and organizations from 2013-present are linked here (IIC-158, IIC-159), as are other Windward CC Student Activities and Events including Welcome Back events, Ohana Day, and the Food Pantry (IIC-160).

College activities that also encourage personal responsibility as well as intellectual, cultural and personal development for students are Service Learning (IIC-161), tutoring, Supplemental Instruction (SI), and working as a Peer Mentor or as a student assistant/employee or volunteer in the Math Lab, Speech Lab, TRiO Student Support Services, or the Writing Center. Formal training is provided for tutors and evaluations are conducted with feedback from students, faculty, staff and administration (IIC-162).

Student-produced publications are the Windward CC monthly newspaper, Ka ‘Ohana (IIC-163, IIC-164) and the literary and art journal, Pueo [named Rain Bird prior to 2015] (IIC-165, IIC-166), both winners of national awards (IIC-167, 168). Other publications include video documentaries created by Journalism and Creative Media students (IIC-169)([https://www.youtube.com/channel/UC\\_4j9whGu7KYvOp1YH5yxQQ](https://www.youtube.com/channel/UC_4j9whGu7KYvOp1YH5yxQQ)), and creative films created by the student film club (IIC-170) ([https://www.youtube.com/user/WccFilmClub/videos?view=0&sort=dd&shelf\\_id=1](https://www.youtube.com/user/WccFilmClub/videos?view=0&sort=dd&shelf_id=1)).

Furthermore, all student employees attend an annual professional development workshop that trains them in customer service, leadership, communication skills, and Title IX issues (IIC-171, IIC-172). Since 2016, there has been an annual Student Employee of the Year celebration during National Student Employment Week with the winner chosen on the basis of 5 criteria: quality of work, reliability, initiative, professionalism and exceptional service (IIC-173).

Study Abroad experiences (IIC-174, IIC-175, IIC-176, IIC-177, IIC-178) that included cultural learning with academic study in Spring 2017 were Hawaiian Studies 296: Encounter Traditions in Polynesia (8 days in New Zealand) (IIC-179) and a 2-week intensive experience in the United Kingdom in Summer 2017 for theater students, funded through a capacity building grant awarded by the U.S. State Department’s Partners Across Americas

initiative (IIC-180). For the academic year 2017-2018, study abroad experiences include Shakespeare theater study in England (IIC-181) and travel in Costa Rica, linked to an anthropology course on tourism and conservation. International Week (IIC-182 IIC-183) employs a different theme each year to offer samplings of international food, music, art, social science lectures, and activities to familiarize students with world cultures.

Other on-campus co-curricular activities linked to academic learning to enhance students' cultural and aesthetic life and emphasizing Native Hawaiian culture were presented at the 'Iolani Gallery, the Palikū Theater (IIC184, IIC-185, IIC-186), the Hokulani Imaginarium (IIC-187, IIC-188), the Lanihuli Observatory, the Library Learning Center, and Hale A'o, the Hawaiian Studies facility. Examples include The Smithsonian travelling show, "Roots of Wisdom: Native Knowledge, Shared Science" in Spring 2017 (IIC-189), and in conjunction, a lecture series focusing on bridging traditional indigenous knowledge with modern science to solve the environmental challenges we face locally, these lectures having been augmented by exhibits at Gallery 'Iolani on Polynesian ocean navigation, "Voyaging: The Art of Wayfinding," (IIC-190) and "Two by Two," showcasing Hawaiian wood carving and classical drawings (IIC-191). Other art exhibits on diversity are linked here: (IIC-192).

### **Analysis and Evaluation**

The College meets this standard. Direction, advising, and finances of its co-curricular activities is responsibly managed. These activities engage, enrich and motivate students to achieve academic and personal goals in keeping with the mission of the College, in particular, its emphasis on Native Hawaiian cultural learning and service to the Ko'olau community. Cultural and aesthetic experiences in co-curricular activities are closely connected to and enhance classroom learning. Such opportunities for service, leadership, volunteerism, and self-awareness through co-curricular activities are available to nurture and reinforce motivation toward the practices of lifelong learning and civic responsibility, in accordance with the Windward CC mission to encourage life-long learning, its vision to enrich the lives of students and the community, and its values of creating diverse learning experience, working collaboratively and inclusively, and serving and supporting with aloha (ER6).

### **Standard II.C.5**

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*The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

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### **Evidence of Meeting the Standard**

Windward CC offers professional counseling and academic advising to support student success with accurate information about academic requirements and provides professional development to advisors. Counseling and academic advising programs supporting student development and success include First-Year Experience, Ka'ie'ie Transfer Program, Ka Piko

Student Success Services, Peer Mentors, Mental Health and Wellness, and Services for Students with Disabilities. All home-campus Windward CC students are assigned to a specific counselor at an average ratio of fewer than 280 students per counselor. In part reflecting the College's small size, counselors are not assigned to academic departments but are generalists who work to support the student's personal and academic growth and to assist students with decision-making in the exploration of their educational, career, and personal goals (IIC-193).

In 2014, the counselors adopted a casework model of assigned counselors employing intrusive, proactive, appreciative strategies of advising to enhance student retention and completion. The implementation of the Starfish Retention program, customized as Windward CC's My Success (IIC-194) allows for strategic collaboration among resources dedicated to an individual student's success and facilitates the relationship between the student and the assigned counselor. The use of the STAR GPS system for registration improved clarity of requirements, timing, and sequence of courses to define pathways for students. Coordinating an advising syllabus and program process outcomes in alignment with the UHCC Student Success Pathway (SSP) initiative promotes a purpose first counseling process. SSP provides a framework of intentionally designed, clear and structured experiences for students from point of interest through graduation to transfer or career. The department engages in many different programming initiatives to support the students' journey on their pathway.

### *First-Year Experience*

The First-Year Experience program (IIC-195) is coordinated by a designated counselor and consists of a mandatory New Student Orientation session (IIC196), attendance at Frosh Camp (IIC-197) and the required placement (for first-time full-time students with a developmental need) in a Learning Community and in appropriate math and English coursework (IIC-198- IIC-199). Frosh Camp is open to non-freshman, but is required for all first-time freshmen as stated in the Registration Guide (IIC-200). Additionally, the First-Year Experience, through registration holds, mandates that new students meet with their assigned counselor for registration during the first 2 semesters.

The Ka'ie'ie program is a degree pathway program with the University of Hawai'i at Mānoa (UHM), coordinated by the Mānoa Transfer Coordination Center (MTCC) to facilitate the transition of transfer students from UH system community colleges (IIC-201, IIC-202). A Ka'ie'ie transfer specialist is available 2 full days a week at Windward CC (IIC-203). The first Ka'ie'ie program cohort from Windward CC was accepted in Spring 2015 and the number of students who have successfully transferred to UH Mānoa increases every year (IIC-204, IIC-205). Other transfer information and assistance are available through on-campus visits by college representatives (IIC-206, IIC-207) and transfer fairs (IIC-208, IIC-209).

### *Ka Piko - Student Success Services*

Ka Piko (IIC-210) is comprised of a Welcome Center with computer and free printer access where New Student Orientations are held, and Peer Mentors (IIC-211) are available to assist students with online registration, setting up My UH accounts, and answering procedural questions (IIC-212). They play key roles in producing Frosh Camp and New Student Orientation. Support services included in Ka Piko are the Writing Center, Speech Lab, Math

Lab, Testing Center and the office of the evening and online coordinator/counselor. The description of each service is on the website and compiled into a single flyer (IIC-213, IIC-214, IIC-215, IIC-216, IIC-217, IIC-218).

### *Career Explorations and Advising*

With the advent and adoption of the UHCC Student Success Pathways (SSP) initiative (IIC-219), career explorations and connections have been dramatically restructured according to the best practice of the “purpose first” model, initiating a career or major goal in an agenda that consists of 4 phases moving from connection to career, graduation, and transfer (IIC-220, IIC-221). SSP is an integrated, institution-wide framework for student success modelled on integrating major and career planning at the forefront of the student advising process.

Following the departure of the counselor who coordinated the job preparation services of the Career and Employment Center and with the prolonged medical leave of the recently retired career counselor, all counselors, in understanding and promoting the student experience as a continuum, have assumed responsibility for career advising as part of a counseling session (IIC-222, IIC-223).. Although there has not been a physical Career Center since Spring 2015, its absence has been partially compensated by the move to a faculty and counselors integrated model for counseling in conjunction with the Purpose First initiative, and the development by the Counseling department of an Advising Syllabus (IIC-224) as part of an advising toolkit (IIC-225). Some functions of career advising and job skills preparation are serviced by other sectors in the college, such as the English discipline, the Speech discipline and the Debate Club that collaborate to deliver workshops on job interviewing, resume preparation, and writing personal statements. Other career and job preparation workshops have been delivered by the Peer Mentors who developed presentations on professional demeanor and dress (Interview L. Gillis-Davis, IIC-226) and by the Phi Theta Kappa sponsorship of presenters on potential careers (IIC-227, IIC-228).

Thus, all counselors are now tasked with prioritizing career counseling as part of their conferences with students. Using the model of Integrated Student Support (ISS), counselors and instructors will ideally collaborate on developing strategies to integrate career planning within the academic curriculum and to weave career advising into their interactions and relationships with students. Training in career advising is provided through access to webinars and planned seminars by dedicated career counselors as the College has taken steps to provide pathway counseling toward careers early in a student’s academic journey. Hokupa’a, the Windward CC student success task force comprised of counselors, instructors and staff, is leading the efforts to redesign career counseling methods for incorporation as everyone’s responsibility and as crucial to transformational counseling (IIC-229).

### *Mental Health Services*

A task force of faculty, staff, and students funded by Mental Health America established a working group, the Windward CC Huliau (IIC-230), as a training initiative to develop presentations on mental health awareness in classrooms and in workshops. As a result of advocacy and surveys by Huliau, as well as data provided by the Paipai o Ko’olau program on the relationship between retention and mental health factors (IIC-231), a tenure track mental health counselor position was funded in September 2015 (IIC-232). Additionally, a

domestic violence prevention counselor from the Domestic Violence Action Center (DVAC) is available 2 days weekly on campus (IIC-233).

### *Services for Students with Disabilities*

A handbook for Students with Disabilities is available on the website (IIC-234). The counselor for students with disabilities provides accommodations and raises awareness on campus about the rights of persons with a disability, reasonable accommodations to which they are entitled, and the accommodations available at Windward CC (IIC-235).

### *Professional Development and Training*

Internal training is provided for counselors through programs such as Nuts & Bolts (IIC-236, IIC-237, IIC-238) or the Dossier Workshops (IIC-239) where one or more counselors are assigned to do the training, or through workshops conducted by UHCC trainers (IIC-240, IIC-241, IIC-242, IIC-243, IIC-244). A New Counselor Orientation accessible on Google Docs for Counseling Matters for on-boarding of new Counselors (IIC-245) includes shadowing and reverse shadowing in one-on-one appointments. Professional development is also supported through attendance at the Academic Advisors Transfer Network conference (IIC-246), Integrated Advising training, such as the Hokupa'a Success committee, as well as an annual subscription with webcast access to Academic Impressions. Counselors and other Student Affairs staff attend such national conferences as Complete College America (IIC-247, IIC-248, IIC-249), On Course, and Achieving the Dream. State-wide conferences include Hawai'i Success Strategy Institute (HSSI) (IIC-250, IIC-251) and Windward CC has hosted international conferences on topics such as indigenous pedagogies (IIC-252, IIC-253). Note that professional development is often centered on social justice and equity building (e.g. Hokupa'a committee, Achieving the Dream, HSSI) to address gaps in access and success for Native Hawaiian students. The Native Hawaiian QFE proposes improved access to disaggregated data so as to better assess the results of and need for Native Hawaiian equity building professional development.

Counseling staff regularly also attend UHCC and UH counselor conferences on transfer and graduation requirements, curricular changes, the use of technology in counseling, and other issues of concern to counselors in each system. At Windward CC, counselors attend department meetings twice a month with alternate week professional development activities, an annual retreat for faculty counselors, and Title IX Training (IIC-254, IIC-255).

Training in career advising is provided through access to webinars and planned seminars by dedicated career counselors as the College has taken steps to provide pathway counseling toward careers early in a student's academic journey. In the July 2017 Counselors' Retreat, a career counselor from UH-Mānoa presented on models for Career Counseling and a team from a community agency presented on financial literacy pedagogy (IIC-256). In Fall 2017, counselors received training in the use of Focus 2, a career counseling instrument implemented by the College in Fall 2017 to aid in administering the instrument, interpreting the results, and advising students on educational and career choices and pathways (IIC-257).

## **Analysis and Evaluation**

Counselors have successfully moved to a casework model of assigned counselors employing intrusive, proactive, appreciative strategies of advising to enhance student retention and completion. The implementation of the Starfish Retention program, customized as Windward's My Success (IIC-258), allows for strategic collaboration among resources dedicated to an individual student's success and facilitates the relationship between the student and the assigned counselor. The use of the STAR GPS system for registration improved clarity of requirements, timing, sequence of courses, to define pathways for students. The alignment with the UHCC Student Success Pathway of an advising syllabus and program process outcomes promotes a purpose first counseling process providing a framework of intentionally designed, clear and structured experiences for students from point of interest through graduation to transfer or career. The adoption of Focus 2 as the career assessment tool enhances the capabilities of counselors and faculty to participate in integrated advising and allows students to do self-assessments and compare industrial trends and salaries in a variety of careers. Nonetheless, an emphasis on professional development and training in career counseling is emerging as an area of serious need for counselors in alliance with instructors.

A similar emphasis on the provision of online support services and professional training of counselors in online counseling methodologies is warranted as noted in the Quality Focus Essay on Distance Education. With the increase in online classes at Windward CC, more disability issues will need to be addressed such as closed-captioned videos, audio descriptions of processes, and tutors. The number of students with disabilities cuts across demographics, and their needs for such technology as the "Smart Pen" similarly could benefit all students. Standardized approaches to providing accommodations throughout the UH system would help to facilitate an assured compliance of Windward CC and the entire UH system with federal laws (II3-259).

### **Standard II.C.6**

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*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.*

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### **Evidence of Meeting the Standard**

The College has an open door general education mission that adheres to the UHCC System admissions and nondiscrimination policies, as detailed in fourteen languages and posted outside each unit's doorway (UHCC Nondiscrimination Policy). Admission is open to students 18 years and older or to those who have earned a U.S. high school diploma, GED or equivalency (IIC-260). It offers special admission to high school students to take college courses either at the college (Running Start) or in a Hawai'i public high school (Early College). Hawai'i private high school and home schooled students may also attend college classes (Early Admission) (IIC-261, p 8). Furthermore, Senior Citizen Visitor Passes (SCVP) allow seniors to "visit" Windward CC credit courses free of charge with no credit awarded (IIC-262, p. 10). International students may be enrolled in approved SEVIS

programs via student visa status (F1 or M1) and must comply with all regulations of U.S. Department of Homeland Security and the University of Hawai'i policies and procedures. These include the English proficiency requirement, international student health insurance acknowledgement, student visa, health clearances (TB/MMR), transcripts in English, UH system application and supplementary information form, registration in resident classes for at least 12 credits. (IIC-263, p. 9).

The Office of Admissions and Records reviews for completeness and processes all applications, then sends out a Registration Guide with letters of acceptance outlining all steps to complete enrollment. Through New Student Orientation (NSO) and Frosh Camp, information about programs and support services is reiterated and reinforced. Peer Mentors and professional counselors/academic advisors are available to assist prospective and enrolled students in navigating the application and registration processes. The Catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and program learning outcomes (PLOs).

Pathways to complete degrees and certificates are listed for each program with its graduation, foundation, diversification, and elective requirements specified in the Catalog, on program sheets prepared by the Counseling department (IIC-264, IIC-265, IIC-266) and on the website. In a program with additional admission requirements, such as the Veterinary Technician Associate of Science, processes of selection are partially based on a first-come, first served and space availability basis, formal attendance at an orientation session held several times throughout the year, and course/certificate completion (IIC-267) to minimize bias and subjective selection criteria. As a result of the College's implementation of the STAR GPS as an online registration tool, each student's pathway is indicated, updated, and reconfigured as it progresses and is a subject discussed in consultation between the student and the assigned counselor even as it permits students to independently navigate procedures on their path to completion.

### **Analysis and Evaluation**

The College meets this standard. The College's admission and graduation or completion policies are clearly defined as consistent with its mission as an open admissions college and students are advised on the pathways to complete their academic goal through a combination of counseling, New Student Orientation, a variety of printed materials, also available on the website, such as the Catalog, program sheets and brochures, and the STAR GPS system. The need to appropriately serve the Native Hawaiian population is noted in our mission and strategic plan, and is reflected in our Quality Focus Essays on Native Hawaiian Parity and Online Distance Education.

### **Standard II.C.7**

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*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

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## **Evidence of Meeting the Standard**

Admissions and placement instruments and practices are evaluated for effectiveness and minimal bias.

Systemic policies and procedures govern admissions and influence placement practices.

### *Admissions*

All applications for admission are completed online and are standardized within the UH System (IIC-268). All students must meet State of Hawai'i Department of Health clearance requirements (IIC-269). Moreover, the enrollment of non-residents and international students is determined by the Board of Regents policy (IIC-270).

The UHCC registrars' group meets quarterly and frequently discusses the online application to adjust the form to better serve students. One such adjustment occurred when the UHCCs began a new policy to accept multiple measures for placement which minimizes bias. The online application was modified to allow self-reported SAT/ACT test scores and self-reported high school grades/courses (IIC-272, IIC-273). The UHCC's are also in the process of developing a new "smart" online application that automatically adapts on the basis of how students answer questions. (Interview G. Imai, IIC-271)

To better accommodate Hawai'i high school graduates, the Windward CC Office of Admissions and Records mailed out Fall 2017 acceptance letters.. Admissions and Records also instituted a roll-over practice by which students who have stopped out within one year (a sequential combination of a spring and a fall semester) may re-activate their applications by contacting A & R. (roll-over policy).

### *Placement*

An expansion of placement criteria, or Multiple Measures, is related to the UHCC System redesign of developmental course sequencing which subscribed to the best practices theory of shortening the time of academic progress toward graduation promoted in the UH System Hawai'i Graduation Initiative Fifteen to Finish (IIC-272). As an integral part of the Student Success Pathway system, STAR GPS provides updated academic planning and pathways for progressive transition toward degree completion and transfer. The goal of using Multiple Measures for placement, based on evidence showing first year performance in college is best predicted by high school performance (in terms of GPA, and levels of math and English attained), is to place students at the highest level possible. Developmental courses in math and in English were subsumed into one pre-collegiate level and one co-requisite remediation course was designed to provide extra academic support (IIC-273, IIC-274). In math, remedial courses were configured into pathways for those continuing in math- or science-related fields and pathways for those not needing algebra in their future study. These modifications were based on Fall 2016 Data on New Methods for Placement and Math and English (IIC-275).

In November 2016, Windward CC's Testing Center ceased using the COMPASS placement test and began using another instrument, ACCUPLACER (IIC-276) to place students in math and English courses. In anticipation of the discontinuation of the COMPASS test, in March

2016, Windward CC's criteria for assessment of placement into English and math included information from high school transcripts, such as prior achievement in specific mathematics courses, Smarter Balanced Assessment scores, as well as GED scores, transfer coursework from another college, and the Windward CC-sponsored placement test (IIC-277). Self-reported scores as well as official reports from SAT, ACT, and high school transcripts are also accepted (IIC-278, IIC-279).

### **Analysis and Evaluation**

The College meets this standard. Windward CC evaluates and maintains effective bias-free admissions and placement practices, many defined and regulated by the UH and UHCC Systems. Recommended modifications to enrollment processes are assessed in an appropriate time frame. The online application process for admissions is standardized for all colleges within the University of Hawai'i System. Best practices indicate that high school performance and experience are more predictive of college success than placement testing. By using multiple measures, the processes for placement are bias free, relying on no single indicator to ensure whether a student is ready for college classes. Non-cognitive assessment tools have begun to be reviewed to further ensure effective and bias-free admissions and placement practices.

### **Standard IIC.8**

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*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.*

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#### *Maintenance of Student Records*

Windward CC permanently, securely and confidentially maintains student records as published and follows policies established for release of student records (IIC-280 pp 12-13). The UHCCs use BANNER as their integrated student information system. Students' records are created when they apply online using the UH standardized application form. Student identification numbers are then randomly generated and assigned. (IIC-281) to protect the security of their Social Security numbers. Permanent record cards (PRCs) or Pre-BANNER records are kept on a UH System-wide file server, accessed via the F drive, and backed up by the Chief Information Officer of the UH system (Interview G. Imai IIC-282). Financial aid records are created in BANNER after students file their FAFSAs with the federal government and release this information to the College. Student records in Banner and other systemwide information systems are backed up by UH ITS, and the College's Computing Services unit securely backs up data stored on faculty/staff computers and the shared FSFiles file server (Interview M. Tom IIC-283). In 2018, Banner is moving to Multi-Factor Authentication (MFA) with Banner 9 to strength security of the student information system (IIC-284).

Increasingly, counselor notes are entered online in MySuccess and in STAR. There is an initiative to digitize all future counselor notes (Interview A. Rozek IIC-285). Information entered into MySuccess and STAR is only accessible to those with an educational need to

know and permissions for access are secured by the vice chancellor for Student Affairs. Student conduct records are kept in locked file cabinets in the VCSA Office. In February 2018, the UH System president required the data storage in the Title IX Case Management System (CMS), a centralized and standardized information system, by all title IX Coordinators and related staff in cases of sex discrimination and gender-based violence (IIC-286).

Student grievance procedures are stipulated in the Catalog on pp 16-17 and contained in the Windward CC Policy Guidelines Manual, No. 4-6 that is available on the Windward CC website under Policies, Procedures, and Guideline (Academic Affairs), in the library, and in the offices of the VCSA and the VCAA. Records of complaints or informal grievances are stored in locked file cabinets in the VCAA's office, and any complaint not satisfactorily resolved must be filed as a written grievance with the Academic Grievance Committee and is stored in the office of Human Resources in locked confidential personnel files (Interview A. Rozek IIC-287).

For all TRiO programs (SSS, UB, and ETS), student files are kept in locked cabinets, and only opened to review or at the beginning or ending of a term (Interview W. Mow-Taira IIC-288). Recruitment event files include only a student's last name, first name, high school, class, email and phone and are kept in a secured drive on the Outreach and Recruitment Coordinator's office computer (Interview G. Cobb-Adams IIC-289). Attendance lists of Student Life activity participants are limited to sign in sheets using Usernames (Interview K. Alo IIC-290).

### *Release of Student Information*

Student educational rights and privacy are addressed on pages 17-18 of the Windward CC Catalog 2017-2018. Institutional policy and procedures required under the Family Educational Rights and Privacy Act of 1974 and the FERPA Addendum (FERPA) are published as Administrative Procedure AP 7.022. Student information is accessible only to the student, unless the student has officially requested in writing its release to a third party. Students may access their own academic and registration records through STAR by using a password-protected login.

Furthermore, requests for transcripts from the college, for transcript evaluations, verification of enrollment, and changes in major or permanent address must be signed by the student and made directly through the Office of Admissions and Records. To receive information or conduct transactions affecting their records, students must show a current, government-issued photo identification card. Student data are protected by the student information system and employee access to this data is based upon administrative approval. An employee's level of access, based on the nature of the position, is established at hiring. To identify the access needed, employees complete an authorization form which

is approved by the administrative supervisor, and sent to the IT supervisor to open or deny access. The University may, however, at its discretion and according with applicable state law, disclose directory information to the public, unless the student opts out of disclosure as set forth in A7.022. Directions for removing oneself from the UH Online Directory of email addresses, accessible only to those with a valid UH email address, are given on p. 18 of the

Catalog. The description of information from a student's education record as "directory information" is listed on p. 17 of the Catalog.

### **Analysis and Evaluation**

The College meets this standard. Windward CC maintains permanent, secure and confidential student records with provision for secure backup and follows published policies for their release. Student data are protected by the student information system and employee access to this data is based upon administrative approval. Through its observation of published procedures for limiting access to, safe storage maintenance of, and the restricted release of student records and information, the College is committed to maintaining the privacy of personal and confidential information.

### **List of Evidence IIC**

- IIC-1 Philosophy of Assessment
- IIC-2 WCC Mission Statement
- IIC-3 Assessment Program Review Policy
- IIC-4 5 Year Program Review
- IIC-5 Student Services ARPD 2013
- IIC-6 Student Services ARPD 2014
- IIC-7 Student Services ARPD 2015
- IIC-8 Student Services ARPD 2016
- IIC-9 Frosh Camp Assessment 2015
- IIC-10 Frosh Camp Assessment 2016
- IIC-11 Student Affairs Learning Outcome Worksheet
- IIC-12 Counselor Evaluation Form
- IIC-13 Counselor Evaluation Summary
- IIC-14 Interview Kaahu Alo, Counselor/Student Life Coordinator
- IIC-15 CCSSE- WCC 2016
- IIC-16 ARPD 2015, p. 3
- IIC-17 Gallup Strada survey
- IIC-18 Assessment TRiO – Upward Bound
- IIC-19 Assessment TRiO - ETS
- IIC-20 TRiO Upward Bound Web Page
- IIC-21 TRiO ETS Web Page
- IIC-22 Online Application Common Oversights
- IIC-23 A&R Getting Started
- IIC-24 A&R Pre-Registration Steps
- IIC-25 A&R FAQ Website
- IIC-26 ARPD 2016 pp 7-8
- IIC-27 Outreach High School Senior Transition Day Feb-May 2017
- IIC-28 Assessment Outreach 2017
- IIC-29 Assessment Senior Outreach Results
- IIC-30 ARPD OCCE
- IIC-31 OCCE Constant Contact Survey Results 2014-2015

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IIC-33 CCE Non-instructional Unit Assessment  
IIC-34 CCE Process Outcomes Fall 2015  
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IIC-36 Quality Focus Essay DE  
IIC-37 Kahua Na'auao Title III project  
IIC-38 Brainfuse Assessments July, August 2017  
IIC-39 Evening and Online Education webpage  
IIC-40 Teaching Adults Online  
IIC-41 WCC Moving Forward 2021, John Morton ppt.  
IIC-42 Student Affairs Student Learning Outcome Worksheet  
IIC-43 Student Affairs ARPD 2013  
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IIC-57 STAR GPS Registration Guide  
IIC-58 Memo Lassner, Star as the Official Arbiter 7-2014  
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IIC-60 Placement Self Report Form Fall 2016  
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IIC-62 MySuccess  
IIC-63 Frosh Camp "Growth Mindset" 2016-2017  
IIC-64 Hulili Grant Application  
IIC-65 Hulili Brochures  
IIC-66 Student Affairs ARPD 2016, p. 16  
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IIC-70 Paipai o Koolau Application Form  
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IIC-87 TRiO Math Placement Workshop  
IIC-88 TRiO SSS Free Courses  
IIC-89 TRiO VIP Early Registration  
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IIC-95 Disabilities Web Page  
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IIC-97 Student Affairs ARPD 2016  
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IIC-100 Mental Health Referral and Healthy Relationships flyers  
IIC-101 Mental Health and Wellness Handouts  
IIC-102 Mental Health Screening URL  
IIC-103 "Early College Students Accelerate," Ka Ohana  
IIC-104 Early College Expansion Funding News Articles  
IIC-105 Female Inmate Students  
IIC-106 Kahua Na'Auao Project  
IIC-107 Outreach Blitz 2017 flyer  
IIC-108 Native Hawaiian Scholarship 'Aha flyer  
IIC-109 Elementary School Career Fair flyer  
IIC-110 Scholarship Blitz Student Demographic, email 1-17-17  
IIC-111 "Explore" Windward Open House flyer  
IIC-112 Graduation Rates 2016, email VCAA Ardis Eschenberg  
IIC-113 Native Hawaiian Completion Rates, email VCAA Ardis Eschenberg  
IIC-114 Counseling Process Goals  
IIC-115 Counseling Website  
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IIC-117 Student Affairs Counselor SLOs (pc)  
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IIC-120 Professional Development, "Teaching Adults Online"  
IIC-121 ASUH Induction  
IIC-122 "Celebrate Student Creativity Pueo Press, Ka Ohana," 4-16  
IIC-123 "ASUH Proposes Increase to Student Activity Fee," Ka Ohana

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IIC-137 IM Lee Sports League Google Site  
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IIC-140 “Intramurals More Than Sports,” Ka Ohana 10-16  
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IIC-150 Makahiki Season Event flyer  
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IIC-168 Rain Bird Awards  
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IIC-171 Student Employee Handbook  
IIC-172 Student Employee Handbook and Training  
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IIC-175 “WCC Theater Students Set to Test Their Skills Abroad,” Ka Ohana  
IIC-176 Study Abroad 2017-2018 flyer  
IIC-177 Study Abroad Center flyer  
IIC-178 “International Studies Opportunities,” Ka Ohana 12-17  
IIC-179 Study Abroad New Zealand flyer  
IIC-180 Study Abroad: Theater England flyer  
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IIC-182 International Week flyer  
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IIC-198 Learning Communities schedule  
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IIC-203 Ka’ie’ie Transfer Program (same doc?)  
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IIC-224 Counseling Advising Syllabus  
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IIC-227 Career Success Guest Speaker  
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IIC-260 Admissions and Records Web Page  
IIC-261 WCC Catalog 2017-2018 pp.8-9

IIC-262 WCC Catalog 2017-2018 pp.10-11  
IIC-263 WCC Catalog 2017-2018 pp.8-9  
IIC-264 Counseling Program Sheets for Degrees and Certificates  
IIC-265 Associate of Science Program Sheets  
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IIC-273 English Committee Recommendations Memo Peter Quigley 3-16-16  
IIC-274 Math Committee Recommendations Memo Peter Quigley 3-16-16  
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IIC-278 Placement Self Report Form Fall 2016  
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IIC-282 Interview Registrar Geri Imai  
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IIC-287 Interview VCSA Amy Rozek  
IIC-288 Interview TRiO ETS Coordinator Wendy Mow-Taira  
IIC-289 Interview Outreach and Recruitment Specialist Gus Cobb-Adams  
IIC-290 Interview Student Life Coordinator Kaahu Alo

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### Standard III.A.1.

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*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

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### Evidence of Meeting the Standards

Policies governing the qualifications, advertisement, and selection of new personnel are set by the State of Hawai‘i, UH System, and UHCC System with input from collective bargaining units (where appropriate). The College and UHCC system are responsible for ensuring that these policies are followed, and that job descriptions align to the institutional mission and accurately reflect position duties, responsibilities, and authority ([IIIA-1](#), p. 24).

#### *Linkage of Positions to College Mission*

Windward CC has developed comprehensive mission, vision, and core values (MVCV) statements ([IIIA-2](#)) which are evaluated every 5 years by an ad-hoc committee of faculty, staff, and students to ensure currency. Many of the assigned duties and qualifications of job descriptions align with elements of the MVCV statements ([IIIA-3](#)), thus assuring that these positions are compatible with the mission of the College and the campuses’ student-centered teaching philosophy.

#### *Classification of College Personnel*

Personnel at the College and University are classified into one of 4 categories ([IIIA-4](#), [IIIA-5](#)) including Executive & Managerial (E/M), faculty, administrative professional and technical (APT), and civil service positions. Administrators (chancellor, vice chancellors, director & deans) are included in the E/M category whereas instructors, lecturers, librarians, and counselors are classified as faculty. The APT category includes lab technicians, IT personnel, and human resources specialists, whereas CS positions include janitors, clerical staff, and groundskeepers. See [IIIA-6](#) for sample duties and responsibilities for each position.

### *Qualifications by Position Type*

Each position type has posted hiring criteria ([IIIA-7](#)), including minimum and desired qualifications (MQs and DQs). These qualifications include required education, work, and/or leadership experience. In some cases, MQs may include professional licensure or certification. The University posts guidelines for the classification and compensation of each position type. These reference documents, which are available via the UH and Windward CC websites, are used as a basis for creating new job descriptions.

### *Procedures for Recruitment of New Personnel*

The UH Office of Human Resources (OHR) has established clear procedures for the recruitment and selection of Faculty, E/M, and APT personnel ([IIIA-8](#), [IIIA-9](#)). Included in these procedures are:

- Identification of the unit or person responsible for filling the position.
- Guidelines for reviewing and updating position descriptions.
- Type of search required (local vs. national).
- Minimum posting duration and location.
- EEO Responsibilities.
- A description of the screening and interview process.
- Recordkeeping requirements.

Each of these procedures are posted on the UH and UHCC System websites, and most are publicly viewable.

In contrast, the hiring of civil service employees is governed by State of Hawai‘i Policies ([IIIA-10](#)). As part of these policies, the State publishes a template for the creation of new civil service job descriptions ([IIIA-11](#)). This template includes fields for the duties and responsibilities, required licenses or certificates, and recommended skills, knowledge, and educational experience. Users of the template must also identify the supervisor and describe the nature of supervisory control and oversight.

### *Job Descriptions Accurately Reflect Position Duties, Responsibilities, & Authority*

Job descriptions published by the College include a comprehensive list of duties and responsibilities, which are specific to position type ([IIIA-6](#)). Prior to advertising vacant positions, the duties and responsibilities are reviewed by the College and updated as necessary ([IIIA-9](#)). This ensures that posted job descriptions accurately reflect the current responsibilities and duties of the position. Where appropriate (e.g., for executive positions), the job description also indicates the departments or staff who will be supervised by the appointee. Finally, because it is impossible to envision *all* duties required for a given position, all job descriptions published by the College include, “other duties as assigned” as a stated duty. Non-stipulated duties covered by this proviso typically do not exceed 5% of position workload.

### *Advertisement of New Positions*

Job openings for each of the 4 position classifications are published in publically-accessible periodicals or on websites in accordance with UH System and State of Hawai'i procedures ([IIIA-8](#), [IIIA-9](#)). All positions are posted on the WorkatUH website ([IIIA-12](#)). Most executive positions are also posted in the Chronicle for Higher Education (e.g., [IIIA-13](#)) in order to garner a national pool of applicants. Civil service jobs are initially advertised internally. If no suitable applicants are found, these positions are then advertised on the State of Hawai'i government jobs website ([IIIA-14](#)).

The minimum recruitment period for nationally advertised positions (e.g., executive positions) is 15 working days whereas the minimum application period for statewide recruitment (e.g., faculty & APT) is 10 days. In cases where an affirmative action search is warranted (see section III.A.12), the search period may be extended and ads may be distributed to other organizations in order to encourage a more diverse pool of qualified applicants. Casual Hire positions are advertised on HireNetHawaii ([IIIA-15](#)). These positions are short-term (not to exceed 89 days).

### *Selection of Successful Applicants*

Faculty and staff play a significant role in the selection of new employees by serving on ad hoc screening committees. Screening committees for faculty and APT positions typically consist of 3 to 5 members with a mix of gender, ethnicity, and job classifications. Screening committees for E/M positions are typically composed of 6 to 12 individuals and many include representatives from the local community and/or UH System ([IIIA-16](#)).

Once convened, the screening committee develops the interview questions based on the minimum and desired qualifications outlined in the position description. These questions are used to assess the qualifications and abilities of applicants. All interview questions and activities are vetted by a Human Resources representative prior to start of the interview process.

Once the interview questions are approved, the committee reviews the applications and selects those which meet the minimum qualifications for future interview. During the interviews, the committee often uses an approved rubric ([IIIA-17](#)) to objectively evaluate the applicants' qualifications.

The screening committee submits its findings and recommendations to the appropriate vice-chancellor or director, who may elect to hold follow-up interviews. They then make a recommendation to the chancellor. As a practice, finalists for most E/M positions are also required to participate in a campus-wide forum where faculty, staff, and students are permitted to ask questions of the applicants related to their educational background, experience, and qualification for the position. The attendees are encouraged to provide feedback on each applicant via an anonymous online system. The chancellor or designee reviews these submissions along with the selection committee's recommendation(s) prior to selecting the most qualified candidate. Technically, the UH president or BOR is the approving authority for all personnel hired by the College. In practice, however, this authority is delegated to the Windward CC chancellor (for faculty, APT, & dean

appointments) or the vice chancellor of community colleges (for higher-level E/M positions; [IIIA-18](#)).

The quality and effectiveness of the hiring process was evaluated in a 2018 institutional survey: 89% of respondents were satisfied with the level of faculty & staff involvement in the process and 73% were satisfied with the overall quality of the hiring process ([IIIA-19](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC ensures the quality and integrity of its programs and services by hiring faculty and staff who have the appropriate educational background and experience for each position. The College adheres to published UHCC and UH System policies in setting the minimum qualifications for all position recruitments, thus ensuring that faculty, staff, and administrators have the educational and professional experience necessary to succeed in their respective positions. The procedures for recruitment and selection of new personnel are clearly and publicly stated on the UH and UHCC System websites. All job descriptions include a comprehensive list of assigned duties and responsibilities, which are specific to position type. Job descriptions are evaluated prior to publication to ensure that they accurately reflect the current duties and responsibilities of the position.

### **Standard III.A.2.**

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*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

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### **Evidence of Meeting the Standard**

The UH Community Colleges collectively establish the minimum qualifications for instructors in each discipline ([IIIA-1](#), p. 25). A master's degree is required for most liberal arts and science, technology, engineering, and mathematics (STEM) disciplines ([IIIA-20](#)); however, some disciplines (e.g., remedial mathematics, business technology, and veterinary technology) do not require a master's degree. In these cases, bachelor's or associate degree plus appropriate professional experience are required.

Faculty at the College are expected to demonstrate excellence in their instructional duties and provide service and leadership within the College and community. They are also expected to develop and update their course materials to ensure that curriculum and programs offered by the College remain current and responsive to students' learning needs (ER 14). Faculty must also maintain an approved program of professional self-development. Finally, instructional faculty are expected to routinely assess learning outcomes and use this data to improve their courses (ER 14). As such, each of these duties are included in vacancy announcements for all teaching faculty at the College ([IIIA-21](#)).

## **Analysis and Evaluation**

The College meets this standard. Windward CC adheres to posted Minimum Qualifications set by the UHCC system. For most disciplines, a master's degree is required. Curriculum development and evaluation of student learning outcomes are included as assigned duties for all teaching faculty. Applicants for new positions are evaluated by a faculty search committee, which includes a subject expert in the discipline. Through the interview process, applicants are evaluated on their level of subject mastery, teaching experience and methodology, and other qualities which support the College's Mission, ensuring that successful applicants are compatible with the College's student-centered teaching philosophy and are prepared to succeed in their assigned instructional and non-instructional duties.

### **Standard III.A.3.**

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*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

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## **Evidence of Meeting the Standard**

Guidelines for developing duties, academic qualifications, and job descriptions, are established at the UH System level for all administrators (E/M) and professional support personnel (APTs; [IIIA-1](#), p. 25). As stated in III.A.I, these policies include provisions for the recruitment and selection of executives ([IIIA-8](#)), faculty and staff ([IIIA-9](#)) and include minimum qualifications for each. Candidates for most executive positions must have a master's degree in a relevant field and have attained the academic rank of associate professor or demonstrated a record of comparable professional experience ([IIIA-22](#) p. 2). Faculty in most disciplines must have a master's degree ([IIIA-20](#)). Administrative, professional, and Technical (APT) personnel must hold a bachelor's degree in a relevant field or have an equivalent combination of education, training and/or workforce experience ([IIIA-23](#)). Most civil service positions at the College are not directly involved with instruction. These policies ensure that administrators and other employees responsible for educational programs possess both the necessary qualifications and experience needed to succeed in the position.

## **Analysis and Evaluation**

The College meets this standard. The UHCC and UH systems have established numerous policies (including minimum qualifications) to ensure that personnel responsible for educational programs and services have the necessary qualifications to perform duties required to sustain institutional effectiveness and academic quality. See Standard III.A.1 above.

### **Standard III.A.4.**

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*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.*

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## **Evidence of Meeting the Standard**

The UH System has established clear guidelines and policies that govern the evaluation of required degrees ([IIIA-1](#), p. 25). To satisfy minimum qualifications, required academic degrees must be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established by the National Association of Credential Evaluation Services (NACES). NACES is an association of independent, nongovernmental organizations who provide credential evaluation services to individuals who have completed part or all of their education outside the United States ([IIIA-24](#)).

## **Analysis and Evaluation**

The College meets this standard. UH System policies and practice are consistent with the standard and colleges must comply with the policy. Required degrees must be from institutions accredited by recognized U.S. accrediting agencies. Applicants who hold degrees from foreign institutions must have their transcripts evaluated by NACES or an equivalent agency before they can be considered for a position with the College.

## **Standard III.A.5.**

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*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.*

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## **Evidence of Meeting the Standard**

Policies and procedures for the evaluation of personnel are established by the State of Hawai'i (for civil service positions) and by the UH and UHCC systems (all other positions). The College is responsible for complying with these policies ([IIIA-1](#), p.26).

### *Evaluation of Executive and Management (EM) Personnel*

UHCCP Policy #9.202 ([IIIA-25](#)) requires that administrators are evaluated annually using the 360 evaluation tool. This evaluation is administered by the UH System, and is distributed to peers and subordinates of the person being evaluated during the month of April. The pool of evaluators must include a minimum of 10 evaluators, which may include colleagues, subordinates, and constituents, including permanent faculty under the administrator's jurisdiction. The assessment evaluates the person in 8 broad categories including leadership, relationships with others, problem-solving abilities, planning, and adherence to EEO policies ([IIIA-26](#)). In some cases, it may also evaluate the person on specific performance metrics which are aligned to UH System goals. Once the evaluators complete the assessments, the individual rankings and comments are compiled and sent to the chancellor for appropriate action. However, if the chancellor is the person being evaluated, his/her results are sent to the vice-president of community colleges (VPCC). The chancellor or VPCC uses these results to

create a written evaluation of the subordinate administrator. In May, s/he then meets with the evaluatee to discuss the results of the evaluation. As part of the process, the evaluatee may be asked to draft a plan for improvement.

Unlike most other employees at the College, executive personnel do not receive contractual appointments nor are they covered under any collective bargaining agreement. Instead, they are considered “at will” employees who serve at the pleasure of the UH BOR. As such, they can be terminated with or without cause, and the termination is not appealable ([IIIA-27](#) p. 5). If terminated for cause, the employee may be dismissed immediately. If terminated without cause, the employee must be given written notice between 3 and 6 months before the termination date, depending on how long they have held the position. However, administrators who have return rights to a faculty position can be relieved with only 30-days’ notice after which their salary and duties will revert to that of the former position ([IIIA-27](#) p. 5).

### *Evaluation of Faculty (Excluding Lecturers/Adjuncts)*

The evaluation of UH BOR faculty appointees is covered under Regents Policy 9.213 ([IIIA-28](#)) and the University of Hawai‘i Professional Assembly (UHPA) Collective Bargaining Agreement ([IIIA-29](#)). At minimum, each full-time faculty member must be formally evaluated every 5 years. The evaluation of adjunct faculty (lecturers) is discussed separately in section III.A.8.

### *Contract Renewals*

New faculty are considered probationary until they receive tenure, which is typically sought at the beginning of the fifth year of service. Probationary faculty are required to submit contract renewals ([IIIA-30](#)) at 2-year intervals for the first 4 years of service. As part of the contract renewal process, the applicant must create a dossier ([IIIA-30](#), [IIIA-31](#)) which describes the applicant’s primary responsibilities, outlines their teaching philosophy, and discusses the impact of any leadership, professional development, and campus and community service activities. The dossier should also include analyses of peer and student evaluations ([IIIA-32](#), [IIIA-33](#)) and student learning outcomes (SLO) data (ER 14).

Once submitted, the dossier is reviewed sequentially by the Division Personnel Committee (DPC) ([IIIA-34](#)), department chair (DC), and division dean following a strict timeline and guidelines ([IIIA-31](#), [IIIA-35](#)). Each reviewing body evaluates the dossier according to published guideline ([IIIA-30](#)) and prepares a report of the applicant’s strengths and weaknesses. The DPC also votes for or against contract renewal, sometimes using a secret ballot. Finally, the chancellor conducts his/her own analysis and draws upon recommendations of the DPC, DC, and dean in order to decide whether a contract renewal is merited. If an application does not meet the standards of the review process, the chancellor may elect to terminate the employee by providing them written notice by the end of January. If the applicant has completed less than 2 years of probationary service, they will be discharged at the end of their current probationary period. If the applicant has completed more than 2 years of service, they are issued a terminal one-year contract, commencing the following August ([IIIA-29](#) p. 23).

### *Tenure and Promotion*

Most faculty complete 2 contract renewals prior to applying for tenure and promotion. The UHCC System has created detailed guidelines ([IIIA-36](#)) for preparing tenure and promotion applications. The dossier submitted for tenure or promotion is typically expected to be at a much higher caliber than that submitted for contract renewal. In order to be considered for promotion, the application must show that the applicant is performing at or beyond the next faculty rank ([IIIA-36](#) p. 16).

The review process for tenure and promotion applications is similar to that of contract renewal, although the review operates by separate timelines ([IIIA-37](#)) and using different criteria ([IIIA-36](#)). It also includes an additional level of review via a Tenure & Promotion Review Committee (TPRC). This committee is composed of faculty from a University-wide Faculty Personnel Panel, with at least 50 percent of the committee composed by faculty from the same campus as the applicant. Members appointed from other campuses must be from the same discipline of the applicant or from related disciplines ([IIIA-29](#) p. 35). Finally, all faculty who vote on the TPRC must be of equal or higher rank to which the applicant has applied ([IIIA-29](#) p. 18).

The TPRC evaluates the application in conjunction with published guidelines ([IIIA-38](#)) and the Faculty Classification Policy. The committee then drafts a single report, which includes applicant strengths and weaknesses, the committee recommendation, number of votes for and against tenure/promotion, and any minority view(s).

Upon completion of the TPRC review, the dossier and committee recommendations are forwarded to the chancellor, who decides whether or not tenure and promotion should be granted. Applicants who receive negative tenure actions still have significant recourse. They can request to examine the document and reports and submit additional information to the TPRC. They may also elect to appeal the decision if they believe that the posted guidelines and procedures were not followed ([IIIA-29](#) p. 26-28). Even if the appeal is unsuccessful, the candidate is granted a final 1-year contract before being terminated.

Once a faculty member is tenured and granted promotion to assistant professor, s/he can elect to apply for additional rank (associate and full professor) after 3 years in rank, or if the chancellor has approved a reduction of time in rank. The process for applying for promotion is identical to that used to applying for tenure except that the DPC and TPRC are not required to submit an up-or-down vote on whether or not promotion should be granted (i.e., they may simply submit a list of strengths or weaknesses).

In some cases, a tenured faculty member may elect to defer applying for promotion until they gain more experience in their current position. Despite this, they are still required to submit a formal review at 5-year intervals, even if they are not applying for promotion ([IIIA-39](#)). This rule also applies to full professors.

### *Evaluation of APTs*

The evaluation of APT personnel is covered under Regents Policy 9.213 ([IIIA-28](#)), Administrative Procedure A9.170 ([IIIA-40](#)), and the Hawai'i Government Employee's

Association (HGEA) Unit 8 Contract ([IIIA-141](#)). New hires are considered probationary for the first 3 years of service. During this time, they are evaluated at 12-month intervals ([IIIA-40](#) p. 3). At the beginning of each evaluation period, the supervisor meets with the employee to review the official job description, work assignments, and discuss the supervisor's expectations ([IIIA-40](#) p. 6). At the close of each evaluation period, the supervisor again meets with the employee to discuss his/her assessment and files the official evaluation using the APT Electronic Personnel Evaluation (APT EPE) form ([IIIA-42](#)). This form allows the supervisor to rank the employee in the areas of competency, quality, and productivity, and also includes an overall ranking. Once submitted, the evaluation form and attachments are filed in the employee's personnel file ([IIIA-40](#) p. 7).

Employees who receive satisfactory evaluations in all categories enter a new evaluation cycle. If an employee receives an unsatisfactory rating, the supervisor must include supporting rationale in the review document. In such cases, the supervisor can initiate appropriate action (e.g., termination) immediately ([IIIA-40](#) p. 11) if the employee is still probationary. In contrast, if the employee has employment security, the supervisor must grant the employee 6 months to improve their performance. If the employee has not achieved satisfactory performance by the end of the improvement period, the supervisor may then opt to terminate the employee.

APT personnel who demonstrate exceptional performance may be nominated for a Special Compensation Adjustment (SCA; [IIIA-40](#) p. 11) by their supervisor. The nomination must include certification that the employee meets SCA criteria, supporting documents, and certification that funding is available. The SCA request is then evaluated by the chancellor. If approved, this award is paid as a single lump-sum stipend based on the monthly salary multiplied by a set percentage; however, the award may not exceed 8% of the evaluatee's annual salary.

### *Evaluation of Civil Service Personnel*

The evaluation of civil service personnel is covered under the State of Hawai'i Performance Appraisal System (PAS) ([IIIA-43](#)). Supervisors are required to evaluate each employee on an annual basis. New employees are considered probationary for a period of 6 months; however, this may be extended to a period of up to one year for entry-level or trainee positions.

The PAS system consists of 3 phases (see reference [IIIA-44](#) or [IIIA-43](#)). During the first phase, the supervisor meets with the new employee to discuss the duties of the job and the supervisor's expectations. During the second phase the supervisor provides guidance and support so that the employee can make improvements prior to formal evaluation. During the final phase, the employee's performance is formally evaluated and ranked into one of 3 categories (exceeds, meets, or does not meet expectations).

As part of the evaluation, the supervisor meets with the employee to discuss the results. During the meeting, the employee is encouraged to provide feedback. The employee may provide a written rebuttal to any ranking they believe is inaccurate. The employee is then asked to sign the form, after which they are given a copy for their own records. The original form and any attachments is routed to the personnel officer for review and chancellor for signature. The document is subsequently placed in the employee's official personnel file.

Civil service employees who score at or above levels of expectation enter Phase I of the next annual review period. In cases where an employee's performance is deemed sub-standard, the employee must be given a reasonable period - up to 3 months - to improve performance to a satisfactory level. If, at the end of the improvement period, the employee still fails to meet expectations, the supervisor should discuss the problem with the Office of Human Resources. This office will advise the supervisor of appropriate actions, including transfer, demotion, or termination. After this, the supervisor then enters his/her ranking and initiates the appropriate action.

The effectiveness of personnel evaluation processes was evaluated in several questions in a 2018 institutional survey; 83-84% of personnel expressed satisfaction with the overall evaluation process and 74% of faculty were satisfied with the tenure and promotion process ([IIIA-19](#)).

### **Analysis and Evaluation**

The College meets this Standard. All personnel at the College are evaluated at regular intervals in order to assure their effectiveness. Although the format and frequency of evaluation differs among the 4 position types, each assessment is designed to objectively evaluate the person based on established criteria. Each of the 4 assessments includes a mechanism for constructive feedback in order to encourage improvement. Any employee actions undertaken as a result of an assessment (e.g., promotion, probation, or termination) are formally documented and follow regulations of the collective bargaining agreement (for APT, CS, and Faculty Positions) or UH BOR policy.

### **Standard III. A.7.**

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*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14).*

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### **Evidence of Meeting the Standard**

The College is responsible for ensuring that it employs sufficient faculty to meet programmatic goals and fulfil the institutional mission. While no formal policy governs the ratio of full-time (BOR Appointees) to part-time faculty, the College and UHCC system annually monitor this ratio to ensure compliance with the standard ([IIIA-1](#), p. 26, ER 14).

#### *Current Staffing Levels*

The College employs 75 full-time and 70 part-time faculty in over 30 disciplines ([IIIA-45](#)). In AY 2015-2016, full-time faculty taught approximately 58% of the 600+ class sections offered by the College. Part-time (adjunct) faculty taught the remaining 42%. A recent review ([IIIA-48](#)) of the College's 5 major degree and certificate programs indicates that faculty numbers are sufficient to ensure maximal efficiency for 4 of 5 programs (ER 14). In addition, the College ensures an optimal and safe learning environment by limiting class sizes for lecture-and lab/studio classes to 35 and 20 students, respectively.

### *Evaluation of Faculty Numbers*

Each year, unit leaders (department chairs and program directors) conduct a systematic review (e.g., [IIIA-53](#)) of their respective departments and programs to evaluate resource sufficiency (ER 14). This review includes an analysis of quantitative data provided by the Windward CC Institutional Research Office (IRO) ([IIIA-47](#)) and the UHCC System ([IIIA-54](#)). These data include information on program demand, efficiency (including student-to-faculty ratios), and effectiveness. The unit leaders use these data to identify possible staffing and/or equipment needs. The leaders then present the completed review(s) ([IIIA-53](#), [IIIA-55](#)) to their departments for discussion and ranking. Each unit submits its top priorities, in the form of position or equipment requests (e.g., [IIIA-56](#)), to the Planning and Budget Council ([IIIA-57](#)) for consideration.

The PBC consists of College administrators, faculty (department chairs), and staff representing each division or unit ([IIIA-58](#)). The members of the PBC review and rank each request based on 6 criteria: 1) Alignment to System Priorities, 2) Alignment to College Goals, 3) Quality of Supporting Data, 4) Link to Health and Safety, 5) Immediacy of Need, and 6) Level of Impact. The Council tabulates and ranks the requests based on member votes ([IIIA-59](#)). The chancellor uses these data to determine which positions should be funded during the next academic year.

The number of permanent faculty and staff positions allocated to the UHCC system is controlled through legislative appropriation ([IIIA-1](#), p.27). The College can elect to reallocate vacated positions to different disciplines. It can also appeal to the UHCC System to have positions held in its long-term vacancy pool reassigned to the College ([IIIA-60](#)). If no positions are available for reassignment, the College can request additional general funded positions through the UH budgeting process. Finally, the College may also opt to create new unbudgeted positions, which are funded entirely by the College on a temporary basis.

### **Analysis and Evaluation**

The College meets this standard. Windward CC currently employs 75 full-time faculty and 70 part-time faculty. Full-time faculty teach the majority (58%) of the 600+ class sections offered by the College. Lecture and lab classes are limited to 35 and 20 students, respectively in order to maintain an optimal student-to-faculty ratio. The College and UHCC system annually evaluate program data to ensure that faculty numbers are sufficient to maintain academic quality and promote the mission and goals of the College.

### **Standard III.A.8.**

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*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

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## Evidence of Meeting the Standard

Windward CC annually employs about 60-70 adjunct faculty (lecturers) who teach approximately 42 percent of all class sections offered by the College ([IIIA-45](#)). During AY 2015-2016, lecturers taught 850 TE ([IIIA-61](#)), which is equivalent to the workload of 31.5 full-time faculty. As such, they are viewed as equal and essential members of the teaching faculty. The College and UHCC system have instituted policies and programs to facilitate the orientation, oversight, evaluation, and professional development of these important faculty members ([IIIA-1](#), p.27).

All new faculty, whether part-time or full-time, are encouraged to attend a new faculty orientation session. These sessions are held during the beginning of each semester and are designed to give new faculty an overview of the mission, programs and services of the College. They also cover topics essential to successful teaching such as syllabus construction, classroom management, FERPA considerations and submission of grades ([IIIA-62](#), [IIIA-63](#), [IIIA-64](#)).

Lecturers are supervised by the division dean with assistance from the department chairs ([IIIA-46](#)). Upon appointment, lecturers must sign a contract ([IIIA-65](#)) and meet with the DC to discuss expectations (e.g., office hours, SLO assessment), departmental resources, and the lecturer assessment process ([IIIA-65](#), [IIIA-66](#)). The DC is also responsible for reviewing syllabi created by adjunct faculty and may assign a peer-evaluator as part of the lecturer evaluation process (see below).

The evaluation of lecturers is outlined in UHCC Policy #9.104 ([IIIA-67](#)). The frequency of evaluation varies from 1-4 years, depending on the cumulative number of credits the faculty member has taught ([IIIA-68](#), [IIIA-69](#)). For each year in which an evaluation is required, lecturers must submit a self-analysis containing the following:

- A discussion of SLO assessments conducted during the contract period ([IIIA-67](#)).
- An evaluation of instructional strategies.
- Results from peer-evaluations ([IIIA-32](#)).
- An analysis of student evaluation data collected through the eCafe assessments ([IIIA-33](#)).

Once submitted, the self-assessments are reviewed by both the DCs and dean using a standardized rubric ([IIIA-70](#)). The DC and dean then provide written feedback to the faculty member and may meet with them to discuss the results and suggestions for improvement.

The College encourages all faculty to participate in professional development. Most professional development opportunities available to full-time faculty (with the exception of sabbatical leave) are also available to part-time faculty. These activities are discussed in detail in III.A.14.

Lecturers are encouraged (but not required) to participate in other aspects of campus life, such as attending departmental meetings, serving on campus committees, and participating in commencement. Additionally, lecturers teaching half-time or more are covered by the faculty union ([IIIA-29](#)) and are eligible to enroll in health insurance through the College. Finally, the College recognizes exceptional adjunct instructors with the Meritorious Lecturer Award ([IIIA-71](#)).

### **Analysis and Evaluation**

The College meets this standard. Adjunct faculty (lecturers) teach a significant proportion of the classes offered by the College and are considered equal and essential members of the teaching faculty. As such, Windward CC and the UH System have instituted clear policies for their orientation, evaluation, and professional development. The College also welcomes lecturers to participate in many campus committees and activities, thus enabling them to become fully integrated into the life of the institution.

### **Standard III.A.9.**

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*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (ER 8).*

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The College employs a total of 77 full-time staff (excluding administrators), including 30 Administrative, Professional, and Technical (APT) positions and 47 civil service staff ([IIIA-72](#)). Civil Service positions include janitors, secretaries and security guards ([IIIA-73](#)), whereas APT positions include registrars, educational specialists and IT specialists ([IIIA-74](#)).

Prior to hire, each staff member must meet minimum qualifications set by the State of Hawai‘i, UH and UHCC systems (see section III.A.1 and reference [IIIA-7](#)). This ensures that all staff have the degrees and/or work experience necessary to succeed in their respective positions (ER 8).

The number of staff positions allocated to the colleges in the UHCC system is controlled through legislative appropriation. The UHCC system periodically reallocates positions that have gone unfilled by campuses within the system. Colleges may also reallocate positions within their authorized number of position counts in order to meet institutional needs. While no formal staffing ratios are established, the staffing levels for various classifications of employees are periodically reviewed and compared across the colleges in the system ([IIIA-1](#), p. 27). Additionally, departmental analyses (e.g., [IIIA-53](#), p.29) or comparisons of efficiency indicators among campuses (e.g., [IIIA-75](#)) can be used to identify staffing needs (ER 8).

Once a potential staffing need is identified, it is then submitted as a formal request (e.g., [IIIA-76](#)) to the PBC for evaluation and prioritization (see section III.A.7 for a description of the evaluation process). The Council collectively ranks the requests based on the votes of the members ([IIIA-59](#)). The chancellor uses this ranking as a guide in determining which requests are most vital to the campus. S/he may then elect to reallocate vacant positions to the requested position(s). Alternatively, s/he may request reallocation of vacant positions held elsewhere in the UHCC system ([IIIA-60](#)). Finally, if no positions are available, the

chancellor may elect to temporarily fill the position using campus funds via the casual hire process ([IIIA-77](#)). Full-time casual hire positions may not last longer than 89 days.

### **Analysis and Evaluation**

The College meets this standard. Windward CC employs a total of 77 staff, including 30 APT positions and 47 civil service personnel. The campus adheres to minimum qualifications, in accordance with civil service & UH policies & procedures, to ensure each of these staff have the degrees and/or work experience necessary to be effective in their respective positions. The College and UHCC system periodically analyze and compare system and institutional data (including workload) to identify potential staffing needs. The College utilizes the PBC process to prioritize staffing requests. The chancellor may then reallocate vacant positions or use the casual hire process to fill the needed position(s) on a temporary basis. This process ensures that the campus is able to address critical and emerging staffing needs in a timely manner, thus ensuring the campus can continue to fulfill its mission and goals.

### **Standard III.A.10.**

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*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes (ER 8).*

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### **Evidence of Meeting the Standard**

The campus currently employs 7 full-time administrative staff ([IIIA-78](#)). These executives oversee the College's 5 main offices ([IIIA-86](#)) and are collectively responsible for overseeing the College's academic programs, supervising faculty and staff, implementing the College's mission and vision, managing budgets, and overseeing the day-to-day operation of the campus.

As discussed in IIIA.1, UH and the UHCC systems collectively establish the minimum qualifications for executive positions ([IIIA-22](#) p. 2, [IIIA-7](#)). At minimum, candidates for academic administrative positions must have a master's degree and attained a rank of full professor or have demonstrated a record of comparable experience ([IIIA-22](#)). This ensures that the administrative staff have the preparation necessary to provide effective leadership and services in support of the institutional mission and goals (ER 8).

Like faculty and staff positions, the number of administrative positions is controlled through legislative appropriation ([IIIA-1](#) p.27). However, the College may appeal to the UHCC system for vacated positions, if needed.

In addition to the 7 full-time executive staff, the College delegates some administrative duties to senior faculty, including department chairs, discipline coordinators, and program coordinators ([IIIA-87](#), [IIIA-89](#)). These individuals work to coordinate faculty teaching schedules, select textbooks, conduct program reviews, and ensure open communication between faculty and the administration. Most of these faculty receive a reduction of teaching load commensurate with their administrative duties ([IIIA-88](#) p. 6).

Finally, the College also employs 2 FTE faculty and 2 full-time APT to staff the Office of Institutional Research (IRO) and Office of Planning and Program Evaluation (OPPE). These offices are responsible for establishing timelines for course- and program evaluation ([IIIA-90](#), [IIIA-91](#)). They also collect, analyze, and report institutional data on the College, its students, and programs. These data ([IIIA-92](#)) are used to evaluate the institution's effectiveness at fulfilling its mission. Lastly, the IRO and the OPPE also coordinate the assessment of learning outcomes and issue periodic surveys to evaluate the effectiveness of the various units on campus.

In a 2018 institutional survey, the majority of faculty and staff (82.5%) indicated the campus administration structure was adequate and effective ([IIIA-19](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC employs 7 full-time administrators who are collectively responsible for supervising faculty and staff, implementing the College's mission and vision, managing budgets, as well as overseeing the day-to-day operation of the campus. Each of the current administrators has the requisite education (master's degree or higher) and work experience necessary to succeed at their respective duties. In addition, some administrative duties are distributed among other personnel on campus, including the Office of Institutional Research, department chairs, and discipline and program coordinators. The line-of-authority between administrators and all other Windward CC employees is clearly delineated in the College's organizational chart ([IIIA-46](#)).

### **Standard III.A.11.**

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*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

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### **Evidence of Meeting the Standard**

Personnel policies are established and published at multiple levels, including State of Hawai'i, UH and UHCC systems, and the College ([IIIA-1](#) p. 28). Examples of State, UH and UHCC system policies include:

- State of Hawai'i Department of Human Resources & Development Policies and Procedures ([IIIA-93](#)).
- Board of Regents Personnel Policies ([IIIA-94](#)).
- UH System-wide Administrative Procedures, Volume III- Personnel ([IIIA-95](#)).
- UH System-wide Executive Policies- Personnel ([IIIA-96](#)).
- UHCC System Policies ([IIIA-97](#)).

In addition, the College has created a few policies and procedures that are specific to the Windward CC campus. These include:

- Windward Community College Policies, Procedures, and Guidelines ([IIIA-98](#)).
- Office of Academic Affairs Guidelines, Policies, and Procedures ([IIIA-99](#)).

Finally, employees that are unionized are also covered by policies set forth in their respective Bargaining Agreements. These include:

- UHPA 2015-2017 Collective Bargaining Agreement (for Faculty; [IIIA-29](#)).
- HGEA 2013-2015 Collective Bargaining Agreement (for APTs; [IIIA-41](#)).
- UPW Collective Bargaining Agreement (for Civil Service; [IIIA-100](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC adheres to published personnel policies, which are readily available to the public on the UH System, UHCC System, State of Hawai‘i, and Windward CC websites. These policies are fair and are equitably and consistently administered.

### **Standard III.A.12.**

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*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

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### **Evidence of Meeting the Standard**

Windward CC is home to a diverse body of students, faculty, and staff. The College’s commitment to equity and diversity are reflected in its mission statement, which affirms “a special commitment to support the access and educational needs of Native Hawaiians,” and its core value of, “A‘ohe hana nui ke alu ‘ia.” (Working collaboratively and inclusively).

A formal EEO/Affirmative action analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes ([IIIA-1](#) p. 28).

Prior to initiating employee recruitment, the campus EEO/AA coordinator must refer to the Affirmative Action Plan (Available from Office of Human Resources) to determine if there is underutilization in the job group for which recruitment is to be carried out. If there are underrepresented groups, affirmative recruitment efforts are implemented ([IIIA-9](#)). Examples of good faith recruitment efforts include:

Specifying a longer recruitment period to encourage a broader applicant pool.

Including members of underrepresented groups on committees for recruitment, screening, interviewing and selection.

Encouraging members of underrepresented groups to apply for higher-level positions.

Sending copies of advertisements to organizations which may bring the available positions to the attention of minorities, as identified by the underutilization analysis.

Furthermore, according to the UH System AA/EEO Statement:

The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and

expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status ([IIIA-101](#)).

The College also adheres to a comprehensive list of Equal Employment Opportunity and Affirmative Action policies which helps to ensure fair hiring practices and support its diverse personnel ([IIIA-102](#)). These policies cover 6 broad areas:

- Anti-Discrimination ([IIIA-103](#)).
- Sexual Harassment ([IIIA-104](#)).
- Sexual Assault, Domestic Violence, Dating Violence, & Stalking ([IIIA-104](#)).
- Consensual Relationships ([IIIA-105](#)).
- Disability Access ([IIIA-106](#), [IIIA-107](#)).
- Recruitment and Hiring ([IIIA-9](#)).

The College and University also hosts several groups and organizations ([IIIA-108](#)) that promote equity and support diverse body of faculty, staff, and students. In fact, in 2014, Windward CC was ranked as the single-most diverse campus in the nation by the Chronicle of Higher Education ([IIIA-114](#)). Finally, results from a 2018 institutional survey indicate that most (90.7%) faculty and staff believe the College's policies are adequate and appropriate to ensure equity and diversity on campus ([IIIA-19](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC adheres to a comprehensive list of Equal Employment Opportunity and Affirmative Action policies that helps to ensure fair hiring practices and support its diverse personnel ([IIIA-102](#)). The College and University also organize and support groups and organizations that promote equity and support diversity among faculty, staff, and students. The UH and the UHCC Systems regularly assess their record of employment equity and have created an Affirmative Action Plan to address any areas of underutilization.

### **Standard III.A.13.**

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*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

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### **Evidence of Meeting the Standard**

As public employees, UH faculty and staff are governed by ethics policies established by the State of Hawai'i and University of Hawai'i system ([IIIA-1](#) p. 28).

The State of Hawai'i Code of Ethics ([IIIA-115](#)) prohibits state employees from receiving gifts from potential vendors or lobbying groups, knowingly engaging in conflicts of interest, disclosing confidential information, and using state facilities and equipment for personal financial gain. To ensure that these rules are followed, the State of Hawai'i offers periodic training sessions at all UH campuses ([IIIA-115](#), [IIIA-116](#)).

In addition to the State of Hawai‘i ethics policies, there are many university policies and procedures that define expected and prohibited employee behavior in specific contexts, including:

- EP 1.203 Policy on Consensual Relationships ([IIIA-105](#)).
- RP 1.205 Policy on Nondiscrimination and Affirmative Action ([IIIA-103](#)).
- EP 1.204 Interim Policy on Sex Discrimination and Gender Based Violence ([IIIA-104](#)).
- EP 2.210 Use and Management of Information Technology Resources ([IIIA-117](#)).
- EP 2.214 Security and Protection of Sensitive Information ([IIIA-118](#)).
- EP 2.215 Institutional Data Governance ([IIIA-119](#)).
- EP 2.216 Institutional Records Management & Electronic Signatures ([IIIA-120](#)).
- EP 7.205 System wide Student Disciplinary Sanctions ([IIIA-121](#)).
- EP 7.302 Preferred Name Policy ([IIIA-122](#)).
- EP 8.207 Risk Management ([IIIA-123](#)).
- EP 8.208 Travel ([IIIA-124](#)).
- EP 9.112 Delegation of Authority for Personnel Actions ([IIIA-125](#)).
- EP 9.210 Workplace Non-Violence ([IIIA-126](#)).
- EP 10.102 Use of Tobacco Products ([IIIA-127](#)).
- EP 10.201 Use of University-Owned Facilities ([IIIA-128](#)).
- EP 10.206 Free Expression on University Campuses ([IIIA-129](#)).
- EP 11.201 Illegal Drugs, Alcohol and Substance Abuse ([IIIA-130](#)).
- EP 12.211 Policy for Responding to Allegations of Scholarly Misconduct ([IIIA-131](#)).
- EP 12.214 Conflicts of Interest and Commitment ([IIIA-132](#)).
- EP 12.301 Protection of Human Participants ([IIIA-133](#)).
- RP 9.205 Political Activity ([IIIA-134](#)).
- RP 2.205 Policy on Whistleblowing and Retaliation ([IIIA-135](#)).
- RP 4.208 Sustainability Policy ([IIIA-136](#)).
- RP 5.210 Distance Education and Offsite Instruction ([IIIA-137](#)).
- RP 9.204 Employment of Relatives ([IIIA-138](#)).
- RP 9.207 Outside Employment ([IIIA-139](#)).
- RP 11.204 Selling and Soliciting ([IIIA-140](#)).
- RP 11.207 Hazardous Materials Management ([IIIA-141](#)).
- RP 12.201 Ethical Standards for Research and Scholarly Activities ([IIIA-142](#)).

Where appropriate, these policies also include consequences for violation and/or methods for correcting violations. For example, staff who violate the state ethics code may be fined or terminated. Also, Faculty or staff who seek public office are placed on a leave of absence while campaigning and are required to terminate employment before assuming elective office.

In addition to following the above rules, faculty must also abide by the American Association of University Professors (AAUP) Statement on Professional Ethics ([IIIA-143](#), [IIIA-144](#)). Among others, this policy requires faculty to practice intellectual honesty, foster an atmosphere of mutual respect with their colleagues, and encourage the free pursuit of learning among their students.

Based on a 2018 institutional survey, 83.6% faculty and staff feel that the College effectively promotes ethical standards among its employees ([IIIA-19](#)).

### **Analysis and Evaluation**

The College meets this standard. As public employees, UH faculty and staff must adhere to the State of Hawai'i Code of Ethics and comply with 30+ policies created by the University of Hawai'i system. Faculty members are also governed by rules, set forth by the AAUP, which guides many aspects of teaching and scholarship as well as interactions with students. Where appropriate, these policies also include consequences for violation and/or methods for correcting violations.

### **Standard III.A.14.**

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*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

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### **Evidence of Meeting the Standard**

The College is primarily responsible for providing appropriate Professional Development (PD) to its faculty and staff, though several PD opportunities are also available through the UH and UHCC systems ([IIIA-1](#) p. 28).

Examples of PD offered by the UH and UHCC systems are described in [IIIA-145](#) and include:

- Scenarios Online: Teaching in a Learning College ([IIIA-146](#)).
- Hawai'i National Great Teachers Seminar ([IIIA-147](#)).
- Writing Across the Curriculum ([IIIA-148](#)).
- Community College Leadership Champions ([IIIA-149](#)).
- Hawai'i Strategy Institute ([IIIA-150](#)).
- Wo Learning Champions ([IIIA-151](#)).
- UHCC Online Andragogy Symposium ([IIIA-152](#) p. 19).

Each of the above PD opportunities emphasize the collaborative and inclusive nature of effective teaching, thus promoting 2 of the College's Core Values ([IIIA-58](#)). In addition, the Hawai'i Strategy Institute specifically addresses strategies to increase student retention, boost graduation rates, institute innovative teaching practices, and increase enrollment and success of underrepresented groups. These initiatives link directly with several action outcomes from the Windward CC and UHCC strategic plans ([IIIA-153](#)).

Within the College, the Staff Development Committee ([IIIA-154](#)), Office of Career and Community Education ([IIIA-155](#)), and Academic Support Division ([IIIA-156](#)) organize many on-campus professional development activities.

Examples of professional development opportunities offered by the College are described in [IIIA-157](#) and include:

- New Faculty Orientation ([IIIA-62](#), [IIIA-63](#), [IIIA-64](#)).
- Orientation to the My Success System ([IIIA-162](#)).
- “Clicker” training ([IIIA-163](#), [IIIA-164](#)).
- Training with new Learning Management Systems ([IIIA-165](#), [IIIA-166](#), [IIIA-167](#)).
- Dossier Hui Workshops ([IIIA-161](#)).
- Incorporating a Sustainability Component in your courses ([IIIA-168](#)).

These workshops provide faculty with the tools needed to create innovative and meaningful curricula, foster student success and personal growth, and emphasize the College’s commitment to the success of Native Hawaiians and preserve Hawai‘i’s unique environment. These initiatives link directly to several aspects of the College Mission ([IIIA-58](#)) and Strategic Plan ([IIIA-153](#)).

### *Professional Development Scholarships*

The Staff Development Committee ([IIIA-154](#)) offers small grants ([IIIA-169](#)) so that employees may attend off-campus PD. These grants are typically used to cover conference registration and associated travel costs. Applications ([IIIA-170](#)) are evaluated principally on their benefit to the College and linkages to its mission. Recipients are required to file a completion report ([IIIA-171](#)) upon conclusion of their PD activity, and are eligible to reapply on a biennial basis. During AY 2015-2016, 10 grants were awarded ([IIIA-172](#)) totaling \$7,786. The average amount received was \$779 and the success rate among qualified applicants was 100% (i.e., all applications were funded).

### *Tuition Waivers*

Tuition waivers are available to all faculty and staff (or spouses) employed at least half-time with the College. These waivers allow users to enroll in up to 6 credits per-semester at any UH campus free-of-charge ([IIIA-173](#)).

### *Sabbatical Leave*

Sabbatical leave enables faculty to engage in scholarship or professional development activities. All BOR-appointed faculty are eligible to apply for sabbatical leave after 6 years or 12 semesters of full-time creditable service. Eligible faculty may apply for a 1-year sabbatical leave at half pay, or a one-semester sabbatical at full pay ([IIIA-174](#)). The chancellor received 12 sabbatical requests over the past 6 years, all of which were funded ([IIIA-175](#)).

### *Professional Development Groups*

There are a number of standing committees and groups on campus that offer professional development opportunities. These include:

- Staff Development Committee: The Staff Development Committee is tasked with identifying professional development needs and planning and implementing professional development activities. The committee also offers individual travel grants (see above) which enable staff to attend conferences and training opportunities on the mainland ([IIIA-154](#)).
- The Subcommittee for Professional Development in Assessment ([IIIA-176](#)): As a subcommittee of the Institutional Effectiveness Committee, the SPDA is tasked with developing training sessions related to student learning outcomes (SLO) and program learning outcomes (PLO) assessment. The SPDA offers workshops on a regular basis (typically 2-3 times a year) in order to foster a culture of continual assessment. Typical training sessions include: Creating meaningful SLOs, SLO assessment strategies, program assessment, and use of the Windward CC assessment database.

### *Evaluation and Assessment of Professional Development Activities*

Most of the professional development programs offered by the College are routinely evaluated in order to ensure they meet the needs of the faculty and staff. For example, the Staff Development Committee and Office of Career and Community Education (CCE) administer surveys following professional development workshops in order to evaluate the effectiveness of the presenter and determine future professional development needs ([IIIA-152](#)). The Staff Development Committee publishes the results of these surveys in its annual report ([IIIA-177](#)).

Applications for Staff Development scholarships and sabbatical leave are also evaluated by campus committees (e.g., [IIIA-178](#)) to determine the merit of each request and ensure that the proposed activities will benefit the students and/or campus. Awardees must submit completion reports upon their return, describing how they will integrate their experience into their courses or job (e.g., [IIIA-179](#)).

Finally, the College issues periodic institutional surveys to faculty and staff which specifically query members about the adequacy and appropriateness of the College's professional development activities ([IIIA-19](#)). Based on the results of these surveys, 91.5% of Windward CC employees are satisfied with the level of campus support for professional development.

### **Analysis and Evaluation**

The College meets this standard. Windward CC and the UHCC system ensure that faculty and staff are able to grow their level of expertise in their respective disciplines and implement effective teaching strategies by providing them with appropriate professional development (PD) opportunities which are consistent with the College's Mission and Strategic Plan. These PD activities are routinely assessed to ensure that they are effective and meet the needs of faculty and staff.

### **Standard III.A.15.**

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*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.*

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### **Evidence of Meeting the Standard**

Records retention policies, including security and confidentiality, are established by the UH system in accord with state law and collective bargaining agreements. The College is responsible for maintaining records under their control in accord with these policies ([IIIA-1](#), p. 29).

Administrative Procedure A9.075 ([IIIA-180](#)) establishes a uniform system for the creation and maintenance of personnel records for all BOR-appointed employees (faculty, APTs, and E/M and lecturers). Included in this policy are:

- A description of the required components of the personnel file.
- A discussion of security requirements for access and storage.
- Additional security requirements for sensitive files.
- A mechanism for transferring records to other campuses within the system
- Guidelines for long-term archival of personnel files once the employee has resigned or is terminated.

Additionally, Policy A9.025 ([IIIA-181](#)) clearly establishes the employee's right to examine their personal records and sets-forth procedures for requesting a review. Included in this policy are:

- A standardized form for requesting access.
- A 10-day timeline for granting such a review.
- A description of materials that can be legally withheld from the employee.
- A mechanism for correcting erroneous information in the personnel record.

### **Analysis and Evaluation:**

The College meets this standard. Windward CC maintains the security and confidentiality of personnel records while simultaneously ensuring that employees have access to their personal records in accordance with the law. Records for UH BOR-appointed personnel are stored in secured file cabinets in a locked room. Only chancellor-designated personnel (typically HR staff) have routine access to these files. Particularly sensitive materials (e.g., worker's compensation claims, allegations of misconduct, and academic grievances) are stored in separate, secured files. Personnel files are archived or destroyed in accordance with State of Hawai'i, Department of Accounting and General Services, and General Records schedules. Finally, the College has established procedures for employees to view their personnel records and, if necessary, correct any erroneous information.

### **Relationship of Standard III.A to Quality Focus Essays**

As part of this Institutional Self Evaluation Report, the College has identified 2 areas for improvement. These include:

- Pursuit of Native Hawaiian parity in campus performance measures including enrollment, persistence, graduation, and transfer.
- Redesign and expansion of online course offerings to increase success rates and meet increasing demand.

Both of these initiatives will likely require additional personnel and physical resources (equipment, software, and facilities). These needs can be addressed through the Planning and Budget Council (sections III.A.7, III.A.9, & III.B.2) and MAPSAC committee (sections III.B.3). Given that both initiatives are strongly linked to the College Mission and Strategic Plan, it is quite likely that the campus will prioritize funding and resources to meet these goals during the upcoming academic year(s).

### List of Evidence

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<a href="#"><u>III-A-2</u></a>	WCC Mission Statement
<a href="#"><u>III-A-3</u></a>	Linkage of Job Descriptions to Institutional Mission and Goals
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<a href="#"><u>III-A-9</u></a>	Recruitment of Faculty & APT
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<a href="#"><u>IIIA-172</u></a>	<a href="#"><u>Staff Development Past Grant Awards</u></a>
<a href="#"><u>IIIA-173</u></a>	Tuition Waiver Website
<a href="#"><u>IIIA-174</u></a>	Sabbatical Leave
<a href="#"><u>IIIA-175</u></a>	Sabbatical Leave Awarded by Academic Year
<a href="#"><u>IIIA-176</u></a>	<a href="#"><u>SPDA Committee</u></a>
<a href="#"><u>IIIA-177</u></a>	2011 Staff Development Report
<a href="#"><u>IIIA-178</u></a>	<a href="#"><u>Sabbatical Review Committee Directives</u></a>
<a href="#"><u>IIIA-179</u></a>	Staff Development Grant Report (Completed)
<a href="#"><u>IIIA-180</u></a>	Personnel Records – BOR Appointees
<a href="#"><u>IIIA-181</u></a>	Confidentiality of Personal Records
<a href="#"><u>IIIA-182</u></a>	Faculty Job Description
<a href="#"><u>IIIA-183</u></a>	APT Job Description
<a href="#"><u>IIIA-184</u></a>	Civil Service Job Description
<a href="#"><u>IIIA-185</u></a>	E/M Classification & Compensation Plan
<a href="#"><u>IIIA-186</u></a>	Chancellor Classification
<a href="#"><u>IIIA-187</u></a>	Vice Chancellor Classification
<a href="#"><u>IIIA-188</u></a>	Dean Classification
<a href="#"><u>IIIA-189</u></a>	Faculty MQs
<a href="#"><u>IIIA-190</u></a>	Classification & Compensation of APTs
<a href="#"><u>IIIA-191</u></a>	APT Classification
<a href="#"><u>IIIA-192</u></a>	IT Classification
<a href="#"><u>IIIA-193</u></a>	Institutional Support Classification
<a href="#"><u>IIIA-194</u></a>	<a href="#"><u>DHRD Classification &amp; Compensation</u></a>
<a href="#"><u>IIIA-195</u></a>	Secretary MQs
<a href="#"><u>IIIA-196</u></a>	Executive Employees Performance Evaluation
<a href="#"><u>IIIA-197</u></a>	Janitor MQs

## Standard II B. Physical Resources

### Standard III.B.1.

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*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

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#### Evidence of Meeting the Standard

##### *Facilities Overview*

Established in 1972, Windward CC was initially housed in facilities vacated by the Hawai'i State Hospital after it relocated. The College now consists of 22 buildings (13 instructional) totaling 369,444 GSF which are distributed across a picturesque 64 acre campus ([IIIB-1](#), [IIIB-2](#)). When grouped by function, the majority of building space is devoted to credit instruction (44%) and student support and library services (37% combined). The remainder is used for administrative services (9%), Career and Community Education (5%) and operations and maintenance (3%). The College does not have any off-campus facilities.

##### *Facilities Quality & Sufficiency*

The campus assesses the quality sufficiency of its facilities through a variety of methods, including institutional surveys and space-use studies. Two classroom-use studies, conducted in the last 4 years ([IIIB-3](#), 113-121 and [IIIB-4](#)) indicate that overall classroom utilization is low (24%) and additional classes can easily be accommodated with strategic scheduling. Similarly, a parking study conducted at the same time found that the campuses parking spaces can accommodate ca. 94% of student demand, but that an additional 38 spaces would be needed to fully meet students' needs ([IIIB-3](#), p.29). Results of a 2018 institutional survey corroborate the above studies; of the 63 campus employees completing the survey, 85.5% indicated that physical resources (including parking, facilities, and equipment) were adequate or exceptional ([IIIB-5](#)). See section III.B.3 for more assessments of facilities sufficiency.

##### *Assuring Access*

Facilities use on campus is governed by EP 10.201 ([IIIB-6](#)). Campus facilities may be reserved by campus- or non-campus groups through the Office of Continuing and Community Education ([IIIB-7](#)). Priority is given to educational functions and faculty and student organizations. The campus also provides assistance with event planning ([IIIB-8](#)).

All new or renovated campus facilities are designed and constructed to ensure access and meet regulatory standards. The UHCC system Facilities and Environmental Health office, in collaboration with the UH system, provide consultant services for projects that are deemed invasive or require a more thorough renovation of existing structures. These consultants assist with technical design specifications and ensure safe ingress and egress and compliance with ADA and OSHA standards ([IIIB-9](#)). Windward CC has also formulated an ADA access plan as part of its Master Plan ([IIIB-3](#)) and provides disabilities services to students who need

it ([IIIB-10](#)). Results from a 2018 institutional survey indicate that 73.6% of faculty and staff are satisfied with the level of campus accessibility and accommodation for people with disabilities ([IIIB-5](#)). Unfortunately, there are still some areas of ADA non-compliance, particularly for wheelchair access (e.g., [IIIB-3](#), p. 42, [IIIB-11](#)). In part, this is due to the age (1930s) of many campus buildings, but is also complicated by State Historic Preservation Division (SHPD) policies, which regulate placement of walkways in historic areas of the campus. Despite this, campus accessibility continues to increase as older buildings are updated or remodeled. 10 of the 22 buildings on campus have been renovated or constructed within the last 10 years ([IIIB-1](#)). Finally, the campus expects to complete construction of ADA-compliant pathways by 2020 ([IIIB-3](#) p. 170).

### *Ensuring a Safe, Secure, and Healthful Learning Environment*

The Office of Safety and Security is responsible for ensuring the campus is a safe and secure learning environment. This office is staffed by a safety and security manager, a staff supervisor, and 6 full-time security officers ([IIIB-12](#), p.13). These personnel collectively provide 24/7 security for the campus and ensure compliance with UHCC security standards ([IIIB-13](#)). These standards ([IIIB-14](#)) were molded from the International Association of Campus Law Enforcement Administrators, a leading authority for campus public safety ([IIIB-15](#)). The department maintains close working relationships with local police, fire-, and EMS personnel to ensure a timely and efficient response in the event of a campus emergency. The Safety and Security Manager also conducts twice-daily inspections of campus facilities to identify and correct any potential fire, security, or ADA violations ([IIIB-13](#)).

The campus is equipped with high-definition closed-circuit video cameras which record most of the outdoor areas of the campus ([IIIB-16](#)). The Safety and Security office also maintains a campus webpage ([IIIB-16](#)) which includes links to several useful resources. These include:

- Emergency Response Guidebook ([IIIB-17](#)).
- Guidelines for Active Shooter scenarios ([IIIB-18](#)).
- Links to incident report forms ([IIIB-19](#)).
- Locations of Automatic External Defibrillators ([IIIB-16](#)).
- Campus Crime Statistics and Annual Security Report ([IIIB-20](#)).
- Instructions for signing up for Safety and Security Text Alerts ([IIIB-21](#)).

Finally, in accordance with the Clery Act, the College maintains a Campus Security Authority committee ([IIIB-22](#)). Individuals selected for the committee have significant responsibilities in the areas of student- and campus activities. Members of the committee receive training from the security manager and are responsible for reporting potential threats to campus security and/or law enforcement.

The effectiveness of the Office of Safety and Security is routinely assessed through campus surveys ([IIIB-5](#)) and annual program reviews ([IIIB-12](#)). The campus also assesses its preparedness for active shooter scenarios by participating in simulation exercises, which are led by HPD ([IIIB-23](#)).

Windward CC is also committed to meeting Environmental Health and Safety standards. It has established a Hazard Communication Plan ([IIIB-24](#)), Hazardous Waste Management

Plan ([IIIB-25](#)), and Blood-borne Pathogen Plan ([IIIB-26](#)). Staff who work with potentially hazardous materials are required to undergo annual training, which is provided by the UHCC Office of Facilities and Environmental Health ([IIIB-27](#)). This office also conducts annual inspections of campus facilities to ensure they are compliant with UHCC and OSHA guidelines (e.g., [IIIB-28](#)).

### *Campus Maintenance*

The campus is maintained by a team of 21 Operations and Maintenance (O/M) staff ([IIIB-12](#), p.8). As part of their duties, these individuals monitor the campus on a daily basis, carry out routine maintenance, and perform minor repairs to campus buildings, grounds, and infrastructure. The College utilizes a Computerized Maintenance Management System (CMMS) to document and track campus work requests. Users can access the system and enter new requests via the campus website ([IIIB-29](#)). The CMMS enables campus administration to identify problem sub-systems and track their rate of malfunction ([IIIB-30](#)). The VCAS prioritizes work requests based on urgency; typically requests related to health and safety receive highest priority, whereas requests related to facilities upkeep and modernization receive slightly lower priority ([IIIB-9](#)).

Minor repairs and maintenance are performed by the O/M staff ([IIIB-12](#), p.8). Larger projects, typically requiring professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH, [IIIB-27](#)). The FEH, when appropriate, assigns an environmental safety specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects' scope, cost estimate, and schedule.

The College participates in the annual update of the Facilities Renewal Reinvestment Model (FRRM). This process documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment ([IIIB-31](#)). As part of this analysis, a facilities condition index (FCI) is calculated for each campus in the UH system. This index represents the proportion of campus buildings that are in need of repair or replacement. Based on the most recent analysis (2016), *approximately 4% of WCC facilities are in need of replacement or significant remodel* ([IIIB-31](#), p.6-7). This is much lower than the UH system average (8%), indicating that the College, UH, and UHCC systems are doing a good job in maintaining and replacing campus facilities. The processes for evaluation, planning, and funding major maintenance projects are discussed in section IIIB.2 & IIIB.4.

As with other physical resource factors, the campus periodically assesses the effectiveness of campus maintenance programs. Based on a 2018 institutional survey, the majority of faculty and staff were satisfied with the maintenance of grounds (82.3%) and campus buildings (65.6%), although only 34.5% were satisfied with the timeliness of completion for campus work orders ([IIIB-5](#)). These results will be used by administration to improve campus maintenance programs.

### **Analysis and Evaluation**

The College meets this Standard. Windward CC is committed to providing students with a safe, accessible, and modern learning environment. Campus buildings are constructed or

renovated in accordance with ADA and other regulatory standards. Maintenance and minor repairs are performed by the College's 21 O/M staff and major repairs and renovations are overseen by the UH and UHCC systems. The Office of Safety and Security provides 24/7 security and performs daily inspections of facilities to ensure they are safe, secure, and accessible. The UHCC Office of Environmental Health and Safety provides staff with appropriate hazardous materials training and annually inspects lab facilities to ensure a safe and healthful learning environment. The institution routinely assesses its facilities, security and maintenance programs to ensure that facilities meet student and programmatic needs.

### **Standard III.B.2.**

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*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

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### **Evidence of Meeting the Standards**

Long range building and land use planning is managed by the UH and UHCC systems with input from the College ([IIIB-32](#), p. 29). The College and UHCC system are responsible for the acquisition, evaluation, and replacement of equipment.

#### *Facilities Planning*

The physical development of each campus is guided by a Long Range Development Plan (LRDP). This LRDP has 2 parts: the Plan Review Use application (PRU) and Master Plan. The PRU is essentially a zoning permit which guides the master through the approval process as it relates to zoning. It evaluates the effects of a proposed campus expansion on critical infrastructure (e.g., traffic flow patterns, parking, wastewater discharge) and on the local environment. In contrast, the Master Plan guides development of the campus based on data from the PRU and facilities use studies, input from campus stakeholders, and goals outlined in the institutional Mission ([IIIB-33](#)) and the UHCC Strategic Plan. It may also evaluate the relative costs and merits of various development scenarios. The last PRU and Master Plan were completed in 1992 ([IIIB-34](#)). Under the direction of this plan, the campus constructed 4 new buildings, renovated 5 old ones, and expanded the student headcount from 1,500 FTE to over 2,500 FTE.

The College began work on a new LRDP in 2012 and completed a draft of the document in Fall of 2017 ([IIIB-3](#)). This document should be finalized by December 2018 ([IIIB-35](#)). As part of this plan, the College will develop a long-range site utilization plan ([IIIB-36](#)) and pursue the following goals ([IIIB-3](#), pp.170-171):

- Construct a childcare facility (in progress).
- Develop an ADA accessible pathway between campus buildings.
- Vacate Hale 'Iolani, returning the property to the Hawai'i State Hospital.
- Clear and grade campus forested area in preparation for future development.
- Install an amphitheater adjacent to Hale Hokulani.
- Expand parking and agricultural plots in the NE corner of the campus.

- Relocate current shop facilities to the grounds of Hale Awa.
- Relocate vocational programs to the old maintenance yard.

### *Renovation Projects are Data-Driven*

The UHCC System supports campus planning by acquiring and allocating Capital Improvements Program (CIP) funding for the planning and implementation of construction projects ([IIIB-37](#)). These are discussed in III.B.4. The UHCC system has requested a total of \$299.4 M for capital improvements over the next 6 years ([IIIB-38](#), p. 10). The main goals will be to reduce deferred maintenance, increase facilities efficiency, and implement design standards that reflect a modern teaching environment. The budget includes \$ 8.8 million for renovation of Hale Alaka‘i. This building is primarily used for administration, and has undergone only minor renovations since it was built in the 1930’s. As part of the overhaul, the building will be rewired and the air conditioning systems will be tied into the campus’s chill water loop. These changes will increase energy efficiency and bring the building up to code. The renovation of Hale Alakai, and that of other buildings identified in the CIP plan, is data driven; these facilities were selected for remodel because FRRM analysis indicates that they are energy inefficient and have multiple failing or out-of-date sub-systems ([IIIB-31](#)).

### *Equipment Planning and Acquisition*

The College is primarily responsible for the planning and acquisition of equipment and other physical resources. Equipment needs are typically identified at the department level based on user input and data from annual or program reports ([IIIB-39](#)). The needs are ranked within each department and then submitted as formal requests (e.g., [IIIB-40](#)) to the College’s Planning and Budget Council (PBC) ([IIIB-41](#)). The Council includes representatives from each division of the College ([IIIB-42](#)). The Council discusses each request and ranks them using a standardized rubric ([IIIB-43](#)). The chancellor uses the ranking provided by the PBC ([IIIB-44](#)), along with other data, to decide which requests will be funded. S/he then publishes the list of successful requests on the PBC website ([IIIB-45](#)).

Once approved, requests for equipment purchase or replacement are normally funded through the College’s discretionary budget, although some may also be funded through the UHCC system ([IIIB-46](#)). All purchases must meet UH System procurement rules ([IIIB-47](#)), and items over \$2,500 must go out for competitive bid via the State’s SuperQuote system ([IIIB-48](#)).

Based on a 2018 institutional survey, the majority (67.9%) of faculty and staff were satisfied with the maintenance and replacement of campus equipment ([IIIB-5](#)).

### **Analysis and Evaluation**

The College meets this standard. Facilities construction and renovation are overseen by the UH and UHCC systems. New construction is guided by the campus LRDP which is aligned to the College Mission and UHCC strategic plan. This document draws upon facilities utilization data, demand data, and stakeholder input in order to ensure that new construction will effectively meet institutional needs. Funding for Capital Improvements is provided by the UHCC system and state legislature. The campus uses the computer-based Facilities

Renewal & Reinvestment Model and CMMS to decide when facilities are in need of renovation or replacement. Acquisition and replacement of other physical resources are overseen by the College and are guided by the PBC process.

**Standard III.B.3.**

*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.*

**Evidence of Meeting the Standard**

*Assessment of Physical Resources*

The College uses several types of evidence to assess the quality, safety and sufficiency of existing campus facilities. Most of these assessments were discussed in previous sections and are summarized in *Table 1*.

**Table III.B.1. Summary of data and analyses used to evaluate facilities and equipment.**

Assessment	Qualities Assessed	Frequency	Resource Assessed	References
Inspections by O&M and Security Staff	Safety, Security, Operation	Daily	Facility	<a href="#">IIIB-13</a> , <a href="#">IIIB-12</a>
Frequency of Work Orders	Operation	Annual	Facility	<a href="#">IIIB-12</a> p. 19, <a href="#">IIIB-29</a>
Facility Renewal Reinvestment Study	Adequacy	Annual	Facility	<a href="#">IIIB-31</a>
Program & Departmental Reports	Adequacy, Suitability	Annual	Facility Equipment	<a href="#">IIIB-39</a>
PBC Requests	Adequacy, Safety, Operation, Suitability	Annual	Facility Equipment	<a href="#">IIIB-49</a> , <a href="#">IIIB-40</a>
Facilities Use Studies	Adequacy	2-3 years	Facility	<a href="#">IIIB-3</a> p. 112-121, <a href="#">IIIB-4</a>
Third-Party Inspections	Safety, Adequacy, Suitability	6 months-5 years	Facility Equipment	<a href="#">IIIB-11</a> , <a href="#">IIIB-50</a> , <a href="#">IIIB-51</a> , <a href="#">IIIB-28</a>
Institutional & Program Surveys	All	5-7 Years	Facility Equipment	<a href="#">IIIB-5</a> <a href="#">IIIB-52</a>
Focus Groups	All	Varies	Facility	<a href="#">IIIB-3</a>

Requests for new or remodeled facilities typically require the campus to pursue CIP funding (see sections 2 & 4) and may also necessitate a modification to the campus Master Plan as discussed in IIIB.1. Requests for new or repurposed facilities are evaluated by the Master Planning and Space Allocation Committee ([IIIB-53](#)). The committee is tasked with

evaluating requests for the use of current facilities and also plans for new construction and renovation ([IIIB-54](#)). The committee is chaired by the VCAS and includes representation from all major College departments ([IIIB-55](#)). New requests (e.g., [IIIB-56](#) & [IIIB-57](#)) may be submitted throughout the academic year. These requests are evaluated by the committee based on perceived need and alignment with the College Mission and system goals. The committee may also solicit input from other faculty and staff through the campus discussion board ([IIIB-58](#)). The requests are voted on by the committee, after which the chair issues a recommendation to the chancellor ([IIIB-59](#)).

Facility construction or remodel requests must also be evaluated by the Windward CC Aesthetics Committee ([IIIB-60](#)). This committee is tasked with ensuring that new facilities comply with the aesthetic standards of the campus and are congruent with the LRDP ([IIIB-61](#)). Most requestors meet with the committee early in the process to discuss the location and general scope of the construction or remodel. Once the project consultants complete an initial design and rendering (e.g., [IIIB-62](#) & [IIIB-63](#)), the requestor submits an application to the committee for evaluation. The committee evaluates the request using design guidelines ([IIIB-64](#)), developed through the Master Planning process. It may then approve the request, or recommend design changes, which must be addressed by the consultants prior to completing final design. This process ensures that new construction complies with the LRDP and meets campus aesthetic design standards.

### **Analysis and Evaluation**

The College meets this standard. Windward CC regularly assesses its physical resources in order to determine its feasibility of upkeep and effectiveness in supporting institutional programs and goals. In particular the College uses the FRRM model to determine feasibility of long-term facilities upkeep. Facilities which do not meet programmatic needs or have reoccurring systems failures are prioritized for remodel or replacement, which is accomplished through CIP funding. The College utilizes the MaPSAC committee, Aesthetics Committee, and LRDP to guide new construction and ensure that it is congruent with the aesthetic standards of the campus.

### **Standard III.B.4.**

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*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

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### **Evidence of Meeting the Standard**

Planning for new facilities, including total cost of ownership is managed by UHCC and UH Systems ([IIIB-32](#), p. 30). Major capital projects are managed by the UH system, whereas minor ones are managed by the UHCC system ([IIIB-37](#)).

## *Budgeting for Capital Improvements*

In accordance with state law, UH submits a biennium budget request to the State legislature for consideration every odd-numbered year. A portion of awarded funds are allocated to the UHCC system ([IIIB-37](#)), which conducts an annual budget meeting to allocate CIP funds. These funds are allocated to each of the 7 campuses based on perceived need (e.g., FRRM data), remediation of safety and code violations, and alignment to campus- and system goals.

CIP funds are appropriated by the Legislature in 3 categories: 1) Capital Renewal and Deferred Maintenance, 2) Minor CIP, and 3) Major CIP.

- 1) Capital Renewal and Deferred Maintenance (CRDM): The CRDM project category is comprised of 2 parts: (1) Capital Renewal and (2) reduction of Deferred Maintenance.
  - a) Capital Renewal – All buildings are comprised of different sub-systems (e.g., roofs, HVAC systems, & finishes) that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies these sub-systems and formulates an appropriate schedule for their replacement. In essence, Capital Renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. Failure to implement Capital Renewal projects results in a commensurate increase to the deferred maintenance backlog.
  - b) Deferred Maintenance – Buildings with Deferred Maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The FRRM separately identifies backlogs in building and infrastructure, code and safety, and other one-time needs. Working with the UHCC system, the VCAS formulates a prioritized list of CRDM projects. Funds for CRDM are appropriated as a “lump sum” to the UHCC System. The UHCC reviews the campus priorities and places special emphasis on projects to remediate or eliminate the code and safety needs of the campuses.
- 2) Minor Capital Improvement Funding: Minor CIP implies that projects are relatively small in scope (i.e., less than \$5 million). This category includes funds for the modernization of classrooms and other critical learning environments. These renovations focus on maximizing the efficient use of space in existing facilities. The veterinary technology annex, constructed in 2014, is an example of a minor CIP project which was undertaken to meet an emerging workforce needs. See [IIIB-65](#) for a list of recent Minor CIP projects on the Windward CC campus.
- 3) Major CIP/Line Item Projects: New construction and renovations of existing facilities exceeding \$5 million are typically budgeted and appropriated as line item projects. As an example, Hale La‘akea, the library learning commons, was constructed using major CIP funds.

In 2013 the University of Hawai‘i Board of Regents imposed a moratorium on new construction projects ([IIIB-66](#)). The goal of the moratorium is to redirect the priorities of the University to reduce its deferred maintenance prior to initiating new Line Item Projects.

The UHCC System developed a 6-year CIP plan for fiscal biennium 2017-2019. This plan emphasizes health and safety needs, reduction of deferred maintenance, and modernization of existing facilities ([IIIB-38](#)). This plan includes \$8.8 M for renovation of Hale Alaka'i (see [IIIB.2](#)).

In planning for these long-range capital projects, the UHCC system uses a budgeting model that incorporates the *total cost of ownership (TCO)*. Calculating TCO takes into account an item's purchase cost, but it also considers related costs, such as subsequent use and maintenance and future energy consumption ([IIIB-67](#)). The UHCC Facilities and Environmental Health Office considers the TCO when implementing projects and incorporates design specifications that ensure that campus facilities are cost effective, efficient, and serviceable for long-term use. Examples of TCO reduction measures include:

- A more efficient campus cooling system. Instead of each building having a separate air conditioning system, “chill water” is now generated in a single central location and circulated to other campus buildings with using an insulated chill water loop.
- Retrofitting of windows with a tinted film to minimize heat absorption and reduce energy use.
- A contract with Johnson Controls to implement several Energy Conservation Measures to reduce energy consumption around campus ([IIIB-68](#)).
- Construction of new campus buildings to meet LEED standards ([IIIB-69](#)).

### **Analysis and Evaluation**

The College meets this standard. Long-range capital planning for Windward CC is provided by the UH and UHCC systems. Allocation of CIP funds is guided by the campus LRDP, campus and UHCC goals, and facilities health data. A major goal of the current CIP plan is to reduce deferred maintenance by renovating buildings with multiple failing subsystems. The Facilities Environmental Health Office ensures that new construction incorporates design features that minimize TCO.

### **Relationship of Standard III.B to Quality Focus Essays**

As part of this Institutional Self Evaluation Report, the College has identified 2 areas for improvement. These include:

- Pursuit of Native Hawaiian parity in campus performance measures including enrollment, persistence, graduation, and transfer.
- Redesign and expansion of online course offerings to increase success rates and meet increasing demand.

Both of these initiatives will likely require additional personnel and physical resources (equipment, software, and facilities). These needs can be addressed through the Planning and Budget Council (sections III.A.7, III.A.9, & III.B.2) and MAPSAC committee (sections III.B.3). Given that both initiatives are strongly linked to the College Mission and Strategic Plan, it is quite likely that the campus will prioritize funding and resources to meet these goals during the upcoming academic year(s).

## List of Evidence

<b>Ref #</b>	<b>Title</b>
<a href="#"><u>IIIB-1</u></a>	List of Campus Buildings
<a href="#"><u>IIIB-2</u></a>	<a href="#"><u>WCC Campus Map</u></a>
<a href="#"><u>IIIB-3</u></a>	WCC LRDP Draft 10/17
<a href="#"><u>IIIB-4</u></a>	2016 Ad Astra Strategic Scheduling Checkup
<a href="#"><u>IIIB-5</u></a>	2018 Institutional Survey – Physical Resource Questions
<a href="#"><u>IIIB-6</u></a>	<a href="#"><u>Facilities Use Policy</u></a>
<a href="#"><u>IIIB-7</u></a>	<a href="#"><u>Facilities Use Webpage</u></a>
<a href="#"><u>IIIB-8</u></a>	<a href="#"><u>Event Planning Webpage</u></a>
<a href="#"><u>IIIB-9</u></a>	Notes from IIIB Meeting with VC Pactol
<a href="#"><u>IIIB-10</u></a>	<a href="#"><u>Disabilities Services Webpage</u></a>
<a href="#"><u>IIIB-11</u></a>	2017 CTE Review
<a href="#"><u>IIIB-12</u></a>	2017 Administrative Services Program Review
<a href="#"><u>IIIB-13</u></a>	Notes from Meeting with Head of Security
<a href="#"><u>IIIB-14</u></a>	UHCC Policy on Safety & Security Programs
<a href="#"><u>IIIB-15</u></a>	<a href="#"><u>IALEA Website</u></a>
<a href="#"><u>IIIB-16</u></a>	<a href="#"><u>Campus Safety and Security Webpage</u></a>
<a href="#"><u>IIIB-17</u></a>	Emergency Response Guidebook
<a href="#"><u>IIIB-18</u></a>	Active Shooter Guidelines
<a href="#"><u>IIIB-19</u></a>	Incident Report Form
<a href="#"><u>IIIB-20</u></a>	2017 Annual Security Report
<a href="#"><u>IIIB-21</u></a>	<a href="#"><u>UH Alert System</u></a>
<a href="#"><u>IIIB-22</u></a>	<a href="#"><u>Campus Security Authority</u></a>
<a href="#"><u>IIIB-23</u></a>	<a href="#"><u>Active Shooter Exercise</u></a>
<a href="#"><u>IIIB-24</u></a>	UHCC Hazard Communication Plan
<a href="#"><u>IIIB-25</u></a>	<a href="#"><u>Hazardous Materials and HazMat Waste Program</u></a>
<a href="#"><u>IIIB-26</u></a>	Blood Borne Pathogens Plan
<a href="#"><u>IIIB-27</u></a>	<a href="#"><u>UHCC Facilities and Environmental Health</u></a>
<a href="#"><u>IIIB-28</u></a>	2016 Biosafety Inspection Report
<a href="#"><u>IIIB-29</u></a>	<a href="#"><u>Work Order Submission Webpage</u></a>
<a href="#"><u>IIIB-30</u></a>	Sample Work Orders
<a href="#"><u>IIIB-31</u></a>	Facility Renewal Reinvestment Study
<a href="#"><u>IIIB-32</u></a>	UHCC Functional Map by Accreditation Topic
<a href="#"><u>IIIB-33</u></a>	<a href="#"><u>WCC Mission, Vision &amp; Core Values</u></a>
<a href="#"><u>IIIB-34</u></a>	1992 PRU & Master Plan
<a href="#"><u>IIIB-35</u></a>	LRDP Development Timeline
<a href="#"><u>IIIB-36</u></a>	Long-Range Site Utilization
<a href="#"><u>IIIB-37</u></a>	Physical Resources Meeting Notes
<a href="#"><u>IIIB-38</u></a>	UH 6-Year Capital Improvements Plan
<a href="#"><u>IIIB-39</u></a>	Natural Sciences Annual Departmental Report
<a href="#"><u>IIIB-40</u></a>	PBC Equipment Request
<a href="#"><u>IIIB-41</u></a>	<a href="#"><u>PBC Webpage</u></a>

<a href="#"><u>IIIB-42</u></a>	PBC Membership 2016-2017
<a href="#"><u>IIIB-43</u></a>	PBC Evaluation Rubric
<a href="#"><u>IIIB-44</u></a>	PBC Rating Summary 2016-2017
<a href="#"><u>IIIB-45</u></a>	FY 2016 Annual Expenditure Report
<a href="#"><u>IIIB-46</u></a>	UHCC Equipment Request Form
<a href="#"><u>IIIB-47</u></a>	Procurement Rules
<a href="#"><u>IIIB-48</u></a>	<a href="#"><u>SuperQuote Bidding System</u></a>
<a href="#"><u>IIIB-49</u></a>	PBC Facility Request
<a href="#"><u>IIIB-50</u></a>	USDA Inspection
<a href="#"><u>IIIB-51</u></a>	IACUC Inspection of Vet Tech Facility
<a href="#"><u>IIIB-52</u></a>	2018 Vet Tech Facilities Survey
<a href="#"><u>IIIB-53</u></a>	<a href="#"><u>Master Planning and Space Allocation Committee Webpage</u></a>
<a href="#"><u>IIIB-54</u></a>	<a href="#"><u>MaPSAC Directives</u></a>
<a href="#"><u>IIIB-55</u></a>	<a href="#"><u>MaPSAC Membership</u></a>
<a href="#"><u>IIIB-56</u></a>	Sample MaPSAC Request
<a href="#"><u>IIIB-57</u></a>	Vet Tech MaPSAC Request
<a href="#"><u>IIIB-58</u></a>	<a href="#"><u>Campus Discussion Board</u></a>
<a href="#"><u>IIIB-59</u></a>	Sample MaPSAC Recommendation
<a href="#"><u>IIIB-60</u></a>	<a href="#"><u>Aesthetics Committee Membership</u></a>
<a href="#"><u>IIIB-61</u></a>	<a href="#"><u>Aesthetics Committee Directives</u></a>
<a href="#"><u>IIIB-62</u></a>	Vet Tech Facility Construction Plans
<a href="#"><u>IIIB-63</u></a>	Vet Tech Facility Perspective View
<a href="#"><u>IIIB-64</u></a>	Design Guidelines (Draft)
<a href="#"><u>IIIB-65</u></a>	2016-2017 R & M Projects
<a href="#"><u>IIIB-66</u></a>	BOR Construction Moratorium Resolution
<a href="#"><u>IIIB-67</u></a>	<a href="#"><u>Total Cost of Ownership</u></a>
<a href="#"><u>IIIB-68</u></a>	Johnson Controls ECMs
<a href="#"><u>IIIB-69</u></a>	<a href="#"><u>Library Learning Commons Leeds Certifications</u></a>
<a href="#"><u>IIIB-70</u></a>	Building Space Allocation Tables
<a href="#"><u>IIIB-71</u></a>	<a href="#"><u>WCC History Highlights</u></a>

## Standard III.C. Technology Resources

### Standard III.C.1

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*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

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#### Evidence of Meeting the Standard

##### *Management and Operational Functions*

The University of Hawai'i's ITS department provides, maintains, and supports a high-speed inter-campus networking infrastructure and essential administrative and business systems for management and operational functions. These include the Banner student information system, the eTravel management system, Quali Coeus for grant administration, the Quali Financial System, PeopleSoft for human resources, and SuperQuote for managing bids on goods and services ([IIIC-1](#)). Windward CC's Computing Services (CS) department oversees the campus networking and telephony infrastructure ([IIIC-2](#) pp. 1-2).

##### *Academic Programs, Teaching, and Learning*

Based on instructional and programmatic needs, Windward CC's Computing and Media Services (MS) departments proactively provide, maintain, and support technology resources in the College's shared learning facilities including computer classrooms, the learning labs, and the library ([IIIC-3](#) pp. 1, 3-4). Most classrooms have permanent multimedia equipment with mobile equipment available for labs and other specialized learning spaces ([IIIC-4](#) pp. 3-5). Other facilities include a classroom equipped with the Hawai'i Interactive Video System ([IIIC-4](#) p. 7), and instructional video and audio production studios ([IIIC-4](#) p. 9). A Windward CC staff grant-funded initiative has also upgraded the UH System's teleconferencing infrastructure to add several remote sites, including several used for Windward CC's Early College program ([IIIC-5](#)).

##### *Software and Services*

Windward CC uses Learning Management Systems (LMS) and conferencing technologies licensed and administered by the UH ITS, UHCC, and the College. Credit programs primarily use UH ITS-administered Sakai/Laulima, while Windward CC's non-credit programs primarily use the locally administered Canvas LMS ([IIIC-4](#) p. 9). UH ITS manages a suite of Google Apps for all UH students and personnel, including communication, productivity, and collaboration applications ([IIIC-6](#)). It has also licensed instructional technology services for UH personnel, such as a web-based survey and assessment tools, a web conferencing system, software for creating online study activities and learning games ([IIIC-7](#)), and online tutoring programs and services ([IIIC-8](#)). Windward CC's CS department has installed MS Office suite the computers it supplies ([IIIC-2](#)), provides the Microsoft 365 software suite to students through a site license ([IIIC-9](#)), and administers a print management system for students and personnel ([IIIC-10](#)).

## *Support Services*

Support services at Windward CC are assisted and enhanced by technology hardware, software, services, and support. The UHCC has provided for the development, implementation, maintenance, and assessment of the MySuccess/Starfish student retention and STAR-GPS guided pathways registration systems ([IIIC-11](#), [IIIC-12](#)). The College supports secure online testing via ProctorU, augments its tutoring services with Brainfuse, and expands its reach for peer-coaching and other support services with teleconferencing platforms such as Zoom and Blackboard Collaborate ([IIIC-13](#), [IIIC-14](#), [IIIC-15](#)). Library services rely on technology hardware, software, and services such as the Ex Libris Library Services Platform, the LibApps CMS, OCLC WorldShare ILL, and numerous content providers ([IIIC-16](#), [IIIC-17](#)). The CS department equips the learning labs and the Library—the College’s primary student computer lab—with dozens of iMacs, Windows desktops, thin clients, and loaner laptops, plus scanners, printers, and assistive technology equipment and software ([IIIC-2](#), [IIIC-18](#)).

## **Analysis and Evaluation**

The College meets this standard. Windward CC relies on several tiers of technology infrastructure, services, training (III.C.4) and support to ensure its information technology services, facilities, hardware, and software are appropriate and adequate to support its management and operational functions, academic programs, teaching and learning, and support services.

With both technologies and curricular offerings in constant development, keeping up is an ongoing pursuit of professional development, resource allocation, assessment, planning, and adaptability. As the College pivots toward more online offerings, most areas of management, operations, and instruction will involve technology-related considerations.

## **Standard III.C.2**

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*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

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## **Evidence of Meeting the Standard**

Technology planning and provisioning occur at multiple organizational levels, from the University of Hawai‘i System to specific programs and departments. The College provides the majority of support for its technological infrastructure and equipment with ongoing resource and personnel ([IIIC-2](#) p. 3, [IIIC-4](#) p. 3, [IIIC-19](#), [IIIC-20](#), [IIIC-21](#)).

The UH ITS department assesses, plans for, and provides inter-campus technology infrastructure. It is guided by its *IT Strategic Plan* ([IIIC-22](#)), a mission statement ([IIIC-23](#)), and a website that reflects IT strategies, changes in the technology environment, application development, and timelines for projects in active development ([IIIC-24](#)). This infrastructure comprises the inter-campus network, telephony, and teleconferencing capabilities, Internet connectivity, and enterprise applications ([IIIC-25](#)).

UH ITS has continually updated the Sakai/Laulima LMS since its 2007 adoption ([IIIC-26](#), [IIIC-27](#)). In 2016, ITS began a review of LMS platforms based on current needs with the aim to implement the chosen system in AY2019 ([IIIC-28](#)). The process stalled in RFP2017 from a lack of funding ([IIIC-29](#)).

Although former UHCC and Windward CC Strategic Plans made little or no mention of technology ([IIIC-30](#), [IIIC-18](#)), their current plans outline goals and strategies to ensure access to modern teaching and learning environments ([IIIC-31](#) pp. 25-26, [IIIC-32](#) pp. 22-25). The UHCC Strategic Directions commits to developing a system of planned equipment replacement, similar to the building maintenance plan discussed in Standard III.B.4 that accounts for the expected life of equipment, the cost of replacement, and a system-wide budget for capital equipment replacement ([IIIC-33](#), [IIIC-34](#)).

The Computing Services department has the responsibility for planning, purchasing, and management of most of the computing devices. The Media Services (MS) department—recently reorganized into Media & Technology Services (M&TS) and Instructional Development (ID)—handle the College’s shared duplication, audiovisual, and classroom instruction equipment. The College enjoys a uniformity in technology across the campus that reduces training and maintenance time and reduces costs through economies of scale and resource sharing ([IIIC-5](#) p. 1).

Departments plan for equipment maintenance and replacement through assessment mechanisms that inform their action plans and priorities for the AY (e.g., [IIIC-32](#) p. 24, [IIIC-35](#) p. 9, [IIIC-4](#) pp. 12-1).

Although these units do receive regular and direct funding from administration to cover anticipated ongoing equipment and supplies costs, they typically request additional funds via the PBC process when equipment is nearing the end of its anticipated lifespan ([IIIC-21](#) p. 1). For example, in 2014, a member of the Media Services department received a technology grant to provide licensing and hardware upgrades to enhance the Polycom Video Conferencing system for the UH System and to support community access to educational opportunities such as Windward CC’s Running Start dual-enrollment program ([IIIC-36](#), [IIIC-37](#)).

Personnel with disciplines and departments evaluate additional equipment, technology, and software for purchase or replacement and, as appropriate, include the relevant information in their annual reports and funding requests (i.e., [IIIC-38](#), [IIIC-5](#)).

### **Analysis and Evaluation**

The College meets this standard. The 2015 UHCC Strategic Plan called for the creation of a Modern Facilities Task Force (MFTF) by 2016. Among other charges, it is to establish standards for learning spaces — including digital and media requirements—and to facilitate UHCC campus and inter-campus high-speed connectivity upgrades ([IIIC-31](#) pp. 25-26 [IIIC-34](#) p. 44, [IIIC-32](#) p. 24). Though the MFTF has not yet formed, Windward CC has itself committed to upgrade all wired and wireless campus network equipment by 2020, develop virtual classrooms, and seek financial aid or funding to support a computer-ownership requirement for students ([IIIC-32](#) pp. 22-23).

The College continually plans for, updates, and replaces technology to ensure that its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. However, the technology services departments saw significant workload increases in recent years from a variety of factors. This has pushed out the timeline for some planned upgrades ([IIIC-35](#) pp. 8-9; [IIIC-4](#) pp. 4-3, 9-10).

One outcome of the Quality Focus Essay on Distance Education, to provide faculty with instructional technologies that best support effective instruction, follows in part from this self-assessment.

### **Standard III.C.3**

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*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security.*

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#### **Evidence of Meeting the Standard**

The UH System has policies, technologies, and procedures to protect sensitive data, maintain college operations, protect against cyber-attacks and unauthorized access, provide data backup and recovery, sufficiently monitor and respond to malicious network traffic, and enforce compliance with laws, policies, and regulations ([IIIC-39](#), [IIIC-40](#)). It has created a high-speed digital network connecting all campuses. Windward CC's CS department has prepared to maintain continued functioning during hardware failures by keeping spares ready, including an extra workstation in the classrooms, and by configuring staff computers with secondary print locations. Campus servers have fault-tolerant components such as RAID storage, ECC memory, and dual power supplies to avoid downtime in the event of a single component failure. The CS department also purchases 3-year to 5-year extended warranties for most equipment ([IIIC-20](#) p. 2).

Uninterrupted power supplies maintain functionality during short power interruptions to the campus servers, network switches, PBX, and Ethernet-connected wireless access points and telephones. A portable generator can keep the College's Internet connection, PBX, web server, and file servers running during extended power outages ([IIIC-20](#) p. 2).

UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats ([IIIC-41](#)). It has site-licensed anti-virus software for personnel and students, plus programs for employees to prevent data leaks and secure sensitive information ([IIIC-42](#)). To recover lost data in the event inadvertent change or deletion, hard disk failure, computer loss or theft, or compromise by ransomware, the faculty/staff computers continuously and automatically back up to the campus file servers via CrashPlan Pro. The physical media holding nightly incremental/differential backups and periodic full backups rotate to separate buildings weekly to limit data loss from a catastrophic event ([IIIC-20](#) p. 2).

UH ITS provides several methods and tools for secure data transfer and authentication, including Secure Shell and Secure Sockets Layer protocols, multi-factor authentication, an LDAP server, and other measures ([IIIC-43](#), [IIIC-44](#), [IIIC-45](#)).

Windward CC's Computing Services department has deployed Dell Data Protection | Endpoint Security Suite Enterprise software for data encryption and advanced threat protection, plus McAfee antivirus and Symantec PGP for some applications. Many PCs have self-encrypting hard drives, FileVault encryption is standard for new Macs ([IIIC-2](#) p. 7, [IIIC-30](#), [IIIC-20](#) p. 2), and CS has implemented FortiGate 600D/ FortiClient security appliances ([IIIC-35](#) p. 8).

### **Analysis and Evaluation**

The College meets this standard. The UHCC Strategic Directions commit the UHCC's to assess its inter-campus ) and internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students, and to implement necessary upgrades ([IIIC-33](#) p. 45).

The College also meets this standard by assuring that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access. It also recognizes a need increase security through training, resources, and staffing so it can adequately defend against and respond to malicious attacks and ransomware ([IIIC-2](#) p. 7-8).

### **Standard III.C.4**

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*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

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### **Evidence of Meeting the Standard**

Personnel and students receive technology instruction and support at several organizational levels, including the UH System, the UHCC system, and the College.

The UH System also offers a variety of support and resources for its constituents in all areas of service, including support tools, servers, instructional technologies, and infrastructure through its Help Desk ([IIIC-46](#), [IIIC-47](#)). The UH ITS Help Desk provides phone and support to all UH students and personnel daily from 7:00 am to 11:00 pm including holidays ([IIIC-46](#)), walk-in support (at UH Mānoa), and an extensive online knowledgebase ([IIIC-47](#)). Technical assistance includes setup, troubleshooting, and basic operation of supported computing devices, software, operating systems, hardware, UH servers, ITS-managed online services, and network connectivity. The ITS Help Desk will also attempt "Best Effort" problem resolution for up to one hour for unsupported operating systems, software, and devices ([IIIC-48](#)).

The Teaching and Learning with Electronic Networked Technologies (TALENT) program from UH ITS provides faculty and students on all campuses with manuals, tutorials, a knowledgebase, and other resources ([IIIC-49](#), [IIIC-50](#)), including a \$20/yr. site license for Lynda.com tutorials for employees and students ([IIIC-51](#)). The University offers technology workshops to UH personnel on its operational platforms, including those for travel, purchasing, financial services, human resource management, facilities management,

conferencing, and others ([IIIC-52](#), [IIIC-53](#), [IIIC-54](#)). This is augmented by technical support from the UH Library Systems Office (UH LSO) to Windward CC's library for its Library Services Platform, link resolver, and proxy server ([IIIC-55](#)). Other vendors, through the UH L S O ([IIIC-56](#)) and the Hawai'i chapter of the Ex Libris Users of North America, provide related training ([IIIC-57](#), [IIIC-16](#), [IIIC-58](#)) to library users.

Grants from UHCC's Wo Learning Champions program have provided free registration to UHCC personnel to attend the annual Technology & Colleges and Community Conference ([IIIC-59](#), [IIIC-60](#), [IIIC-61](#)). The Windward CC Staff Development Committee (SDC) offers technology-related workshops each year ([IIIC-62](#) pp. 2, 4, 8, 9, 11, 13, 15), with recent offerings focused on productivity suites and computer security ([IIIC-63](#)). The committee also awards grants to individuals and groups from the chancellor's staff development fund ([IIIC-64](#)). The ID and AV&T (formerly MS) departments offer workshops, individual training, and support in creating and using audiovisual materials, using classroom and duplication equipment, and audio-visual technologies ([IIIC-4](#) pp. 7, [IIIC-65](#), [IIIC-66](#), [IIIC-8](#) p. 5).

The Windward CC CS department provides user support services by email and its Help Line for Windward CC employees, and for anyone encountering campus wireless network and account issues ([IIIC-10](#)). Library personnel assist computer users with familiar tasks and problems, referring more difficult matters to the UH ITS Help Desk ([IIIC-67](#) p. 3-4).

### **Analysis and Evaluation**

The College partially meets this standard. Although the College and its parent systems provide generally adequate instruction and support for personnel and students in the effective use of technology and systems related to its programs, services, and operations, several areas need improvement.

Faculty and staff, while satisfied with the response time and quality of assistance from the CS department, report a relatively low rate of satisfaction with technology training. Increased demand for support has limited the time available to devote to technology instruction and mentoring ([IIIC-68](#) p. 1, [IIIC-2](#)).

Walk-in technology support for students is minimal. Library personnel provide most of the hands-on computer assistance outside the classroom, but often lack experience with the applications used for many courses. The College has intermittently funded a student employee to give computer help in the library during peak hours. However, the employee's supervisor is unqualified to provide technology training or higher-level support ([IIIC-67](#) p. 3-4).

The College has identified insufficiencies in the availability of support staff, evening and weekend service hours, and faculty training to meet a growing demand for distance education services ([IIIC-69](#) p. 1).

The 2017 restructuring of Media Services into 2 units, (a.) Media & Technology Services and (b.) Instructional Development ([CIII-70](#) p. 3), has begun to address some of these issues, as it redefined roles to allow the Faculty Coordinator and the upgraded position of Instructional Technologies Services Coordinator to focus on their specific areas of expertise ([IIIC-71](#) p. 3).

The UH System's Distance Learning Advisory Council is in the process of creating a UH Distance Learning Strategic Plan ([IIIC-72](#), [IIIC-73](#)). Windward has also set among its Strategic Outcomes plans to increase training and resources for instructors who teach online courses and to offer resources for students in need of learning assistance ([IIIC-32](#) pp. 24-25). Departmental plans reveal efforts to address training needs through increased staffing and staff development ([IIIC-2](#) pp. 7-9, [IIIC-35](#), p. 9, [IIIC-38](#), [IIIC-4](#) pp. 9-10, [IIIC-11](#) p. 9).

Assessment and planning documents spanning several years reveal the need to expand technology instruction and support. The QFE on Distance Education reflects on and brings together plans to address this need, particularly for preparing our faculty to teach as effectively online as they do in the classroom.

### **Standard III.C.5**

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*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

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### **Evidence of Meeting the Standard**

The University of Hawai'i System holds anyone using its technology resources responsible for complying with the posted UH policies, state laws, and external standards and regulations. Collectively, these govern a broad range of considerations, including the use and management of information technology resources, data security and governance, student conduct, privacy, identity protection, and copyright (IIIC-28, IIIC-29).

Several UH System policies guide the use of technologies in teaching and learning:

- UH EP 2.210 — Use and Management of Information Technology Resources (IIIC-92).
- UH EP 5.204 — Distance and Online Learning (IIIC-93).
- UH BOR 5.210 — Distance Education and Offsite Instruction (IIIC-91).
- UH ITS Computer Support Policy (IIIC-33).
- The WCC Library Computer and AV Equipment Use Policy (IIIC-34).

### **Analysis and Evaluation**

The College meets this standard. Windward CC follows policies and procedures that guide the appropriate use of technology in teaching and learning.

### **References**

[reference spreadsheet link](#)

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- [IIIC-2](#) WCC Computing Services Annual Program Review 2016
- [IIIC-3](#) [ARPD 2016 WCC Technology Analysis](#)
- [IIIC-4](#) WCC Media Services Annual Program Review 2016
- [IIIC-5](#) ARPD 2016 WCC Academic Support – Executive Summary
- [IIIC-6](#) [UH ITS Google@UH Consumer Apps](#)
- [IIIC-7](#) [UH ITS TALENT: Getting Started](#)
- [IIIC-8](#) WCC 2017 Distance Education Committee Information

<a href="#"><u>IIC-9</u></a>	<a href="#"><u>WCC CS Office 365 for Students</u></a>
<a href="#"><u>IIC-10</u></a>	<a href="#"><u>WCC Computing on Campus</u></a>
<a href="#"><u>IIC-11</u></a>	WCC 2017 Media Services Annual Report
<a href="#"><u>IIC-12</u></a>	<a href="#"><u>UHCC Guided Pathways</u></a>
<a href="#"><u>IIC-13</u></a>	Email: WCC 2015 MS Proctor U Invitation
<a href="#"><u>IIC-14</u></a>	UHCC Brainfuse Study July 2016
<a href="#"><u>IIC-15</u></a>	Email: Blackboard Collaborate Workshop
<a href="#"><u>IIC-16</u></a>	<a href="#"><u>ELUNA 2016 Regional User Group Policy</u></a>
<a href="#"><u>IIC-17</u></a>	OCLC WorldShare ILL Agreements 2017
<a href="#"><u>IIC-18</u></a>	Email: WCC 2016 Computing Services Computer Upgrades for Library
<a href="#"><u>IIC-19</u></a>	WCC 2017 Operational Expenditure Plan
<a href="#"><u>IIC-20</u></a>	WCC 2017 CS Accreditation Notes
<a href="#"><u>IIC-21</u></a>	WCC Annual Expenditure Report 2017
<a href="#"><u>IIC-22</u></a>	UH ITS 2015 Strategic Plan
<a href="#"><u>IIC-23</u></a>	<a href="#"><u>UH ITS Mission Statement</u></a>
<a href="#"><u>IIC-24</u></a>	<a href="#"><u>UH ITS Home Page</u></a>
<a href="#"><u>IIC-25</u></a>	<a href="#"><u>UH ITS Services</u></a>
<a href="#"><u>IIC-26</u></a>	<a href="#"><u>UH ITS LMS Improvements</u></a>
<a href="#"><u>IIC-27</u></a>	<a href="#"><u>Listing of Previous Laulima System Announcements</u></a>
<a href="#"><u>IIC-28</u></a>	<a href="#"><u>UH ITS Learning Management System Review</u></a>
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<a href="#"><u>IIC-33</u></a>	UH 6-Year Capital Improvement Projects Plan Fiscal Years 2018-2023
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<a href="#"><u>IIC-36</u></a>	USDA-LCC Grant Award Letter
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<a href="#"><u>IIC-47</u></a>	<a href="#"><u>UH ITS Support Tools</u></a>
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<a href="#"><u>IIC-50</u></a>	<a href="#"><u>UH ITS TALENT Student Support for Laulima</u></a>
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[IIC-59](#) UHCC TCC 2017 Flyer  
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[IIC-69](#) WCC 2016 DEC Online Program SWOT  
[IIC-70](#) UH Memo to UHPA re: Academic Support Reorganization May 2017  
[IIC-71](#) Reorganization Proposal for WCC Media/Duplication Center & Library Learning Commons  
[IIC-72](#) UH Distance Learning Strategic Plan Presentation 2017  
[IIC-73](#) Distributed Learning Advisory Committee Change  
[IIC-74](#) [UH ITS Information Security Program](#)

## Standard IIID. Financial Resources

### Standard III.D.1

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*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

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#### Evidence of Meeting the Standard

The UH System and Board of Regents (BOR), the University of Hawai‘i Community Colleges (UHCC) and Windward Community College are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. The UH System and BOR approve the UH request for general funds submitted to the Hawai‘i State Legislature, set reserve policies, tuition rates, and approve the annual operating budget of the 7 community colleges, and Office of the Vice President for Community Colleges, that make up the UHCC system. The UHCC system allocates general funds and manages the collection of tuition and fees for all 7 colleges, including Windward CC. The colleges are involved in the system budget planning, including adhering to all reserve requirements established by the BOR. Each college is responsible for the budget execution of general funds and tuition and fees with regard to campus fiscal year operational expenditures. See Functional Map ([IIID-1](#)).

Windward CC receives general fund support from the Hawai‘i State Legislature through biennial and supplemental year requests as a portion of general funds allocated to the UH system, and not on an FTE or other formula basis from the Legislature. The resource allocation model and oversight provided by the UHCC System to all 7 campuses is well-established and ensures stability. Developed in 2013, this model includes 2 sources: State of Hawai‘i’s General Fund (GF) and Tuition and Fees Special Funds (TFSF). The College’s annual GF allocation remains relatively stable even when enrollments go down, mitigating the impact of the loss of TFSF revenue. Conversely when enrollment grows, campuses generate additional revenues to meet increased costs. The methods and procedures to make these allocations are described in UHCCP #8.000. ([IIID-2](#)).

#### *Supporting Programs and Services*

The College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability (III.D.1; ER18). The FY17 Operating Budget ([IIID-3](#)) shows that the College’s total available funds in the unrestricted general fund covers all projected expenses and exceeds both minimum 5% and target 10% reserve thresholds required in the UHCCP Policy #8.201 ([IIID-4](#)) and 16% requirement set by the UH BOR ([IIID-5](#)).

The College GF allocation has increased from \$9.2M to \$11.8M in the last 5 years as shown in Table 3D-1 ([IIID-6](#)). The TFSF reached its peak at \$5.0M in AY 2015 and slightly

decreased to \$4.8M in AY 2017 due to a state-wide decline in enrollment. The tuition increase has helped offset the declining enrollment. The GF combined with the TFSF comprise the “unrestricted operating budget” and this has increased by 22% over the 5-year period.

**Table III.D.1 General Fund and TFSF Allocations from FY 2013 to 2017.**

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>General Fund Allocation*</b>	9,227,334	10,236,289	10,417,468	11,117,281	11,868,550
<b>Tuition &amp; Fees SF Revenue**</b>	4,467,691	4,807,782	5,043,150	4,809,153	4,798,219
<b>Total</b>	13,695,025	15,044,071	15,460,618	15,926,434	16,666,769

*\*GF allocation before funding mix*

*\*\*TFSF revenue is cash basis all years*

Other special and revolving funds supplement the College available resources. These are used to support specific program activities, such as career and community education, non-credit instruction, summer session instruction, conference facilities and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee (10%) to cover their equitable share of general campus operating expenses. The College special and revolving funds displayed in Table 3D-2 ([IIID-7](#)) have remained stable over the last 5 years.

**Table III.D.2 Special and Revolving Funds from FY 2013 to 2017.**

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>Other Special Fund Revenue</b>	929,238	1,212,945	1,229,701	1,173,845	1,312,514
<b>Revolving Fund Revenue</b>	207,600	336,964	302,322	266,656	222,656
<b>Total</b>	1,136,838	1,549,909	1,532,023	1,440,501	1,535,170

The College is highly successful in securing extramural funds from federal, state, and private sources through competitive grants. These funds are used to supplement needs for supplies, equipment, facilities and personnel and have helped improve institutional effectiveness. In FY14-15 alone, the College was awarded \$6,235,610 in grant funding, which is higher than either UH West Oahu or Kapi‘olani CC. All extramural funds are administered through the University Office of Research Services (ORS). The 4-year total extramural fund expenditures for FY 2013 to 2016 is over \$20 million ([IIID-8](#)) as shown in Table 3D-3.

**Table III.D.3 General Fund and TFSF Allocations from FY 2013 to 2016**

	FY 2013	FY 2014	FY 2015	FY 2016
<b># Extramural Grants (ORS data)</b>	20	16	20	15
<b>Extramural Grant Awards (ORS data)</b>	6,164,799	2,161,043	6,235,610	5,313,299
<b>Extramural Fund Expenditures (UHCC data)*</b>	6,720,489	5,837,974	4,300,404	4,923,580

*\*Excludes appropriated federal funds (Federal Work Study, Career & Technical Education)*

The College has been extremely successful in meeting almost all performance targets, in obtaining additional funding from the State through the UHCC performance funding and innovation and strategic initiative funding allocations. As discussed in IB.8, the UHCC system has a performance funding formula in place to allocate a portion of funding based on performance indicators such as degrees and certificates awarded, number of low-income students participating the Federal Pell program and number of transfers to the baccalaureate campuses. The UHCC system also has innovation and strategic initiative funding allocations that are used to address critical needs identified through the strategic planning process that includes subsidizing the cost of new classes, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing equipment, etc. These resulted in additional funding from the State, shown in the Table 3D-4. ([IIID-9](#), [IIID-10](#)).

**Table III.D.4 Performance and Strategic Initiative Funds from FY 2013 to 2017.**

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>WCC Performance Funding</b>	197,161	755,090	904,714	1,046,859	935,507
<b>Strategic Initiatives Allocations</b>	207,291	422,985	569,627	223,295	310,252

***Integrity and Stability***

The College ensures that the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. As discussed in Standard I.B.9, the Integrated Planning Model requires that all departments review, identify and prioritize its resource needs to enhance its programs and services. All funding requests, equipment, operating initiatives, facility improvements, and position requests, are forwarded to the Windward CC Planning and Budget Council (PBC) for review, ranking, and consideration. Funding requests are prioritized based on program needs linked to student learning outcomes, annual program review, campus strategic plan goals and benchmarks. Funds for student services, curriculum development and assessment, and technology are prioritized based on the results of program reviews. The chancellor approves funding requests based on the PBC rankings and on the availability of funds, as discussed in III.D.6. Upon final approval, the Chancellor’s Office sends notification to the requesting unit that their items may now be purchased or positions filled ([IIID-11](#), [IIID-12](#)). To ensure that

the resource allocation process is transparent and effective, the PBC updates the status of its funding initiatives on a yearly basis on the PBC website ([IIID-13](#), [IIID-14](#)).

The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. All general operating and other special and revolving fund budgets are entered into the software, Kuali Financial System (KFS). Throughout the year, the College manages the financial resources with integrity. These budgets are monitored monthly to actual reports that are posted to the UHCC Budget website ([IIID-15](#)). General funds lapse at the end of the year. The College adheres strongly to the State's prohibition of deficit spending. The UH BOR exercises general oversight over the University's financial resources to ensure that financial management is carried out in a fiscally responsible manner. The College, along with all the other colleges in the UHCC system, is audited annually by independent external auditors. One audit report is published for the UHCC system as a whole. ACCJC has accepted supplemental information provided in the system audit report as evidence of financial integrity. As reported in the annual audit, the UHCC has had unmodified opinions over financial reporting all throughout this accreditation period. The College maintains cash reserves to ensure financial stability to address emergencies and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation See Standard III.D.9.

### **Analysis and Evaluation**

The College meets this standard. Windward CC has sufficient resources to maintain and improve student learning programs and services and improve institutional effectiveness. The College plans and implements a budget within its allocations and anticipated revenue projections and makes judicious corrections throughout the year as needed. The Operating Expense Plan for FY 11-12, FY 12-13, FY13-14, FY15-16 and FY16-17 reflect the College's strong but conservative financial position. Despite a state-wide decline in enrollment, the College remained fiscally solvent. Moreover, the financial resources have been sufficient to support and sustain student learning programs and services. Improvements to institutional effectiveness have been achieved through extramural grants and performance-based funding.

Importantly, the College follows the UH BOR and UHCC policies and administrative procedures for sound fiscal planning and management of financial resources. Strong internal control mechanisms for all funding sources are imbedded in KFS. All special and revolving fund programs implement cost center based budgeting for revenues and expenses. The process of distribution of resources in the College through the PBC is transparent. The College adheres to the State policy of no-deficit spending. Further, the College has met all UHCC and UH BOR reserve requirements to ensure stability. Finally, the UHCC system has unmodified opinions reported in the annual audits consistently throughout this period. Windward CC has sufficient resources to maintain and improve student learning programs and services and improve institutional effectiveness.

In the Quality Focus Essays, the College has identified 2 major areas for improvement: expanding distance education and increasing Native Hawaiian parity in enrollment, persistence, graduation and transfer. These 2 areas not only address critical student

populations, but also performance funding benchmarks, such as enrollment and graduation. The College has resources to initiate these projects but needs to investigate ways to secure additional funding that may be needed in the future.

### **Standard III.D.2**

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*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

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### **Evidence of Meeting the Standard**

#### *UH and UHCC System*

The UHCC's mission is to broaden access and promote success in quality postsecondary programs with a strong commitment to Native Hawaiian students. The UHCC goals identified in the UHCC Strategic Plan ([IIID-16](#)) are in alignment with the UH Strategic Directions. The UH Strategic Directions for 2015-21, approved by the BOR in January 2015, include: [Hawai'i Graduation Initiative](#), [Hawai'i Innovation Initiative](#), [21st Century Facilities](#) and [Developing High Performance Mission Driven Systems](#) ([IIID-17](#)). The goals identified in the UH Strategic Directions and UHCC Strategic Directions are supported by annual funding allocations (performance funding) to the 7 member colleges as follows ([IIID-18](#)):

UH-Level performance funding goals:

- Degrees and certificates awarded.
- Degrees and certificates awarded to Native Hawaiian students.
- Degrees and certificates awarded to students in Science, Technology; Engineering, and Math (STEM) fields.
- Degrees and certificates awarded to Pell Recipients.
- Transfers from the community colleges to UH baccalaureate campuses.
- Success rates (150% time-to-degree).

UHCC-Level performance funding goals:

- Degrees and certificates awarded.
- Degrees and certificates awarded to Native Hawaiian students.
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields (including UHCC students that go on to receive UH awarded baccalaureate degrees).
- Degrees and certificates awarded to Pell Recipients.
- Transfers from the community colleges to UH and non-UH baccalaureate campuses.

Institutional standards for achievement and the methods of assessing these standards are set by UHCCP # 4.203 ([IIID-19](#)). Budget priorities are established based on the achievement and advancement of strategic planning goals. Oversight to the process is provided by the Community Colleges Strategic Planning Council (SPC) ([IIID-20](#)). The SPC consists of the 7

chancellors, 7 faculty senate chairs, 7 student government leaders from each of the campuses and vice president and associate vice presidents for the community colleges ([IIID-21](#)).

### *Windward CC*

The Windward CC mission is similar to the UHCC mission (see IA.3). The College mission and goals are widely communicated throughout the College ([IIID-22](#)). As part of the financial planning process, the Planning and Budget Committee (PBC) reviews and updates the mission and goals in the fall. The strategic actions are prioritized based on program reviews and department annual reports. In the spring, the PBC makes recommendations to the chancellor regarding priorities and allocations for the operating budget, new and replacement equipment budget, and new and replacement position authorization ([IIID-23](#)). The chancellor makes the final decision and disseminates the Annual Expenditure Report Memo to the PBC at the start of the next fiscal year.

At the department level, the College mission and goals are used as basis for the development of the department's goals and objectives ([IIID-24](#)). Each year, the departments review their performance and assess quantitative data and trends generated by the Office of Institutional Research and SLO assessments to develop and update department goals. These goals are then used as basis for the development of department budget requests ([IIID-25](#)). See I.A.1, Mission.

All budget requests include documentation on how the request aligns with the College mission and Strategic Plan, SLOs, and process outcomes (for non-instructional units), and analysis of departmental/unit annual reports and program reviews (See IB.9). Initiatives to achieve long-term goals must include additional documentation, such as the UHCC Master Plan, UHCC Strategic Directions, 5-Year Program Reviews and Strategic Outcomes: Goals and Actual ([IIID-26](#), [IIID-27](#), [IIID-28](#), [IIID-29](#), [IIID-30](#)). All department members participate in the discussion and prioritization of department funding requests.

Windward CC's Integrated Planning Model describes the connection between short-term department planning with the long-term Strategic Plan, Chancellor's Vision and Facilities Master Plan planning processes ([IIID-31](#)). The College, through the PBC, ensures that resources are allocated according to an integrated planning process following established procedures ([IIID-32](#) p. 8, [IIID-33](#), [IIID-34](#), [IIID-35](#)). See, I.B.2: Institutional Effectiveness.

Each department presents their budget requests at regularly scheduled PBC meetings. Each PBC voting member uses the Planning and Budget Rubric ([IIID-36](#)) to rate each PBC request, and relies on supporting documents such as department annual reports, SLO assessment reports, and program reviews to rate the request (See IB.9). The rating survey results are tabulated and published on the PBC website ([IIID-37](#)). The chancellor uses the PBC rankings as a starting point in making resource allocation decisions for the next fiscal year. All the agenda and minutes of the PBC meetings are posted on the website. All financial documents and information are transmitted to various academic departments and administrative/support units by representatives on the Council and through the PBC website ([IIID-38](#)).

There is strong evidence that priorities voted by the PBC have supported the achievement of goals for performance measures that are tied to funding ([IIID-39](#)). One of Windward CC's strategic action plans is to increase Native Hawaiian (NH) graduation. In FY 18, the PBC prioritized the requests for a Native Hawaiian counselor, Hawaiian Studies instructor, and Hawaiian Specialist librarian. Another Windward CC strategic action plan is to increase STEM workforce. In FY 18, the chancellor approved the requests for a Vet Tech distance coordinator/instructor, Plant Science/Agriculture instructor and a laboratory technician based on PBC prioritized requests ([IIID-40](#)). See Standard III.D.6.

The goals in the QFEs, to achieve NH parity and increase access through expanded distance education (DE), are rooted in the College mission. Even before the QFEs were formally written, the PBC requests for personnel to help achieve NH parity ([IIID-41](#), [IIID-42](#)) and for DE ([IIID-43](#), [IIID-44](#)) were already forwarded to the PBC and are currently being vetted for prioritization. These requests are consistent with Action Plan #3 (QFE-NH) Allocation of resources to promote parity, and Action Plan #1 (QFE-DE) Create a Faculty Center/Multimedia laboratory for training and support of distance education classrooms. These are additional evidences of how the College mission and goals are integrated throughout the program review process and resource allocation process.

### *Policies and Procedures*

The Budget Policy Paper issued by the University president during the biennium budget cycle provides the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget ([IIID-45](#)). Budget and financial reviews are conducted by the University of Hawai'i Board of Regents. Board Policy 8.204 sets the University's fiscal management, budget process, legislative budget proposal and preparation processes ([IIID-46](#)).

At the UHCC and campus levels, the policies involved in budget preparation, budget execution and fiscal management are available at the UHCC website ([IIID-47](#)). At the College, the PBC Handbook contains decision-making procedures, criteria and rating rubric for resource allocation. Administrative Procedures Chapter 8 on Business and Finance provide sound, ethical financial policies and procedures that College personnel employ to maintain effective operations and internal controls ([IIID-32](#)). For long-term stability, the College maintains sufficient cash reserves, over 30% of prior year's expenditures. See Standard III.D.9.

### *Dissemination of Financial Information*

Appropriate financial information is disseminated in a timely manner throughout the College through the PBC website. The College's Operating Expenditure Plans (OEPs), PBC Handbook, membership, meeting agendas and minutes are available and regularly updated in the PBC website. Windward CC personnel authorized to make decisions for their programs and grants have immediate access to real-time financial information through the UH integrated database system, Kualii Financial System (KFS). At the UHCC level, all budget documents are available through the UHCC Budget and Finance website.

## **Analysis and Evaluation**

The College meets this standard. The College's mission and goals are the foundation of financial planning. First, the College's mission and goals are developed following the UH and UHCC overall direction and performance benchmarks, and, are broadly communicated throughout the College. Second, the College's mission and goals are integrated throughout the financial planning and resource allocation process. Resource funding requests from the departments are routinely linked to the College's goals and priorities. Third, the open and inclusive budget development process employed by the PBC uses the College mission and strategic plan as the primary documents for prioritizing all discretionary expenditures (personnel, equipment, supplies, technology, etc). Additionally, policies and procedures are in place to ensure sound and transparent financial practices as well as financial stability. Finally, appropriate financial information is disseminated to the community through reports on the PBC website.

### **Standard III.D.3**

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*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.*

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### **Evidence of Meeting the Standard**

#### *UH Budget*

The UH strategic planning process provides the direction and the focus for the budget development process. The current biennium budget development process is outlined in the Budget Policy Paper which emphasizes proposals that can be framed to support the major strategic directions of the University (see III.D.2). The UH president prepares a budget which includes all elements of the university for submission to the BOR. Upon approval by the BOR, the University's budget is submitted to the State governor for review and incorporated into the executive budget request. The executive budget request for the State is then submitted to the Legislature in December for consideration in the regular session of the legislature in January. Appropriations by the legislature are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to the University, including any restrictions imposed on legislative appropriations. The UH president determines distributions of general funds including a UHCC level distribution.

#### *UHCC Budget*

In accordance with BOR RP 8.204, the UHCC Budget, Planning and Finance Office provides clearly defined guidelines and instructions on financial planning and budget development (IIID-46) of the different budgets: biennium budget (during odd-numbered years), supplemental budget during even-numbered years and for capital improvement, repairs and maintenance budgets with the different community colleges.

The vice president for community colleges and the community college chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding. The UHCC Budget Office allocates the money for each campus around August of each year following the operating budget allocation process described in UHCCP Policy # 8.000 ([IIID-2](#)).

Operating budget revenue is made up of State general funds, student tuition and fees, and other non-state revenue sources. (see Section III.D.1) Approximately one-quarter of general funds are provided by the State prior to the beginning of the fiscal year and the remaining full year allocation is provided prior to the end of the first quarter. Tuition is collected prior to the beginning of fall and spring terms and is expended over the course of each term. A budget monitoring report is presented to the BOR quarterly to keep the Board apprised of the current status of the budget.

### *Windward CC Budget*

The timing of the financial planning process at Windward CC is tied to the State budget and UH budget processes. The Windward CC vice chancellor of Administrative Affairs (VCAS) drafts the initial College budget using data provided by the UHCC system, such as GF allocations, TFSF projections, salaries, benefits, salary adjustments resulting from collective bargaining, utilities, cash reserves, risk management and expected variable costs for the upcoming fiscal year. Examples are the FY Operational Expenditure Plan (OEP) ([IIID-48](#)) and Allocation Report ([IIID-49](#)).

Monthly VCAS meetings are held to review detailed analysis of revenue budget to actuals, expenditure budget to actuals, cash balances and end of year cash projections. Documents such as the operating budget allocations and tuition and fee projections ([IIID-50](#)), general operating budget financial plans ([IIID-51](#)), general operating budget status reports, monthly budget reports ([IIID-52](#)) and other financial information are updated, distributed and/or posted on the UHCC website on a monthly basis with secure login. After these meetings, the VCAS updates and posts the updated OEP on the PBC website ([IIID-38](#)).

As discussed in Sections I.B.9, III.D.1 and III. D. 2, the College has clear guidelines on how to allocate unencumbered funds. The PBC uses the Integrated Planning process to make resource allocation recommendations to the chancellor. The PBC is composed of 27 members representing the various units of the College, including student government and Native Hawaiian advisory board, Ke Kumu Pali ([IIID-32](#) p. 6). Procedures and timelines in the PBC Handbook are followed to ensure full constituent participation. All Windward CC constituents are invited to participate in the all-campus annual assessment summit to discuss SLO assessments and program reviews and to prioritize action plans. The action plans are included as evidences to support budget requests to the PBC ([IIID-53](#)). Also, any constituent may submit additional budget requests through the department or unit to the PBC ([IIID-31](#)). As described in III.D.1 and III.D.2, the PBC prioritizes these requests using established criteria and rubrics and, then recommends these to the chancellor for final approval. Upon approval, the approved funding proposals will become a budget item for the following year. As discussed in III.D.1, the status of these budget items is monitored, and is published on the PBC website.

## **Analysis and Evaluation:**

The College meets this standard. The College adheres to a well-defined integrated planning and budget development process. In the first place, the PBC follows the procedures and timelines in the PBC Handbook to prioritize funding requests for the whole college. Importantly, the College provides all constituencies opportunities to participate in financial and budgetary matters. Institutional planning takes place in department meetings, in the all-campus assessment summit, and, through a variety of committees, including the PBC, which has a widely diverse representation. Finally, the College follows clearly defined guidelines as well as projections for budget development from the UHCC Budget Office. The College adheres to a well-defined integrated planning and budget development process.

In order to promote NH parity (QFE-NH), the College plans to improve the dialogue and presentation of the NH parity measures in the PBC. The College will provide accurate disaggregated outcomes data on NH versus other learners to identify strategies that have positive impact on NH students. Ke Kumu Pali will review the data and create an Annual Report and Action Plan, and submit funding requests to the PBC to support such strategies. Currently, only departments and programs create Annual Reports and Program Reviews. The plan is to modify the process to conform with existing procedures in the PBC.

### **Standard III.D.4**

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*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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## **Evidence of Meeting the Standard**

### *Performance based funding*

Institutional planning at the UHCC reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals. In 2008, HB 2978 mandated that UH develop incentive and performance based funding to align with the goals and priorities of the State of Hawai‘i. As discussed in III.D.2, the UHCC System allocated an annual pool of \$6.5 million in performance funding to its 7 community colleges. As discussed in III.D.1, the College has received its full share of funding earmarked for strategic initiatives and strategic initiatives allocation annually.

### *Tuition*

On October 26, 2011, the University’s Board of Regents (BOR) approved a new tuition increase schedule for Fall 2012 through Spring 2017 ([IIID-54](#)) to offset the rising cost of education and a decrease in state support. The tuition increase had buffered the College from net losses due to enrollment declines for the last 4 years ([IIID-55](#)). In spite of consecutive tuition increases, the Community Colleges remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC campuses were identified as the third most affordable 2-year public higher education institutions in the nation ([IIID-56](#)).

### *Extramural Funding*

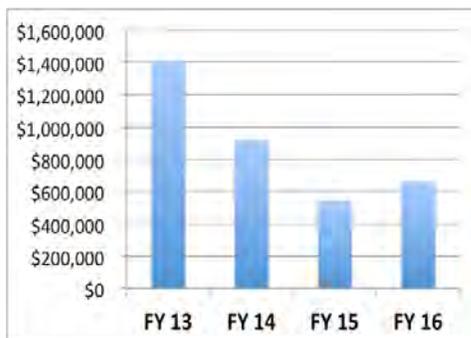
The College leads the other UHCC campuses in securing extramural funding: a total of 71 grant awards (over \$26 million) from 2012 to the present ([IIID-57](#)). Some examples are: US Department of Agriculture (Distance Learning Initiative, \$259K) ([IIID-58](#)); U.S. Department of Education (DOE) Title III Grant, \$9.9M (Hānai a ulu: Feed and Grow—Nurturing student parents and STEM); Student Parent Center (child care) and renovation of outdoor, indoor and virtual learning environments, with enhanced technology, data access and laboratory experience focusing on the needs of Native Hawaiian students ([IIID-59](#)); Kahua Ho‘ona‘auao: Foundations of Knowledge Building (Title III, \$3.99M), and Mala A‘oa‘o Kaiaulu: Growing a garden of speakers in our community (Title III, \$2.44M) ([IIID-60](#), [IIID-61](#))s.

Additionally, the College has partnered with other UHCC campuses in securing funds for NH student internships, such as the Indigenous Knowledge in Engineering II, (NSF, \$494K) ([IIID-62](#)) and NSF Partnerships for Geoscience Education grant (Hālau Ola Honua, \$822K) ([IIID-63](#)). Moreover, the Office of Career and Continuing Education (OCCE) has also obtained contract education grants, such as the Department of Public Safety “tiny shelter construction” and “MS Word” certificate courses for inmates at the Women’s Community Correctional Center (WCCC) ([IIID-64](#)). Furthermore, the local business community has stepped up its support of the College through the annual Windward Ho‘olaule‘a, a joint project with the Kāne‘ohe Business Group, which helps raise funds for Windward CC student scholarships and for Windward CC’s Advancement Fund ([IIID-65](#)).

### *Fund-raising*

The University of Hawai‘i Foundation (UHF), a nonprofit organization, raises private funds and manage private investments to support all 10 campuses of the University of Hawai‘i System ([IIID-66](#)). The College has a UH Foundation major gifts officer assigned to work closely with the College. She meets with the chancellor to identify priorities for private giving, naming opportunities, and projects that would appeal to donors ([IIID-67](#)). Chart 3D shows a summary of gift totals for Windward CC from FY13 to FY16. See III. D. 10 for more details.

**Chart III.D.1 Annual total gifts**



### *Key Expenditure Requirements*

The College regularly monitors key expenditure requirements, which include utilities, cash flow, reserve, maintenance cost and any other requirements or standards that facilitate strong fiscal health. In FY09, the College's electricity bill amounted to over \$1.4 M, the second largest expenditure next to salaries (IIID-68). The College decided to adopt the \$38M energy conservation project in partnership with Kapi'olani CC, Honolulu CC and Leeward CC (completed on September 11, 2015) to bring the cost to a manageable level (IIID-69). The UHCC System entered into a performance contract with Johnson Controls, Inc. The agreement identified energy conservation measures that enabled the campuses to pool their resources and energy savings. The College is now tracking and managing its electricity consumption through the Battle of the Buildings, an energy conservation challenge that pits campus buildings against one another to see which can reduce its energy consumption the most. Through this competition, students, faculty and staff learn more about energy conservation and use this knowledge to reduce their consumption (IIID-70).

To address maintenance costs, the BOR adopted a new tuition schedule for FY19 and FY20 for the sole purpose of funding deferred maintenance and modernization at each campus (IIID-71). As discussed in Standard III.B.4, the UHCC Strategic Directions commits to developing a system of planned equipment replacement schedule, building maintenance plan and a system-wide budget for capital equipment replacement. This will reduce the impact on campus budgets and provide students with facilities that are safe, sustainable and supportive of modern practices in teaching, learning and research.

### *Analysis and Evaluation*

The College meets this standard. The College exhibits a realistic financial assessment of its revenues. First, the College's planning reflects a realistic assessment of available financial resources and ability to develop new revenue streams to meet expenditure requirements. Increased funding has been achieved by meeting performance goals, increasing tuition fees, securing grants and gifts and developing partnerships. Second, reducing utility costs has helped in maintaining a viable financial condition for the College. A realistic assessment of expenditure requirements has led the College and the University to use revenue bonds to finance the energy conservation project involving the 4 UHCC campuses located in Oahu. Finally, the UHCC system has successfully maintained a delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs, new funding to meet strategic objectives and yet remain affordable when compared to other 2-year institutions. The College exhibits a realistic financial assessment of its revenues.

The College has already received several extramural grants related to DE expansion and NH parity (QFEs). The first 2 grants mentioned above focus on virtual learning environments and technology while the others address support services for NH student success. As mentioned in III.D.1, the College has financial resources to initiate the projects included in the QFEs, however, to move forward, additional funding through attainment of extramural resources will be needed in the future.

### **Standard III.D.5**

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*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

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#### **Evidence of Meeting the Standard**

##### *UH System*

The UH BOR has fiduciary obligation to ensure that the university is managing its resources in a fiscally responsible manner. As mentioned previously, RP 8.204 sets the policy on fiscal management and the budget preparation process. Windward CC submits to the BOR a comprehensive operating financial plan for approval prior to the start of each fiscal year. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the Community College System level must be explained to the BOR at the close of each quarter ([IIID-3](#)).

Executive Policy EP 8.204 establishes guidance relating to University audits. The vice president for Budget and Finance/chief financial officer (CFO) is appointed to work with the Audit Committee of the BOR and the Internal Auditor in the planning and coordination of internal and external audits, and, to provide leadership in the development of financial controls and financial statements ([IIID-46](#)). Section 304A-321, Hawai'i Revised Statutes ([IIID-72](#)) requires the BOR Audit Committee to submit an annual report to the BOR and the Legislature no later than twenty days prior to the convening of each regular session of the Legislature on matters that include all instances of material weakness in internal control, including the responses of university management; and all instances of fraud, including the responses of university management ([IIID-73](#)).

The internal auditor (OIA) reports functionally to the BOR, and is supported administratively by the CFO. The OIA serves as a liaison between UH management and the external auditors. When a potential finding is discovered, the OIA communicates the results of the independent audit to the appropriate department, and gathers comments/questions by the department for review of proposed corrective action. It is the UHCC System and the chancellors, or their designees, who are responsible for responding to and/or for addressing and correcting any identified weaknesses. The OIA evaluates corrective action plans in response to audits and investigates incidents of possible fraud ([IIID-74](#)).

The I-133 audit is a rigorous, system-wide examination of an entity that expends \$750,000 or more of federal funds for its operation. The independent external auditors provide opinions on the compliance and financial statements of the UH system by testing and evaluating the usage of federal funds, operations and compliance with rules and regulations. The I-133 audit reports from FY 2012 to FY2017 did not identify any material weaknesses in the financial

statements for the UH and UHCC system but some internal control deficiencies were identified, as will be discussed in III.D.7.

The Internal Auditors conducts its own periodic internal audits for the different campuses. The OIA prepares a flexible annual plan that is approved by the BOR Committee on Audit. The audit plan is adjusted as needs arise and focus on specific program areas, such as P-card purchasing, petty cash, travel completions, auxiliary programs and culinary arts program. UH internal auditors do on-site visits to the different campuses and at the conclusion of internal audits make recommendations to improve processes and procedures ([IIID-75](#)). This led to the adoption of UHCCP 8.200 to provide guidance on executing financial and operational oversight of revenue generating programs ([IIID-76](#)).

Hawai'i Revised Statutes §23-12 requires the State of Hawai'i's Office of the Auditor to conduct a review of UH special, revolving, and trust funds and accounts once every 5 years. The Office of the Auditor's Report 14-18, examined 65 UH special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014. Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, "continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such." Report 14-18 was presented to the 2015 Hawai'i State Legislature; however, the Legislature, through further consultation with the UHCC System, determined that the special fund classification was appropriate ([IIID-77](#)).

The UH Financial Management Office (FMO), under the CFO, regularly evaluates and updates policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources ([IIID-78](#)). Internal controls are built in the UH System-wide Policies and Procedures Information System (PPIS) found on the UH website ([IIID-79](#)). The UH System centrally manages all extramural funds and all contracts in accordance with system-wide policies and state procurement laws. See Functional Map.

Internal control mechanisms are also built in the UH System-wide financial software, Kualii Financial System (KFS) ([IIID-80](#)). The KFS records and manages all of the financial transactions and fiscal activity for all of the UH campuses. KFS is used by the academic unit deans, directors, extramural grant managers and principal investigators, revolving and auxiliary fund managers, and business office staff to initiate, review, manage or approve procurement, payment documents and other financial transactions. Controls, in the form of limited permissions and required approvals, are in place to ensure financial integrity and accountability. KFS users receive proper training of the software and controls, and, can only enter or approve requisitions for their own assigned departments ([IIID-81](#)).

To ensure a continuous assessment of financial management, UH had launched in June 2016, a whistleblower hotline. UH students, faculty and staff now have a resource to confidentially report violations of laws, rules, regulations and UH policies. This further advances the university's commitment to encourage and enable any member of UH or the general public to make good faith reports of misconduct related to legal and policy violations ([IIID-82](#)).

## *UHCC System*

As mentioned in III.D.2, UHCCP # 8.000 documents the operating budget allocation process at the UHCC System to provide a fair and transparent distribution of resources to support campus operations and meet UHCC strategic plan goals. This process includes the distribution of new funding and reductions, allocation of performance-based funding, internal funding reallocations, and distribution of restrictions and assessments during the course of a fiscal year. Allocation documents are posted on the OVPCC website to provide greater transparency and understanding. The budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website. General operating budget status reports are reviewed at monthly VCAS meetings.

## *Windward CC*

The chancellor is responsible for directing all aspects of the administration and development of the College in order that the College fulfills its mission. As discussed in I.C.5, III.A.5, III.A.8 and III.A.9, III.D.1, the chancellor issues campus policies and guidelines governing the activities of the College, approves the hiring, tenuring, promotion, leave-taking, and termination of personnel, submits the recommended biennial and supplemental budgets, and approves all discretionary fund requests. As discussed in III.D.1, all requests are reviewed and prioritized by the PBC, which is chaired by the chancellor ([IIID-83](#) pp. 1-2).

The Office of Administrative Services is headed by the VCAS, who reports directly to the Office of the Chancellor and supervises the Business Office, Human Resources, Campus Safety & Security and Operations & Maintenance ([IIID-83](#) pp. 8-10). The VCAS oversees all financial matters and reporting requirements, such as the development of the biennial and annual budget and the development and management of the OEP. The College generates budget status reports to evaluate its financial decisions and allocation of resources. As mentioned in IIID.3, financial information is updated and disseminated through PBC and posted on the PBC website. The actual budget is managed at the UHCC Budget Office.

The College has internal controls for its handling of financial transactions. The Fiscal Administrator (FA) oversees the College's fiscal operations and heads the Business Office that performs cashiering, purchasing, and disbursing ([IIID-84](#)). The College implements separation of duties among staff so no one employee has complete control of accounting transactions. All payment/purchase requests are prepared by the Unit account clerk and approved by the unit head (dean/director/vice- chancellor/chancellor) or project PI before final approval by the FA. The FA assumes responsibility for the proper execution of administrative duties while the unit head and/or PI is ultimately responsible for the proper administration of the Unit/project account. The segregation of duties is also imbedded in KFS. KFS users are not authorized to approve any document that they initiate. In cases where the FA submits adjustments on their own accounts, account delegates are assigned to approve these transactions so that there is a review by a second person ([IIID-85](#), [IIID-86](#)).

The Human Resources Office is responsible for the human resource management, record-keeping and personnel transactions for the College and is headed by the Personnel Officer (PO) ([IIID-87](#)). As mentioned in IIIA.15, personnel files are maintained in locked filing cabinets in areas/rooms which are accessible only to authorized individuals. Physical barriers

are in place in the Human Resources Office to discourage theft. New hires, changes, and terminations are submitted by the PO to the UH System Payroll Office (under FMO) where processing of payroll for all campuses within the UH System is centralized. Actual payments are processed by the State of Hawai'i Department of Accounting and General Services (DAGS) ([IIID-88](#)).

The approval of extramural grant proposal is done through MyGrant that is interfaced with KFS. The proposal is approved by the proposer, followed by the head of office, the Business Office, the Chancellor, then by the ORS. The UH System centrally manages all extramural funds through the ORS. Extramural funds, including Financial Aid, are audited annually as part of the consolidated financial statement audit and A-133 compliance audit. Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity. Some funding agencies, such as the NSF, will not issue an award to an organization that cannot demonstrate good internal controls, e.g., that the accounting system segregates costs by project or award ([IIID-89](#)). The College has several NSF grant awards.

### **Analysis and Evaluation**

The College meets this standard. The College has well-established control mechanisms to ensure integrity. First, the BOR provides effective oversight by monitoring all financial activities of the university through audits. The A-133 Audit Reports, which are broadly communicated to the university and to the community, provide opinions on compliance and internal control deficiencies. Second, the internal audits and the State Auditor Office provide additional levels of audits or reviews of specific programs. Third, the College has internal control in the organizational structure and in the KFS database system that is used by all budget managers and staff who receive proper training. Finally, the College disseminates dependable and real-time financial information through the KFS. All these create transparency around financial data and enhance accountability.

### **Standard III.D.6**

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*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

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### **Evidence of Meeting the Standard**

#### *UH and UHCC*

All financial documents, including the budget, have a high degree of credibility and accuracy. Every fiscal year, all funds within the UH System, with the exception of the UH Foundation, are fully audited by an independent auditing team, Accuity LLP. The financial statement covers the entire UH System, with a supplemental section (Schedules I and II) covering the entire UHCC system. There were no material weaknesses nor any significant deficiencies noted on the financial statements from FY 2012 to FY 2016 ([IIID-90](#), [IIID-91](#), [IIID-92](#), [IIID-93](#), [IIID-94](#)) as shown in the corresponding audits ([IIID-95](#), [IIID-96](#), [IIID-97](#),

[IIID-98](#), [IIID-99](#)). All the financial statements and audits are presented to the BOR and publicly available online ([IIID-95](#), [IIID-96](#), [IIID-97](#), [IIID-98](#), [IIID-99](#), [IIID-100](#), [IIID-101](#)).

The budget development process is transparent and budget documents have a high degree of credibility and accuracy. Budget development documents are publicly posted on the UH System Budget Office website ([IIID-102](#)). These documents include the following: Budget Policy Paper and budget instructions ([IIID-45](#)), proposed budget request to the BOR ([IIID-103](#)), status of operating and CIP budgets through the various stages of the budget development cycle ([IIID-104](#)). The UHCC system budget execution documents are distributed during monthly VCAS meetings and/or posted on the UHCC website. These documents include the following: General operating budget allocations ([IIID-50](#)), General operating budget financial plans ([IIID-51](#)) and General operating budget status reports ([IIID-105](#))

### *College Documents*

The College's financial documents, including budgets, are accurate and reflect adequate resources to support instruction and services. The College Annual Operational Expenditure Plan (OEP) identifies what its resources are and how it plans to expend those resources. The VCAS develops and widely disseminates the OEP to the PBC and the whole campus on the PBC website. The OEP reflects the planned expenditures, that include salaries, as well as the requisite reserves, risk management, etc.

Programs are provided with their allocations, student help, supplies/others and equipment and they are responsible in managing their budget allocations to fund student learning programs and services. The units/programs are Instruction, Career and Community Education (CCE), Academic Support, Student Services, and Institutional Support. In the Allocation Report, the allocations are broken down further to the different departments within each unit/program to achieve the College's goals for student learning ([IIID-49](#)). The vice chancellor of Administrative Services reviews the status of all funds periodically and reports any concerns to the area/program heads. At the end of the fiscal year, the Budget Status Report is prepared showing each allocation, total expenditure and the balance/deficit ([IIID-106](#)).

As mentioned in III.D.3, unencumbered funds at the end of the fiscal year are allocated by the chancellor based on the recommendations of the PBC. The approved requests for funding in FY17 and FY 18 ([IIID-107](#), [IIID-108](#)) are displayed in Table 3D-5. This is evidence that the College ensures adequate budget for instruction and academic support.

**Table III.D.5 Approved PBC Requests in FY 2017 and FY 2018.**

Approved PBC Requests	Operating	Equipment	Personnel
FY 2016	\$100,604 for Supplemental Instruction, Testing Center, Speech Lab	\$556,796 for computer replacement, media studio, generator/ultrasound, ceramics wood carving, photo, music	Personnel Officer, Vet Tech Support, Math Instructor
FY 2017	\$171,678 for Tutoring, Testing, Writing, SI, various Lab equipment	\$228,100 for computer, media, anatomical models, secure locks	NH counselor, Grant Writer, Hawaiian Studies Instructor, Librarian, Vet Tech Instructor, Lab Technician

The financial resources and allocations reported in the Chancellor’s Memo to the PBC, Allocation Report, and the Operational Expenditure Plan are consistent with one another ([IIID-48](#)). These are reliable and have credibility with the constituents.

College budget managers responsible for the development and management of their unit/program/grant budgets have access to their budgets built into the KFS and can review their budgets anytime. Budget managers can monitor, review and make timely decisions and report any discrepancies that need adjustment. Controls imbedded in the database systems promote credibility over compliance with federal and state laws and university regulations and policies. KFS is interfaced with other UH system databases, such as Banner (Student), PeopleSoft (Human Resources), eTravel, Destiny (Career and Community Education) and myGrant (Office of Research Services). Interfacing BANNER with KFS allows accurate monitoring/reporting and disbursement of financial aid funds to support our students.

**Analysis and Evaluation**

The College meets this standard. The College financial documents are accurate and show adequate resources to support student learning programs and services. The consolidated financial statements of the UH system and UHCC are audited annually. Importantly, there are no deficiencies nor irregularities identified. Moreover, internal controls over compliance with federal programs are also regularly evaluated and assessed through both external and internal audits. Finally, the audits are broadly communicated to the community.

**Standard III.D.7**

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*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

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**Evidence of Meeting the Standard**

The University undergoes an external audit annually. It has contracted Accuity LLP to conduct the consolidated financial statement audit and the federally mandated A-133 compliance audit for the entire University system. The auditors are responsible for providing opinions on the University’s consolidated financial statements, University Bond System’s financial statements and compliance with requirements of major federal programs ([IIID-109](#) pp. 6-7). The independent audits include a combined balance sheet and income statement of

the community college system as supplemental information to the University's consolidated financial statements. Windward CC does not receive a separate financial statement audit. The A-133 Financial and Compliance Audits and Consolidated Financial Statements are available on the UH OVPBF website (OVPBF) ([IIID-101](#)) as well as the UHCC website ([IIID-110](#)).

The A-133 Audit from FY 2012 to FY 2016 did not identify any material weaknesses nor significant deficiencies on the University and UHCC System financial statements. The UH System has received unqualified opinions for bond performance during the reporting period ([IIID-111](#) pp. 163, 164, 173, 197). Neither the UHCC System nor the College manages bond funds. The UHCC participates only in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

The A-133 Audit also includes an assessment of the University's internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs and financial reporting. The internal control deficiencies are listed under its Summary of Findings Section, typically Section III of the A-133 Audit, with their respective campus and department. The department then develops and submits a Corrective Action Plan (CAP) that addresses the deficiencies listed in the audits. When the CAP is implemented and the deficiency is resolved, it is noted in the audit report for the following year under the A-133 Prior Audit Findings section.

All campuses, including Windward CC, are audited for internal control based on financial records and documents in the KFS. As mentioned in III.D.5, the audit activities are coordinated by the OIA Director, who communicates the results of the independent audit to the appropriate departments. The College has received audit findings. In the 2016 audit, there was one significant and 2 minor deficiencies. In the 2015 and 2014 audits, there were 2 minor findings related to financial aid. All audit findings were examined and reviewed by the affected unit following an established procedure. In each instance, a corrective action plan (CAP) was promptly prepared and implemented in a timely manner. All the responses were communicated appropriately and timely to the auditors, and, included in the audit report ([IIID-99](#) Section 5 p. 3, [IIID-98](#) Section 3 p. 34, Section 5 p. 6, [IIID-97](#) Section 3 p. 35, Section 5 p. 8). The Department of Education acknowledged the College's corrective action plans in a letter to the UH president ([IIID-112](#)).

### **Analysis and Evaluation**

The College meets the standard. The College reviews and responds to external audit findings promptly and appropriately. Windward CC had received findings on internal control over compliance that were promptly addressed in the Corrective Action Plan. Subsequent audit reports confirm that all corrective action plans were implemented.

## Standard III.D.8

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

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### Evidence of Meeting the Standard

The University evaluates system-wide financial and internal control systems annually through the external audits to ensure validity and effectiveness. The OIA reports the auditors' findings directly to the Board of Regents' Audit Committee to ensure appropriate oversight, management and operating responsibilities. Results from the external audits are used for improvement. As discussed in III.D.7 2 control deficiencies in financial aid were identified in providing timely exit counseling and in updating the status of student loan recipients in the Windward CC Financial Aid Office (FAO). In response, the College in partnership with the System Financial Aid Office, implemented corrective action plans to prevent reoccurrence, and re-evaluated its practices. Financial aid compliance findings related to inadequate monitoring of Pell recipients were resolved by improving procedures so that the exit interviews can be done on a timely manner. This made monitoring and reporting more centralized ([IIID-97](#) Section 5 p. 8). In the 2016 Management Letter, the auditors recommended that the University continue to form the System FAO to centralize many of the compliance monitoring and reporting functions to ensure a consistent review of compliance requirements for all 10 campuses ([IIID-113](#) p. 6).

The 2016 Audit identified Windward CC with one significant (conflict service contract) and 2 internal control deficiencies, untimely submission of travel completion reports and untimely execution of purchase orders ([IIID-99](#) Section 5 p. 3, [IIID-114](#) pp. 271, 276). The College FA responded promptly by giving a refresher training to personnel in the affected units on the policies and procedures. Additionally, during Convocation at the start of the Spring 2017 semester, the Business Office presented a break out session on travel procedures ([IIID-115](#)). As a follow-up, the BO arranged for the UH Disbursing Office to present hands-on eTravel training ([IIID-116](#)). In the following semester, Fall 2017, the BO provided KFS Training (including purchasing policies and procedures) to the college secretaries and administrative assistants ([IIID-117](#)). This provided helpful tips on purchasing and requisition preparation, overview on the different types of account codes, and provide actual hands on training on navigating in KFS to view account balances and transactions. The feedback for all workshops were positive and the BO will continue to provide similar training in other areas to improve campus processes ([IIID-118](#) p. 7). Procedures have improved. Travel completion reminders through eTravel and automated reports of outstanding travel completion documents are now being implemented ([IIID-119](#)). In conducting its annual program review the Business Office/Administrative Services department analyzed Comparable Measures compiled by the UHCC System Office to set goals for improvement ([IIID-120](#)).

The UH System also evaluates its financial and internal control systems on a continuous basis through the internal auditors (OIA). As mentioned in Standard III.D.5, the UH OIA ([IIID-121](#)) conducted an audit of income generating programs of the UHCC system in 2014, particularly Kapi'olani CC and Leeward CC. In 2015, the OIA audited OCET across the board of all CC programs. The results of OIA's evaluation and recommendations led to the

implementation of UHCC Policy #8.200 in April 2016. The policy provides additional guidance to UHCC campus administrators in carrying out financial and operational oversight of self-sustaining programs ([IIID-76](#)). The Windward CC Business Office fiscal administrator (FA) and VCAS increased their review of special funded program's cash control and account receivable processes and procedures for compliance with the policy. They conducted the required annual review by meeting with each revenue generating program head individually. The UHCCP prescribed instituting an administrative cost fee on all revenue generating programs, providing monthly financial reports, reconciling accounts on a monthly basis, instituting improvements to programs with the need to keep physical inventory, and monitor programs to ensure accountability with yearly business plans.

The UH system-wide offices, such as the Financial Management Office (FMO), regularly evaluate their own management practices and make revisions to the policies and procedures, as needed, to improve internal control systems. During FY 2015-2016, designated teams from the UH FMO Fiscal Services Office (FSO) visited business office staff on each of the 10 campuses for feedback on user satisfaction with KFS and eThority (financial data query tool). Their suggestions for improvement are found online ([IIID-122](#)). In January 2018, KFS was upgraded to version 6.0.1, where some of the suggestions were implemented to improve efficiency and internal controls. The UH fiscal staff across the UH system are informed about the changes through newsletters and training workshops are conducted ([IIID-123](#)).

As discussed in III.D.5, internal controls are imbedded in the software system. Effective July 1, 2012, the entire UH System have switched from the old Fiscal Management Information System (FMIS) to the Kuali Financial System (KFS) to electronically process and approve real-time financial documents, provide web accessible and digital archiving, and create dashboards of financial reports to help make better decisions ([IIID-124](#)). The UH Office of Internal Audit (OIA) conducts independent internal audits to ensure the adequacy of the University's internal controls over financial reporting, including computerized information system controls and security.

### **Analysis and Evaluation**

The College meets this standard. Windward CC's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. First, the University's financial and internal control systems are evaluated annually by external and internal auditors. Second, the College proactively responded to audit findings on internal control and provided on-going education and training of personnel. Third, system-wide dialogue in Financial Aid resulted in a more centralized management system. Next, detailed procedures have been developed to improve the oversight to revenue generating operations, as in the adoption of UHCC Policy 8.200. Finally, system-wide upgrading of the KFS and improvement of management practices are routinely taking place.

### **Standard III.D.9**

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***The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.***

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#### **Evidence of Meeting the Standard**

##### ***Cash Flow***

The College has no cash flow problems and ends with a balanced budget every year. According to the Windward CC fiscal administrator (IIID-125), the College had no cash flow problems for the entire accreditation review period. Cash balances are projected and reviewed to ensure compliance with reserve policy requirements. The College TFSF financial projection shows an ending balance of \$2.4M in FY 2016 and \$2.1M in FY2017 (IIID-51). In the 2016 ACCJC Annual Fiscal Report, the UHCC system reported an increasing unencumbered cash balance of \$28M, \$32M and \$46M for FY 14, FY15 and FY 16, respectively (IIID-126). If ever the campus will have any cash flow problems, the UHCC system will use the funding mix (GF + TFSF) or inter-fund borrowing among the different campuses. GF funds, which covers salaries, overloads, fringe, student help and utilities, must be spent down within the fiscal year period. All other special and revolving fund programs implement cost center based budgeting for revenues and expenses through the development of financial plans (IIID-127).

All tuition and fees are recorded and managed within BANNER. BANNER maintains accountability of each student's account and interfaces with KFS. This is under the purview of the UH Budget Office and the actual money is deposited in bank accounts. The accounts for each unit (UHCC) are separately recorded and each holds several sub-accounts. The UHCC Budget Office uses KFS to track data and provide updated monthly reports to the College that include enrollment trends, carryforward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memoranda, reports, or meetings at beginning of year during development of budget, and periodically during the year to monitor financial status, to assess the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements and to revise projections if necessary. The College has been successful in carefully monitoring revenues, expenditures, and cash to prevent cash flow problems.

##### ***Reserves***

Financial sustainability and integrity is upheld through the maintenance of adequate cash reserves. In January 2009, UHCC Policy #8.201 was implemented requiring each campus to set aside a minimum cash reserve of 5% (of prior year expenditures) and a target cash reserve of 10% (of prior year expenditures) (IIID-4). If campus cash reserve balances fall below the minimum reserve level of 5%, the campus will be required to prepare a financial plan that details how minimum reserve levels will be restored.

The need for adequate reserves is reinforced by the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), which require that accredited institutions

maintain adequate financial resources to ensure financial stability. In November 2013, the BOR Executive Policy 8.210 recommended that System-wide operating reserves be raised to 16%, sufficient to provide for continued operations for 2 months ([IIID-5](#)).

Between FY2008 and FY2013, the College experienced financial challenges while dealing with the high cost of electricity and the need to set up an emergency reserve fund. However, as a result of enrollment growth funding and budgeting austerity, the College is now in compliance with both UHCC and BOR policies. Windward CC's total cash reserve levels at the end of each fiscal year is increasing as shown in Table 3D-6 ([IIID-128](#)). It has consistently met and exceeded both the minimum and targeted reserve, amounting to roughly 30% of the projected expenditures and encumbrances of the previous year.

The cash reserve is defined as unrestricted funds set aside to ensure the long-term financial stability of programs by providing resources to address emergency situations, unanticipated shortfalls in revenue, increases in expenditures and other one-time funding opportunities that help campuses meet goals for continuous improvement. Table 3D-6 displays the cash reserves from FY15 to FY17.

**Table III.D.6 Cash Reserves from FY 2015 to FY 2017.**

	FY 2015	FY 2016	FY 2017
<b>5% Target</b>	778,901	838,893	902,128
<b>10% Target</b>	1,557,802	1,677,785	1,804,257
<b>16% Target</b>	2,492,483	2,684,456	2,886,811
<b>Total Needed</b>	4,829,186	5,201,134	5,593,196
<b>Actual Reserve Total</b>	4,535,730	5,251,493	5,285,370

***Risk Management***

Executive Policy 8.207 ([IIID-129](#)) established the Risk Management Program of the UH System. The College utilizes appropriate risk management strategies, guidelines and procedures in accordance with A8.400 ([IIID-130](#)) to avoid financial emergencies. As an example, the College minimizes its risk by securing maintenance and service contracts on various systems and equipment to avoid costly repairs and replacement. Windward CC helps fund the University of Hawai'i Risk Management Special Fund (RMSF) that was created by Act 186, Session Laws of Hawai'i 2003, to finance a self-insurance program at the University of Hawai'i. The fund pays for expenses associated with the administration of the risk management program, insurance premiums, retention payments, settlements, litigation and judgment payments. The program is funded by annual assessments to each campus. Each campus's assessment is based on factors such as number of employees, student enrollment, loss history, and specialized facilities. The College's allocations to the RMSF from FY 2013 to FY 2017 are shown in Table 3D-7. This is verified by the FY17 OEP that reflects an allocation of \$23, 326 for this purpose. The annual total assessment for the entire UH System

is \$2M ([IIID-131](#)). The University’s Office of Risk Management is responsible for administering and maintaining the RMSF fund.

**Table III.D.7 Risk Management Fund Allocations from FY 2013 to FY 2017.**

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>WCC RMSF Allocation</b>	18,658	18,713	19,388	21,326	23,459

**Analysis and Evaluation**

The College meets the standard. The College has sufficient cash flow, cash reserves, risk management strategies and contingency plans to maintain stability and avoid financial emergencies. First, the College has built up its reserves to its highest point ever, approximately 30% of the projected expenditures and encumbrances of the previous year. Second, the College has had no cash flow problems ever. Third, Windward CC utilizes the services of the UH System-wide Office of Risk Management to review programs or situations to avoid financial risks. Finally, the College participates and contributes annually to the University of Hawai‘i Risk Management Special Fund (RMSF), a self-insurance program of the University system. The College has sufficient cash flow, cash reserves, risk management strategies and contingency plans to maintain stability and financial emergencies.

**Standard III.D.10**

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*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.*

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**Evidence of Meeting the Standard**

*UH System Oversight*

The UH Board of Regents provides effective oversight of the UHCC and the College’s finances, starting with the budget. The UH System president prepares a budget for the entire university, submits to the BOR for approval, then to the State, as discussed in III.D.3. The UH System also provides oversight by establishing policies and procedures related to grants and externally funded programs, including financial aid ([IIID-132](#), [IIID-133](#), [IIID-134](#), [IIID-135](#)), foundations ([IIID-136](#)), auxiliary organizations ([IIID-137](#)), revolving funds ([IIID-76](#)), institutional investments ([IIID-138](#)), procurement ([IIID-139](#), [IIID-79](#)), contracts (see III.D.16) and maintenance of financial reserves ([IIID-4](#)) that are implemented system-wide. See III.D.1. The University has maintained well-integrated financial and information systems to enable fund managers to monitor and control the receipt and disbursement of the College’s financial resources ([III-138](#)).

### *UHCC System Oversight*

The UHCC System practices effective oversight and management of the College's budgeting, budget execution, facilities planning and other administrative, logistical and technical services. The UHCC Budget Office develops revenue projections, and manage the budget of the 7 campuses. The UHCC follows a budget development timeline, which ensures full engagement of the colleges.

As discussed in III.D.5, the UHCC provides guidance and allocates resources to the College based on UHCCP #8.000. At the UHCC System level, financial plans and reports are generated by specialized staff to provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carryforward cash balances, reserve balances, and cash projections to the campuses related to GF, TFSF, and all other special and revolving funds ([IIID-140](#)). The information is communicated to the vice chancellor of Administrative Services, who exercises internal oversight of the funds and expenditures.

The UHCC system supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary source of revenues for University CIP projects come from state issued general obligation bonds where debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations. Windward CC's VCAS oversees the capital improvement projects in the campus.

### *Extramural Funds*

The UH System Office of Research Services (ORS) centrally manages all extramural funds ([IIID-141](#)) and coordinates the establishment of accounts for contracts and grants which are serviced by the Research Corporation of the University of Hawai'i (RCUH) ([IIID-142](#)). The principal investigator (PI) of each grant maintains oversight and control of funds, and is responsible in reviewing purchases and authorizing personnel hires within the scope of the contract/grant. Externally funded programs have staff members dedicated to assist the PI's with their grant reports and budget issues. Financial status monitoring is available online using budget to actual authority reports and KFS ([IIID-124](#)) available balance screen. The College administrative officer (AO), meets with PI's quarterly to provide grant support, help monitor grants, meet report deadlines and assist in pre-award submissions of new proposals.

### *Financial Aid*

The UH System Financial Aid Office ([IIID-143](#)) coordinates the different campus financial aid offices. The College's Financial Aid Officer manages financial aid, monitors loan funds, available funds, loan repayments and others using KFS and Banner ([IIID-83](#) p. 7). BANNER, is used to store financial aid information and financial transactions information. The Higher Education Act of 1965 (HEA) and Section 668.23 of Title 34 of the Code of Federal Regulations (CFR) require all institutions participating in the Federal Student Assistance Programs to have annual audits conducted by an independent auditor ([IIID-144](#)). The audits are implemented System-wide in that the auditors meet and review records for all 10 campuses, and report their results as a whole for the "UH System." This audit revealed some

weaknesses which were promptly addressed in collaboration with the UH System Financial Aid Office. See III.D.8. The College maintains documentation to demonstrate compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits, adjustment of awards when unmet need changes or student withdraws, repayment of federal program for overaward/adjustments, reporting of awards, adjustments, exit interviews for students with loans, etc.

### *Auxiliary Programs*

Auxiliary activities are self-supporting activities that provide non-instructional goods or services funded by a user charge or fee. The campus coffee shop, vending services and bookstore are the only ancillary services in our campus. However, the college bookstore operations are administered by the Mānoa Bookstore unit. The coffee shop and vending machine activities are managed by the VCAS. Payments are received by the Business Office and entered in the KFS system. Guidelines and procedures related to concessions are set by the OPRPM in Policy and Procedure A8.350 ([IIID-145](#)). In order to comply with State regulations in the vending of foodstuffs, the approval of each vending location, machine installation, and general operating procedures must be obtained from VCAS.

### *Self-Sustaining Programs*

Revenue generating self-sustaining programs are subject to internal audit policy, UHCCP #8.200 ([IIID-76](#)). The OCCE Director has direct oversight to 12 income generating programs, each headed by a staff/manager. Each program is assigned a separate account code and transactions are recorded in Destiny that is integrated with the KFS ([IIID-146](#)). Guidelines and procedures on invoicing, revenue collection, inventory control system, profit/loss documentation, invoice & payment tracking systems and daily sales reports are in place. The College FA and VCAS provide review of cash control and account receivable processes and procedures for compliance with the policy. UHCCP #8.200 assigns responsibility to the Business Office to conduct regular cash handling and deposit audits of all programs.

### *Fund-raising*

The UH Foundation (UHF) is the fund raising arm of the University of Hawai‘i. The details of the Memorandum of Understanding (MOU) and service agreement entered between UH and UHF are stated in AP8.620 ([IIID-147](#)). UHF has their own financial management system and policies and procedures on managing their resources. The UHF is audited annually by its own external auditors. No findings were reported. The audited financial statements are found online ([IIID-148](#), [IIID-149](#), [IIID-150](#), [IIID-151](#)). The Windward CC chancellor is the overall person responsible for all UHF accounts for Windward CC. As mentioned in III.D.4, the chancellor meets monthly with UHF Staff to monitor events and transactions.

## **Analysis and Evaluation**

The College meets this standard. The College practices effective oversight of finances, including grants, management of financial aid, revolving funds, auxiliary activities and

foundations. First, the College is in compliance with UH system-wide policies and procedures, state laws and federal regulations. Second, the College and the UHCC have personnel dedicated to providing oversight of the different financial activities. Third, the University has integrated different database systems with KFS to effectively manage the different financial resources. Lastly, audits have provided the College with tools to sustain and improve areas that need improvement.

### **Standard III.D.11**

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*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

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### **Evidence of Meeting the Standard**

The College has only one long-term debt, the energy conservation project. The UH community colleges do not issue debt for OPEB (funded by the State), insurance costs (operating budget item) or repairs and maintenance projects (funded by the State). The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs.

In previous years, electricity was the second largest operating cost next to personnel. In FY 2008 alone, electrical consumption amounted to over \$1.1M, and in FY 2009, it was \$1.402M ([IIID-68](#)). To finance the energy conservation and efficiency project, the University of Hawai'i sold revenue bonds, Series 2010B Bonds ([IIID-152](#)). The energy conservation project has been helping the College reduce the cost of utilities. As an example, the College had reduced its KWH consumption by gross square ft. from 18.93 in 2006-07 to 12.96 in 2012-13 ([IIID-153](#)). In FY 16 and FY 17, the cost of electricity was \$1.1M ([IIID-51](#)).

The UHCC System budget staff provides the College with actual valuations on the debt service on an annual basis. The College is paying its share yearly for the debt service on the revenue bonds. This amount constitutes approximately 1% of the college annual budget. The College allocates payment of the debt service cost when developing the annual OEP. In the FY2017 OEP, an amount of \$167,009 was budgeted ([IIID-154](#)).

Phase II of the energy conservation project is under way. For AY 2017-2018 and AY 2018-19, our campus goal for energy efficiency is to reduce our fossil fuel energy consumption by 90% through a combination of energy efficiency measures and new solar PV production on the campus. Financial resources saved from the reduction of electricity purchased from the utility company will go back to financing the debt service to fund the efficiency measures. This initiative will significantly reduce our campus expenditures to address deferred maintenance, allowing us to concentrate our limited financial resources on student success ([IIID-118](#) p. 4).

Non-discretionary obligations, such as insurance costs (Risk Management Assessment) and UHCC Reserves are also considered before programming budgets for discretionary items. These are reflected as line items in the OEP. In the FY2017 OEP, the amounts budgeted were \$21,326 and \$44,774, respectively ([IIID-154](#)). The annual assessments to each campus is found in the Risk Assessment Memo ([IIID-155](#)).

Liabilities, such as fringe benefits and other post-employment benefits (OPEB), are funded and managed by the State of Hawai‘i, and not by the College nor by the University. See IIID-12. The UHCC System adheres to well-considered reserve and fiscal management policies, which are based on the Strategic Plan, and ensure financial solvency in the short- and long-term and has maintained a history of positive net position. As mentioned in III.D.9, the prior fiscal year unencumbered cash balance has been increasing the past 3 years.

### **Evaluation and Analysis**

The College meets this standard. The College considers its long-range financial priorities when making short-range financial plans to assure financial stability. First, the College has no long-range debt other than the debt service for the revenue bonds used for the energy conservation project. Second, the College allocates payment for the debt service, risk management assessment (insurance), and UHCC reserves in the annual budget planning process before programming budgets for discretionary items. The College has maintained a strong financial position as a result of this practice.

### **Standard III.D.12**

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*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

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### **Evidence of Meeting the Standard**

The University of Hawai‘i share of OPEB obligations for general funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general funded positions are not part of the University of Hawai‘i operating budget.

The 2014 Financial Consolidated UHCC Schedules states, “In accordance with University policy, the University’s liability for other postemployment benefits (“OPEB”) is not allocated internally to individual departments, funds and campuses ([IIID-92](#), [IIID-156](#)). Accordingly, no liability for OPEB is reflected in these schedules.” It also states, “In accordance with University policy, the University’s liability for pension benefits, deferred outflows and deferred inflows of resources related to pensions (“pension benefits”) are not allocated internally to individual departments, funds and campuses. Accordingly, pension benefits are not reflected in these schedules” ([IIID-93](#), [IIID-157](#)).

The 2017 Financial Consolidated Statement states, “The State absorbs the fringe benefit cost for employees paid from State and federal appropriations.” The State appropriates the funds

to the Department of Budget and Finance to pay for the fringe benefit costs on behalf of the University ([IIID-158](#) p. 65).

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University. The employers' OPEB obligations for non-general funded positions are fully recognized and accounted for in the College financial plans.

The College allocates a vacation liability fund for compensated employee absences. Compensated absences are absences for which employees will be paid, such as vacation, sick leave, and sabbatical leave attributable to past service. This is in compliance with Governmental Accounting Standards Board 16 (GASB 16), Accounting for Compensated Absences. GASB 16 requires the College to accrue vacation leave and other compensated absences covered in collective bargaining for employees as a liability. In FY 2017, an amount of \$114,924 was budgeted under "Vacation Assessment" in the College's GF and TFSF Financial Projections ([IIID-51](#)). A9.380 sets the policies and procedures for vacation and sick leave ([IIID-159](#)). Employees may view their vacation and sick leave and submit leave requests through the Leave Online System at <http://www.hawaii.edu/leave>.

The College allocates for workers' compensation and unemployment insurance compensation costs. Workers' compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment. Act 328, SLH 1997 transfers the budgetary responsibility from the State of Hawai'i to the University to pay effective July 1, 1997 ([IIID-160](#)). The GF and TFSF Financial Projection for FY 2017 shows line item allocation for 'WC/UIC Fringe Assessment' in the amount of \$102,049 for this expense ([IIID-51](#)). This amount also includes the OPEB obligations for non-general funded positions.

The UHCC system supports all campuses by securing and allocating Capital Improvements Program (CIP) funding ([IIID-161](#)). The primary revenue source for University CIP projects comes from State issued general obligation bonds where debt service payments to retire the bonds are funded by the State. Individual campuses are not obligated to pay for these long-term obligations.

### **Analysis and Evaluation**

The College meets this standard. Windward CC plans for and allocates appropriate payment of liabilities and future obligations, including compensated absences and other employee-related obligations. First, the OPEB obligations for general funded positions (health care and life insurance benefits to retired employees) are centrally paid for by the State general fund for all State agencies. Hence, the College allocates payment for only a very small number of non-general funded positions. Second, the College allocates payment of accrued vacation as well as workers' compensation and unemployment insurance in the annual College financial plan. These allocations are shown as line item budgets in the College OEP, which is broadly disseminated in the PBC website.

### **Standard III.D.13**

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*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

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### **Evidence of Meeting the Standard**

As discussed in III.D.11, the College has only one long-term debt and that is the Energy Conservation Project in collaboration with Kapi‘olani CC, Honolulu CC, and Leeward CC that was completed in 2015. Revenue bond funds were used to purchase and install new and replacement fixtures and equipment that consume less energy resulting in lower utilities cost. Savings from the reduction of electricity cost is being used to finance the debt.

Debt service is paid centrally by the UHCC System-wide Support (CCSWS) with annual reimbursement from campuses based on energy savings for each campus ([IIID-162](#)). Windward CC allocated 1.2% of its AY 2015 and 1.1% of its AY 2016 budget for payment ([IIID-163](#)).

The College allocates funds for debt service reimbursement annually as part of the budget planning process. The College OEP shows that the College has allocated money for debt service payment since FY15 to the present ([IIID-164](#), [IIID-165](#), [IIID-154](#), [IIID-48](#)):

**Table III.D.8 Debt Service Allocations from FY 2013 to FY 2017.**

	FY 2014	FY 2015	FY 2016	FY 2017
Debt Service	108,341	166,994	167,009	167,009

### **Analysis and Evaluation**

The College meets the standard. The College assesses and allocates funds for the repayment of its share of the UHCC debt service on an annual basis. The College allocates approximately 1.2% of the annual budget to pay for the Energy Conservation Project. Windward CC is fiscally responsible in meeting this obligation.

### **Standard III.D.14**

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*All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

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### **Evidence of Meeting the Standard**

#### *Long Term Debt*

The College’s long term debt instrument for an energy conservation project was used with integrity. Along with the other Oahu based community colleges, the College entered into a performance contract with Johnson Control on June 30, 2011 ([IIID-166](#)). As discussed in III.D. 11, revenue bond funds were used to purchase and install new or replacement fixtures

and equipment that consume less energy or generate electricity resulting in lower utilities cost for the College. The funds were used for the original intent of the project ([IIID-167](#)) and the project was successful in reducing utility costs for the College.

The University Bond System (UBS) Office oversees the administration and accounting of the bond system activity and provides managerial oversight to ensure compliance with federal and state requirements ([IIID-168](#)). Bond proceeds and debt repayment obligations are monitored and are reported in annual bond compliance audits, conducted by Accuity LLP ([IIID-100](#) Section 6 pp. 53-55). The UH System has received unmodified opinions for bond performance during the reporting period.

### *Auxiliary Activities*

The College abides by the “Ceded Land Receipt Reporting Parameters (Act 178)” ([IIID-169](#)), an agreement between UH and the Office of Hawaiian Affairs (OHA) in regards to vending machine revenues. It states, “Commission payments will be recorded in the University financial system-KFS using object code 0633, Commission, Vending Machines.” Revenues from the coffee shop concession is NOT part of Act 178, and are used by the College to cover utilities and other related programmatic needs.

### *Self-Sustaining Activities*

Revenue generating self-sustaining activities at Windward CC include the ‘Uala Leaf Café, Center for Aerospace Education, Palikū Theater, Facilities Use, Hospitality, Health programs, Ocean Education Academy, Computer & Business, Personal Enrichment, Miscellaneous workforce, HINET-SNAP services and OCET, but not the Windward CC Bookstore (administered by the Mānoa Bookstore). As discussed in III.D.10, these activities are required to follow guidelines and procedures set in UHCCP Policy #8.200 and implement cost center based budgeting. The OCCE Director monitors and coordinates the different activities in monthly meetings ([IIID-146](#)). All purchase requests and travel require pre-approval to ensure funds are used in accordance with the intended purpose, and that activities are not operating at a deficit or accumulating excess cash or profits. Revenues from each activity are reported in KFS and deposited in separated accounts with the Business Office. To ensure integrity, all campus auxiliary programs are required to undergo regular cash handling and deposit audits by the Business Office.

### *Fund-raising*

University policies and procedures (RP 8.209, RP 8.210, EP 8.209, AP 8.620) govern acceptance of gifts and fundraising activities, and, provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([IIID-170](#), [IIID-136](#)).

As discussed in III.D.10, the University of Hawai‘i Foundation is a not-for-profit corporation established to raise funds for the university. Funds procured through fund-raising efforts are deposited and expended with the University of Hawai‘i Foundation. Section 8.4 of the UHF ByLaws ([IIID-171](#)) requires its Board of Trustees to arrange an audit of the books and records by a certified public accounting firm at the end of each fiscal year. Private funds or

donations obtained through the University of Hawai'i Foundation (UHF) received a full external audit on an annual basis. The UHF audits conducted by KPMG LLP cover all its programs, including Windward CC funds (see III.D.4). The UHF's annual audit reports indicated that there have not been any negative audit findings from FY2013-2016. All the audits are publicly available on the website ([IIID-172](#)).

### *Extramural Grants*

Extramural grants, including financial student aid, are administered through the University Office of Research Services and follow audit requirements in Circular No. A-133 ([IIID-173](#)). As a System, grant monies are audited on an annual basis and the findings are reported in the A-133 Audit Report. Since 2006, the UH Consolidated Financial Statements have included supplemental information on the UHCC System colleges ([IIID-174](#)). Throughout this accreditation period, the external auditors' opinions over federal awards have been without any material weaknesses.

Policies and procedures regarding Research Training and Revolving Funds (RTRF) are stated in Executive Policy 12.216 ([IIID-175](#)). RTRF funds can only be used for research and training purposes which may result in additional research and training grants and contracts, facilitating research and training; and further deposit into the discoveries and inventions revolving fund and the University of Hawai'i housing assistance revolving fund. The College adheres to this policy.

All financial resources of the College are managed and administered in compliance with UH Administrative Procedures, State and Federal requirements, and with the intended purpose of the funding source ([IIID-176](#)). The Office of Procurement and Real Property Management (OPRPM) is responsible for the system-wide administration of policies and procedures for the acquisition of goods, services, and construction and the processing of transactions involving real property ([IIID-177](#)). All disbursements of funds require dual approvals: first by the PI, and second by a Fiscal Officer to ensure compliance with established policies and procedures and availability of funds. Employees who perform fiscal and administrative functions must follow segregation of duties and the responsibilities delineated in administrative policy AP 8.025 ([IIID-178](#)). The UH System Property and Fund Management Office (PFMO) performs an annual physical inventory of equipment and reconciles results to inventory records on an annual basis ([IIID-179](#)). To assure financial integrity, control mechanisms, such as segregation of account costs for all funding sources are imbedded in the Kualii Financial System ([IIID-80](#)). The UH Office of Internal Audit (OIA) is authorized by the Board of Regents Audit Committee to review and evaluate compliance issues with policies, procedures, statutes, and regulations of any University activity, program or function.

### **Analysis and Evaluation**

The College meets this standard. The financial resources of the College are used with integrity in accordance with University policies and with the intended purpose of the funding source. First, extramural grant funds are used in accordance with federal guidelines. Second, funds from auxiliary activities are used in accordance with State laws. Third, all financial

resources are processed and/or recorded in the KFS. Finally, annual audits by external and internal auditors evaluate the College's compliance with these laws.

### **Standard III.D.15**

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*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

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#### **Evidence of Meeting the Standard**

The Windward CC Financial Aid Office (FAO) ensures that the College is in compliance with all federal requirements with respect to student loans. Programs authorized under Title IV of the Higher Education Act are the only sources of federal student aid (FSA) in the College ([IIID-180](#)). The FAO processes financial student aid applications and disburses the funds to students through the KFS. The Business Office processes the refund for any financial aid that is in excess of the tuition and fees (revenues) due to Windward CC. The electronic refunds are done through the system called TouchNet ([IIID-181](#)). The College uses the FSA guidelines and works with the ORS in monitoring the financial aid accounts and revenues to ensure those funds are used for the benefit of the students for whom they are intended ([IIID-182](#)).

The [Single Audit Act of 1984](#) (with amendment in 1996) and [OMB Circular A-133](#) ("Audits of State, Local Governments, and Non-Profit Organizations") require schools to have an external auditor conduct an annual compliance audit and financial statement audit ([IIID-183](#)). No negative findings on the University System financial statements were noted in the A-133 Audit performed annually by Accuity LLP, CPAs. Only minor findings involving no exit counseling (in 2014) and untimely exit counseling (in 2015) were noted ([IIID-97](#) Section 3 p. 35, [IIID-98](#) Section 3 p. 34) in Section 3 of the A-133 Reports. The corresponding corrective action plans that address the findings were included in Section 5 of the A-133 Report ([IIID-97](#) Section 5 p. 8, [IIID-98](#) Section 5 p. 6). A letter from the DOE dated August 11, 2016 confirms that the College has resolved each and every deficiency noted by the auditor ([IIID-184](#) p.11). No other deficiency was noted.

The College submits the Fiscal Operations Report and Application to Participate (FISAP) to the US Department of Education annually ([IIID-185](#)). The College also closely monitors the cohort default rates (shown in Table 3D-9). Each of the annual rates meets federal requirement (must be less than 30%) ([IIID-186](#)). However, the numbers are increasing, and the College has taken steps to reverse the trend. The FAO improved its website ([IIID-187](#)) to communicate relevant information ([IIID-188](#), [IIID-189](#)) and developed a Debt Management and Default Prevention Plan ([IIID-190](#)). The office has also increased its collaboration with the UH System Financial Aid Office to review and perform exit counseling to students in a timely manner.

**Table III.D.9 Default Cohort Rate from FY 2012 to FY 2014.**

	FY 2012	FY 2013	FY 2014
Official Cohort Default Rate	19.6	21.8	23.1

### **Analysis and Evaluation**

The College meets this standard. The College monitors and manages student loan default rates to ensure compliance with federal requirements, and comes into compliance when deficiencies are identified. First, the most current cohort default rates are all within federal guidelines (below 30). Second, the external auditors' opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies. Each and every minor internal control deficiencies have been corrected. Finally, the College has a default prevention plan to ensure default rates remain within acceptable standards and has strengthened collaboration with the UH System Financial Aid Office to improve reporting.

### **Standard III.D.16**

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*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 and the quality of its programs, services, and operations.*

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### **Evidence of Meeting the Standard**

Windward CC has various academic agreements, affiliation agreements, sponsored class or sheltered class contracts with external agencies, funded research agreements, fee-for-service type contracts, facilities use agreements, contractual agreements for procurement of goods or services, and lease agreements.

#### *Academic Agreements*

The College abides by UHCCP Policy #8.102 ([IIID-191](#)) in the execution of affiliation agreements and/or memoranda of understanding (MOUs) for sponsored class or sheltered class contracts with external agencies. The department or unit drafts agreements and memoranda using standardized agreement templates approved by legal counsel. Draft agreements are reviewed and endorsed by the dean or director. This review considers whether a project is appropriate and supports the College's mission and goals. The chancellor examines if the agreement is in compliance with all applicable UH policies and approves the agreement or memorandum. A report of the affiliation agreement or MOU is submitted to the associate vice president for Administrative Affairs. The Office of Vice President for Community Colleges conducts post-audit reviews of the agreements and reports to ensure compliance with all administrative policies and that these agreements are consistent with the academic/instructional direction of the UH community colleges. One example is the MOA between Windward CC and Maui College ([IIID-192](#)) to deliver Veterinary Assisting Program in Maui.

### *Extramural Grants*

The College adheres to the UH system-wide procedures for the preparation of extramural grant proposals and the approval requirements for sponsored agreements provided in A8.910 ([IIID-193](#)). The Principal Investigator (PI) or Project Director (PD) prepares a proposal and budget and uploads these and other supporting documents to myGRANT, the UH electronic grants management system. After the myGRANT Proposal is completed by the PI/PD, it is reviewed by the College's administrative officer to ensure that all costs are properly identified and realistically estimated. Then the chancellor/dean/director evaluates and approves all aspects of the proposal application for substance, merit, academic appropriateness, desirability and compatibility with the mission of the unit. The final institutional review is done by ORS ([IIID-194](#)) to ensure conformity with UH, State, Federal, and sponsoring agency's policies and procedures, and all applicable laws, rules and regulations. This office executes legal agreements, recommends and issues UH policies and procedures relating to extramurally sponsored projects and reports on sponsored research to the UH Board of Regents (BOR) and the Office of the President.

The ORS is designated as Authorized Organizational Representative (AOR) for all proposals to external sponsors. The ORS submits electronic copies of the proposal to the prospective sponsor. It follows up, negotiates and monitors the status of the proposal with the sponsoring agency. Official notification from the sponsor is directed to ORS for formal acceptance by the UH. ORS is responsible for the final institutional review for all business, financial and legal matters pertaining to contracts, grants and cooperative agreements. The vice president for Research and Innovation is the authorized signatory for all external grant funds for the UH System ([IIID-195](#)). The ORS reports all external awards to the UH Board of Regents on a monthly basis. Policies and procedures on grant management are in place and available on the ORS website ([IIID-196](#)). Extramural funds are audited annually as part of the consolidated financial statement audit and compliance audit. Policies and procedures regarding ethical standards of conduct in research and scholarly activities are in place ([IIID-197](#)).

The College has been successful in receiving federal grants to strengthen the goals and Strategic Action Outcomes set by the College while adhering to the standards and policies set forth by the ORS and the OPRPM. One example is the Title III Grant from the US Department of Education, The project, Mala a'oa'o kaiaulu: Growing a garden of speakers in our community, is to create a Hawaiian language based curricular pathway, which includes both a short-term certificate credential for Hawaiian language and an associate's level credential, which can lead to baccalaureate transfer. The grant award notification (GAN) contains the terms and conditions for the grant award ([IIID-198](#)).

### *Goods and Services*

The College follows the UH system-wide guidelines in the procurement of goods and services. Procedure A8.225 paragraph 2 requires that the College does not accept goods or services without a fully executed contract in place ([IIID-199](#)). The University Disbursing Office will not process requests for payment of goods and services acquired prior to the existence of a valid contract. According to EP 8.107, the chancellor and his designee (fiscal

administrator) have authority to execute contracts to procure goods, services, and construction less than \$25,000 ([IIID-200](#)). Purchase orders for any service or goods costing more than \$2,500 are placed on SuperQuote for bids. For amounts under \$2,500, the purchase order must be approved by the PI/department chair and submitted to the Business Office. The fiscal administrator examines if the transaction is appropriate, if funds are available and if the transaction is in compliance with UH, State and Federal rules before approving the purchase order. Then the purchase order documents are submitted to the UH Disbursing Office for final review and processing of the payment/check ([IIID-201](#)).

The vice president for Administration or designee has the signature authority for purchase contracts above \$25,000 and for granting concessions and cooperative agreements ([IIID-202](#)) and the UH Office of Procurement and Real Property Management, OPRPM, is responsible for the system-wide acquisition of goods, services, construction and transactions involving real property ([IIID-203](#)). BOR policies, executive policies and administrative policies and procedures on business and finance are in place and available on the OPRPM website ([IIID-204](#)). It provides procedures for goods and services contracts ([IIID-203](#)), such as the Procedure A8.350 on concessions ([IIID-205](#)). One example is the coffee shop concession agreement ([IIID-206](#)). This contains provisions for termination in the event the contractor fails to meet any of its commitments to meet the required quality standards.

### **Analysis and Evaluation**

The College meets this standard. All contractual agreements with external entities are consistent with the College's mission, goals and policies, and, contain provisions to maintain the integrity and quality of its programs, services and operations. First, contractual agreements for extramural grants are centralized throughout the UH System for legal support and contract advisement. Second, all contractual agreements are governed by University policies to maintain the integrity of the institution. Finally, all contracts contain appropriate provisions to provisions maintain the integrity and quality of its programs, services and operations.

### **List of Evidence**

<a href="#">IIID-1</a>	UHCC Functional Map
<a href="#">IIID-2</a>	UHCCP #8.000
<a href="#">IIID-3</a>	FY17 WCC Operating Budget Template
<a href="#">IIID-4</a>	UHCCP #8.201
<a href="#">IIID-5</a>	<a href="#">UH BOR EP 8.210</a>
<a href="#">IIID-6</a>	FY13-FY17 WCC GF Allocation & TFSF Revenue
<a href="#">IIID-7</a>	FY13-FY17 WCC Other SF & RF Revenue
<a href="#">IIID-8</a>	FY13-FY17 WCC Extramural Fund Expenditures
<a href="#">IIID-9</a>	FY13-FY17 WCC Performance Funding Allocations
<a href="#">IIID-10</a>	FY13-FY17 WCC Strategic Initiatives Allocations
<a href="#">IIID-11</a>	Memo: Purchases and Hiring Authorizations 2014-15
<a href="#">IIID-12</a>	FY16 Authorized PBC Requests
<a href="#">IIID-13</a>	Status of PBC Approved Requests 2015

<a href="#"><u>IIID-14</u></a>	PBC Approved Purchases 2/6/2018
<a href="#"><u>IIID-15</u></a>	<a href="#"><u>Monthly to Actual Report</u></a>
<a href="#"><u>IIID-16</u></a>	UHCC Strategic Directions for 2015-21
<a href="#"><u>IIID-17</u></a>	UH Strategic Directions for 2015-21
<a href="#"><u>IIID-18</u></a>	Historical Performance Funding Allocations by Campus
<a href="#"><u>IIID-19</u></a>	UHCCP #4.203
<a href="#"><u>IIID-20</u></a>	<a href="#"><u>SPC Oversight</u></a>
<a href="#"><u>IIID-21</u></a>	UHCCP #4.101
<a href="#"><u>IIID-22</u></a>	<a href="#"><u>WCC Mission</u></a>
<a href="#"><u>IIID-23</u></a>	PBC Timeline
<a href="#"><u>IIID-24</u></a>	Department Mission
<a href="#"><u>IIID-25</u></a>	<a href="#"><u>PBC Budget Requests</u></a>
<a href="#"><u>IIID-26</u></a>	<a href="#"><u>Institutional and Program Assessments</u></a>
<a href="#"><u>IIID-27</u></a>	<a href="#"><u>Annual Report of Program Data</u></a>
<a href="#"><u>IIID-28</u></a>	Facilities Master Plan
<a href="#"><u>IIID-29</u></a>	UHCC Strategic Directions for 2015-21 Presentation
<a href="#"><u>IIID-30</u></a>	WCC Strategic Outcomes: Goals and Actuals
<a href="#"><u>IIID-31</u></a>	WCC Integrated Planning Model
<a href="#"><u>IIID-32</u></a>	WCC PBC Handbook
<a href="#"><u>IIID-33</u></a>	PBC Submittal Form
<a href="#"><u>IIID-34</u></a>	Third Party Review Rubrics
<a href="#"><u>IIID-35</u></a>	Non-Instructional Third Party Review Rubrics
<a href="#"><u>IIID-36</u></a>	PBC Rating Rubric Form
<a href="#"><u>IIID-37</u></a>	PBC Rating Survey Form
<a href="#"><u>IIID-38</u></a>	<a href="#"><u>PBC Website</u></a>
<a href="#"><u>IIID-39</u></a>	2016-17 PBC Rating Summary
<a href="#"><u>IIID-40</u></a>	Memo: Chancellor's Memo to PBC 9/2017
<a href="#"><u>IIID-41</u></a>	PBC Request Childcare Director
<a href="#"><u>IIID-42</u></a>	PBC Request Childcare Specialists
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## Standard IV: Leadership and Governance

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal Stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.**

### Standard IV.A.1

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*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

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### Evidence of Meeting the Standard

The College has a well-defined process that encourages innovation leading to institutional excellence. Through the shared governance planning process, Ke Kumu Pali, Windward CC's Planning and Budget Council (PBC), Faculty Senate, Staff Senate, and the Institutional Effectiveness Committee (IEC) have an opportunity to put forward initiatives that improve practices, programs, and services ([IVA.17](#)).

Windward CC's Planning and Budget Council is the largest college governance body, where shared governance takes place between faculty, staff, students, and administrators from all major departments, units, and committees. "The Planning and Budget Council provides advice and counsel to the chancellor regarding forces that are currently or will have impact on the College's plan of action that is designed to accomplish specific goals. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the of PBC's work is regular review and updating of the Strategic Plan and the prioritization of the College budget requests" ([IVA-2](#)).

Annual assessments and 5-year program reviews conducted by the divisions of Academic Affairs, Student Services, and Administrative Services encourage innovative ideas for consideration in the PBC ([IVA-4](#)). This has led to a number of changes and improvements including the hiring of faculty and staff as well as the purchasing of equipment and furniture for new buildings. Examples of programmatic changes that have been made through PBC requests and allocation by the chancellor are supplemental instruction, tutoring services, and mental health services for students ([IVA-5](#)).

An example of the College encouraging innovation within the goals of the Strategic Plan occurred when Windward CC Veterinary Technology faculty recommended that the Certificate of Achievement in Veterinary Assisting be extended to Maui CC ([IVA-1 p. 2](#)). Nine students graduated from this program in May 2017, and based on this success a similar program was recently started on the Big Island ([IVA-3](#)). This shows shared governance within the University of Hawai'i System, through a program that was industry driven in line with a State of Hawai'i and UHCC directive to improve the employability of Veterinary Assistants and students graduating with Science, Technology, Engineering, and Mathematics (STEM) degrees on all islands.

An example of improvement through a systematic participatory process is the College's Meta-Assessment focus groups. Conducted with selected governance committees, these groups have initiated several changes in the assessment process at the College, and will revisit and revise, as necessary, its general education student learning outcomes rubrics as well as look at its online assessment forms/database to incorporate new rubrics, programs, and matrices ([IVA-6](#) need to upload documents to web). Another example would be Ke Kumu Pali serving as a vehicle through which Native Hawaiian faculty, staff, students, and administrators of Windward CC participated in creating the Quality Focus Essay on Native Hawaiian Parity ([IVA.35](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC's shared governance process allows the opportunity to create and encourage innovative ideas, practices, and programs within the goals of the College, the System, and their missions. Additionally, ideas for improvement from Department, Unit, and Program Reviews are evaluated through the campus's major committees' (Planning and Budget Committee, Faculty and Staff Senate) systematic participative processes to assure effective planning and implementation, augmented by focus groups and surveys.

### **Standard IV.A.2**

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*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

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### **Evidence of Meeting the Standard**

Windward CC is part of the University of Hawai'i System, and is governed by the UH Board of Regents (BOR) policies and procedures ([IVA-9](#)). As a State of Hawai'i public institution, it is also governed by all Hawai'i Revised Statutes ([IVA-10](#)). Some policies have been developed at the Community College (UHCC) System level as well as the College level to assure consistency when appropriate ([IVA-7](#)).

The College has established policies and procedures for broad participation in decision making. The College Policies Formation Process offers the basic framework for the creation,

assessment, and modification of all campus policies, and establishes a shared vocabulary, format, and filing system for policy documents (IVA-8). Furthermore, Windward CC's Associated Students of the University of Hawai'i (ASUH-WCC) constitution and by-laws outlines students' role in serving on all shared governance planning committees (IVA-14).

The special purpose committees involved in shared governance of the College are the Institutional Effectiveness Committee (IEC), Faculty Senate, Staff Senate, Master Planning and Space Allocation Committee (MaPSAC), Ke Kumu Pali, and the PBC (IVA-4). In addition to these special purpose committees, the chancellor's administrative staff council provides input in the shared governance process (IVA-36). The IEC sets policies to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, non-credit programs, and other units (IVA-11). Faculty Senate sets the policies for educational decision-making, academic policy, and program development (IVA-12) while Staff Senate sets college policies that promote the general welfare of the College through advocacy and inclusion of staff perspective (IVA-13). MaPSAC sets policies to make recommendations concerning short, mid and long term facilities use, and plans for renovation of existing facilities and construction of new facilities (IVA-15). ASUH-WCC students participate in shared governance committees such as the PBC, where the ASUH-WCC president serves, and the Institutional Effectiveness Committee (IEC), where a student representative serves.

### **Analysis and Evaluation**

The College meets this standard. Windward CC has established policies and procedures for administrators, faculty, students, and staff to participate in a participatory governance process and its decision-making process. First, policies and procedures set by the UH system and the Board of Regents provide a structure for governance. Second, Windward CC established college level policies and procedures that allow faculty, students, and staff to participate in the governance and decision-making process. Individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

### **Standard IV.A.3**

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*Administrators and faculty, through policy and procedures, 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.*

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### **Evidence of Meeting the Standard**

Shared governance committees provide administrators and faculty a substantive and clearly defined role in institutional governance. Windward CC's PBC, Faculty Senate, Staff Senate, Ke Kumu Pali, and IEC are several groups that provide faculty, staff, students, and administrators an opportunity to provide input in policies, procedures, and planning (IVA-17). Full participation of faculty, administrators, staff, and students is further evidenced by the Annual Assessments and 5-Year Program Reviews and their use in the planning and budgeting processes. Requests ranked by individual departments and units are forwarded to the PBC for consideration; the PBC reviews these recommendations and submits the prioritization of all requests to the chancellor. The chancellor then selects which requests will

be funded, and in a presentation to the PBC explains his reasoning if the prioritization submitted by the PBC is modified ([IVA-16](#)).

In the development of the 2015-2021 Strategic Plan, the chancellor created 9 sub-committees ([IVA-18](#)) within the PBC, each assigned a portion of the Strategic Plan. These sub-committees developed Windward CC action items that would align with those of the UH and UHCC Systems. Refinements to these action items were the result of input provided by the Faculty and Staff Senates, Ke Kumu Pali, ASUH-WCC, and members of the Administrative Team. On April 28, 2017, the PBC approved the 2015-2021 Strategic Plan.

### **Analysis and Evaluation**

The College meets this standard. Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance and have significant input in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. A good example is the passing of the “Clarification of the communication lines for shared governance between Campus Administration and the Faculty, Staff, and Students of Windward Community College” resolution ([IVA-38](#)). This resolution demonstrates the role and the input by which the faculty and staff senate is able to make changes to improve the College.

### **Standard IV.A.4**

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*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

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### **Evidence of Meeting the Standard**

The shared governance process is the primary mechanism by which all campus constituents participate in decision making. The shared governance committee structure chart illustrates the lines of communication and decision-making ([IVA-20](#)).

Full-time faculty have a professional responsibility to participate in Windward CC and University-System committees (Article IV B, [IVA-37](#)). Furthermore, all committees enjoy sufficient administrative presence and/or support (i.e. the Faculty Senate chairs report back to the chancellor and bring up questions that have occurred during the Faculty Senate meetings).

Faculty and academic administrators make recommendations about curriculum and student learning programs through the Curriculum Committee and Faculty Senate. In AY 2016-2017, the Curriculum Committee reviewed and worked with proposers on a range of individual course proposals, including new courses, course modifications, and course deactivations. The committee handled several program/policy modifications and multi-course prerequisite updates, including reviewing and working on new associate degree concentrations in pre-computer science, theater, and visual art, and a new certificate of competence in cybersecurity ([IVA-21](#)).

Recommendations about Academic Support and Student Affairs units occur through their Annual Assessments and 5-Year Program Reviews as well as the unit's Annual Report of Program Data (ARPD) ([IVA-22](#), [IVA-23](#)), and recommendations concerning staff occur through the Staff Senate end of year report ([IVA-24](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC faculty and academic administrators, through policy and procedures, and through well-defined structures, participate in institutional decision making through a shared governance process, wherein faculty, staff, and students sit on a number of governing committees such as Faculty Senate, Staff Senate, and ASUH. Recommendations about curriculum and student learning programs are conducted through the Curriculum Committee, and lastly, recommendations about Student Affairs are provided through annual and 5-year assessments.

### **Standard IV.A.5**

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*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

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### **Evidence of Meeting the Standard**

Membership in shared governance committees is designed to ensure the inclusion of relevant perspectives and required expertise in the consideration of key campus issues. (See discussion above in Standard IV.A). The following shared governance committees oversee institutional plans and budgeting, policies, institutional effectiveness, space allocation, and curricular changes:

- The Curriculum Committee is a subcommittee of the Faculty Senate and is the principal reviewing and recommending body on all aspects of the educational curricula. This subcommittee oversees comprehensive review of course and program proposals and modifications ([IVA-25](#)).
- The Staff Senate promotes the general welfare of the College through advocacy and inclusion of staff perspectives ([IVA-13](#)).
- The Planning and Budget Council provides advice and counsel to the chancellor regarding economic, political, industry, and programmatic forces that are currently or will have impact on the College's plan of action that is designed to accomplish specific goals. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the PBC's work is regular review and updating of the Strategic Plan and the prioritization of the College Budget ([IVA-26](#)).
- The Institutional Effectiveness Committee is charged to plan and oversee an institutional schedule to ensure a systematic, comprehensive, and ongoing assessment of the credit programs, noncredit programs, and other units identified in the Program Review Policy, to develop and sustain a culture of assessment throughout the

- institution, to provide the necessary training and skills for units to assess themselves, and to maintain materials and reports related to all assessment activities ([IVA-11](#)).
- The Master Planning and Space Allocation Committee makes recommendations concerning short, mid and long term facilities use, and plan for renovation of existing facilities and construction of new facilities ([IVA-15](#)).
  - The Faculty Senate provides formal faculty involvement in educational decision-making, academic policy, and program development. The purpose of this formal faculty involvement is to ensure that quality education is provided, preserved, and improved at Windward CC and in the University of Hawai‘i System in general ([IVA-12](#)).

The Windward CC chancellor recognizes the Faculty Senate as the representative of faculty opinions and as a consulting body on curriculum development through its Curriculum Committee. This Faculty Senate sub-committee oversees curriculum development ([IVA-27](#)). Moreover, the IEC oversees the development of procedures and evaluation criteria for reviewing the College’s mission, priorities, and effectiveness ([IVA-28](#)). The PBC is the recommending body that oversees the coordination of institutional planning and budgeting ([IVA-26](#)). Finally, the University of Hawai‘i Board of Regents oversees the coordination of the University System (See Standard IVC).

### **Analysis and Evaluation**

The College meets this standard. The University of Hawai‘i Board of Regents (UH BOR) policies inform the structure of shared governance. First, institutional governance is embodied in the Planning and Budget Council structure and the annually updated Strategic Plan. Second, college plans, policies, curricular changes, and other key considerations occur through the Curriculum Committee and college planning documents. Finally, appropriate consideration of relevant perspectives and decision-making is reflected in shared governance committees’ membership.

### **Standard IV.A.6**

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*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

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### **Evidence of Meeting the Standard**

The College makes documents relevant to processes and decisions readily available to its constituents and general public through presentations given to the campus, and State of the College presentations given during Convocation. Spring 2017 Convocation, for example, provided opportunities for a variety of campus reports and workshops ([IVA-29](#)), and the chancellor communicated important campus messages via all campus email ([IVA-34](#)). Additionally, a campus discussion board was created for individuals and groups at the College to solicit feedback to inform curriculum and policy decision-making ([IVA-33](#)).

Planning decisions are identified in the Strategic Plan and posted on the College website ([IVA-19](#)) with PBC action items shared electronically on the College website ([IVA-26](#)), disseminated via faculty representatives to their respective departments and units ([IVA-31](#)),

and via email through the College face/staff listservs. Minutes, agendas, and action items generated in shared governance committees are accessible on the College website and through Google docs ([IVA-32](#)).

### **Analysis and Evaluation**

The College meets this standard. The processes and results of governance decisions are documented and widely communicated. The chancellor documents and communicates the processes for decision-making and resulting policies via email, web, campus forums, the discussion board, and college convocation. Governance groups and committees post results and decisions via the College website.

### **Standard IV.A.7**

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*Leadership roles and the institution's governance and decision-making policies, procedures, 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.*

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### **Evidence of Meeting the Standard**

The College utilizes a number of survey instruments and focus groups to assess the integrity and effectiveness of its shared governance committee structure. Faculty/staff surveys revealed a positive view of decision-making processes, but also highlighted the necessity for improved training in collegial governance. Student focus groups conducted in 2016 indicated the need for further participation by student leaders in shared governance. These assessments of shared governance were submitted to the IEC fostered dialog on how the College could modify its current processes to ensure improvement of shared governance and decision-making processes.

### **Analysis and Evaluation**

The College meets this standard. Evaluations of governance and decision-making policies, procedures, and processes are conducted regularly. The effectiveness of shared governance is appraised by the IEC on an annual basis when each shared governance committee undergoes an annual self-evaluation. Moreover, the College conducts surveys and focus groups to evaluate governance and decision making, communicates the results of these evaluations, and uses them as the basis for improvement.

### **List of Evidence**

IVA-1	ACCJC Substantive Change CAVA Maui College
IVA-2	PBC Revised Charter
IVA-3	ACCJC Substantive Change CAVA Hawai'i Island
IVA-4	Planning Budget Council Website
IVA-5	All Campus Review
IVA-6	Meta-Assessment Results

IVA-7      Windward Community College's Policies and Procedures  
IVA-8      The College Policy Formation Process  
IVA-9      UH System Policies and Procedures  
IVA-10     Title 18 Education  
IVA-11     Institutional Effectiveness Committee  
IVA-12     Faculty Senate  
IVA-13     Staff Senate  
IVA-14     ASUH Documents  
IVA-15     Master Planning and Space Allocation  
IVA-16     Annual Expenditure Report  
IVA-17     Committees and other Chartered Groups  
IVA-18     Windward CC Strategic Plan Sub Committees  
IVA-19     Windward Community College Strategic Plan 2015-2021  
IVA-20     Planning and Budgeting Process for Windward Community College  
IVA-21     Final Report for Academic Year 2016-17 Curriculum Committee  
IVA-22     Academic Support Services Executive Summary  
IVA-23     Student Services Executive Summary  
IVA-24     Staff Senate End of the Year Summary  
IVA-25     Curriculum Committee  
IVA-26     Planning and Budgeting Council Page  
IVA-27     Policies and Procedures on Credit Curriculum  
IVA-28     Institutional Effectiveness Committee Directives  
IVA-29     Spring Convocation 2017  
IVA-30     Proposed Change in DPC guidelines at Windward CC to comply with UHPA Agreement  
  
IVA-31     Language Arts Department Meeting Minutes  
IVA-32     Committee Documents  
IVA-33     Discussion Archive  
IVA-34     Chancellor's Messages - Complete  
IVA-35     Ke Kumu Pali  
IVA-36     Chancellor's Administrative Staff Council  
IVA-37     Article IV, Faculty Professional Responsibilities and Workload  
IVA-38     Resolution: Clarification of the communication lines for shared governance between Campus Administration and the Faculty, Staff, and Students of Windward Community College  
  
IVA-40     Office of Academic Affairs  
IVA-41     Faculty Senate New Initiatives Subcommittee  
IVA-42     Discussions  
IVA-43     Windward CC Facebook profile  
IVA-44     Windward CC Service Learning Facebook profile  
IVA-45     Trio Student Support Services Facebook profile  
IVA-46     Windward CC Recruitment-Outreach Facebook profile  
IVA-47     Hawaiian Studies Windward CC Facebook profile  
IVA-48     Windward CC Library Facebook profile  
IVA-49     Windward CC Film Club Facebook profile  
IVA-50     UH Alert Emergency Notification

IVA-51	Ka ‘Ohana
IVA-52	Catalogs and Schedules of Classes
IVA-53	Windward CC Policy 2.2: Policies and Procedures for Chartered Groups on Campus
IVA-54	Planning and Budget Council Flowchart and Timeline
IVA-55	Planning and Budget Council request form
IVA-57	Faculty Senate Directives
IVA-58	Credit Curriculum and Academic Affairs Committee
IVA-59	Hawaiian, Asian, and Pacific Issues Board
IVA-60	Foundations Board
IVA-61	Writing Advisory Board
IVA-63	Schedule of Classes and Class Cancellation Procedures
IVA-64	Creation of Schedule of Classes
IVA-65	Committees and Councils
IVA-66	Organization Chart
IVA-67	PPIS
IVA-68	Planning and Budget Council Directives
IVA-69	Planning and Budget Council Membership
IVA-70	Preparation of the UH 2011-2013 Biennium Budget Proposal
IVA-71	Constitution of the Faculty Senate
IVA-72	Mission, Vision, and Core Values Committee
IVA-73	Chancellor’s Administrative Staff Documents
IVA-74	All Campus Council of Faculty Senate Chairs
IVA-75	Community Colleges Council of Faculty Senate Chairs
IVA-76	All Campus Council of Faculty Senate Chairs Charter
IVA-77	All Campus Council of Faculty Senate Chairs, meeting minutes
IVA-78	UHCC Strategic Planning/Budget Development
IVA-79	Accreditation Steering Committee Membership
IVA-80	Kāne`ohe Business Group
IVA-81	360° Evaluations
IVA-82	HCC Policy #9.202 Executive Employees Performance Evaluation
IVA-83	Duties and Responsibilities of Department Chairs in Credit Instruction
IVA-84	Governance Subcommittee of the Institutional Effectiveness Committee Evaluation Process at Windward CC: Report of the Consultant
IVA-85	Policies and Procedures for the Assessment of the College Governance Structures

## Standard IV.B.1

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*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

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### Evidence of Meeting the Standard

Windward CC's chancellor working with the Chancellor's Administrative Staff Committee ([IVB-1](#)), PBC, Staff Senate, Faculty Senate, Staff Development Committee, MaPSAC, and the IEC, maintains primary authority over planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IVB-2](#)).

The PBC provides advice and counsel to the chancellor regarding forces that are currently or will have impact on the College's plan of action. Initiatives to achieve these goals are justified by assessment, analysis, and evidence of community needs. A major outcome of the of PBC's work is regular review and update of the Strategic Plan.

A primary function of the PBC is to review, evaluate, prioritize, and make recommendations to the chancellor regarding the use of resources in the College's budget, and regarding resource requests for future funding. These recommendations are based on the PBC's review of all program reviews and annual assessments. A prioritized list of items for budget consideration is provided to the chancellor for the operating budget, equipment budget, lectureship budget, and student assistants' budget ([IVB-3](#)).

The chancellor participates in the UH System's Council of Community College Chancellor's (CCCC) meetings. The CCCC advises the vice president of Community Colleges (VPCC) on matters of academic policy, quality, and standards; bring to the VPCC's attention academic and institutional issues potentially impacting the community colleges; and collaborate with the VPCC and others in policy development, in establishing and refining operational procedures and practices, and in strategic and facilities planning and budgeting for the UHCC System. ([IVB-5](#)).

The chancellor works with the Chancellor's Administrative Staff Committee to ensure that the College adheres to all State, Union, and System hiring guidelines. Standard III.A.10 provides an analysis of how the college "maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes."

Furthermore, the chancellor works with the vice chancellor of Academic Affairs (VCAA), Faculty Senate, Staff Senate, and the University of Hawai'i Professional Assembly (UHPA) in matters related to professional development, faculty evaluation, and the promotion and tenure process ([IVB-4](#)). Standard III.A.7 provides an analysis of how the college "maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes." The chancellor is vested with the final decision for all personnel hires with the exception of executive/managerial direct reports to the chancellor who are approved by the vice president of community colleges on recommendation of the chancellor.

The chancellor provides leadership in planning and assessing institutional effectiveness. The IEC reports to the chancellor and provides recommendation on assessment and, with the Office of Institutional Research (OIR) on Program Review, reports to the chancellor on matters that affect the entire institution ([IVB-6](#)).

In addition to an Executive Employees Performance Evaluation conducted by the UHCC System office ([IVB-7](#)), the chancellor is rated by College employees in an institutional survey. The results of the 2015 survey indicate that the majority of faculty and staff find the chancellor effective along various dimensions ([IVB-10](#)). The chancellor uses the Institutional Surveys and the UH System 360 evaluation of his Administrative staff and their respective unit heads to make changes or adjustments to satisfy the College needs ([IVB-8](#)).

### **Analysis and Evaluation**

The College meets this standard. Windward CC's chancellor has primary responsibility for the quality of the institution. Given Windward CC's small size, the chancellor provides effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness, and in assessing and selecting personnel.

Standard IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

### **Evidence of Meeting the Standard**

The chancellor is responsible for the orderly and proper functioning of Windward CC. The chancellor is also responsible for directing all aspects of the administration and development of the College in order for the College to fulfill its mission. Furthermore, the chancellor delegates authority over specific projects to campus administrators and others consistent with their responsibilities.

Windward CC is divided into 4 units, Academic Affairs, Student Affairs, Administrative Services, and Career and Community Education. Academic Affairs, Student Affairs, and Administrative Services are each headed by a vice chancellor while a director organizes and manages Windward CC's Office of Career and Community Education. The vice chancellor of Academic Affairs supervises and delegates authority to the respective deans. The deans manage and coordinate the instructional and academic support functions of their respective programs. ([IVB-9](#)).

The chancellor manages and evaluates the College's administrative structure and delegates authority to the director and vice chancellors for the supervision and day-to-day operations of their respective units. The chancellor conducts an annual basic evaluation and 360 performance review of the director, vice-chancellors and their respective deans ([IVB-8](#)). Further information can be found in Standard III.A.5.

The chancellor participates in weekly meetings with the chancellor's administrative staff to share information on system and college issues and remain abreast of various campus

operations. In addition, the chancellor holds individual meetings with the administrative staff to review their respective unit goals, as well as any problematic issues that may have arisen ([IVB-1](#)).

The College's organizational structure reflects its purpose, size, and complexity ([IVB-9](#)). More information can be found in Standards III.A.7- III.A.10 on the College's faculty, staff, and administrative structure and how it reflects the purpose, size, and complexity. The unit heads or department chairs evaluate their personnel and departments efficiency using the College's annual assessment, 5-year program review, and UHCC Annual Report of Program Data (ARPD).

### **Analysis and Evaluation**

The College meets this standard. Windward CC's chancellor plans, oversees, and evaluates the administrative structure in relation to the institution's purposes, size, and complexity and delegates authority to administrators in a manner consistent with their responsibilities as displayed in the organizational chart.

### **Standard IV.B.3**

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*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- a. establishing a collegial process that sets values, goals, and priorities;*
  - b. ensuring the College sets institutional performance standards for student achievement;*
  - c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
  - d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
  - e. ensuring that the allocation of resources supports and improves achievement and learning; and*
  - f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution*
- 

### **Evidence of Meeting the Standard**

The chancellor, through established policies and procedures, guides institutional improvement of the teaching and learning environment in the following ways:

- A major outcome of the PBC's work is the regular review and updating of the Strategic Plan and the prioritization of the College Budget ([IVB-3](#)). The PBC is the chief collegial governance body on campus that advises the chancellor on long-range objectives that satisfy the goals of Windward CC's Strategic Plan. The chancellor convenes the PBC which provides advice and counsel regarding economic, political, industry, and programmatic forces that are currently impacting or will impact on the College.
- Performance standards are developed and assessed by discipline faculty within a framework set forth by the IEC and validated through the program review process ([IVB-6](#)).

- The chancellor’s role in improving the teaching and learning environment at the College is, in part, through providing assigned time to department chairs for the responsibility of overseeing learning outcome assessment in their departments. The department chairs have become an integral part of the assessment process in part through their participation on the IEC ([IVB-13](#)).

The chancellor is involved with evaluation and planning processes that rely on high quality research and analysis of external and internal conditions:

- The chancellor, with the support of the director of planning and program evaluation, sets annual institutional performance standards and aligns them with the UH-system, UHCC-System and College strategic goals and priorities ([IVB-19](#)).
- Data collected on student achievement, student learning, and institutional performance inform college planning processes and include external indicators related to job placement, labor market analyses, and enrollment and performance data of K-12 schools located in the College’s service area ([IB-6](#)).
- The Windward CC Ambassadors, a group of community members, meet bi-monthly. Programs and initiatives in need of support are presented to the group and the Ambassadors in turn provide feedback on where funding might be secured as well as making introductions of prominent community members to the chancellor as part of the “friend raising leads to fundraising” nexus ([IVB-20](#)).
- The chancellor, his administrative staff, and faculty attend meetings at the UHCC and UH System-level. The chancellor attends monthly meetings of the Council of Community College Chancellors as well as monthly meetings of the UH System Council of Chancellors and Vice Presidents. There are also monthly meetings for all deans, vice chancellors of Academic Affairs, vice chancellor for Administrative Services, and vice chancellors of Student Affairs. Additionally, there are monthly meetings with System-level Faculty Senate personnel. In addition, all Native Hawaiian chairs meet at the Council of Community College Native Hawaiian Chairs. All of these groups offer places where external and System-wide challenges can be identified and discussed ([IVB-21](#), [IVB-22](#), [IVB-23](#), [IVB-24](#), [IVB-25](#)).
- As with all people who are part of the College, the chancellor is accessible to members of the community. Appointments to meet with the chancellor can be made simply by calling his office.
- The chancellor frequently meets with Hawai‘i State legislators, which allows him to identify significant external challenges to the College such as those connected to the State’s budget, education policy, and other legislation. When the legislature is in session, the chancellor and others will meet with the local representatives or attend legislative hearings to deliver testimony as appropriate.

The chancellor is involved with the integration of educational planning with resource planning and allocation to support student achievement and learning:

- Windward CC has a systematic process of assessment, program review, strategic planning, and budget allocation which coalesces around the PBC. The chancellor connects institutional, program, and course assessment to the Strategic Plan, Mission, and goals of the College and the UH and UHCC Systems ([IVB-12](#)).

- Programs and units produce Annual Reports that include a discussion of challenges and possible solutions. Every 5 years, programs and units are responsible for doing a more in depth longitudinal analysis to foster sustainable, continuous improvement ([IVB-11](#)).

Ensuring that the allocation of resources supports and improves learning and achievement:

- The College is performing adequately in assessing SLOs at the course, program and Institutional Levels. Standard I.B.5 provides an analysis of the Windward CC assessment process in fulfilling the college mission.
- All courses taught at the College are assessed in a 5-year cycle. All courses have been mapped to both program (AA degree) SLOs and institutional (general education) SLOs; therefore, when assessing course SLOs, faculty were also implicitly assessing program and institutional SLOs ([IB-52](#), [IB-53](#), [IB-54](#), [IB-55](#)).
- As ex officio Chairman of the PBC, the chancellor ensures that the departments link Course-level SLO Assessment to Departmental Budgetary Requests. For example, departments requesting an increase in Supplemental Instruction must now support their requests with SLO assessment data ([IVB-27](#)).

The chancellor is involved with establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:

- Programs and units produce Annual Reports that include a discussion of challenges and possible solutions. Every 5 years, programs and units are responsible for doing a more in depth longitudinal analysis to foster sustainable, continuous improvement ([IVB-11](#)).
- Any challenges that the College faces are identified and addressed primarily through the committee structure, which allows College concerns to be transmitted to the appropriate governance channels. In addition to formal interactions, the chancellor's door is open to all students, staff, and faculty.
- The College's Discussion Board allows proposals to be transmitted to the College for discussion and feedback ([IVB-14](#)).
- Units are required to submit a comprehensive Program Review every 5 years. The PBC reviews every Annual Assessment and Program Review and prioritizes budget requests for equipment, supplies, and positions based on the needs of the College. Budget requests are linked to the Strategic Plan, Annual Assessment and Five-Year Program Review, and the Mission and goals of the College ([IVB.15](#)).
- The vice president for Community Colleges presents twice a year on relevant data related to the Windward CC constituents on the current strategic plan and UHCC performance based funding initiative ([IVB-16](#)).

### **Analysis and Evaluation**

The College meets this standard. The chancellor guides institutional improvement in relation to its values, goals, and priorities by leading the process to develop and update the college strategic plan. He ensures that institutional performance standards are set annually and evaluated rigorously by means of his oversight of the IEC and his ex-officio chairmanship of the PBC. He also ensures that evaluation and planning rely on high quality research and

analysis of external and internal conditions by virtue of his oversight of the Institutional Research Office on campus. Moreover, the chancellor establishes the linkage of educational planning with resource planning and allocation to support student achievement and learning by means of his oversight of the IEC and his ex officio chairmanship of the PBC.

#### **Standard IV.B.4**

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*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

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#### **Evidence of Meeting the Standard**

The chancellor's ongoing participation in the Accreditation Steering Committee (ASC) and oversight of other accreditation-related activities signals the institution's sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements ([IVB-29](#), [IVB-30](#)). The ASC is a committee of faculty, staff, and administrators that is chaired by the accreditation liaison officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the director of planning and program evaluation, reports directly to the chancellor and keeps the College abreast of all revisions to ACCJC standards, procedures, and eligibility requirements. The committee meets bi-monthly to provide guidance on evidence gathering, and to ensure that the self-evaluation accurately reflects the institution's performance ([IVB-17](#)). The 2017 writing team consists of 7 writers, an editor and documentarian ([IVB-28](#)). Each writer researched, interviewed, and/or emailed essential faculty, staff, and administrators pertaining to the Standard in which they were responsible. The College as a whole reviews and provides feedback on each of the Standards in forums, on the discussion board, and in selected committee reviews.

The chancellor's weekly Administrative Staff meetings with his executive staff provides a venue for the review of policies, procedures, and operations for the College's 4 divisions and serves as a means to ensure ongoing compliance with accreditation standards and eligibility requirements. The chancellor routinely disseminates information on College, UH-System, and UHCC-System policies during cabinet meetings and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations ([IVB-31](#)).

#### **Analysis and Evaluation**

The College meets this standard. The Windward CC chancellor holds the primary responsibility for accreditation, actively participates in the Accreditation Steering Committee (ASC), and provides the necessary resources and support to facilitate an accurate self-assessment of the College's programs and full compliance with eligibility requirements.

## **Standard IV.B.5**

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*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

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### **Evidence of Meeting the Standard**

The chancellor receives communications from the vice president of community college regarding UH-System and UHCC-System policy changes and procedures. Monthly Council of Community College Chancellors' meetings provide another venue for deep dialogue at the system level ([IVB-5](#)). All administrative regulations modified or adopted by the chancellor are communicated locally at the chancellor's administrative staff meeting, in shared governance committees, and during the bi-annual Windward CC convocation's Chancellors State of the College speech.

The effective control of budget and expenditures at Windward CC is largely the result of authority delegated to the vice chancellor of Administrative Services and to the Fiscal Officer. The chancellor meets bi-weekly with the vice chancellor of Administrative Services to review College expenditures and to project ending balances for the fiscal year.

The Operational Expenditure Plan (OEP) is essentially the College's operating budget for a given fiscal year, July 1-June 30. The OEP identifies sources of income and planned expenditures for the fiscal year. For Windward CC, sources of income are derived from general funds (GF), tuition and fees special funds (TF SF), and research and training revolving funds (RTRF)—more commonly known as the return of indirect cost from contracts and grants.

Expenditures are categorized by personnel or payroll costs, and other current expenditures. Personnel costs are broken down further by types of employees. Other current expenditures include, but are not limited to, electricity, water, equipment maintenance, educational and office supplies, software licenses, training fees, airfare, consultant services, travel, janitorial supplies, computers, and equipment. The chancellor makes fiscal adjustments as necessary to establish a positive end of year balance for the College. Updates on these meetings are shared with the chancellor's administrative staff ([IVB-1](#)) and the PBC on a regular basis ([IVB-18](#)).

The Business Office and in particular the fiscal administrator, is responsible for ensuring that the expenditures follow State and University policies and procedures. Significant issues are reported to the vice chancellor of Administrative Services and, if necessary, to the chancellor. Given the formal structure of the accounting system, problems of this nature do not happen on campus. The primary issues are minor concerns related to compliance with purchasing rules, especially related to grants.

Furthermore, the chancellor delegates minor budget decisions to other administrators. Minor departmental expenditures that occur within the established budget, for instance, are authorized by the appropriate dean of Academic Affairs, while larger instructional purchases are authorized by the vice chancellor of Academic Affairs. Effective oversight in these instances occurs within the context of broader budget allocations tied to the specific goals of

the office. The chancellor is, thus, not overly burdened with minor decisions and can focus on exerting a broader oversight of the budget.

The chancellor also holds bi-weekly, one-on-one meetings with the staff under his immediate supervision: The directors of Marketing and Public Relations, Institutional Research, Planning and Program Evaluation, the vice-chancellors of Academic Affairs, Administrative Services, Student Affairs, and the director of the Office of Career and Community Education. These meetings are used as an opportunity for these officials to raise issues that need to be addressed, and for the chancellor to ensure that all units under his control are functioning properly.

### **Analysis and Evaluation**

The College meets this standard. The Windward CC chancellor oversees the implementation of State statutes and regulations and UH System and UHCC-System governing policies while assuring effective control of budget and expenditures.

### **Standard IV.B.6.**

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*The CEO works and communicates effectively with the communities served by the institution.*

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### **Evidence of Meeting the Standard**

The identification and response to communication challenges is based on fostering an open, transparent, and proactive communication system where some groups have a formal responsibility and other groups and people have an informal, but often encouraged, ability to identify challenges. The College likewise has a formal and informal system to produce solutions to those challenges, whether through the committee structure, the College's discussion board, or informal conversations with stakeholders. Evidence of this communicative system can be found in the committee structure, program reviews, and the use of communication technologies such as e-mail and an electronic discussion board ([IVB-2](#), [IVB-14](#)).

Challenges that the College faces are identified and addressed primarily through the committee structure, which allows College concerns to be transmitted to the appropriate governance channels. In addition to formal interactions with the Governance Committees the chancellor's door is open to all students, staff, and faculty.

Additionally, the student government is encouraged to bring forth concerns about the College to the chancellor through the Student Life coordinator, who is the faculty liaison between the students and the institution. Many Student Senate representatives serve on various College committees. An ASUH-WCC student representative, as well as a student delegate from Phi Theta Kappa serve on the PBC as an example ([IVB-32](#)). Therefore, they have a significant voice in College decision-making.

Typically, the chancellor does not attend departmental meetings except when invited or when a major announcement must be made. Developments of departmental and staff meetings are reported to the chancellor via the vice chancellors and through minutes that are posted on the

web ([IVB-33](#)). The chancellor also uses the College's facstaff listserv as an important tool to communicate with both stakeholders and communities served by the institution. Any issues that come up are also reported at the administrative staff meetings.

Campus facilities such as the Palikū Theater, Gallery 'Iolani, and the Hōkūlani Imaginarium have served as popular venues to attract community members to the campus. In addition, the meeting rooms in Hale 'Ākoakoa have been used by numerous community groups and non-profit agencies for meetings and gatherings at affordable rates. Community-based committees (including Friends of Lanihuli, Friends of WCC and Kokua Palikū) support the above-related activities. These efforts are important for Windward CC because, again, the college mission is to provide the communities served with liberal arts, career and lifelong learning ([IVB-36](#), [IVB-37](#), [IVB-34](#), [IVB-35](#)).

A new effort to enhance the educational relationship with communities was the addition of the Lanihuli Observatory, and renovation of the Hōkūlani Imaginarium. This enhances the educational relationship with the communities served by connecting K-12 school students with science and higher education at Windward CC. This connection is further strengthened through DOE participation at the NASA Flight Training Center, and the Aerospace Exploration Lab ([IVB-38](#)).

Since 2004, the Chancellor's Office has managed marketing and private fundraising with the assistance from various College staff and faculty. The University of Hawai'i Foundation, the 501(c) 3 fundraising arm of colleges in the UH System has assigned one development officer, to assist in Windward CC's fund raising efforts. This officer also reports to the chancellor. As indicated in the Chancellor's Office 2015 Annual Report, the office's external leadership functions include: meeting with the public, attending public functions and events, analyzing and presenting information to various constituencies, gaining politicians' support, and building rapport and relationships with community leaders. An example of this is the annual Windward Ho'olaule'a. This event, which provides free entertainment and other activities, attracts 10 to 15 thousand community members to the Windward CC campus every year, and also allows the College to reach out to the community and showcase its programs and services to potential students and community groups ([IVB-39](#)).

The Marketing and Public Relations Office (MPRO) staff reports directly to the chancellor. MPRO's mission is to promote public awareness and understanding of the College, its programs, policies and services to internal and external constituencies including prospective students, the news media, the community, potential donors, current students, faculty and staff ([IVB-39](#)).

The chancellor regularly attends meetings of community groups such as the Kāne'ōhe Business Group ([IVB-41](#)), the Kailua Chamber of Commerce ([IVB-48](#)), Hawai'i Council for the Humanities, Kāne'ōhe Rotary Club ([IVB-40](#)), and the Kāne'ōhe Neighborhood Board. He has served a 2-year term as chairman of the board, as well as a one year term as chair of the proposal review committee, a one year term as secretary-treasurer, and a one year term as chair of the partnerships committee on the Hawai'i Council for the Humanities, a 3-year term as a member of the Board of Directors of the Kailua Chamber of Commerce, and a 2 year term as Speakers Bureau chair for the Rotary ([IVB-26](#)).

## **Analysis and Evaluation**

The College meets this standard. The Windward Community College chancellor works effectively and communicates well with communities served by the institution. As a member of several community groups the chancellor is able to integrate community needs into the college plan.

### **Evidence**

<b>Ref #</b>	<b>Title of Doc</b>
IVB-1	Chancellor's Administrative Staff
IVB-2	Committees and other Chartered Groups
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## **Standard IV.C.1**

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*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

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### **Evidence of Meeting the Standard**

The Board of Regents (BOR) of the University of Hawai‘i is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College System. The Regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed. [IV.C.1.1] [IV.C.1.2]

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of seven members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position. [IV.C.1.3] [IV.C.1.4]

The By-Laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP). [IV.C.1.5] [IV.C.1.6] Several policies, including *RP 4.201: Mission and Purpose of the University*, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP). [IV.C.1.7] [IV.C.1.8]

### **Analysis and Evaluation**

The college meets the standard.

The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the University, including the University of Hawai‘i Community College System and the individual community colleges.

### **Standard IV.C.2**

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***The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.***

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#### **Evidence of Meeting the Standard**

The primary policy governing board interaction among board members and with the broader University community is Regents Policy, *RP 1.202: Relationship of the Board to Administration and University*. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration. [IV.C.2.1]

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.” [IV.C.2.2]

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together.” [IV.C.2.3] [IV.C.2.4] [IV.C.2.5]

#### **Analysis and Evaluation**

The college meets the standard.

As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

### **Standard IV.C.3**

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*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

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#### **Evidence of Meeting the Standard**

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. *RP 2.203: Policy on Evaluation of the President*, establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment. [IV.C.3.1]

#### *System CEO Selection*

There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the community college system. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in *RP 9.212: Executive and Managerial Personnel Policies*. In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position. [IV.C.3.2]

#### *Campus CEO Selection*

The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, *UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors*, was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies. [IV.C.3.3] A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the college Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

### *UH CEO Evaluation*

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence. [IV.C.3.4] [IV.C.3.5] [IV.C.3.6]

### *UHCC and CC Campus CEO Evaluation*

The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, *EP 9.203: Evaluation of Board of Regents Appointees*, and *EP 9.212: Executive/Managerial Classification and Compensation*. [IV.C.3.7] [IV.C.3.8]

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai'i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through *UHCCP 9.202: Executive Employees Performance Evaluation*. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college's attainment of its strategic goals as a component of the Chancellor's evaluation. [IV.C.3.9]

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda. [IV.C.3.10] Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations. [IV.C.3.11]

## **Analysis and Evaluation**

### *CEO Selection*

The college meets the standard.

The procedures used to recruit and select the Vice President for Community Colleges and the college Chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice

President, subject to approval by the Board of Regents. The Vice President for Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

### *CEO Evaluation*

The college meets the standard.

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

### **Standard IV.C.4.**

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*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

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### **Evidence of Meeting the Standard**

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.” [IV.C.4.1]

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University's administrative legislative coordinator.

### **Analysis and Evaluation**

The college meets the standard.

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations. [IV.C.4.2] [IV.C.4.3] [IV.C.4.4] [IV.C.4.5] [IV.C.4.6]

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

#### **Standard IV.C.5.**

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*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

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#### **Evidence of Meeting the Standard**

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in *RP 4.207: Community College System*. [IV.C.5.1]

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University's responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution. [IV.C.5.2] In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, *RP 4.208*, illustrating the alignment of mission and policy. [IV.C.5.3] Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in *RP 4.201*, Section C.b, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." Policy

RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

### **Analysis and Evaluation**

The college meets the standard.

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

### **Standard IV.C.6.**

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*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

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### **Evidence of Meeting the Standard**

The Board of Regents home page (<http://www.hawaii.edu/offices/bor/>) includes links to the Board Bylaws and Policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members. [IV.C.6.1] [IV.C.6.2]

### **Analysis and Evaluation**

The college meets the standard.

The Bylaws are published and made available to the public, and include all required elements of the standard.

## **Standard IV.C.7.**

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

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### **Evidence of Meeting the Standard**

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board's home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the Board policies and the related University Executive Policies and administrative procedures. [IV.C.7.1]

The features of the PPIS include:

Description of the PPIS with frequently asked questions on the PPIS home page

Easy public access to all policies, including from the Board of Regents home page

Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle

Links from the executive policy and/or administrative procedure to the related Regents policy

Automatic notification to interested parties of any change in policy [IV.C.7.2]

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13. [IV.C.7.3]

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting. [IV.C.7.4] [IV.C.7.5] A further update was provided to the Committee on April 5, 2018. [IV.C.7.6]

### **Analysis and Evaluation**

The college meets the standard.

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that Board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawaii Revised Statutes, the public employee collective bargaining law.

#### **Standard IV.C.8.**

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*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

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#### **Evidence of Meeting the Standard**

The Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai'i Graduation Initiative focusing on student success
- Hawai'i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University's role as the single system of public higher education in the state.

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UH Community College system and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures. [IV.C.8.1] [IV.C.8.2] [IV.C.8.3] [IV.C.8.4]

The Board regularly receives updates on the University's progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways. [IV.C.8.5]

The Board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

## **Analysis and Evaluation**

The college meets the standard.

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

### **Standard IV.C.9.**

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*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

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### **Evidence of Meeting the Standard**

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member. [IV.C.9.1] [IV.C.9.2] [IV.C.9.3]

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees. [IV.C.9.4]

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. [IV.C.9.5] The Vice President for Budget and Finance also provides an overview of the State of Hawai'i budget as it pertains to the University system. [IV.C.9.6]

## **Analysis and Evaluation**

The college meets the standard.

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include Board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

#### **Standard IV.C.10.**

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*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

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#### **Evidence of Meeting the Standard**

Regents Policy (RP) 2.204 establishes the process for Board self-evaluation. In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process. [IV.C.10.1] [IV.C.10.2]

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 [IV.C.10.3] [IV.C.10.4] [IV.C.10.5] Additionally, in 2012-2013, the Board undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations. [IV.C.10.6] The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations. [IV.C.10.7]

#### **Analysis and Evaluation**

The college meets the standard.

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University's strategic directions. [IV.D.10.10]

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

#### **Standard IV.C.11.**

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*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

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### **Evidence of Meeting the Standard**

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation. [IV.C.11.1]

Regents Policy. *PR 2.206: Policy on Regents as Employees*, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status. [IV.C.11.2]

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings. [IV.C.11.3]

### **Analysis and Evaluation**

The college meets the standard.

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

## **Standard IV.C.12.**

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*The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

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### **Evidence of Meeting the Standard**

Regents Policy, *RP 2.202: Duties of the President*, clearly documents the relationship between the Board of Regents and the University system President, and establishes the authority of the President to implement and administer Board policies. [IV.C.12.1]

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, *RP 9.218: Delegation of Personnel Actions*, describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President. [IV.C.12.2]

The structure of the University of Hawai'i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System. [IV.C.12.3] The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus University system. [IV.C.12.4] [IV.C.12.5] [IV.C.12.6] [IV.C.12.7]

### **Analysis and Evaluation**

The college meets the standard.

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

### **Standard IV.C.13.**

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*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

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#### **Evidence of Meeting the Standard**

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards. [IV.C.13.1] A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting. [IV.C.13.2]

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai'i in early Summer 2018.

#### **Analysis and Evaluation**

The college meets the standard.

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

## Standard IV.D Multi-College Districts or Systems

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*In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

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### Evidence of Meeting the Standard

The University of Hawai'i (UH) system is the sole provider of public higher education in the state of Hawai'i. The overall structure of the UH system is established in Board of Regents policy, *RP 3.201: Major Organizational Units of the University of Hawai'i*. The ten-campus UH system as a whole includes the University of Hawai'i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy *RP 4.207: Community College System*. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated. [IV.D.1.1] [IV.D.1.2]

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai'i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President. [IV.D.1.3] The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O'ahu at a central site near the flagship campus in Manoa. The VPCC works with an Associate Vice President for Academic Affairs and an Associate President for Administrative Affairs to ensure support for the effective operation of the colleges at the system level. [IV.D.1.4] [IV.D.1.5]

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership. (See also IV.D.4.) [IV.D.1.6] The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all campuses; and to the Vice President for Community Colleges for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents' actions in supporting both individual campus autonomy and system-wide coordinated operations. [IV.D.1.7]

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows alignment with both the major accreditation topics [IV.D.1.8], as well as the detailed parts of Standards. [IV.D.1.9]

## **Analysis and Evaluation**

As part of the University of Hawai'i system, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC system (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

### **Standard IV.D.2**

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*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

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### **Evidence of Meeting the Standard**

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of CC system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives. [IV.D.2.1]

The Associate Vice President for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications. [IV.D.2.2] Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the Associate Vice President for Administrative Affairs, and individual

colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the CC and UH systems to develop and justify minor and major CIP. [IV.D.2.3] [IV.D.2.4]

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors [IV.D.2.5]; Community College Council of Faculty Senate Chairs [IV.D.2.6]; and Community Council of Native Hawaiian Chairs. [IV.D.2.7] [IV.D.2.8]

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the Colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC system having joined the Achieving the Dream Initiative in 2006. [IV.D.2.9] The system-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses. [IV.D.2.10] [IV.D.2.11] [IV.D.2.12]

## **Analysis and Evaluation**

As part of the University of Hawai'i system, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.

### **Standard IV.D.3**

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*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.*

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### **Evidence of Meeting the Standard**

The University system's budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS). [IV.D.3.1] Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community College system is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC system, and the individual College Strategic Plan. [IV.D.3.2] The Community College Strategic Planning Council (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and the Vice President and the Associate Vice Presidents for the community colleges. [IV.D.3.3] The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in *UHCCP #4.101: Strategic Academic Planning*. The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges. [IV.D.3.4]

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC system level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC system level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.

While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., Special funds, Revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: *UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation*, and *UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds*. Each College's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the Reserve required by accreditors. [IV.D.3.5] IV.D.3.6] [IV.D.3.7]

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives. [IV.D.3.8] Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC system has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need. [IV.D.3.9]

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified "operational and financial risks" and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations. [IV.D.3.10] The Internal Audit report was on the agenda of the May 12, 2015 meeting of the Board of Regents' Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit report were included in the UH system's

Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature. [IV.D.3.11] [IV.D.3.12] [IV.D.3.13] As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs. [IV.D.3.14]

### **Analysis and Evaluation**

As part of the University of Hawai`i system, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges' missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

### **Standard IV.D.4**

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*The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.*

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### **Evidence of Meeting the Standard**

The University of Hawai`i System has a President, a Vice President for Community Colleges (among several Vice Presidents responsible for differentiated areas of UH-System functions), and Chancellors for each of the ten universities or colleges in the system. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. [IV.D.4.1] In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges [IV.D.4.2] A subsequent memo to the college Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPCC.) [IV.D.4.3] Key among the Major Functions delineated in that memo is the following:

“Ensures that the 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 authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in *Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus*, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” [IV.D.4.4] University of Hawai`i Community Colleges Policy, *UHCCP # 8.000: General Fund and*

*Tuition and Fees Special Fund Allocation*, also specifies the Chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” [IV.D.4.5] Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B). [IV.D.4.6]

In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in *UHCCP #9.202: Executive Employees Performance Evaluation*. [IV.D.4.7] [IV.D.4.8]

## **Analysis and Evaluation**

As part of the University of Hawai`i system, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

## **Standard IV.D.5**

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*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

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## **Evidence of Meeting the Standard**

The community colleges in the Hawai`i statewide system of public higher education operate within a three-tiered system: the University of Hawai`i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College system; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College. [IV.D.5.1] A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the *UH Strategic Directions 2015-2021*, the *UHCC Strategic Directions 2015-2021* (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. [IV.D.5.2] [IV.D.5.3] [IV.D.5.4]

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration. [IV.D.5.5] In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IV.D.3. [IV.D.5.6]

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai`i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is "...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH system is addressed without undue duplication or inter-campus competition." (p. 2) [IV.D.5.7] The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that "The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews." (p. 18)

### **Analysis and Evaluation**

As part of the University of Hawai`i system, the College meets this Standard.

The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

### **Standard IV.D.6**

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*Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

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### **Evidence of Meeting the Standard**

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH President's senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings,

the VPCC is provided with memos summarizing BOR approved actions. [IV.D.6.1]  
Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS). [IV.D.6.2]

The VPCC also meets regularly with three Councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment. [IV.D.6.3] IV.D.6.4] IV.D.6.5]

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. [IV.D.6.6]

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC system and the individual community colleges. Communication between the top two tiers (UH system and UHCC system) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

### **Analysis and Evaluation**

As part of the University of Hawai'i system, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

### **Standard IV.D.7**

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*The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

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### **Evidence of Meeting the Standard**

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed [IV.D.7.1], new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals. [IV.D.7.2]

Of specific importance in this last context is the role of the Community Colleges' Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in *UHCCP #4.101: Strategic Academic Planning*. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges. [IV.D.7.3]

### **Analysis and Evaluation**

As part of the University of Hawai'i system, the College meets this Standard.

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

### **LIST OF EVIDENCE**

- IV.D.1
  - .1 *RP 3.201: Major Organizational Units of the University of Hawai'i*
  - .2 *RP 4.207: Community College System*
  - .3 Organizational Chart 1
  - .4 Organizational Chart 3
  - .5 Organizational Chart 4
  - .6 Organizational Chart 2
  - .7 UH System website / Senior Leadership page
  - .8 University of Hawai'i Community Colleges Functional Map by Major Accreditation Topic / Detailed Functional Map by Standard

- IV.D.2
- .1 OVPCC Website – AVPCCAA page
  - .2 OVPCC Website – AVPCCAS page
  - .3 BOR creation of UH Office of Capital Improvements (OCI), now Office of Project Delivery
  - .4 Campus LRDP
  - .5 *UHCCP 1.101: Council of Community College Chancellors*
  - .6 *UHCCP 1.102: Community College Council of Faculty Senate Chairs*
  - .7 *UHCCP 1.104: Community College Council of Native Hawaiian Chairs*
  - .8 **Sample Minutes from VCAA, VCAS, VCSA meetings**
  - .9 OVPCC Website: Academic Affairs – Student Success Council
  - .10 *EP 4.202: System Sustainability*
  - .11 *RP 4.208: Sustainability Policy*
  - .12 OVPCC Web Page: Sustainability
  - .13 OVPCC Web Page: Distance Learning
- IV.D.3
- .1 Hawai‘i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
  - .2 Crosswalk of Strategic Plans
  - .3 OVPCC Website – Strategic Planning Council page
  - .4 *UHCCP 4.101: Strategic Academic Planning*
  - .5 *UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation*
  - .6 *UHCCP 8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds*
  - .7 Tables of CC Revenue Summaries
  - .8 Crosswalk of Performance Funding Measures
  - .9 *UHCCP 9.495: Long-Term Vacancy Policy*
  - .10 Kapi‘olani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015
  - .11 BOR Committee Minutes on Independent Audit Meeting, May 12, 2015
  - .12 BOR Committee Minutes on Independent Audit Meeting, December 15, 2016
  - .13 UH System Annual Report to the Legislature 2017
  - .14 *UHCCP 8.200: Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs*
- IV.D.4
- .1 *RP 4.207: Community College System*
  - .2 Board of Regents Minutes of June 21, 2005 (new Executive position of VPCC) [*identify relevant pages*]
  - .3 AVPCCAS Unebasami Memo of July 8, 2005 (with functional statements, organizational charts)
  - .4 *EP 1.102: Authority to Manage and Control the Operations of the Campus*
  - .5 *UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation*
  - .6 *EP 9.112, Attachment B*
  - .7 *UHCCP 9.202: Executive Employees Performance Evaluation*
  - .8 Board of Regents Committee on Personnel Affairs and Board Governance

Minutes of November 1, 2017 (update of Executive/Managerial Evaluations)

- IV.D.5
  - .1 System Map with CC and Learning Center locations
  - .2 *UH Strategic Directions 2015-2021*
  - .3 *UHCC Strategic Directions 2015-2021*
  - .4 *(Individual Campus strategic plan)*
  - .5 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
  - .6 Crosswalk of UH System and UHCC System Performance Funding
  - .7 University of Hawai'i Integrated Academic and Facilities Plan
  
- IV.D.6
  - .1 Sample Board of Regents memos to VPCC
  - .2 Sample PPIS Memos to VPCC
  - .3 *UHCCP 1.101: Council of Community College Chancellors*
  - .4 *UHCCP 1.102: Community College Council of Faculty Senate Chairs*
  - .5 *UHCCP 1.104: Community College Council of Native Hawaiian Chairs*
  - .6 *(Individual Campus VPCC PowerPoint presentations)*
  
- IV.D.7
  - .1 Board of Regents Committee on Personnel Affairs and Board Governance  
Minutes of November 1, 2017 (status of Policy Review)
  - .2 *UHCCP 9.xxx: Recruitment, Selection, and Appointment of Community College Chancellors*
  - .3 *UHCCP 4.101 Strategic Academic Planning*

# Quality Focus Essay #1

## I. Native Hawaiian Parity

During the accreditation self-evaluation process, Windward Community College (Windward CC) engaged in reflective and deliberate discussions to identify action projects that support college efforts to improve student learning and student achievement.

After careful deliberation and through sharing with all campus constituencies at public forums and meetings of specific areas, the campus chose topics for the Quality Focus Essay (QFE) that would align with our mission and underscore our values while creating a plan to significantly impact these. The mission of Windward CC is:

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu — hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

Windward CC offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

Windward CC’s 5 Core Values are:

- Ka lama kū o ka na‘auao. Creating meaningful curricula and diverse learning experiences.
- ‘A‘ohe hana nui ke alu ‘ia. Working collaboratively and inclusively.
- He punawai kahe wale ke aloha. Serving and supporting with aloha.
- Kulia i ka nu‘u. Striving for excellence.
- He ali‘i ka ‘āina, he kauwa ke kanaka. Caring for Hawai‘i and the planet.

Windward CC’s mission includes a special commitment to serve Native Hawaiian (NH) students. We are proud to be an indigenous serving institution with over 40% of our enrollment comprised of NH students. This mission and commitment is evident in the resources we provide for Native Hawaiians, both institutionally and through attainment of extramural resources. For example, since 2009, the College has annually committed \$51,000 of its institutional funds to support NH initiatives on campus. Ke Kumu Pali (KKP), Windward CC’s NH Council, comprised of faculty and staff, administers these funds. This commitment to serving NH students propelled our decision to focus this QFE on NH parity. A focus on NH parity also resonates with our core values concerning diverse learning experiences, working collaboratively and inclusively, serving and supporting with aloha, and striving for excellence.

This focus on NH parity is evident during annual reporting of program data and within departmental annual reports, wherein faculty and staff engage in a reflective analysis of data such as student enrollment trends, demographics, and success rates to assess the effectiveness of programs or services. Strategic planning at the institutional level involves setting goals and objectives to enhance institutional effectiveness. Programs and services also develop strategic plans, aligned with institutional plans, in order make improvements identified from program review. SLO assessment is another indicator of institutional effectiveness, as it measures student learning at the course, program, or institutional level.

The following QFE sections are based on the ACCJC Guide for Improving Institutions (July 2015). This essay will first discuss the process of selecting the action projects, anticipated outcomes, and alignment with accreditation standards. Then, the action projects will be described, including the project's purpose and goals. Tables identify action steps for each project goal and then detail the action projects' measure of progress, responsible parties, and timeline. Next, resources needed to implement and sustain the action projects are described. Finally, the essay concludes with the plan for assessing the outcomes and effectiveness of the projects.

### **Identification of and Campus Input into Action Projects**

Windward CC began discussion of potential action projects topics in January 2017 at the Accreditation Steering Committee meetings. The Academic Affairs Advisory Committee reviewed topics in February 2017. In May 2017, the Administrative Staff narrowed down the topics in preparation for the June Accreditation Steering Committee meeting. The Student Affairs Division October 2017 quarterly meeting included presentations on potential quality focus essay topics. After careful deliberation and through sharing with all campus constituencies at public forums and meetings of specific areas, the campus chose topics for the QFE that would align with our mission and underscore our values while creating a plan to significantly impact these.

In July 2017, the accreditation liaison officer, vice chancellor for Academic Affairs, vice chancellor for Student Affairs, and the chair of KKP considered specific NH parity parameters for the August 2017 convocation presentation. This group continued to meet throughout the fall semester to draft the plan.

The Windward CC community then participated and provided input into this QFE through an established process of sharing at the spring convocation and posting on the College's discussion board. Input from KKP was solicited and incorporated into the final product. NH parity was examined in the context of enrollment, persistence, graduation, and transfer, which then became action projects. The alignment of these projects to the standards for accreditation are shown Table 1.

**QFE1 Table 1. Action Projects' Anticipated Outcomes and Alignment with Standards**

Action Project/Integrated Action Project*	Alignment with standards
<b>Disaggregation of data by race/ethnicity</b> Systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.	IA2, IB5, IB9, IIC5, IIID3
<b>Enrollment</b> Within the institutional enrollment management plan, identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.	IB9, IIC3, IIC6, IIID1,
<i>Persistence*</i> Identify and prioritize strategies at the institution which positively impact NH persistence.	IA3, IB9, IIC1, IIID1, IVB3,
<b>Completion</b> Identify and prioritize strategies at the institution which positively impact NH graduation and transfer	IA3, IB3, IB9, IIA1, IIA10, IIC1, IIC5, IIC6, IIID1, IIID2, IVB3

\*The action plan for persistence is integrated within the disaggregation of data by race/ethnicity and enrollment plans.

## II. Action Projects

### A. Action Project: Disaggregation of Data by Race/Ethnicity

#### *Description*

The College will systematize the disaggregation of data by race/ethnicity for enrollment, course success, persistence, graduation, and transfer.

#### *Purpose*

In order to consider NH parity, the College must have accurate data on key measures which is disaggregated by race/ethnicity. While disaggregated data has been used at the College for many years, not all measures have been disaggregated and often this disaggregation is not unduplicated. For example, most institutional data is provided for categories of “NH” and “all.” However, “all” includes Native Hawaiians. As Native Hawaiians are a large percentage of learners at Windward CC, this skews the “all” to be closer to “NH” attainment of a measure (see Appendix 1. Analysis of Graduation Rate Data). Thus, to have accurate discussion of NH parity, data must distinguish between NH and all other learners.

Annual Reports of Program Data (ARPD) for degree programs provide numbers specific to NH for enrollment and graduation, from which one can create comparison disaggregated data. Individual writers and evaluators may or may not choose to make these comparisons. No disaggregation is provided for persistence and course success measures, which are measures of progress toward degree. Distance Education measures are also not disaggregated

for NH vs. others. The Student Affairs ARPD does contain information of NH fall to spring persistence, but does not disaggregate this data, utilizing the categories of all students and NH students, which is duplicative. For effective and mission-driven program analysis, disaggregation of these metrics must occur.

Windward CC's mission specifically emphasizes our commitment to Native Hawaiians, which propels specific goals for NH learners and for parity between learners. Institutional funding is allocated through our Planning and Budget Committee (PBC), which prioritizes funding based on ties to UH Strategic Directions 2015-2021, Windward CC Strategic Plan Action Outcomes, program learning outcomes, general education learning outcomes, student learning outcomes, process outcomes and health and safety. This action project will enhance our planning and budgeting review processes, basing them on accurate data which demonstrates best where parity has been achieved and where greatest needs are. It also leads to better evaluation of which initiatives and activities have promoted parity, allowing them to be prioritized for funding.

### *Goals*

1. Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis.
2. Improve quality of dialogue on parity measures.
3. Improve quality of decision-making and allocation of resources to promote parity.

## **B. Action Project: Enrollment**

### *Description*

Within the institutional enrollment management plan, the College will identify and prioritize strategies at the institution which positively impact NH enrollment parity across the institution and within degrees/certificates.

### *Purpose*

In order to consider NH parity, fulfill the Hawai'i Papa o Ke Ao benchmarks, and stay true to the institutional mission, Windward CC must strive to establish and/or maintain enrollment parity of NH students in the annual headcount as well as within the different academic programs. These efforts must be specific, meaningful, and thoughtful.

The percentage of Native Hawaiians enrolled at Windward CC has increased and reached parity with our community demographics. According to the last U.S. Census, the NH population in Kāne'ōhe, Hawai'i is 42%. This is comparable to our percentage of NH students (Appendix 2, Table 1), which has increased and remained at about population parity since 2010.

Two degree programs, the Associate of Arts Hawaiian Studies and the Associate of Arts Liberal Arts show enrollment well above population parity (Appendix 2, Table 2). However, our STEM and CTE programs (i.e. Associate of Science in Natural Science, Certificate of

Achievement in Agripharmatech, and Associate of Science in Veterinary Technology) are below parity. This has motivated Windward CC to pursue National Science Foundation sponsored projects in engineering (Indigenous Knowledge in Engineering II 2016-2019 \$494,922) and environmental science (Hālau Ola Honua 2016-2021 \$822,523).

Creation of a robust enrollment management plan will guide institutional efforts to achieve NH parity across the College in all areas. Enrollment management efforts at the UH System and UHCC level focus on the Hawai'i Graduation Initiative and the 13th Year Initiative (implemented as Paipai O Ko'olau Project at Windward CC). Target populations from the system include high school graduates, GED recipients, working adults, Pacific Islanders, and International students. While strategies and tactics have been identified and implemented for these student groups, a Windward CC plan will merge these ideas with focused attention on NH students so that enrollment mirrors population.

### *Goals*

- 1) Establish a systematic, evidence-based enrollment management plan for overall enrollment.
- 2) Delineate within the overall plan specific goals, actions, and activities for individual certificate and degree programs.
- 3) Allocate resources to strategies which positively impact NH enrollment.
- 4) Maintain overall enrollment at parity with population.
- 5) Attain parity with population for each individual degree program.

### **C. Integrated Action Project: Persistence**

#### *Description*

Based on accurate, disaggregated data, the College will identify and prioritize strategies at the institution which positively impact NH persistence, which positively impacts enrollment.

#### *Integrated Purpose*

When considering NH persistence, targeted strategies and funding to support such strategies must be identified and prioritized in order to positively impact NH persistence. At Windward CC, student persistence rates from fall to spring for NH students are slightly higher than the persistence rates for all students (Appendix 3, Table 1). It must be noted that the persistence rate only considers retention from the first to second semester. Fall to Fall persistence rates should also be considered to better understand the progression from enrollment to graduation/transfer. This disaggregation is integrated into the Action Project: Disaggregation of Data by Race/Ethnicity.

Improved, disaggregated data related to persistence allows for analysis to discover historical and current disparities in persistence. Strategies to impact disparities can then be identified and prioritized to eliminate these disparities and promote persistence for NH students. As continuing students are the majority of enrolled students, increasing persistence increases

enrollment. Goals for improving persistence are inherently part of goals for improving enrollment. Therefore, goals for planning, implementation, and assessment of persistence will be integrated into those of Action Project: Enrollment.

### *Integrated Goals*

The goals for persistence are integrated into the goals for data disaggregation and enrollment. These relevant action steps needed to achieve these integrated goals are also integrated in the action steps for these action projects. How the goals are integrated in other action project goals is delineated below:

#### **Action Project: Disaggregation of Data by Race/Ethnicity**

**Goal 1:** Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis.

**Integrated Persistence goal:** Disaggregate NH Fall to Fall persistence.

#### **Action Project: Enrollment**

**Goal 1:** Establish a systematic, evidence-based enrollment management plan for overall enrollment.

**Integrated Persistence Goal:** Establish a systematic, evidence-based enrollment management plan which considers persistence.

**Goal 3:** Allocate resources to strategies which positively impact NH enrollment.

**Integrated Persistence Goal:** Allocate resources to strategies which positively impact NH persistence.

**Goal 4:** Maintain overall enrollment at parity with population.

**Integrated Persistence Goal:** Maintain parity with population for persistence.

#### **D. Action Project: Completion**

##### *Description*

The College will identify and prioritize strategies at the institution which positively impact NH completion (graduation and transfer).

##### *Purpose*

When considering overall attainments of degrees and certificates, NH students are earning degrees and certificates at a percentage rate similar to their enrollment rate (Appendix 4, Table 1). However, this is not true for all individual degree programs. For example, NH attainment of STEM degrees and certificates is below enrollment (Appendix 4, Table 2). This motivated Windward CC to join a UH Community College consortium National Science

Foundation grant project to grow NH engineers. It further propelled Windward CC to write as the lead college for a consortium project with UH Mānoa and 2 other community colleges to develop an environmental science pathway from associate to baccalaureate degree.

As noted in the section on data disaggregation, ARPDs for degree programs provide numbers specific to NH for enrollment and graduation, from which one can create comparison disaggregated data but do not provide the comparison itself. Our action project to create disaggregated graduation data will make this comparison more salient. Based on this improved data for graduation as well as Fall to Spring and Fall to Fall persistence, we can better determine where implementation of initiatives to increase NH graduation is necessary. These can then drive budgeting decisions to support such initiatives.

Currently, NH students are transferring to UH 4-year campuses at rates equal to or well above population parity (Appendix 5). In order to assure that transfer remains at or above parity while incorporating strategies to increase persistence and graduation, it is recommended that this measure also be considered as an action project although currently parity exists.

**Goals**

- 1) Implement strategies to promote NH graduation and transfer.
- 2) Allocate resources to strategies which positively impact NH graduation and transfer.
- 3) Overall graduation rates at or above parity with population.
- 4) Graduation rates within specific degrees at or above parity with population.
- 5) Transfer rates at or above parity with population.

**III. Action Plans to Attain Action Project Goals**

Action plans to implement the action projects and attain goals are provided in the below tables, which designate responsible parties and provide measurable deliverables and timelines.

**QFE1 Table 2: Action Plan: Disaggregation of data by race/ethnicity**

<b>GOAL 1: Provide valid, consistent data on outcome attainment for Native Hawaiians and others across measures on an annual basis</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Meet with Institutional Research Office (IRO) to form data plan to disaggregate by race/ethnicity	Creation of "Institutional Research Request Form"	IRO QFE writers	July 2018	Request created

Create report of data disaggregated by race/ethnicity, include NH Fall to Fall persistence	Creation of Data Report	IRO	August 2018	Report created by IRO
Disseminate report via email to leadership groups (i.e. KKP, Faculty Senate, Staff Senate, Associated Students of UH, Administrative Team)	Report emailed  Report reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	IRO	September 2018	Email  Minutes of leadership bodies  Revised IRO request based on input
Hold online and in person forums to discuss data report and receive input as to any needed revisions	Report is posted on College online forum with ample time for review by campus constituency  Fac/Staff Email invitation to forum  Student Email invitation to forum  One (1) in-person forum is scheduled and held	KKP Faculty Senate Staff Senate ASUH Admin Team	January 2019	Email invitations to forum  Online Discussion comments  Forum notes Revised IRO request based on input

**GOAL 2: Improve quality of dialogue on parity measures**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Provide data report annually to KKP to create Annual Report and Action Planning for NH Students	Data report sent in September with Department Reports  KKP annual report submitted in December	IRO	September 2019, annually thereafter	KKP annual report submitted to PBC
Provide data report to EMG	Data report sent  EMG utilizes data in decision-making	IRO	September 2019, annually thereafter	EMG meeting minutes

**GOAL 3: Improve quality of decision-making and allocation of resources to promote parity**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
KKP presents resource request(s) in context of annual report at PBC	Report posted on PBC website  Resource requests posted on PBC website	KKP PBC	February 2020, annually thereafter	PBC Minutes
PBC decision-making utilizes	Resources ranked by PBC	PBC	Spring	PBC ranking

KKP reporting	include KKP items	Chancellor	2020, annually thereafter	
Institutional funds distributed based on informed decision-making	Chancellor allocation of resources	Chancellor	Fall 2121, annually thereafter	PBC minutes

### QFE1 Table 3. Action Plan: Enrollment

<b>GOAL 1: Establish a systematic, evidence-based enrollment management plan for overall enrollment</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Form cross-institutional EMG	Charge from Chancellor	Admin	September 2018	Email Meeting agenda and minutes
Review UH and UHCC enrollment management plans and WCC draft document	Reports are reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	EMG	October 2018	EMG meeting minutes
Review draft NH data report created by IRO via Action Project 1	Report reviewed	EMG	Fall 2018	EMG meeting minutes
Identify and prioritize strategies which positively impact NH enrollment and persistence parity <u>across the institution</u>	Discussion of strategies at joint Enrollment Management-KKP meeting	EMG KKP	Fall 2018	EMG-KKP joint meeting minutes
Revise WCC Draft Enrollment Management plan	Revised plan creation	EMG	Spring 2019	Draft document for campus review
Submit plan for campus approval via regular campus approval process (i.e. discussion board, Faculty Senate review etc.	Campus approval process steps taken	EMG	Late Spring 2019	Online discussion comments  Fully approved plan
<b>GOAL 2: Delineate within the overall plan specific goals, actions, and activities for individual certificate and degree programs.</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Identify and prioritize strategies which positively impact NH	Meetings with each degree coordinator and	EMG	Fall 2019	Reports from meeting back to

enrollment parity <u>within</u> <u>degrees/certificates</u>	relevant disciplines with one member of EMG and one member of KKP to guide	KKP Disciplines		EMG in meeting minutes
Creation of degree/certificate specific sub-plans in Enrollment Management Plan	Incorporation of degree sub-plans into Enrollment Management Plan	EMG KKP Disciplines	Spring 2020	EMG meeting minutes  Revised Enrollment Management Plan

**GOAL 3: Allocate resources which positively impact NH enrollment.**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Share identified strategies to improve enrollment and persistence with leadership groups to address in their annual reports and PBC requests.	Identified strategies delineated clearly and provided as overview to leadership groups	EMG	AY 19-20	Enrollment Management Report  PBC Requests
Share identified strategies with PBC to support informed decision-making.	Identified strategies delineated clearly and provided as overview to PBC	EMG	AY 19-20	Email to Chancellor for PBC dissemination  PBC receipt of strategies

**GOAL 4: Maintain overall enrollment at parity with population**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Implement Enrollment Management Plan as developed	Identified strategies prioritized by appropriate groups	EMG Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP	AY 19-20, annually thereafter	EMG meeting minutes
Assess impact on enrollment, including that of continuing (persisting) students	EMG reviews NH Parity Data report	EMG IRO	Fall 2020, annually thereafter	EMG meeting minutes
Review and revise plan based on assessment	EMG revises plan as needed	EMG	Fall 2020, bi-annually thereafter	EMG meeting minutes

Disseminate revised plans	Plan provided via email to leadership groups, departments, and campus (via website)	EMG	Spring 2020, bi-annually thereafter	Emails Website posting
<b>GOAL 5: Attain parity with population for each individual degree program</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Implement Enrollment Management degree/certificate sub-plans as developed	Identified strategies prioritized by appropriate groups	EMG Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP	AY 20-21, annually thereafter	EMG meeting minutes
Assess impact on enrollment	EMG reviews NH Parity Data report	EMG IRO	Fall 2021, biannually thereafter	EMG meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes
Disseminate revised plans	Plan provided via email to leadership groups, departments, and campus (via website)	EMG	Spring 2021, bi-annually thereafter	Emails Website posting

#### QFE1 Table 4. Action Plan: Completion

<b>GOAL 1: Implement strategies to promote NH graduation and transfer</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Review disaggregated data for NH graduation and transfer	Reports are reviewed and discussed by groups during business meetings as documented by agenda and meeting minutes	KKP Hökūpa'a	September 2018	Group meeting minutes
Identify and prioritize strategies which positively impact NH graduation	Research of best practices Meetings with each leadership group and division	KKP Hökūpa'a	October 2018	Group meeting minutes Documentation of strategies

Identify and prioritize strategies which positively impact NH transfer	Research of best practices Meetings with each leadership group and division	KKP Hökūpa'a	October 2018	Group meeting minutes Documentation of strategies
Share identified strategies with EMG to include in subplan for completion	Identified strategies included in Enrollment Management subplan	KKP Hökūpa'a EMG	November to December 2018	Enrollment Management plan subplan for completion
Implement identified strategies	Identified strategies prioritized by appropriate groups	Student Affairs Academic Affairs Marketing Faculty Senate Staff Senate KKP Hökūpa'a	AY 19-20, annually thereafter	Group meeting minutes

**GOAL 2: Allocate resources to strategies which positively impact NH graduation and transfer**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Share identified strategies with leadership groups to address in their annual reports and PBC requests.	Identified strategies delineated clearly and provided as overview to leadership groups	KKP Hökūpa'a EMG	November 2018	KKP Annual Report PBC requests
Share identified strategies with PBC to support informed decision-making.	Identified strategies delineated clearly and provided as overview to PBC	KKP Hökūpa'a EMG	February 2019	Presentation of strategies at PBC by KKP  Receipt of PBC requests

**GOAL 3: Overall graduation rates at or above parity with population**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
Assess impact on graduation	Leadership groups reviews NH graduation and transfer data	Admin KKP Hökūpa'a IRO	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes

**GOAL 4: Graduation rates within specific degrees at or above parity with population**

Action Steps	Measures of Progress	Responsible	Timeline	Assessment
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Asses impact on graduation rates within specific degrees	Leadership groups review degree specific NH graduation data	Admin KKP Hökūpa‘a IRO	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes
<b>GOAL 5: Transfer rates at or above parity with population</b>				
<b>Action Steps</b>	<b>Measures of Progress</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Assess impact on transfer rates	Leadership groups review NH transfer data	Admin KKP Hökūpa‘a IRO	Fall 2021, biannually thereafter	Group meeting minutes
Review and revise sub-plan based on assessment	EMG revises plan as needed	EMG	Fall 2021, bi-annually thereafter	EMG meeting minutes

#### **IV. Resources Needed**

The majority of potential cost generating measures in this proposal are dependent on the strategies prioritized to increase parity. Thus, these will be determined during the project and funded through the campus resource allocation processes currently in place (i.e. Planning & Budget Council).

For successful implementation, committees and leadership groups must be in place and meet regularly with time given to this project. KKP and Hökūpa‘a must meet regularly and devote time to this project, as must degree coordinators and Administrators. IRO must prioritize providing data and planning for regular data sharing. Marketing is key in ensuring wider and more accessible dissemination. An Enrollment Management Group (EMG) must be created at Windward CC, empowered to create change, and meet regularly. Thus, the majority of resources will come in the form of devotion of time and thought by existing campus entities and formation of a new entity utilizing existing personnel.

#### **V. Assessment of QFE Implementation**

Each action plan within the QFE has iterative action steps for implementation, evaluation, revision and implementation of revised strategies, which are discussed within the above (Tables 2-4). The implementation of these action steps should cumulate in increasing devotion of resources to parity and, ultimately, increased parity. This increased parity would be evidenced through the NH Parity Data report which KKP will receive and analyze each year. KKP’s assessment will be shared with the campus through regular annual report processes and procedures via the PBC. This will result in iterative evaluations, suggestions for improvements, revisions, implementations and further evaluation.

## **Appendices**

Appendix 1: Analysis of Graduation Rate Data by Race & Ethnicity.

Appendix 2. NH enrollment data.

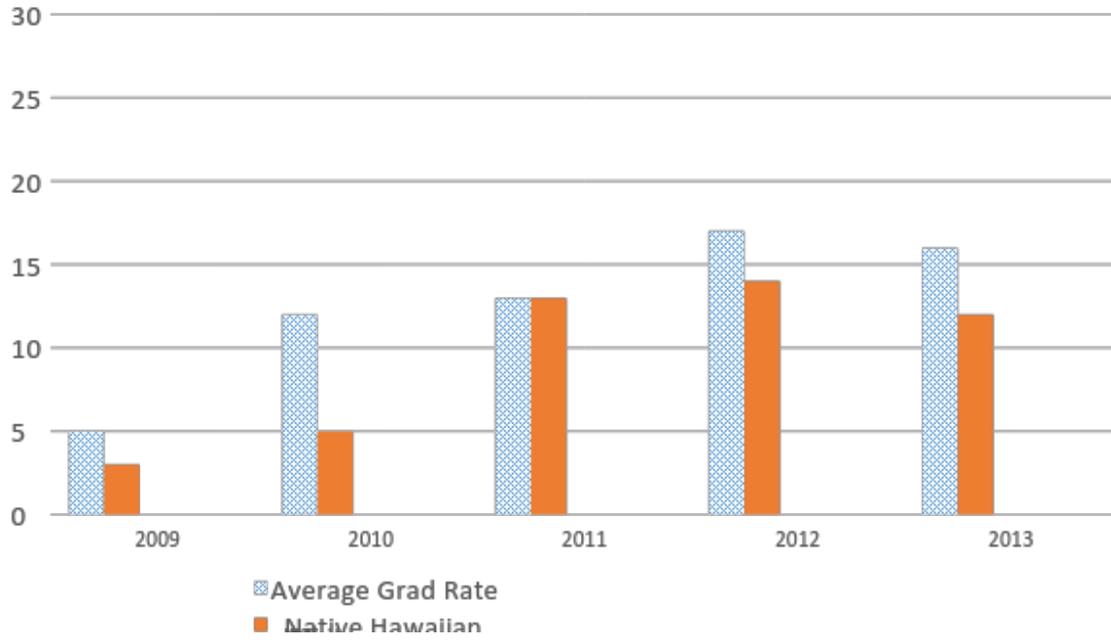
Appendix 3. Analysis of Persistence Rates.

Appendix 4. NH Degree/Certificate Attainment.

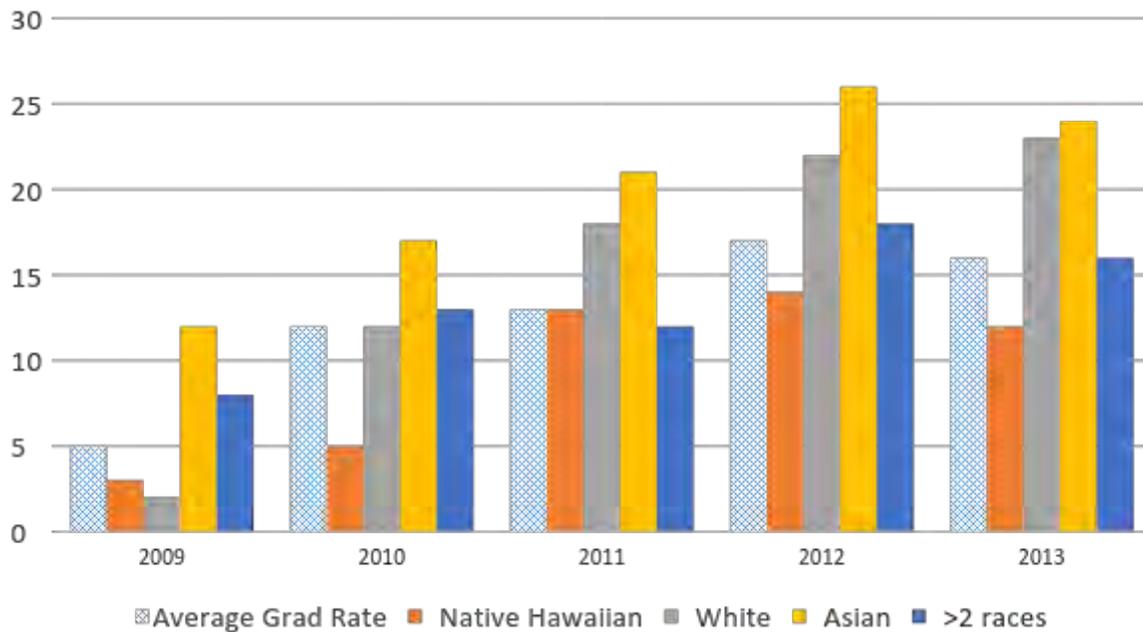
Appendix 5. Transfer.

## Appendix 1. Analysis of Graduation Rate Data by Race & Ethnicity

QFE1 Chart 1. Graduation Rates of Native Hawaiians vs. All graduates



**QFE1 Chart 2. Student Right to Know Data: (Graduation Rates) Data disaggregated**



For graduation rates, NH reached parity with the 2011 cohort and since then has been slightly below overall graduation rates (Table 1). The disparities in the last 2 cohorts for which we have data (2012, 2013) are smaller than that in 2010. However, when this graduation data is disaggregated by individual race, disparities are much more evident (Table 2). While NH graduation rate is lower (12%) than all students (16%), it is significantly lower than that of Asian students (24%) and white students (23%). Students reporting 2 or more races graduated at the overall rate. This disparity underscores both a need to focus on promoting NH graduation and also a need to disaggregate all data by individual race, not just NH vs. All. That is, as NH students are included with “all students” are a high percentage (40%) of the “all students category,” this skews the data for the category of “all.”

## Appendix 2. NH enrollment data

**QFE 1 Appendix 2 Table 1. NH enrollment**

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
<b>NH Headcount</b>	1084	1413	1472	1428	1477	1463	1391
<b>All Students Headcount</b>	3091	3424	3537	3560	3663	3649	3533
<b>Percent NH</b>	35.07	41.27	41.62	40.11	40.32	40.09	39.37
<b>NH Percent Change</b>	28%	30%	4%	-3%	3%	0%	-5%

**QFE 1 Appendix 2 Table 2. NH Enrollment by Degree/Certificate**

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
<b>HWST AA NH</b>	n/a	n/a	n/a	10	56	56	62
<b>HWST AA ALL</b>	n/a	n/a	n/a	14	66	64	72
<b>AA HWST Percent NH</b>	n/a	n/a	n/a	71.43	84.85	87.50	86.11
<b>Lib Arts Majors NH</b>	n/a	856	874	825	752	677	570
<b>Lib Arts Majors ALL</b>	n/a	1810	1813	1715	1581	1383	1169
<b>Lib Arts Percent NH</b>	n/a	47.29	48.21	48.10	47.56	48.95	48.76
<b>Agripharmatech Majors NH</b>	n/a	n/a	n/a	0	5	6	4
<b>Agripharmatech Majors All</b>	n/a	n/a	n/a	0.5	11	14	11

<b>Agripharmatech Percent NH</b>	n/a	n/a	n/a	0.00	45.45	42.86	36.36
<b>ASNS Majors NH</b>	n/a	n/a	n/a	n/a	8	34	45
<b>ASNS Majors All</b>	n/a	n/a	n/a	n/a	33	118	143
<b>ASNS Percent NH</b>	n/a	n/a	n/a	n/a	24.24	28.81	31.47
<b>Vet Tech NH</b>					26	24	24
<b>Vet Tech ALL</b>					101	85	91
<b>Vet Tech Percent NH</b>					25.74	28.24	26.37

### Appendix 3. Analysis of Persistence Rates

**QFE 1 Appendix 3 Table 1. NH Fall to Spring Persistence Rate**

	<b>AY2010</b>	<b>AY2011</b>	<b>AY2012</b>	<b>AY2013</b>	<b>AY2014</b>	<b>AY2015</b>	<b>AY2016</b>
<b>Fall Spring Persist NH</b>	74%	70%	71%	72%	69%	70%	69%
<b>Fall Spring Persist ALL</b>	70%	68%	70%	69%	69%	70%	67%

Since 2010, Native Hawaiians have been persisting at rates greater than or equal to the overall student persistence rate. Disaggregation of data to create non-duplicative populations (i.e. NH vs. non-NH) has not been performed.

## Appendix 4. NH Degree/Certificate Attainment

QFE 1 Appendix 4 Table 1. NH Degree/Certificate Attainment

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Degrees/Certs Awarded NH	57	62	74	88	135	156	142
Degrees/Certs Awarded ALL	153	165	164	223	353	369	348
Percent NH	37.25	37.58	45.12	39.46	38.24	42.28	40.80

QFE 1 Appendix 4 Table 2. NH STEM Degree/Certificate Attainment

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
STEM Degree/Cert NH	2	2	3	8	9	19	7
STEM Degree/Cert ALL	4	9	7	39	53	39	23
Percent	50.00	22.22	42.86	20.51	16.98	48.72	30.43

## Appendix 5. Transfer

QFE 1 Appendix 5 Table 1. NH Transfer Information

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Transfers to 4 NH	35	52	68	70	75	84	75
Transfers to 4 ALL	96	122	158	153	167	112	167
Percent NH	36.46%	42.62%	43.04%	45.75%	44.91%	75.00%	44.91%

## Quality Focus Essay #2

### Distance Education Parity

#### The Problem

Students receiving distance education at Windward CC *do not achieve academic parity* with those receiving face-to-face education at Windward CC.

#### The Goal

Students receiving distance education at Windward CC *will achieve academic parity* with those receiving face-to-face education at Windward CC.

#### *Need for a Systematic Approach to Distance Education*

Windward Community College has been committed to offering distance education courses since 2006 in response to our students' need for flexible schedules and to increase access for students living in rural communities. Our approach to scheduling online courses has primarily been ad hoc and solely based on faculty interest. In 2016, the College launched its first online Degree or Certificate program in Veterinary Assisting, largely to serve students on the neighbor islands. This ad hoc approach to online course offerings, while less than ideal to meet the growing demand from students, has nevertheless served to stabilize the College's enrollment numbers during a time when other UH campuses have experienced steady declines.

Recent data (AY 2017-18) indicates that 21% of our course offerings were completely online and that approximately 28% of Windward CC students SSH (Student Semester Hours) is derived from our online courses. With over a quarter of tuition dollars being generated from a fifth of our total course offerings, this is a strong indicator of high student demand for online courses. Notably, 50% of all students are taking at least one online course. This indicates the high demand for online courses among both traditional and non-traditional students. In AY 2017-18, Windward CC's student population consisted of 28% who were "home based elsewhere," larger than any other UHCC campus. Of those students, 81% were enrolled in at least one online course, indicating that our online courses are attracting a considerable number of students from other campuses in the UH system and beyond.

While the leaders at the College have recognized the need for distance education to fulfill the College's mission, our ad hoc decision-making approach lacks intentional planning to sustain growth and maintain quality. This Quality Focus Essay (QFE) provides a roadmap to grow and improve distance education in 3 major areas:

- 1) Provide faculty who teach online with expert training and support. Our limited course selections have not kept pace with the increased student demand. This is partly due to a hesitancy by faculty to teach online courses because they are unfamiliar with distance education pedagogy.

- 2) Provide equivalent support services to online and face-to-face students. Our distance education students lag behind the face-to-face students in success measures (completion, success, withdrawal rates) in part because online student support services have been less effective.
- 3) Align institutional and programmatic practices for online instruction. Our relatively rapid growth in distance education enrollment coincides with a steady decline in face-to-face enrollment, however, our institutional policies and procedures have not kept pace with this shifting paradigm.

With greater scrutiny for quality in distance education coming from the College, UH System level and national level, our ad hoc decision-making approach to distance learning is no longer tenable. To meet growing student demand for online courses while maintaining a quality educational experience, the College needs to provide targeted professional development to faculty and improved online support services to students. Additionally, institutional practices will need to be adjusted to shift from ad hoc decision making to intentional planning.

**QFE 2 Table 1: Action Plan Strategies and Alignment with Standards**

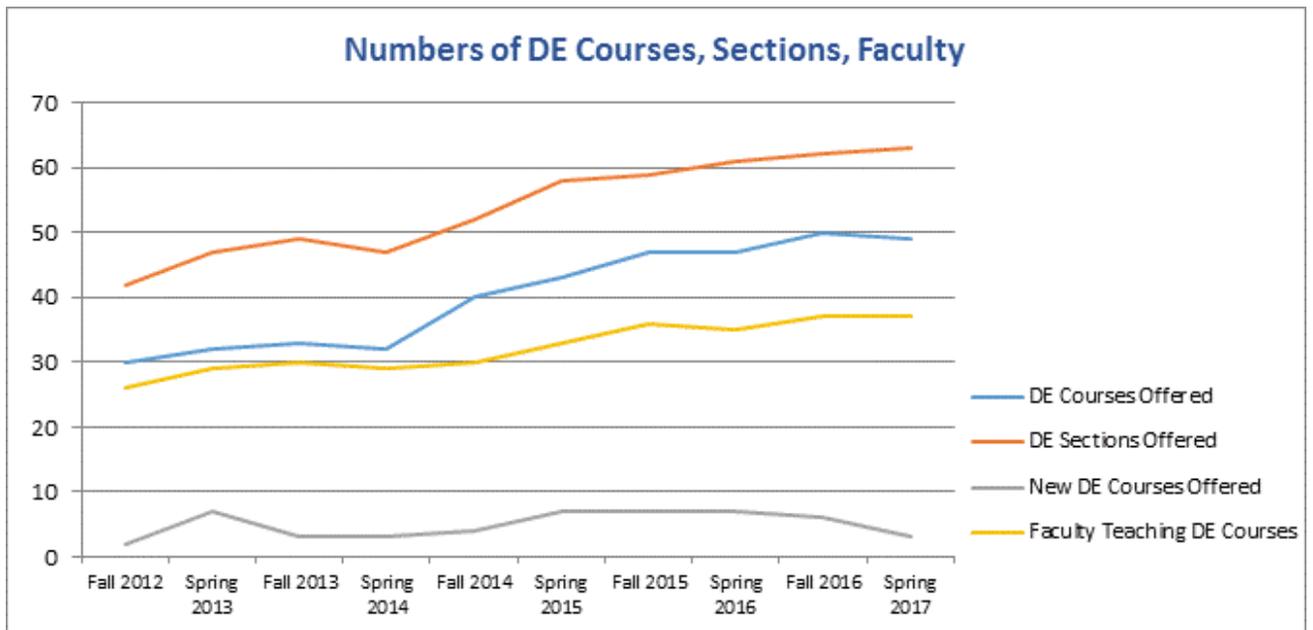
Strategies	Objectives	Alignment with standards
Provide faculty who teach online with expert training and support	Ensure adequate staffing to provide training and support to faculty who deliver distance instruction Ensure adequate facilities to provide training and support to faculty who deliver distance instruction Provide timely training and assistance to faculty who deliver distance education Foster peer support and mentoring among faculty and staff who deliver and assist with distance education Provide faculty with instructional technologies that best support effective instruction	IB1, IIA2, IIA7, IIIA2, IIIA8, IIIA14, IIIC1, IIIC4, IIIC5, IVA4, IVB3
Provide equivalent support services to online and face-to-face students	Institutionalize and centralize tutoring services for all students regardless of course format or location Extend and enhance student support services for distance learners	IB6, IIA7, IIB1, IIC1, IIC3, IIC5, IVB3
Align institutional and programmatic practices for online instruction	Provide sufficient distance education courses to allow timely completion of degrees Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation	IB4, IIA1, IIA6, IVA3, IVA4, IVB3

--	--	--

**QFE 2 Table 2: DE Enrollment trends 2012-2017 (Source = WCC Institutional Research Office)**

	Fall 2012	Spr. 2013	Fall 2013	Spr. 2014	Fall 2014	Spr. 2015	Fall 2015	Spr. 2016	Fall 2016	Spr. 2017	5-Yr Growth (Fall to Fall)
DE Courses Offered	30	32	33	32	40	43	47	47	50	49	
% Incr/Decr from Prev Fall/Spring			10.0%	0.0%	21.2%	34.4%	17.5%	9.3%	6.4%	4.3%	66.7%
DE Sections Offered	42	47	49	47	52	58	59	61	62	63	
% Incr/Decr from Prev Fall/Spring			16.7%	0.0%	6.1%	23.4%	13.5%	5.2%	5.1%	3.3%	47.6%
New DE Courses Offered	2	7	3	3	4	7	7	7	6	3	
% of All Courses Offered New	6.7%	21.9%	9.1%	9.4%	10.0%	16.3%	14.9%	14.9%	12.0%	6.1%	
Faculty Teaching DE Courses	26	29	30	29	30	33	36	35	37	37	
% Incr/Decr from Prev Fall/Spring			15.4%	0.0%	0.0%	13.8%	20.0%	6.1%	2.8%	5.7%	42.3%

**QFE 2 Chart 1: Comparison of DE course offerings**



## Provide faculty who teach online with expert training and support

To date, the growth of distance education enrollment has been in large part due to increasing the number of sections of the same courses taught by faculty who are currently teaching online. To meet student demand, we need to offer a variety of courses that will lead them to degree completion. To do that it is essential that we attract additional faculty to online teaching.

The key to attracting more faculty to distance education is a robust and engaging professional development experience for them. Windward CC has a limited number of faculty who have many competing demands on their time. In addition to the focused and regularly scheduled professional development workshops on technology and quality course design, a more promising model would be for faculty to mentor each other. Thus, developing a distance education learning community (Distance Education Hui or group) that creates a cohort of tech savvy, pedagogically sound, experienced DE instructors willing to share and mentor other interested faculty will be an important element of a restructured professional development program. To complement the DE workshops and DE Hui, personal one on one sessions with instructional support staff in a multimedia laboratory would provide additional training of a more technological nature.

### QFE 2 Table3: Success Measure Comparison between DE and F2F Courses 2012-2017

Course Completion Rates (CRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	89.0%	91.3%	90.4%	89.2%	87.8%
Face to Face Courses	92.5%	93.8%	93.4%	92.8%	92.6%

*Course Completion Rates: The percent of students who completed a course. Excludes students who earned a W, Credit by Exam (CE), No Credit by Exam (NCE), and Audit (L).*

Successful Completion Rates (SRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	58.7%	62.4%	64.7%	65.6%	65.4%
Face to Face Courses	71.5%	72.4%	72.4%	73.1%	74.6%

*Successful Completion Rates: The percent of students who earned an A, B, C, CR, P. Excludes students who earned Credit by Exam (CE), No Credit by Exam (NCE), Audit (L), and RD (Record Delayed).*

Withdrawal Rates (WRates)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
DE Courses	11.0%	8.7%	9.6%	10.8%	12.2%
Face to Face Courses	7.5%	6.2%	6.6%	7.2%	7.4%

*Withdrawal Rates: The percent of students who earned a W. Excludes students who earned Credit by Exam (CE), No Credit by Exam (NCE), and Audit (L).*

## Provide equivalent support services to online and face-to-face students

The disparity in student success rates between online and face to face courses could be explained by a couple of key factors: the Learning Management System (LMS) and student support services. There is compelling circumstantial evidence that the rising withdrawal rates and falling completion rates reflect, in part, student frustration with an aging and inadequate online Learning Management System (LMS) called Laulima. In Fall 2016, in response to student complaints and concerns about the existing LMS accessibility standards, it was decided to run an informal pilot of the Canvas LMS with 10 classes. While most of these were previously undeveloped courses, 2 classes were converted from Laulima to Canvas in order to address issues in course delivery that were highly problematic in Laulima. The impact on the student success rate was dramatic, with one course, Japanese 101, jumping from a success rate of 54.5% in Spring 2016 in Laulima to 80.6% in Spring 2017 in Canvas. It was the same content taught by the same instructor, so the only difference was the use of a newer and more stable LMS that could handle the extensive use of interactive videos required in this course. Not as dramatic, but still notable was the Astronomy 110 course, that was converted from Laulima to Canvas in order to address the instability of the interactive simulation software used in a portion of the course. The success rate improved from 40.0% in Spring 2016 on Laulima to 58.3% in Spring 2017 on Canvas. Again, the only significant difference was the LMS platform's ability to deliver the interactive content to the students more reliably and with better accessibility features. This data strongly suggests issues with the current LMS which has prompted the College to further evaluate the need for a new LMS by planning a formal pilot in Fall 2018 with 30 courses in Canvas.

The lower success rates for students in online classes could also be a reflection of limited online student support services. Currently, traditional face to face students have a variety of services available to them, including in-person tutoring, small group supplemental instruction sessions, counseling, test proctoring and access to library services. In a 2015 survey, online students were asked how attractive the following services were for their online courses. Their responses below, which indicate combined percentages for "fairly important" and "very important," confirms the need to provide similar student support services to online students.

### QFE 2 Table 4: Online Students' Survey Results (2015)

86%	Getting feedback from my instructor within 24 hours.
86%	Access to online supplemental course materials such as tutorials.
85%	Being able to get answers to technical questions within 24 hours.
84%	Access to online library services.
83%	Getting regular status updates on course performance.
73%	Access to online supplemental instruction in real time.
70%	Access to online laboratories or simulations.
69%	Access to online test proctoring services.
64%	Access to 24 hour tutoring services. (24% neutral)
57%	Getting online degree counseling or career counseling. (26% neutral)
54%	Being able to meet with my instructor online in real time. (27% neutral)
54%	Being able to meet with counselors online in real time. (28% neutral)
46%	Online disabilities counseling and accommodations. (28% neutral)

While there are challenges to achieving parity for online students, much can be achieved by providing online students with access to resources and disseminating that information to students through an online orientation or student guidance program.

### **Align institutional and programmatic practices for online instruction**

In conjunction with professional development there needs to be clear guidelines on how to develop, design, assess and approve distance education courses. The College has a Distance Education Committee that has started to develop a faculty handbook, a peer evaluation form, and a course design process. The DE Committee will be tasked with completing an assessment of current practices related to online course approvals, making recommendations for changes, and assisting in the development of an approval process for online courses. In order to solicit feedback and share information with colleagues this committee should have a permanent member on the Faculty Senate Curriculum Committee and/or Faculty Senate.

### **Action Plan for Distance Education**

The ultimate goal for this QFE is the adoption of a systematic approach to DE at the College. Moving from ad hoc decision making to intentional planning should improve student success measures and close the gap between online and face-to-face students. To accomplish this, we will utilize following objectives to reach our goal.

Objectives for Strategy One: Provide faculty who teach online with expert training and support:

- Ensure adequate staffing to provide training and support to faculty who deliver distance instruction.
- Ensure adequate facilities to provide training and support to faculty who deliver distance instruction.
- Provide timely training and assistance to faculty who deliver distance education.
- Foster peer support and mentoring among faculty and staff who deliver and assist with distance education.
- Provide faculty with instructional technologies that best support effective instruction.

Objectives for Strategy Two: Provide equivalent support services to online and face-to-face students:

- Institutionalize and centralize tutoring services for all students regardless of course format or location.
- Extend and enhance student support services for distance learners.

Objective for Strategy Three: Align institutional and programmatic practices for online instruction:

- Provide sufficient distance education courses to allow timely completion of degrees.
- Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation.

## Windward CC's Action Plan for Distance Education

The Problem: Students receiving distance education at Windward CC do not achieve academic parity with those receiving face-to-face education at Windward CC.

The Goal: Students receiving distance education at Windward CC will achieve academic parity with those receiving face-to-face education at Windward CC.

### QFE 2 Table 5: Strategies

<b>Strategy One: Provide faculty who teach online with expert training and support</b>				
<b>Objectives</b>	<b>Actions</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Measures of Success</b>
Ensure adequate staffing to provide training and support to faculty who deliver distance instruction	Request a position for a new Multimedia Studio Technician Request a position for a new Educational Communications & Technology Developer Request a position for a new Video Studio Manager / Technician Request a position for new Technology Graduate Assistants for Canvas	Media Technology Services Staff	AY 2018-2019, request annually until funded	DE faculty will report satisfaction with availability of personnel to provide training DE faculty will report satisfaction with availability of personnel to provide support Requests for support will be resolved in a timely fashion
Ensure adequate facilities to provide training and support to faculty who deliver distance instruction	Submit funding request for equipment and furniture to modify Laakea 110 for use as a faculty training center and multimedia laboratory Equip, furnish, staff, and utilize the faculty training center and multimedia laboratory	WCC Instructional Development Staff	AY 2018-2019, request annually until funded	DE faculty who receive training and support will report satisfaction with the facilities Instructional Development staff who provide training and support will report satisfaction with the facilities
Provide timely training and assistance to faculty who deliver distance education	Offer monthly workshops on DE topics (i.e. online learners and online pedagogy, course redesign, technology tools, ADA compliance, etc.) Provide staff to monitor a virtual help desk for faculty and students	WCC Instructional Development Staff, UHCC Instructional Development Task Force	start in AY 2018-2019, continuous thereafter	DE faculty will report satisfaction with the availability of training for their DE courses DE faculty will report satisfaction with the quality of training they receive DE faculty will report satisfaction with the timeliness of assistance with their DE courses DE faculty will report satisfaction with the quality of assistance with their DE courses

Foster peer support and mentoring among faculty and staff who deliver and assist with distance education	Revive the Distance Education Hui (or group) for DE faculty and staff Schedule regular DEH meetings (F2F and virtual) Provide an online discussion board for DE faculty and staff Provide logistical facilitation for peer-evaluations and mentoring of DE faculty	WCC Instructional Development Staff	start in AY 2018-2019, continuous thereafter	DE faculty will report feeling supported by their peers Faculty who teach online for the first time will receive a peer evaluation that semester
Provide faculty with instructional technologies that best support effective instruction	Complete and assess WCC's Canvas LMS pilot Advocate for the University of Hawai'i to complete its LMS Review project Seek funding for Canvas LMS licenses for DE courses that cannot be delivered effectively in Lulima LMS	WCC Instructional Development Staff, UHCC Instructional Development Task Force	Pilot in AY 2018-2019, LMS decision and funding in AY 2019-2020	Faculty report satisfaction with the Learning Management System they use for their courses Faculty will report satisfaction with the educational technologies or digital learning objects they use for their courses
<b>Strategy Two: Provide equivalent support services to online and face-to-face students</b>				
<b>Objectives</b>	<b>Actions</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Measures of Success</b>
Institutionalize and centralize tutoring services for all students regardless of course format or location	Request a new position and funding to hire a permanent Ka Piko Coordinator to provide centralized oversight, training, scheduling, assessment, budgeting, and logistical support for tutoring service for all students Implement a standing budget allocation to provide staffing for all internally-funded tutoring programs	Dean of Academic Support	AY 2017-2018, request annually until funded	Students will report satisfaction with the availability of tutoring services Students will report satisfaction with the timeliness of tutoring they received Students will report satisfaction with the quality of tutoring they received Highly-effective grant-funded tutoring programs will become institutionalized within 2 years of grant termination
Extend and enhance student support services for distance learners	Implement a mandatory orientation for first-time DE enrollees to include a readiness diagnostic linked with preparatory interventions such as tutorials and academic coaching Extend Student Success interventions (i.e. Supplemental Instruction, Peer Tutoring, Peer Coaching, FYE, Early Alert interventions, etc.) to online students Extend library services for DE	Distance Education Committee,  Student Support Staff,  Librarians	AY 2020-2021	DE students will report having realistic expectations at the beginning of their DE course DE students will report receiving support with their DE course when they needed it DE students who received support for their DE course will report satisfaction with the support

	students and faculty (i.e. Digital Reserves, remote delivery, video or chat reference, and copyright compliance) Request a new position and funding for a Distance Education / Digital Resources Librarian			
<b>Strategy Three: Align institutional and programmatic practices for online instruction</b>				
<b>Objectives</b>	<b>Actions</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Measures of Success</b>
Provide sufficient distance education courses to allow timely completion of degrees	Conduct a gap analysis to identify courses lacking DE offerings to complete degrees Recruit faculty to teach DE courses Establish a master schedule of online course offerings Publish the master schedule of online courses in the College Catalog Market programmatically-required, historically low-enrolled courses widely	Instructional Development Staff,  Academic Affairs Office,  Marketing Staff	Gap Analysis AY 2017-2018, Start recruiting faculty AY 2018-2019 Master Schedule & Marketing AY 2019-2020	Online course offerings are sufficient for students to earn an AA in Liberal Arts, AA in Hawaiian Studies, or ASNS degrees at WCC within three years Students will report satisfaction with the availability of DE courses needed for their program of study
Ensure that the assessment of distance education courses is adequate and equivalent to face-to-face course evaluation	Assess current practices of DE course evaluations and make recommendations for improvement Implement changes to assessment and evaluation instruments, procedures, and policies, as necessary	Distance Education Committee (Peer Evaluation)  Course Evaluation Committee (Student Evaluation),  Academic Affairs Office (Assessment)	AY 2018-2019	Peer evaluations adequately assesses online instruction Student evaluations are completed at the same rate for DE and F2F courses Course-level assessments are completed for DE and F2F courses at the same frequency



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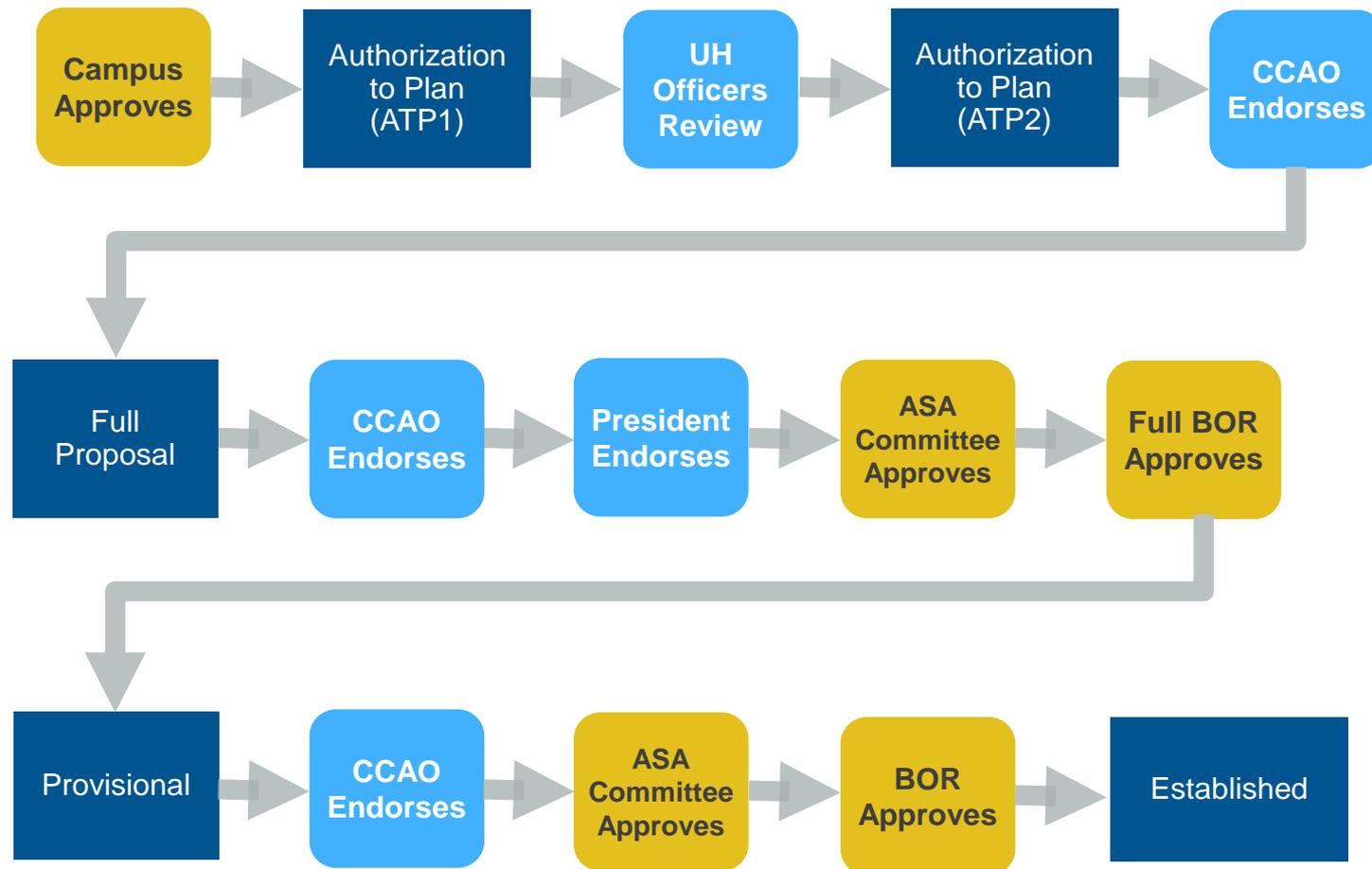
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# Academic Program Proposal Process

Donald O. Straney, Vice President for Academic Planning and Policy  
Academic and Student Affairs Committee  
May 18, 2018

# Current Program Proposal Process





UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

18 MAY 10 P6:02

RECEIVED

March 22, 2018

**MEMORANDUM**

'18 MAY 10 P5:13

**TO:** Jan Naoe Sullivan  
Chair, Board of Regents

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

**VIA:** David Lassner  
President

**VIA:** Donald O. Straney  
Vice President for Academic Planning and Policy

**VIA:** John Morton  
Vice President for Community Colleges

**FROM:** Helen Cox  
Chancellor, Kaua'i Community College

**SUBJECT:** REQUEST APPROVAL TO CHANGE FROM PROVISIONAL TO ESTABLISHED STATUS, CERTIFICATE OF ACHIEVEMENT IN MEDICAL ASSISTING

**SPECIFIC ACTION REQUESTED:**

Request approval to change from provisional to established status for the Certificate of Achievement in Medical Assisting

**RECOMMENDED EFFECTIVE DATE:**

Fall 2018

**ADDITIONAL COSTS:**

None

**PURPOSE:**

Board of Regents Policy Section 5-1 b (3) states that "the Board shall determine whether the program is to be awarded established status or terminated..." The purpose action is for Board of Regent approval for permanent establishment of the Certificate of Achievement in Medical Assisting.

Jan Naoe Sullivan

March 22, 2018

Page 2

### **BACKGROUND INFORMATION:**

The Medical Assisting program (MEDA) at Kaua'i Community College is 42-credit certificate of achievement (CA). Program courses combine classroom and intensive hands on clinical laboratory experiences in both administrative and clinical competencies. In addition, students participate in clinical hours in community ambulatory care setting that allows them to apply their new healthcare skills in a real world setting and also serves as a bridge to future employment on Kaua'i. The MEDA CA program obtained provisional status approval from the Board of Regents in spring 2014 and launched in fall 2015. In January 2018 the program received initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP accreditation is a mark of quality and a powerful marketing tool for student recruitment. It also assures local employers that program graduates will be high quality medical assistants.

**Significance/Contribution of this degree (address the need of the program):** The Kaua'i Community College MEDA CA program has been designed to target nontraditional students, part time and working students, and students who test into remedial/developmental courses. These students often have family and work responsibilities that require programs designed to accommodate their needs. The MEDA CA provides students with a high level of support that accelerates student progress. The high level of program satisfaction is due in part to a close collaborative partnership between the MEDA program and community employers. The MEDA CA program is very effective. Course completion and persistence rates remain consistently at or above 90%. Graduation rates are also excellent; 100% of students who persist into the spring semester graduate. The MEDA programs certification exam pass rate is 100% which is well above the national pass rate of 63%. Students succeed and persist while taking a 12-15 credit semester course sequence. In addition, this course sequence increases the speed with which students get to graduation. This collaborative partnership ensures that the MEDA program has met, and continues to meet a critical workforce need on Kaua'i.

**Demand projections:** Demand for the program is good as work force demand for medical assistants is increasing. Manual tracking of advertised jobs by MEDA program coordinator ensures accurate data for Kaua'i. This data supports the projected need for 10-12 graduates each year to meet the ongoing and critical need on Kaua'i without market saturation. In addition, a need assessment conducted in 2016 indicated the sustained need for medical assistants on Kaua'i, which is supported by the growing number of advertised MA positions.

**Accreditation impact (if any):** None

**Examples (2-3) of similar models from peer institutions:** On Oahu: Remington College, Hawai'i Technology Institute. Since the closure of Heald College on Oahu in

Jan Naoe Sullivan  
March 22, 2018  
Page 3

2015 there is an increased and urgent need for the UH system to produce more medical assistants to meet community workforce demands.

**Similar programs at other UH campuses:**

Kapi'olani Community College is currently the only other school in the UH system that offers a CA in medical assisting. Kaua'i Community College students do not have the financial resources to relocate to Oahu to complete the Kapi'olani Community College program. The MEDA CA enables Kaua'i Community College to respond to student needs and meet a critical workforce demand on Kaua'i.

**Statement from campus administration of new program's strategic value within the UH System and campus mission, and the Integrated Academic and Facilities Plan.**

Under the campus mission and the UH Systems Integrated Academic and Facilities Plan the UH Community Colleges are identified as playing a major role in providing for workforce needs across the state. This certificate program meets the workforce needs on Kaua'i that cannot be easily met otherwise. Kaua'i students cannot afford to relocate to Oahu for this training and Kaua'i employers have difficulty recruiting qualified Medical Assistants from off island.

**Cost and resource allocation/reallocation implications:**

There are no additional costs associated with moving the certificate of achievement in medical assisting from provisional to established status.

**ACTION RECOMMENDED:**

Recommend approval to change from provisional to established status, Certificate of Achievement in Medical Assisting, Kaua'i Community College

Attachment(s)

1. Certificate of Achievement Medical Assisting Provisional to Established Proposal: Spring 2018

c: Kendra Oishi, Executive Administrator and Secretary, Board of Regents



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

# **Certificate of Achievement**

## **Medical Assisting**

**Provisional to Established Proposal: Spring 2018**

**Effective: Fall 2018**

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## Background

The Medical Assisting program (MEDA) at Kaua'i Community College (KCC) is 42-credit certificate of achievement (CA). Program courses combine classroom and intensive hands on clinical laboratory experiences in both administrative and clinical competencies. In addition, students participate in clinical hours in community ambulatory care setting that allows them to apply their new healthcare skills in a real world setting and also serves as a bridge to future employment on Kaua'i. From fall 2012-fall 2014 a 23-credit certificate of competence (CO) in Medical Assisting was offered. The MEDA CA program obtained provisional approval in spring 2014 and launched in fall 2015.

## Is the Program organized to Meet its Outcomes?

### Mission

The mission of the Kaua'i Community College Medical Assisting (MEDA) program is:

To prepare students for employment as medical assistants by providing them with an accessible and engaging learning environment that enables them to gain the clinical knowledge and skills to contribute to the communities' health in ambulatory healthcare settings on Kaua'i.

### Program Goals

The MEDA Program goal is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The main objectives of the program are to:

1. Improve access to healthcare related programs for students on Kaua'i.
2. Provide students with a college education that enables them to earn a living wage.
3. Meet the Kaua'i community work force needs for medical assistants in ambulatory care.

### Admissions and Advising

Students are admitted as a cohort in the fall each year. The program application period is open from December 1 through February 1. Acceptance is on a first qualified, first applied basis. Progression onto the spring semester requires passing of all required program courses in the fall.

Health clearance must be completed prior to admission into the MEDA program and remain current throughout the students' enrollment in the program. These include proof of immunizations, TB clearance, and technical standard clearance. A licensed health care provider must document that the student meets the technical standards for the program. In order to participate in the MEDA programs required clinical activities all MEDA program students must carry malpractice insurance. This malpractice insurance must be current throughout enrollment in the MEDA program. In addition, all MEDA students must have an active healthcare provider Basic Life Support (BLS) CPR certification.

## Program Course Prerequisites

Table 1: Program Prerequisites

Course Code	Title	Credit Hours
<b>HLTH 140</b>	Introduction to Human Body Systems and Related Medical Terminology	3
<b>ENG 100</b>	Composition I	3
<b>MATH 75 or higher</b>	Fundamentals of Mathematics	3-4
<b>Any Diversified Social Science(DS) course</b>	Any Diversified Social Science course from a UH campus	3
<b>ACC 124</b>	Principles of Accounting I	2
	<b>Prerequisites Total</b>	<b>15-16</b>

Table 1 lists the program prerequisites. Based on two cohorts of students the Mathematics and English program prerequisites adequately prepare students and support student success in the MEDA program. Although students can choose a social science course there has been no evidence of any one social science discipline better preparing students. It has however become apparent that some students are having difficulty retaining and using knowledge gained in HLTH 140 and need additional review in this area once in the program itself. A curricula change to replace HLTH 155 with a Medical Assisting science course has been initiated to address this problem.

A change to the course sequencing was approved in spring 2017 and will be implemented in fall 2018. ACC 124 moved from a program support course to become a program prerequisite thus requiring it is completed prior to entry into the program. This sequencing change was made as it became apparent that taking ACC 124 during the final spring semester was adding additional stress as students also complete 12-15 hours of clinical experience each week in addition to classroom and laboratory work. Also by taking ACC 124 as prerequisite students will be better prepared for MEDA 143 thereby reducing academic stress in the first fall semester.

## Program Course Schedule

The MEDA program targets nontraditional students, part time and working students, and students who test into remedial/developmental ENG and MATH courses. The program course schedule works to support these students.

Nontraditional students often have family and work responsibilities that require a program designed to accommodate their needs. The MEDA CA program runs a block schedule three days a week in the afternoons and evenings to improve and open access for these students. In addition, adult-learning methodologies incorporated into the curriculum support adult learners' success. The course schedule supports a 15 credit student load with classes on three days a week.

Traditional students are also a targeted population. These students are under 25 of age and are enrolled in college for two or more years without graduating or have dropped out of college altogether. In Hawai'i, these students are often also working adults and with family responsibilities. The MEDA CA provides an achievable academic goal for these students that also lead to gainful employment within three semesters.

## Curriculum

The MEDA program curriculum has undergone some minor revisions since implementation in fall 2015. A normal student credit load in the MEDA program is 15 credits in fall and 12 credits in spring semester. In spring 2017 two new courses were proposed to align an alpha and number with Kapi'olani CC MEDA CA and address an emerging issue with student preparation. These new courses are currently in the campus curriculum approval process. Table 2 illustrates the course sequencing. Course descriptions can be found in [Appendix A](#).

Table 2: Course Sequencing

	Course	Course Credits	Lecture Credits	Lab Credits	Contact Hours
Fall	HLTH 155 Introduction to the Study of Diseases	3	3	0	3
	MEDA 105 Introduction to Medical Assisting	3	3	0	3
	MEDA 120 Clinical Medical Assisting I	3	2	1	5
	MEDA 143 Administrative Medical Assisting I	3	2	1	5
	MEDA 176 Administration of Medications	3	2	1	5
	Total Semester	15	12	3	21
	Spring	Course	Course Credits	Lecture Credits	Lab Credits
HLTH 240 Medical Law and Professional Ethics		2	2	0	2
MEDA 123 Clinical Medical Assisting II		3	2	1	5
MEDA 165 Administrative Medical Assisting II		2	2	0	2
MEDA 220 Medical Assisting Externship		4	0	4	12
MEDA 210 Medical Assisting Certification Review		1	1	0	1
Total Semester		12	7	5	22

### Is the Program Efficient?

The Annual Program Review Data (ARPD) for the program can be found in [Appendix B](#). Program efficiency continues to be good. The cautionary health call is related to the lack of a

BOR FTE MEDA faculty. One full time faculty member is assigned to the program. Analytic faculty is provided by one lecturer who is assigned one 3 credit course in the fall and one 3 credit course in the spring. This results in a program graduate to full time faculty ratio of 1:10 or higher. UH efficiency indicators evaluate the student /faculty ratio using the number of majors to BOR appointed faculty. In contrast to other health care programs there is no faculty to student ratio mandate. The pedagogy and nature of the hands on learning that takes place during the lab sessions requires that the class size be limited to support student success. However, program fill rate based on program capacity is robust. Class size has increased and the fill rate remains at 75% or higher for MEDA courses. However, fill rate for the HLTH courses which include non-majors are also included in the program data and are variable.

## **Program Quality**

### **Program Evaluation**

Two processes are used to evaluate the MEDA program. The MEDA program, along with all other programs within the UH system is required to submit an annual program review (APRU) in October each year. This review is based on annual review of program data and undergoes review by Kaua'i CC college council members. In 2016-2017 and 2017-2018 no significant recommendations for improvement were made.

### **Accreditation**

In spring 2015 the MEDA program applied for initial accreditation from the Medical Assisting Education Review Board (MAERB) is a Committee on Accreditation (CoA) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). MAERB makes accreditation recommendations for the status of accreditation of medical assisting programs. Accredited programs are then subject to ongoing review of program compliance and achievement of outcome thresholds.

In spring 2017 MAERB site surveyors' visited the program and conducted an on-site survey. The survey went very well and the program was commended in a number of areas. The program submitted documents in September 2017 to correct one area of citation. A final positive decision was made in January 2018. The MEDA CA program is now fully accredited until 2023.

CAAHEP accreditation is a mark of quality and a gold standard for Medical Assisting programs. It entails rigorous ongoing annual program evaluation and comparison of program outcomes against set benchmarks. A discussion of this evaluation of program outcomes follows.

## Program Satisfaction

Program surveys evaluate program satisfaction from a number of major stakeholders. CAAHEP accreditation requires an annual evaluation of graduate and employer satisfaction. In addition, students evaluate clinical sites and program resources. Results indicate all stakeholders are satisfied with the MEDA program. An example of a program satisfaction survey can be found in [Appendix C](#). Surveys are sent out at various times through the year and response rate has been excellent.

Stakeholders' comments also indicate a high level of satisfaction with the program. Hawai'i Pacific Health (HPH) is the major employer of medical assistants in the state of Hawai'i and on Kaua'i. Letters of support from both the director of workforce development, who is based on Oahu, and the Vice President for Kaua'i Medical Clinic (KMC) can be found in [Appendix D](#). The high level of program satisfaction is due in part to a close collaborative partnership between the MEDA program and community employers. This collaborative partnership ensures that the MEDA program has met, and continues to meet a critical workforce need on Kaua'i.

## Advisory Committee

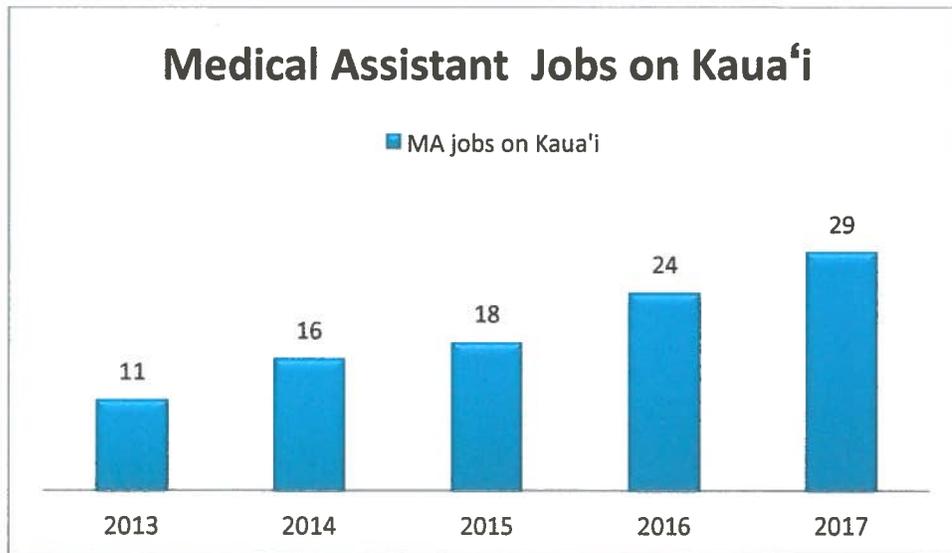
A MEDA program advisory program committee was established in spring 2014. This committee consists of major program stakeholders and meets CAAHEP accreditation requirements for its composition. A full list of members can be found in [Appendix E](#). Meetings take place once a year in spring. During the recent on site accreditation visit the MEDA advisory committee was identified as one of the strengths of the program. Input from the MEDA advisory committee has been positive and no major changes have been recommended. In 2016 an advisory satisfaction survey revealed high satisfaction with the MEDA program.

## Program Outcomes

### Program Demand

The unhealthy health call is related to a discrepancy between ARPD new and replacement positions and actual advertised jobs. Manual tracking of advertised jobs by MEDA program coordinator ensures accurate data for Kaua'i. This data supports the projected need for 10-12 graduates each year to meet the ongoing and critical need on Kaua'i without market saturation. Figure 1 below illustrates the number of MA new and replacement positions advertised on Kaua'i. In addition, a need assessment conducted in 2016 indicated the sustained need for medical assistants on Kaua'i, which is supported by the growing number of advertised positions.

Figure 1: Medical Assistant Advertised Positions on Kaua'i



### Evidence of Student Learning and Student and Program Success

The MEDA CA program is very effective. Course completion and persistence rates remain consistently at or above 90%. Graduation rates are also excellent; 100% of students who persist into the spring semester graduate. Students succeed and persist while taking a 12-15 credit semester course sequence. This is significant as many of these students have a poor academic history in courses or other programs or completion of a large number of credits over a number of years without graduating. In addition, this course sequence increases the speed with which students get to graduation. For most of these students the MEDA CA continues to be their first experience of success and subsequent graduation at Kaua'i CC.

Using both direct and indirect measures for evaluation the purpose of the program evaluation of the MEDA program at Kaua'i CC is to:

1. Improve the MEDA program process and implementation methods.
2. Determine the effect the MEDA program has on meeting short, middle and long-term outcomes.

Program evaluation results are used for program improvement, accountability and reporting program outcomes and impact. Program evaluation methodology can be found in Appendix F.

The specific questions the program evaluation plan answers are:

1. Is the curriculum adequate to meet entry level job requirements?
2. Are student's satisfied with the program curriculum and implementation methods?
3. Are employers satisfied with Kaua'i CC MEDA program graduates preparation for employment?
4. Does the Kaua'i CC MEDA attrition rate meet or exceed the national benchmark?
5. Does the Kaua'i CC MEDA graduation rate meet or exceed the national benchmark?
6. Do Kaua'i CC MEDA graduates meet or exceed national benchmarks for obtaining employment?
7. Does the MEDA program impact the Kaua'i CC campus student attrition rate?
8. Does the MEDA program impact the Kaua'i CC campus student graduation rate?

## Outcome Measures

CAAHEP accredited programs must annually track and report a number of program outcomes and publically display a five year weighted average for at least one of these outcomes. The MEDA program displays these outcomes on the program web site. As the MEDA CA has two years of data, the weighted average is currently a two-year average. The benchmarks are set by CAAHEP and the MEDA program has met and exceeded all benchmarks as illustrated in Table 3.

**Table 3: Weighted Averages of Program Outcomes**

	Retention	Positive Job Placement	Graduate Survey Participation Rate	Graduate Survey Satisfaction Rate	Employer Survey Participation Rate	Employer Survey Satisfaction Rate	Certification Exam Participation Rate	Certification Exam Pass Rate
<b>Benchmark</b>	60%	60%	30%	80%	30%	80%	30%	60%
<b>2 Year Weighted Average</b>	88%	100%	95%	100%	95%	100%	100%	100%

## Persistence

Persistence rates from fall to spring are consistently good. The MEDA program is highly structured and uses a three days a week block scheduling this allows students to work and attend classes. This reduces a potentially major financial stressor. In addition, the students receive a face to face counseling from program faculty that helps them cope with the rigors of the program and personal stressors. If withdrawal from the program occurs it is often due to personal reasons.

## Number of Majors

Demand for the program is good as work force demand for medical assistants is increasing. As a large number of program graduates are working in the local community the “coconut grapevine” has become a powerful marketing tool for the program. Although the program did not fill in 2017 this was due to three qualified applicants rescinding their applications; one due to pregnancy, the other the sudden death of a girlfriend, and the third to failing to obtain a passing grade in a program prerequisite course.

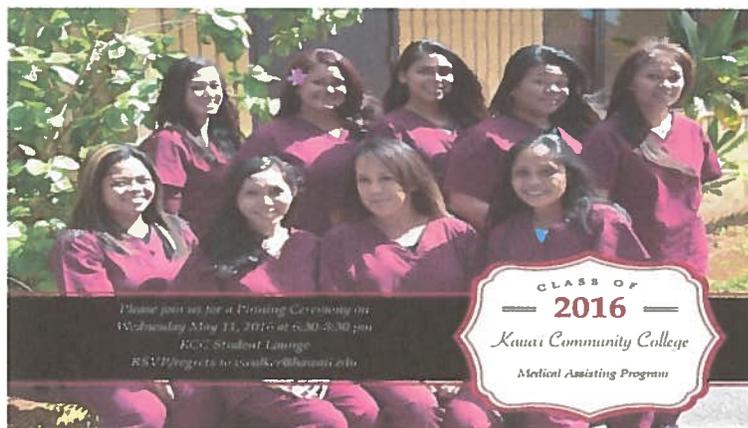
## Certification Exam Passage

Certification exam results are excellent. MEDA program students take a certification exam from the National Center for Competency Testing (NCCT) in May each year. Students take this national exam on campus at the Kaua’i CC testing center and Kaua’i CC is an official test site for this exam. This has a significant impact on reducing cost and testing anxiety as students do not have to fly to Oahu to take the exam. The exam is incorporated into a review course, which is part of the MEDA programs required courses. Active preparation starts mid spring semester and culminates in taking the certification exam. This student centered supportive format is highly effective in preparing students to pass the exam.

## Graduation

Graduation rates are also consistently excellent. Persistence from fall to spring is a good indicator of a successful graduation from the program. Data on persistence and graduation rates can be found in the APRD in [Appendix B](#). The small cohort model enables a strong peer-to-peer bond to develop within the cohort, which increases the amount of social support the student receives. This peer-to-peer bond is also actively promoted by the program coordinator and faculty. This is a critical factor in student graduation rates, in addition to a highly structured program with a high level of program faculty support. The MEDA program has particularly high rates of graduates from low income and underserved populations as a result. A student organized pinning ceremony takes place each year in May to celebrate graduation and transition to the medical assisting profession as seen in Figure 2.

Figure 2: Photo of the MEDA Graduates Pinning Ceremony Invitation



## Job Placement

Job placement is exceptional. In May 2016 and 2017 all MEDA graduates who applied for a job were hired the Monday after graduation. Kaua'i Medical Clinic (KMC) is the major employer of graduates; however, Kaiser Permanente also employed a graduate in 2017. Due to the critical need for MAs on Kaua'i it is anticipated that all 2018 graduates will also be hired soon after graduation. The collaborative relationship with KMC to develop the workforce of MAs on Kaua'i has generated an interview day, which resulted in the rapid hiring of the graduates. Kaiser Permanente interviewed their employee prior to graduation, which resulted in that graduate having a job offer prior to graduation.

Students receive a lot of support and guidance in job placement. This starts with resume development in fall and spring as part of course work. Discussion of employment and employment attributes occurs frequently throughout the program. This culminates in assistance with employment applications. In addition, students are provided guidance on dressing for interview and prepared in interview skills. Managers from KMC come onto campus at the end of spring semester and provide mock interviews. The high levels of support and guidance from program faculty means students are well prepared for the job seeking process in addition to being well prepared for their new role as MAs, and are therefore highly sought after employees.

## Learning Outcomes

The MEDA program uses both direct and indirect methods to collect data on student learning in addition to the methods listed under measuring program quality outcomes.

The MEDA program student learning outcomes (PSLO) are listed below.

Students will be able to:

1. Demonstrate effective communication skills with all members of the healthcare team (*affective*).
2. Demonstrate ethical and legal behavior to maintain patient safety and confidentiality (*affective*).
3. Apply medical office business, financial and administrative concepts and practices (*cognitive*).
4. Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures (*cognitive*).
5. Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting (*psychomotor*).

A curriculum map indicating when PSLOs are introduced, reinforced and mastered can be found in [Appendix G](#). The MEDA program is a one year program and all PSLOs are assessed annually. Results of the assessment of PSLOs are good and can be found in [Appendix H](#).

The variety of assessment methods used to assess student learning accommodate different student learning styles and ways of knowing. They also incorporate both individual and group based

assessments that support the wide range of student cultures and ethnic backgrounds. In addition, development of student assessment methods considers age and gender. These methods provide meaningful information to enable the program to support student achievement of learning outcomes and are listed in Table 4.

**Table 4: Examples of Assessment Methods**

Classroom		Laboratory/Clinical
Social ; Aural; Visual ;Verbal; Physical	Solitary ; Read /write	Solitary & Social; Verbal; Physical; Visual
Oral Presentations (Group & Individual)	Written papers (Individual)	Laboratory Practical Exams (Individual)
Case Studies (Group)	Tests & Quizzes(Individual)	Clinical Rotations (Individual)
Skill Teaching(Individual)	External exam (Individual)	Laboratory Demonstrations (Group)
		Laboratory Peer evaluations(Group)

Methods to assess student-learning outcomes (SLOs) for each course in the MEDA program are included in all course syllabi. Course level SLOs (CSLOs) for each course link with the MEDA Program learning outcomes (PSLOs). Within each course syllabus, specific assessment methods used in a course are embedded within each course and specified in each course syllabus. These methods may be formative or summative in nature. Rubrics ensure that students know what they will be expected to learn, how they will be assessed, and how they will be evaluated for their overall performance. This assessment process allows students to monitor and understand their own development, and receive feedback from program faculty. Accreditation cognitive, psychomotor and affective competencies are also assessed each semester. Accreditation competencies are linked to CSLOs and cross-walked for students. An example of this cross walk can be found in [Appendix I](#).

Students in the MEDA program consistently meet the student learning outcomes assessed in each course using a variety of the above methods. Most courses include both solitary and social assessment methods as well as indirect and direct methods of assessment. 70% or higher indicates that students have met the CSLO expectation.

## **Are Program Outcomes Still Appropriate Functions of the College and University?**

### **College**

Program PSLO and CSLO alignment with college institutional student learning outcomes (ISLOs) can be found in [Appendix J](#). Kaua'i CC aligns its strategic goals with the UHCC Strategic Directions.

## UH System

### Program Articulation

The only other Medical Assisting program within the UH system is at Kapi'olani Community College (Kapi'olani CC). Kapi'olani CC has both a Certificate of Achievement (CA) and an Associate Degree (AS) in Medical Assisting. In 2017, a program graduate on Kaua'i requested transfer to the Kapi'olani CC AS program. This was the first request of its kind and unusual, as Kaua'i students usually cannot move to Oahu to attend college. This student had a boyfriend on Oahu and was a traditional student without significant financial or family obligations; which was also unusual. In spring 2017 this request prompted the MEDA program coordinator to facilitate acceptance and transfer of the student into the Kapi'olani AS degree program after she graduated with a CA from Kaua'i CC. It also led to the development and submission of an articulation agreement with Kapi'olani CC. This articulation agreement was approved by Kaua'i CC VCAA Dire and we are now awaiting a response from Kapi'olani CC though Kapi'olani CC Dean of Health Sciences Hagan. It is anticipated that the number of students requesting transfer will be very small due to geographic barriers even though the number of students interested in an Associate Degree in Medical Assisting is strong and growing as the market for MAs evolves.

### Course Alignment

In spring 2017 two new courses, MEDA 201 and MEDA 150 were submitted to curriculum committee for approval to align with Kapiolani CC. These fulfil the mandate from UHCC VP Morton to align course numbers and alphas across campuses. These new courses will replace the existing HLTH 240 and HLTH 155. They will also address an emerging issue with student preparation for the program by requiring concurrent enrollment with other MEDA program courses.

## UHCC Strategic Directions 2015-2020

### *Hawai'i Graduation Initiative (HGI)*

*Increasing the number of graduates and transfers and on the momentum to get students through to graduation and transfer more quickly.*

The MEDA program aligns with and makes significant contribution towards the following goals.

1. Increase the number of graduates
2. Increase the number of native Hawaiian graduates
3. Increase the number of low income(Pell Grant recipients) student graduates
4. Eliminate access and success gaps for targeted populations
  - a. Native Hawaiian
  - b. Filipino

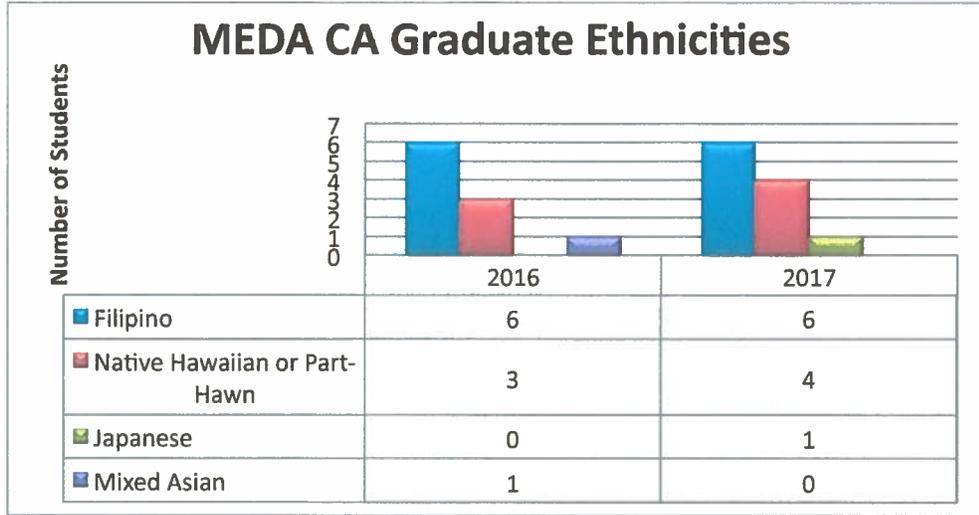
- c. Pacific Islander
  - d. Low-income (Pell recipients)
5. Reduction in time to degree
- a. Student retention and credit accumulation

Table 5: MEDA Program Numbers Aligned with HGI Goals

	2015-2016	2016-2017
<b>Number of Graduates</b>	10	11
<b>Number of Certificates of Achievement</b>	91%	91%
<b>Number of Certificates: Native Hawaiian</b>	30%	36%
<b>Number of Certificates: Filipino</b>	60%	55%
<b>Number of Certificates: Pacific Islander</b>	0	0
<b>Number of Pell Recipients</b>	70%	64%

In the MEDA CA program 90% of students complete and graduate from one or more targeted populations. Students in the MEDA program take 12-15 credits for both fall and spring semesters depending on their needs. In the academic year prior to beginning their program courses they complete 12-15 credits of prerequisite courses. This course scheduling significantly reduces time to graduation and credit accumulation but retains students from spring to spring. Through the above measures the MEDA program also contributes to the performance funding Kaua'i CC receives, as these measures are also performance measures. Figure 3 illustrates the ethnicities of MEDA CA graduates.

Figure 3: MEDA Program CA Graduate Ethnicities



**Hawai'i Innovation Initiative**

*Workforce development linked to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.*

Table 6 illustrates the projected state and national job openings for medical assistants. Medical Assisting is an emerging sector in the existing healthcare employment sector in Hawai'i. The comparison to Licensed Practical Nurses (LPN's) is provided as an aid in evaluating the data. In the ambulatory care sector of the healthcare market LPNs and MAs perform the same duties.

Table 6: State and National Job Opening

United States	Employment		Percent Change	Projected Annual Job Openings *
	2014	2024		
Medical Assistants	591,300	730,200	+24%	26,210
Licensed Practical and Licensed Vocational Nurses	719,900	837,200	+16%	32,220
Hawai'i	Employment		Percent Change	Projected Annual Job Openings *
	2014	2024		
Medical Assistants	2,910	3,230	+11%	90
Licensed Practical and Licensed Vocational Nurses	1,270	1,380	+9%	50

\* Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)  
 State Data Source: [State of Department of Labor and Industrial Relations, Research and Statistics Office](#)

## ***Modern Teaching and Learning Environments***

*Ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.*

Although the current laboratory environment is functional, it is due for a renovation. Campus renovations will create a modern teaching and learning environment and are projected to start in 2019.

## ***High Performance Mission-Driven System***

*Practices and policies that capitalize on the University of Hawai'i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.*

The MEDA program is a small agile program that performs at a high level. The MEDA program aligns with and makes significant contribution towards the following goals.

1. Improving time to degree
2. Eliminate cost as a barrier to education

The MEDA program graduates students after completion of a three semester CA. This is well within the three years IPEDS measure and therefore the MEDA program contributes to the IPEDS goal of 60%. The majority of students in the MEDA program have either returned to campus after completing some college credits without graduation or have persisted in taking college credits each semester for a number of years without graduation. The MEDA program gives these students a clear academic goal and a structured pathway to achieve that goal thus improving time to degree.

Cost as a barrier to education is reduced and eliminated in the MEDA program through a number of ways. First, high persistence and graduation rates reduce credit accumulation and time to degree. The number of prerequisite and general education courses is comparatively small. These courses have to be completed prior to beginning program courses, which provides students with an incentive to timely completion. The block scheduling and afternoon and evening classes also enable students to continue to work and continue to meet their financial obligations outside of college. The majority of MEDA students are Pell grant recipients, which largely eliminates the tuition costs as a barrier. Other scholarships through community organizations like Workwise Kaua'i also eliminate tuition costs for some students.

## Enrollment

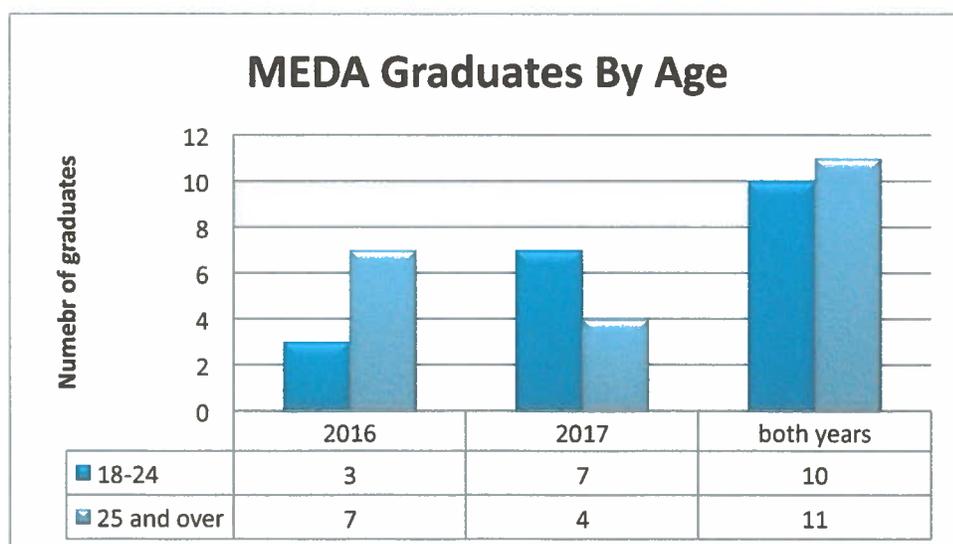
The identification and goals for targeted currently underserved populations.

The MEDA program aligns with and makes significant contribution towards the following goals.

1. Working Age Adults
2. Persistence

UH System defines working adults as those 25 and over who work. However, in Hawai'i most adults under 25 also work. In addition, those MEDA graduates in the 18-24 range work part time while in the program and have spent at least two years working full time since graduating from high school. The age of the youngest graduate was 20 and there has only been one graduate at that age. In fact, of those students 25 or under many are them are 23 or 24. This is significant, as the program has to meet the need of its working adults even though many do not meet the current UH classification. The community employers also value working adults; as a recent comment on the needs survey indicated "more slots, particularly for mature working adults". The MEDA program also contributes to overall college enrollment as many of its graduates have reenrolled in college in order to complete the MEDA program. Figure 4 illustrates MEDA graduate ages over the past two years.

Figure 4: MEDA Graduates by Age



**Are Program Resources Adequate?**

A cost revenue

template can be found in [Appendix L](#).

## Program Coordinator

The MEDA program coordinator is qualified to manage the program and meets the CAAHEP accreditation requirements. Assigned time of 1.5 credits per semester is currently provided for program coordination. In addition to program coordination duties, the program coordinator also provides clinical coordination for the MEDA program and students.

## Facilities and Equipment

MEDA program uses existing laboratory and classroom facilities. Renovation of the laboratory space, which was previously used by the nursing program, is scheduled for 2019. A renovated and flexible laboratory space will enable the learning environment to meet and continue to adapt to future needs of students. Classroom space is adequate to meet current and future needs of the MEDA program.

Laboratory equipment and supplies have been purchased through professional fees, and program allocated budget funds of \$4000 per year. In addition some equipment has been obtained through community donations of used equipment e.g. exam tables. These sources of funding are adequate to meet the programs needs for equipment and supplies.

## Faculty

One faculty member teaches fulltime in the MEDA program, workload also includes two health courses. Therefore, program size is capped at 12 majors. This faculty member also developed the program and is the program and clinical coordinator. One lecturer teaches one course per semester in the MEDA program. A second MEDA lecturer, who is also a MEDA program graduate, has recently been added to the MEDA lecturer pool. Table 7 illustrates faculty credentials. All faculties meet the UH minimum qualifications (MQ's) for Medical Assisting, which were revised in 2016 to better align with national accreditation standards. A copy of the MQ's can be found in [Appendix K](#).

Table 7: Teaching Faculty Credentials

	Faculty	Credentials
Faculty	Victoria Mathis	Master's Degree in Nursing (MS) Bachelor's Degree in Nursing (BS) Certified Medical Assistant (RMA)
Lecturers	Daphne Ottoman	Associate of Applied Science in Medical Assisting(AAS) Certified Medical Assistant (CMA)
	Apryl Shimitsu	Bachelor's Degree in Nursing (BS) Certificate of Competence in Medical Assisting(CO) Certified Medical Assistant (NCMA)

## Appendices

## Appendix A: Program Course Descriptions

**MEDA 105:** This course provides an introduction to medical assisting. It focuses on the concepts of effective communication and protective practices related to health and safety to prevent illness and injury. Basic nutritional concepts and therapeutic diets will also be discussed.

**MEDA 120:** This course introduces the basic clinical skills and procedures required to function as a medical assistant. Topics include integrated clinical procedures, and assisting with specialty exams and procedures.

**MEDA 123:** This course introduces basic specimen collection techniques including the preparation and examination of samples for diagnostic purposes. Advanced techniques and procedures for specialty examinations in the ambulatory care setting will also be included.

**MEDA 143:** This course introduces basic concepts of administrative medical assisting including client scheduling, maintaining of client records, and medical insurance. Communication and confidentiality in relation to administrative duties will also be discussed.

**MEDA 176:** This course will provide an introduction to basic pharmacology and medication administration. Students will learn the basic classification of medications and use applied mathematics and clinical techniques to safely prepare and administer medications in the medical office setting.

**MEDA 165:** This course focuses on the concepts of administrative medical assisting including medical office coding, billing, insurance claims processes, and medical office management.

**MEDA 210:** This course focuses on reviewing medical assisting concepts in preparation for a medical assistant certification exam. Certification test taking skills and preparation will also be discussed.

**MEDA 220:** This course will provide students with supervised clinical experience and the opportunity to integrate medical assisting skills into a real life setting. Clinical experiences will take place in medical offices.

**HLTH 155:** This course provides an introduction to the general concepts and characteristics of disease processes. Etiology, signs and symptoms, diagnostic tests and treatments of selected diseases from major body systems will be discussed.

**HLTH 240:** This course focuses on the legal implications and ethical considerations that impact health care. Students will analyze medical legal issues and relate ethical concepts to the professional practice of an allied health professional.

## Appendix B: Annual Program Review Data

# Overall Program Health: **Cautionary**

Majors Included: MEDA Program CIP: 51.0801

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	0	95	103	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	0	2	3	
3	Number of Majors	0	15	14	
3a	Number of Majors Native Hawaiian	0	5	4	
3b	Fall Full-Time	0%	100%	86%	
3c	Fall Part-Time	0%	0%	14%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	0%	59%	92%	
3f	Spring Part-Time	0%	41%	8%	
3g	Spring Part-Time who are Full-Time in System	0%	6%	0%	
4	SSH Program Majors in Program Classes	0	277	264	
5	SSH Non-Majors in Program Classes	510	451	2	
6	SSH in All Program Classes	510	728	266	
7	FTE Enrollment in Program Classes	17	24	9	
8	Total Number of Classes Taught	13	17	8	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	13.4	14.9	12.1	<b>Cautionary</b>
10	*Fill Rate	70.1%	75.5%	100%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	0	8.2	16.6	
13a	Analytic FTE Faculty	1.4	1.8	0.8	
14	Overall Program Budget Allocation	Not Reported	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	Not Reported	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	Not Reported	Not Reported	Not Yet Reported	
14c	Tuition and Fees	Not Reported	Not Reported	Not Yet Reported	

15	Cost per SSH	Not Reported	Not Reported	Not Yet Reported
16	Number of Low-Enrolled (<10) Classes	7	2	0

\*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	87%	90%	97%	<b>Healthy</b>
18	Withdrawals (Grade = W)	8	9	3	
19	*Persistence Fall to Spring	0%	91.6%	92.8%	
19a	Persistence Fall to Fall	0%	8.3%	66.6%	
20	*Unduplicated Degrees/Certificates Awarded	0	10	11	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	10	11	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	100%	100%	
22	Transfers to UH 4-yr	0	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	0	0	
Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	1	0	
24	Enrollments Distance Education Classes	N/A	23	N/A	
25	Fill Rate	N/A	77%	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	91%	N/A	
27	Withdrawals (Grade = W)	N/A	1	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	63%	N/A	
Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	91.67	Not Met	
30	2P1 Completion	51.00	66.67	Met	
31	3P1 Student Retention or Transfer	81.00	31.25	Not Met	
32	4P1 Student Placement	63.87	0.00	Not Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	
Performance Measures		Program Year			

		14-15	15-16	16-17	
35	Number of Degrees and Certificates	0	10	11	
36	Number of Degrees and Certificates Native Hawaiian	0	3	4	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients <sup>1</sup>	0	7	7	
39	Number of Transfers to UH 4-yr	0	0	0	

\*Data element used in health call calculation

Last Updated: October 29, 2017

<sup>1</sup>PY 16-17; Pell recipients graduates not majors

## Appendix C: Example of Program Evaluation Survey



UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE

### Medical Assisting Program Program Evaluation Satisfaction Survey- Graduate

Please take a few minutes to complete this survey about the KCC MEDA program.  
Your input is very important to us.

Are you currently working as a Medical assistant?

If Yes complete question 1 below.

If No, complete question 2.

#### 1. Employment Status

Current employers name and address:

Kaua'i Medical Clinic  
3-3420 Kuhio Highway, Suite B  
Lihue, HI 96766-1098

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Initial start date of your position (month/year) as a MA: \_\_\_\_\_

Certification/Registration Status:

- NCMA (NCCT)
- RMA (AMT)
- CMA (AAMA)
- CCMA (NHA)

#### 2. Other Status

- Enrolled in educational program
- Military service
- Other: \_\_\_\_\_

Please turn over



MEDA Program Evaluation Survey- Graduate

All graduates please complete the following by placing a check in the box that best reflects your answer.

**3. Educational preparation in the KCC MEDA program for work as a MA**

<b>Please indicate your level of agreement with the following statements about the MEDA program</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
<b>COGNITIVE</b>					
I acquired the medical assisting knowledge appropriate to entry level training.					
I was prepared and encouraged to apply for and pass my professional credentialing exam.					
<b>PSYCHOMOTOR</b>					
I am prepared to collect patient data effectively.					
I am prepared to perform appropriate diagnostic and medical procedures.					
I am prepared to use sound clinical judgment for functioning in the healthcare setting.					
I am prepared to perform all clinical skills appropriate to entry level medical assisting.					
I am prepared to perform all administrative skills appropriate to entry level medical assisting appropriate to entry level medical assisting.					
<b>AFFECTIVE</b>					
I am prepared to communicate effectively in the healthcare setting.					
I am prepared to conduct myself in an ethical and professional manner.					
I am prepared to manage my time efficiently while functioning in the healthcare setting.					
<b>Overall</b>					
The MEDA program prepared me very well to do entry level medical assisting					

**4. Satisfaction with the KCC MEDA program**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very dissatisfied</b>
Overall, how satisfied are you with the MEDA program at KCC in preparing your for work as a MA?				
How satisfied are you with the post-graduation job placement guidance and support?				

<b>Based on your experience as a graduate of the KCC MEDA program</b>	<b>Highly recommend</b>	<b>Recommend</b>	<b>Would not recommend</b>
Would you recommend the KCC MEDA program to others?			

Please add any additional comments or suggestions to help us improve? Please add them below.

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**Thank you for taking the time to complete this survey.**

MEDA Program Evaluation Survey- Graduate

## Appendix D: Program Satisfaction

### Graduate Comments

Thank you Victoria for being a wonderful instructor!  
You have helped me grow in this new career and become a  
Great medical assistant!

Gain the knowledge and confidence to apply it in a real work environment. I am  
very satisfied and happy with my new career. ☺

Overall it was a GREAT PROGRAM that allowed  
me to grow & learn alot about MAG as well as  
myself. I would recommend this program to  
anyone interested in the healthcare.

I've immensely enjoyed learning throughout this program. As a person, I've grown to  
be more confident in myself and learn to strive to be the best MA that I can be.  
This program has more than prepared me to be out in the real world.

The MEDA program was one of the best programs I have been  
in. The instructor is an awesome teacher because she knows  
what she teaches and makes sure we understand as well.

Being in the MEDA program has helped me find a career that I  
will be happy with and be able to provide a stable foundation  
for my family. This program is very well structured.

I don't think there are any comments/suggestions in regards to improvement.  
I strongly believe Victoria is doing an excellent job in teaching and helping  
her students become the best they can be in order to become a great M.A.  
It's also great that she helps after the program is done w/ finding a  
job. My daughter also does a great job as a teacher as well. They are  
both incredibly talented & ambitious in what they do. Being a student &  
having them as a teacher, I truly admire them both & I'm very blessed &  
Thank you for taking the time to complete this survey.

MEDA Program Evaluation Survey- Graduate

Thankful to KCC  
for giving me such  
opportunity ☺

## Letters of Support

### *Hawai'i Pacific Health Workforce Development Director*



KAPI'OLANI  
PALI MOMI  
STRAUB  
WILCOX

[hawaiiipacifichealth.org](http://hawaiiipacifichealth.org)

September 20, 2017

Board of Regents  
Kaua'i Community College  
3-1901 Kamuali'i Highway  
Lihue, HI 96766

Dear Board of Regents:

We are pleased to offer this letter of support and our commitment to a continued partnership with Kaua'i Community College's MEDA Program.

The current MEDA Program has provided graduating students on Kaua'i with a solid foundation and relevant experience essential for today's healthcare workforce. We have not only hired many of these individuals, but allowed them to remain on island with their families and support systems. I believe the students have done so well in transitioning from the classroom to worksite because of this.

The program is also a respected career option for those interested in health care, which is, and will continue to be, in high demand throughout the state of Hawai'i and across the nation. As the future focuses on population health outcomes, increased physician support will require competent, well trained Medical Assistants to fill this need.

As a mission driven organization, our hospitals, clinics, physicians and staff are committed to creating a healthier Hawai'i. The MEDA Program blends with our goals of improving the health of our patients/community, improving the overall quality of care, enhancing the patient/family experience and enhancing the sustainability of the overall care delivery system.

Hawai'i Pacific Health (HPH) is one of the largest health care systems in the state, currently employing close to 7,000 residents. The rapidly changing health care workforce landscape compels us to partner with successful community organizations such as the Kaua'i Community College and it's MEDA Program to offer on-site clinical experiences for their students and our future care team members.

We thank you for your continued partnership and for developing this great program that is providing a solid workforce pipeline for our health care community.

Sincerely,

A handwritten signature in black ink that reads "Carl W. Hinson".

Carl W. Hinson  
Director, Workforce Development  
Hawai'i Pacific Health

Cc: Victoria Mathis, Associate Professor

Hawai'i Pacific Health | 55 Merchant Street, 27th floor | Honolulu, Hawai'i 96813

*Kaua'i Medical Clinic Vice President*



September 19, 2017

Board of Regents  
Kaua'i Community College  
3-1901 Kaunualii Hwy  
Lihue, Hawaii 96766

Dear Board of Regents,

Last year, I wrote a letter supporting the Medical Assisting Program at Kaua'i Community College. As Vice President, I oversee all operational aspects for Kaua'i Medical Clinics, which is part of Wilcox Health and Hawaii Pacific Health. With over 90 providers and 135 employees, we provide training opportunities for students in various disciplines, and we value our partnership with the school. I am also fortunate to serve as a member of the Advisory Committee for the program.

Victoria Mathis, Program Coordinator with Kaua'i Community College, has enabled us to build a partnership that has allowed us to open our doors and provide training opportunities for the students from the Medical Assisting Program. We have been extremely impressed with the quality of students emerging from this program and have been able to offer jobs to the majority of graduates.

Our staff enjoys working with the students and we find them academically prepared for their clinical rotations and transition to employment with our clinics.

As Medical Assistants continue to be a critically needed program to support our future health care demands, the need to maintain this program is essential. As the industry continues to move into population health, physicians require increased support.

I have worked intimately with community colleges in two other states. I have found the quality of students, instruction and faculty to be equal or exceeding those institutions on the mainland. I consider Kaua'i Community College in general and Victoria Mathis in particular, to be a partner, not only in creating excellent health care employees but also in delivering excellent health care for our community.

We will provide our continued support for the Medical Assisting Program at Kaua'i Community College to become a permanent option for our Island's students.

Please feel free to contact me with any questions or any additional information I can provide and thank you for your consideration.

Sincerely,

Margaret A. Bungamer  
Vice President, Kaua'i Medical Clinics

Kaua'i Medical Clinic | 3-3420 Kuhio Highway, Suite B | Lihue, Hawaii 96766

## Appendix E: Program Advisory Board Members

	<b>Community of Interest/Role</b>	<b>Name</b>	<b>Organization</b>
1.	Program Coordinator & Program Faculty	Victoria Mathis	Kaua'i Community College
2.	Sponsor Administration	James Dire	Kaua'i Community College
3.	Clinical Site & Employer	Margaret Bumgarner	Kaua'i Medical Clinic
4.	Employer	Cindy Jackson	Kaiser Permanente
5.	Medical Provider	Steven Penner	Kaua'i Medical Clinic
6.	Medical Provider	Leo Butac	Kaua'i Medical Clinic
7.	Clinical Preceptor	Joy Machado	Kaua'i Medical Clinic -Eleele clinic
8.	Program Graduate	Robert Pierce	Cohort 1 (CO)
9.		Chelsie Cansino	Cohort 1 (CA)
10.		Ann Marie Domingo	Cohort 2 (CA)
11.	MEDA Current Student	Tiana Albarado	Cohort 3 (CA)
12.	Community Organization	Adele Manera	Workwise Kauai
13.	Community Member	Karen Yammamoto	NA

## Appendix G: Assessment of Program Learning Outcomes

MEDA Program Outcomes	Course	Data Source	Benchmark	Timeline	Method	2015-2016	2016-2017
Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).	MEDA 220	Clinical Evaluations	Meets expectations	Annually in spring	Direct	100%	100%
		Graduate Surveys	≥ 3	Annually in fall	Indirect	100%	100%
		Employer Surveys	≥ 3	Annually in fall	Indirect	100%	100%
Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).	HLTH 240	Role Plays	Meets expectations	Annually in spring	Direct	100%	100%
		Graduate Surveys	≥ 3	Annually in fall	Indirect	100%	100%
		Employer Surveys	≥ 3	Annually in fall	Indirect	100%	100%
Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	MEDA 165	Practical Exams	>70%	Annually in spring	Direct	93%	92%
		Graduate Surveys	Meets expectations	Annually in fall	Indirect	100%	100%
		Employer Surveys	≥ 3	Annually in fall	Indirect	100%	100%
Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	MEDA 210	Certification Exam Passage Results	Meets expectations	Annually in spring	Direct	100%	100%
		Graduate Surveys	≥ 3	Annually in fall	Indirect	100%	00%
		Employer Surveys	≥ 3	Annually in fall	Indirect	100%	100%
Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).	MEDA 220	Clinical Evaluations	Meets expectations	Annually in spring	Direct	100%	100%
		Graduate Surveys	≥ 3	Annually in fall	Indirect	100%	100%
		Employer Surveys	≥ 3	Annually in fall	Indirect	100%	100%

## Appendix F: Program Evaluation Methodology

Evaluation Focus Areas	Key Indicators	Data Collection Methods	Sources
<b>Program Development</b>	<ul style="list-style-type: none"> <li>➤ Curriculum</li> <li>➤ Instructor cadre</li> <li>➤ Cost effectiveness</li> <li>➤ Staff time</li> <li>➤ Course scheduling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Document review: syllabi, CA provisional to established application, campus CA PAR</li> <li>➤ Instructor/staff feedback</li> <li>➤ Course evaluations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Program staff</li> <li>➤ VCCA</li> <li>➤ UH Board of regents</li> </ul>
<b>Recruitment of Medical Assisting Students</b>	<ul style="list-style-type: none"> <li>➤ Selection processes</li> <li>➤ Standards for acceptance</li> <li>➤ Publicity</li> <li>➤ Recruitment materials</li> <li>➤ Demographic analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Survey</li> <li>➤ Intake database</li> <li>➤ Document review: phone/email intake records, promotional materials, application</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students</li> <li>➤ Advisors</li> <li>➤ Program staff</li> </ul>
<b>Education of Medical Assisting Students</b>	<ul style="list-style-type: none"> <li>➤ Graduation rate</li> <li>➤ Retention rate</li> <li>➤ Attendance</li> <li>➤ Certification rate</li> <li>➤ Student satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Document review: rosters, course evaluations</li> <li>➤ Institutional reports</li> <li>➤ Graduate survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Institutional researcher</li> <li>➤ Students</li> <li>➤ Program faculty</li> <li>➤ Certification body</li> </ul>
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>➤ Community Partner involvement</li> <li>➤ Community Partner satisfaction</li> <li>➤ Community Partner expansion</li> <li>➤ Student satisfaction with clinical &amp; externship</li> <li>➤ Participation in Advisory committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Preceptor Survey</li> <li>➤ Document review: participation records, advisory meeting minutes, email</li> </ul>	<ul style="list-style-type: none"> <li>➤ Preceptors</li> <li>➤ Community clinical partners</li> <li>➤ Program faculty</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>➤ Institutionalized certificate program</li> <li>➤ Accredited curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ College schedule</li> <li>➤ Funded staff</li> <li>➤ Document review: program accreditation records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Program staff</li> <li>➤ Program faculty</li> <li>➤ Accreditation body</li> </ul>
<b>Employment Status</b>	<ul style="list-style-type: none"> <li>➤ Number of medical assisting graduates employed</li> <li>➤ Employer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Post-employment MA survey</li> <li>➤ Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Employers</li> <li>➤ Program Graduates</li> </ul>

## Appendix H: Curriculum Map

Semester	Course	Program Learning Outcomes				
		Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).	Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).	Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).
Fall	HLTH 155	I	I			
	MEDA 105	R	R	I	I	
	MEDA 120	R			R	I
	MEDA 143	R		R	R	R
	MEDA 176	R	R		R	R
Spring	HLTH 240	R	M			
	MEDA 123	R	R		R	R
	MEDA 165			M	R	
	MEDA 220	M	M		M	M

## Appendix I: CSLO and Accreditation Competencies Crosswalk Example

CONTENT AREA I: ANATOMY AND PHYSIOLOGY		
Psychomotor(Skills) I.P Anatomy and Physiology	Assessment Tool(s)	SLO Cross Walk
4. Verify the rules of medication administration: a. right patient b. right medication c. right dose d. right route e. right time f. right documentation 5. Select proper sites for administering parenteral medication 6. Administer oral medications 7. Administer parenteral (excluding IV) medications	Lab Scenarios Competency checklists	CSLO 2  CSLO4

## Appendix J: Alignment of ISLO's, PSLO's and CSLO's

Institutional SLO'S: Kauai Community College	PROGRAM SLO'S: Medical Assisting (MEDA)	COURSE SLO'S: MEDA	
		FALL	SPRING
<b>Written Communication:</b> Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses.	Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).	HLTH 155 MEDA 105 MEDA 176	HLTH 240 MEDA 220
<b>Oral Communication:</b> Speak in understandable and organized Standard American English to explain ideas, to express feelings, and to support conclusions, claims, or theses. Receive, construct meaning from, and respond to spoken and/or nonverbal messages.	Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).	MEDA 105 MEDA 120 MEDA 143 MEDA 176	HLTH 155 MEDA 123 MEDA 220
<b>Reading:</b> Read, evaluate, and interpret written material critically and effectively.	Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ). Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).	HLTH 155 MEDA 120 MEDA 143 MEDA 176	HLTH 240 MEDA 123 MEDA 165
<b>Symbolic Reasoning:</b> Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.	Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	MEDA 105 MEDA 120 MEDA 123 MEDA 143 MEDA 176	MEDA 165 MEDA 220
<b>Integrative Thinking:</b> Use problem-solving skills and creative thinking strategies to make connections among ideas and experiences and to synthesize and transfer learning to new and varied situations.	Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	MEDA 105 MEDA 120 MEDA 123 MEDA 143 MEDA 176	HLTH 240 MEDA 165 MEDA 220
<b>Information Literacy:</b> Locate, retrieve, evaluate, and interpret the value of information gained from reading text materials, making observations, and using electronic media, and reflectively use that information.	Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ). Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	HLTH 155 MEDA 143 MEDA 176	HLTH 240 MEDA 165
<b>Technological Competency:</b> Identify, allocate, and utilize technological resources effectively.	Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ). Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).	HLTH 155 MEDA 143 MEDA 176	HLTH 240 MEDA 123 MEDA 220
<b>Teamwork:</b> Participate proactively and interact cooperatively and collaboratively in a variety of settings.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).	MEDA 120 MEDA 143	MEDA 123 MEDA 220
<b>Respect for Diversity:</b> Demonstrate cognitive, affective, and behavioral skills and characteristics that are respectful of others' opinions, feelings, values, and individual expression.	Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ). Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).	MEDA 143 MEDA 220	HLTH 240 MEDA 123 MEDA 220
<b>Ethics:</b> Demonstrate an understanding of ethical issues in public and personal contexts that can be used to make sound judgments and decisions.	Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).	MEDA 176	HLTH 240 MEDA 220

## Appendix K: Minimum Qualifications for Medical Assisting Faculty

Discipline			Education in Field		Related Work Experience		Rating/ License/ Certificate
Medical Assisting		(a)	Master's degree in a health field.	(a)		(a)	Current certification as a Medical Assistant by a credentialing organization accredited by the National Commission for Certifying Agencies (NCCA).
	or	(b)	Baccalaureate degree in a health field.	(b)	3 years healthcare experience	(b)	" " "
			Associate degree in	(c)	5 years healthcare experience	(c)	" " "
	or	(c)	Medical Assisting or health field.				
	or	(d)	Certificate in Medical Assisting with 30 or more college credits.	(d)	7 years healthcare experience	(d)	" " "

## Appendix L: Cost Revenue Template

### PROVISIONAL PROGRAM RESOURCE TEMPLATE

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: Kaua'i Community College

Provisional Degree/Certificate: CA in Medical Assisting

Date of BOR Approval: 01.29.2014

College/Department/Division: Health Sciences

Other Programs offered by the College/Division: NA

Part I: Program Overview	Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Bachelor's			Comments
<b>A. ENROLLMENT (Fall Headcount)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	
Projected: CA in Medical Assisting	12	12	12	
Actual: CA in Medical Assisting	11	12	9	
Undergraduate	11	12	9	
<b>B. PROGRAM COMPLETION (Annual)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Comments</b>
Projected: CA in Medical Assisting	12	12	12	
Actual: CA in Medical Assisting	9	11	pending	
Undergraduate	9	11	pending	
<b>C. COURSES, SECTIONS, SSH (Annual)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Comments</b>
No. Courses Offered	10	10	10	
No. Sections Offered	10	10	10	
Annual SSH	284	320	pending	
<b>Part II: Program Resources</b>				
<b>D. RESOURCES/FUNDING</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Comments</b>
Tuition/Special Fund Allocation	\$4,000	\$5,000	\$4,000	
General Fund Allocation	\$0	\$0	\$0	
Summer Session Allocation	NA	NA	NA	
Program/Course Fee Allocation	\$3,600	\$4,600	\$3,600	
Other Allocation (grants, etc.)				
<b>E. PERSONNEL (Instructional &amp; Support)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Comments</b>
Faculty FTE	1	1	1	Nursing faculty reassigned to MEDA
Faculty Salaries (\$)	97000	97000	97000	based on average Nursing faculty Salary at Rank 4 from UHPA 9/2016
Lecturers (\$)	8916	8916	8916	1 Lecturer Step A salary based on UHPA 2015-2017 contract schedule
Graduate Tas (\$)	NA	NA	NA	
Other (\$ Advisors, Lab Techs, etc.)				
<b>F. OPERATIONAL COSTS (Equipment, etc.)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Current Year</b>	<b>Comments</b>
	0	0	0	
<b>G. Indicate whether <u>new facilities</u> are needed to support the continuation of the program (include any off-campus facilities)</b>				NA
<b>H. Indicate if there are other significant resources anticipated beyond the current year.</b>				NA

I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts)

NA

J. ADDITIONAL COMMENTS:

**Part III: Approvals**

By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

*Tammie Napoleon*, Tammie Napoleon 12/15/17

Department/Division Chair:

College/Department Administrative Officer:

Dean:

Vice Chancellor for Academic Affairs:

Vice Chancellor for Administration:

*Jim R. Dine* 1/24/18  
*[Signature]* 1/24/18

**Provisional Program Resource Template Details**

A. Headcount Enrollment. Headcount enrollment of majors each Fall semester. Located at URL: <https://www.hawaii.edu/institutionalresearch/enrReport.action?reportId=ENRT00> Campus data may be used when majors are a subset of enrollment reported in IRAO reports.

B. Completion. Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: [https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS\\_DEG\\_TOC](https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC)

C. Courses, Sections, SSH. Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. <https://www.hawaii.edu/irodr/login.do?>

D. Resources/Funding. Data should come from the College/Department's Administrative Officer using the most current information available.

E. Academic Personnel. Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.

F. Ongoing Operational Costs. Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.

G. Facilities. Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.

H. Additional Anticipated Cost. Address whether significant additional resources (human, administrative, legal, etc.) anticipated beyond the years listed in the New Program Resource Template.

I. Funding for Anticipated New Resources. Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.

18894

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

Office of the Chancellor



UNIVERSITY of HAWAII  
MAUI COLLEGE

18 MAY 10 P5:59

May 1, 2018

RECEIVED

MEMORANDUM

'18 MAY -2 A9:44

TO: Jan Naoe Sullivan  
Chair, Board of Regents

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

VIA: David Lassner *David Lassner*  
President

VIA: *Donald C. Straney*  
Donald Straney  
Vice President for Academic Planning and Policy

VIA: *John Morton*  
John Morton  
Vice President for Community Colleges

FROM: *Lui Hokoana*  
Lui Hokoana  
Chancellor

SUBJECT: REQUEST TO CHANGE THE BACHELOR OF APPLIED SCIENCE  
DEGREE IN ENGINEERING TECHNOLOGY AT UNIVERSITY OF  
HAWAII MAUI COLLEGE FROM PROVISIONAL TO ESTABLISHED  
STATUS

SPECIFIC ACTION REQUESTED:

University of Hawaii Maui College (UHMC) requests approval to change the Bachelor of Applied Science degree (BAS) in Engineering Technology (ENGT) from provisional to established status.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COSTS:

There are no additional costs associated with changing the BAS in ENGT degree from provisional to established status.

**PURPOSE:**

The purpose action is for Board of Regent approval for permanent establishment of the Associate in Business. Board of Regents (BOR) Policy RP Section 5.201, III.B.2. states, "Each provisional program shall be reviewed at the end of its first full cycle. The request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle." The mission of the ENGT program is to prepare graduates to be productive technologists with a broad array of skills in a variety of areas such as telescope operations, high performance computing for scientific and engineering applications, energy production and distribution, and system administration in a variety of industries. The average annual salary of ENGT graduates is \$70,000.

**BACKGROUND:**

Board of Regents (BOR) Policy RP Section 5.201, III.B.2. states, "Each provisional program shall be reviewed at the end of its first full cycle. The request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle."

**Significance/Contribution of this degree:**

The BAS in ENGT program addresses one of the major shortcomings identified by Maui County high technology businesses and organizations that have recruited employees from the U.S. mainland and elsewhere: employees who stay in Hawai'i for less than two years. The BAS in ENGT program addresses this problem by providing local engineering technology education to enable Hawai'i residents to fill these high-paying technical positions. Moreover, the BAS in ENGT program is unique in that it is the only engineering technology baccalaureate degree offered in the State of Hawai'i.

**Demand projections:**

- **Current Workforce:** 100% of ENGT graduates are employed with 79% working in high technology careers (68% on Maui).
- **Future Workforce:** There is a local high tech hub that is hiring BAS in ENGT graduates. New facilities under construction on Maui (such as the Daniel K. Inouye Solar Telescope atop Haleakalā and the related expansion of the Institute for Astronomy, Maui) will need high-qualified technicians and technologists, all positions that BAS in ENGT graduates are well prepared to fill.
- **Student Demand:** The number of majors has remained steady with an average of 3-4 students graduating per year over the last six years. The BAS in ENGT is by design a low-enrolled program that addresses a specific technical education niche on Maui.

**Accreditation Impact:**

On May 9, 2009, the Board of Regents provisionally approved the BAS in ENGT program, which led to Maui Community College moving its accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) to the Accrediting Commission for Senior Colleges and Universities (ACSCU).

At the February 18, 2010 meeting, the Board of Regents approved the name change of Maui Community College to University of Hawai'i Maui College.

In July 2014, UHMC was granted reaccreditation for eight years, through June 2022, from the WASC Senior College and University Commission (WSCUC, formerly ACSCU). In its report, the Commission noted that "student achievement at the upper division level for baccalaureate degrees is verified with each academic program."

**Similar programs at other UH campuses:**

The BAS in ENGT degree program is unique in that it is the only engineering technology baccalaureate degree offered in the State of Hawai'i.

**Cost and resource allocation/reallocation implications:**

None. The BAS in ENGT program is already well established in the UHMC budget.

**Impact of a new program/program change request on campus budget allocations and mission priority:**

None.

**ACTION RECOMMENDED:**

Recommend approval to change the Bachelor of Applied Science degree in Engineering Technology, University of Hawai'i Maui College, from provisional to established status.

**ATTACHMENT**

A Proposal to Change from Provisional to Established Status: Bachelor of Applied Science (BAS) in Engineering Technology (ENGT)

c: Executive Administrator and Secretary of the Board of Regents Oishi.

**A Proposal to Change from  
Provisional to Established Status**

Bachelor of Applied Science  
in Engineering Technology



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

STEM Department  
Spring 2018

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## PROGRAM OVERVIEW

The Bachelor of Applied Science in Engineering Technology (BAS in ENGT) program is one of three baccalaureate programs mentioned in the recently approved "Integrated Academic and Facilities Planform the University of Hawai'i System". This University of Hawai'i Maui College (UHMC) program is training graduates for highly specialized and well-paying technology positions in Maui County that would otherwise be filled by out-of-state recruitments. Moreover, as the only Bachelor of Applied Science in Engineering Technology baccalaureate program offered in the state of Hawai'i, providing a career path for high school, transfer and returning adult students.

Initiated in Fall 2010, the BAS in ENGT is an integrated two plus two-degree program: the BAS in ENGT program builds on the Associates in Science (AS) Electronics and Computer Engineering Technology (ECET) program. The AS ECET program provides the lower division courses and the BAS in ENGT the upper division courses necessary for the students to graduate with a baccalaureate degree. Due to this relationship, the BAS in ENGT program is far more efficient than a full four-year baccalaureate program since it only requires hiring faculty and lecturers to teach upper division class sections.

Maui County high technology companies and organizations have frequently been frustrated when hiring employees from the mainland who often move away in less than two years. This creates a revolving door which is costly and detrimental to the viability of local companies and organizations. According to Pacific Defense Solutions Head of Business Operations, *"Benefits [from the BAS in ENGT program] are also seen directly by the local companies such as ours in that they are not encumbered with high relocation costs to bring in technical staff from the mainland"*.

The BAS in ENGT program addresses this concern by growing a locally trained and highly skilled workforce. The University of Hawaii Maui College BAS in ENGT program provides graduates with specific Engineering Technology skills thereby filling local high-paying technical positions with Hawai'i residents. As of today, 79% BAS in ENGT graduates have found a job as technicians, technologists, or systems engineers. Of those graduates, 68% of them found employment on Maui with average salaries of \$70,000. Recently, two BAS in ENGT graduates have been offered a 3-month internship with a high technology company who has representation on the programs Advisory Committee with the possibility of full- time employment upon completion of the internship. The Bachelor of Applied Science in Engineering Technology program provides Maui County with an affordable degree option leading to a well- paying career.

### 1. PROGRAM OBJECTIVES AND ORGANIZATION

#### *Program Objectives*

The BAS in ENGT program is designed to prepare graduates to be productive technologists with a broad array of skills in a variety of areas such as telescope operations, high performance computing for scientific and engineering applications, energy production and distribution, and system administration in a variety of settings. The program mission is aligned with the mission of University of Hawaii Maui College to:

*"Inspire students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding."*

The BAS in ENGT curriculum follows the requirements of the Accreditation Board for Engineering and Technology (ABET). Although the BAS in ENGT program is well established in the local high technology community, it is UHMC's intention to seek ABET accreditation upon the BAS in ENGT program being changed to established status. Toward this end, the BAS in ENGT Program Learning Outcomes (PLOs) are already aligned with ABET Student Outcomes for Engineering Technology programs as shown in Table I below.

Table I. BAS in ENGT and ABET Student Outcomes

BAS in ENGT Program Learning Outcomes	2017-2018 ABET Student Outcomes*
Analyze, design, and implement electro-optic systems, control systems, instrumentation systems, communication systems, computer systems, or power systems	An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives
Apply project management techniques to electrical/electronic(s) and computer systems	An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities
Utilize integral and differential calculus, or other appropriate mathematics above the level of algebra and trigonometry to solve technical problems	An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies
Demonstrate critical engineering technology skills and experiences such as: making existing technology operate, creating/selecting new technology, troubleshooting, calibrating, characterizing, and optimizing	An ability to conduct standard tests and measurements to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes
Demonstrate engineer's way of thinking, analyzing technology as systems	An ability to identify, analyze, and solve broadly-defined engineering technology problems
Demonstrate engineer professional skills such as communication and managing projects	An ability to function effectively as a member or leader on a technical team
Demonstrate proficiency in the general education college core requirements: creativity, critical thinking, oral and written communication, information retrieval, quantitative reasoning	An ability to apply written oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature
Demonstrate a recognition of the need for, and an ability to engage in lifelong learning	A knowledge of the impact of engineering technology solutions in a societal and global context
Demonstrate an ability to understand professional, ethical and social responsibilities	An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity
Demonstrate a respect for diversity and a knowledge of contemporary professional, societal and global issues	An understanding of the need for and an ability to engage in self-directed continuing professional development
Commit to quality, timeliness, and continuous improvement	A commitment to quality, timeliness, and continuous improvement

### Program Curriculum

As has already been mentioned, the BAS in ENGT is an integrated two plus two-degree program that builds upon the AS ECET program degree. The AS ECET program covers the first two years and the BAS in ENGT program the junior and senior years of the four-year program. The BAS in ENGT curriculum was designed to prepare graduates for careers with local high technology companies. The major emphasis of the BAS in ENGT curriculum is the application of engineering technology to a variety of topics such a robotics, power systems, control systems, remote sensing, signal processing, optics, electro-optics, and system integration. Students gain competence with software programs widely used in the industry, such as LabVIEW, MATLAB, Zemax, and 3D CAD design software. The curriculum includes a strong interdisciplinary Liberal Arts core as recommended by the Western Association of Schools and Colleges' (W ASC) Senior College and University Commission (WSCUC). Upper-division English, Philosophy, and Communication courses have been offered as writing intensive courses.

BAS in ENGT faculty meet regularly with the BAS in ENGT Advisory Committee to ensure that the program prepares students to meet current and emerging community and workforce needs and opportunities. (As of today, 8 out of 19 BAS in ENGT graduates have been hired by companies represented by BAS in ENGT Advisory Board members). As a result, the original curriculum and course sequence have sustained changes since the implementation of the BAS in ENGT program to more adequately serve the needs of the industry. The current BAS in ENGT program map is shown in Table 2 below.

Table 2. BAS in ENGT program map (64 credits)

#### First Year

First semester (Fall)		Credits
MATH205	Calculus I	4
ETRO 305	Engineering Computing	4
ETRO 310	Applied Robotics	3
ETRO 340	System Integration	4
ENG 316	Advanced Research Writing	3
Total		<b>18</b>

Second semester (Spring)		Credits
PHYS 219	Physics for Engineering	3
ETRO 315	Project Management	3
ETRO 350	Power Systems	3
ETRO 360	Signals and Systems	4
PHIL 323	Professional Ethics	3
Total		<b>16</b>

#### Second Year

Third semester (Fall)		Credits
ETRO 320	Intermediate Optics	4
ETRO 450	Signal Processing	4
ETRO 497	Capstone Project I	3
HUM 400	Changes & Choices	3
Total		<b>14</b>

Fourth semester (Spring)		Credits
ETRO 370	Optoelectronics	3
ETRO455	Remote Sensing	4
ETRO 460	Control Systems	3
ETRO498	Capstone Project II	3
COM459	Intercultural Communication	3
Total		<b>16</b>

### *Program graduation requirements*

The basic curriculum requirements for graduation with the BAS in ENGT program are as follows (125 credits total\*):

- Path to BAS in ENGT in the AS ECET program: 61 credits with a cumulative GPA of 2.5 or higher in all courses attempted. The AS ECET program map can be found in Appendix A.
- Engineering Technology Upper Division Coursework: 39 credits
- Engineering Technology General Education: 19 credits
- Capstone Course: 6 credits

(\*Note: UH Manoa's BS in Civil, Computer and Mechanical Engineering require each a minimum of 125 credits, and the BS in Electrical Engineering 123 credits).

### *Program admission requirements*

For admission into the UHMC BAS in ENGT program, students must first meet the UHMC admissions requirements. Admission to UHMC does not guarantee admission into the BAS in ENGT program. The following is a listing of the program admission requirements:

- A. A student may apply for admission as a classified student in the BAS in ENGT program upon successful completion of the one of the following admission requirements:
  - a. Completion of UHMC AS ECET program with a 2.5 GPA or higher in all courses attempted; or
  - b. Completion of an Associate in Arts (AA), Associate in Applied Science (AAS, or Associate in Science (AS) from an accredited institution with a cumulative GPA of 2.5 or higher in all courses attempted, and completion of (or approved equivalent for) coursework of the BAS in ENGT path AS ECET degree from an accredited institution.
- B. A student may apply for admission as a provisional student in the BAS in ENGT program upon successful completion of the following admission requirements:
  - a. Completion of 40 or more transferable semester credits from an accredited institution with a cumulative GPA of 2.5 or higher in all courses attempted. Classified status will be assigned with completion of the BAS in ENGT path for the AS ECET course requirements (or approved equivalent coursework from an accredited institution).
  - b. Approval of BAS in ENGT committee.

### *Graduation Requirement*

To be awarded a BAS in ENGT degree, students must have at least a 2.0 UHMC cumulative GPA, as well as a 2.5 GPA in courses required for the BAS in ENGT major. Grade Cor better is required in all upper division BAS in ENGT courses.

### *Advising and Counseling*

Students majoring in the BAS in ENGT program are advised by counselors from the Office of Student Services at UHMC. Furthermore, students meet regularly with the BAS in ENGT program coordinator for follow-up on their academic progress. These efforts are designed to ensure that students complete the BAS in ENGT program in a timely manner. Finally, program faculty members working with local employers provide students with employment information and opportunities.

## 2. MEETING LEARNING OBJECTIVES

The BAS in ENGT program's learning outcomes (PLOs) guide the assessment of student learning in the program. Additionally, the BAS in ENGT program is actively involved with the assessment of College Wide Academic Student Learning Outcomes (CAS LOs). Multiple samples of student work are assessed using PLO and CASLO rubrics and reviewed by program faculty, Liberal Arts faculty, and the business community to continually review how well graduates are satisfying program learning expectations. Methods to assess student-learning outcomes (SLOs) for each course in the BAS in ENGT program are included in all course outlines. Course level SLOs link with BAS in ENGT PLOs and CASLOs at the course level. Using the course outline as a guide, specific assessment methods used in a course are embedded within each course and specified in each course syllabus. These methods may be formative or summative in nature. Rubrics or other scoring mechanisms have been developed to ensure that students know what they will be expected to learn, how they will be assessed, and how they will be evaluated for their overall performance. This assessment process allows students to monitor and understand their own development, receive feedback from Instructors and monitor the progression of the entire class. These data provide faculty with a tool to analyze and validate the curriculum, as well as identify areas of possible improvement.

### *Program Learning Outcomes (PLOs)*

Regular assessment of PLOs has been instrumental in the curriculum review process, triggering changes in course pre-requisites and sequencing, and developing new courses. Input from the Advisory Committee and community partners prompted changes in the upper-division program map in Fall 2015, merging two courses and developing a new one, still maintaining rigor and quality instruction. Each semester, BAS in ENGT courses are carefully chosen to assess specific PLOs and CASLOs. A timetable of PLOs assessment is shown in Appendix B (PLOs for the BAS in ENGT program are listed in Table 1 page 2). The results are included in the Annual Report of Program Data (ARPD). Over a 5-year time period, from Fall 2011 through Spring 2016, all eleven PLOs have been assessed at least once. Homework, laboratory experiments, tests, and projects are tools used to assess student learning. Table 3 below shows the program assessment rubric used to weight the expected level of achievement.

Table 3. Assessment Rubric

Expectation	Exceeds	Meets	Needs Improvement	Insufficient Progress
Percentage	80% <sub>≥</sub>	70% <sub>≥</sub>	60% <sub>≥</sub>	≤59%

Overall students meet or exceed the level of expectations for all PLOs.

### *College-wide Academic Student Learning Outcomes (CASLOs)*

CASLOs are a set of core competencies in critical thinking, creativity, oral and written communication, information literacy, and quantitative reasoning that students develop across the curriculum through coursework in each program of study at UHMC. Each program of study at UHMC integrates curriculum that develops these skills. Students demonstrate these skills at a level appropriate for their degrees through varied coursework or a "capstone" project. A different CASLO is assessed each year. The analysis of results allow faculty along with Advisory Committee members to

identify areas where there are deficiencies and prompts faculty to review and adjust the content and requirements of the courses, the sequence of courses, and the program map.

As an example, following assessment of the CASLO "quantitative reasoning":

- The AS ECET program strengthened the math pre-requisite for admission into the program from MATH 25 to MATH 82 (Accelerated Algebraic Foundations) in Fall 2014, to MATH 103 (College Algebra) in Fall2015. As Table 4 below shows, the retention rate increased.

Table 4. AS ECET Improvements

Math pre-requisite	MATH25	MATH 82	MATH 103
	Prior to 2014	Fall2014	Fall2015
Retention rate after 1 year	53%	64%	64%

- At the lower division level, MATH 119 (Engineering Pre-Calculus) was developed to combine MATH 135 (Pre-Calculus) and MATH 140 (Trigonometry) and has been offered since Fall 2015.
- At the upper division level, the traditional MATH 205 (Calculus I) replaces the customized MATH 219 (Calculus for Engineers, which combined Calculus I, II, and III) that was originally developed for this specific degree.

### 3. PROGRAM RESOURCES

#### *Faculty Resource Requirements*

The BAS in ENGT program benefits from a mix of full-time faculty and part-time lecturers who bring a diverse set of experiences for the benefit of the students. UHMC currently has one full-time faculty member and one part-time faculty member in the BAS in ENGT program (50% of the time is devoted to the AS ECET program); faculty members from other departments bring their own expertise in their respective areas. The existing mix of faculty and lecturers ensures that all courses required for the baccalaureate degree are offered each semester so that students can complete the BAS in ENGT program within the four years recommended for graduation.

Some of the faculty and lecturers teaching in the program and their areas of expertise are listed below:

- Jung Park, Ph.D., Assistant Professor, Electronics
- Elisabeth Dubuit, Ph.D., Instructor, ENGT&ECET Program Coordinator
- Amirhossein Amiraslani, Ph.D., Assistant Professor /Mathematics
- Buddhi Raj, Ph.D., Instructor/Physics
- Jeffrey Yopez, Ph.D., Lecturer, Quantum Computing and Simulation
- Nathan Withers, Ph.D., Lecturer, Electronics
- Duane Bud Clark, Ph.D., Assistant Professor/ Philosophy and Religion
- Communication Faculty representative
- English Faculty representative
- Humanities Faculty representative

### *Advisory Committee*

The BAS in ENGT Advisory Committee consists of high technology companies and organizations on Maui, and program alumni. The Advisory Committee meets at a minimum of twice each year to offer advice to the program curriculum and provide input on industry trends, employment opportunities, and external resource opportunities. Three of the companies represented by BAS in ENGT Advisory Board members have hired program graduates: As of today, 8 out of the 19 BAS in ENGT students who have graduated have been hired by those companies, and 2 are completing an internship prior to being hired into permanent positions. As has already been mentioned, the Advisory Committee participates in the evaluation of students' work as they progress through the program and play a key role in the evaluation of the work students submit in the senior capstone project. Moreover, members of the Advisory Board have donated expensive equipment currently supporting student work in program laboratories. For example, Maui Innovation Group has donated an Optical Workstation with optical components (\$1 0,000). For testimonials from the Advisory Board see Appendix C.

Advisory committee members are listed below:

Ned Davis	Maui Innovation Group
Wes Frewald	Pacific Defense Solutions
Thomas Glesne	Shafer Pacific Operations
Steve Griffin	Boeing
Lisa Hunter	Institution for Scientists and Engineering Educators, UCSC
Joe Janni	Air Force Research Laboratory
Wayne Lewis	Cisco Academy Training Center
Victor Livengood	Consultant
Mike Mayberry	Institute for Astronomy, University of Hawai'i
Sharon Mielbrecht	Pacific Disaster Center
Dan O'Connell	HNU Photonics
John Valliant	Boeing
Laura Ulibarri	US Air Force

### *Budget and Sources of Funds*

- Government and tuition funds provide the salary resources for all full-time faculty and lecturers.
- Tech Fee committee has funded the program for software license renewals.
- Extra-mural funds and UHCC allocations allowed purchasing of all materials such as optics workstations, lasers and optical educational kits, Lego Mindstorms kits, electronics equipment, software programs, a 3D printer, a solar PV troubleshooting learning system, and a protolaser printed circuit board machine.

### *Facilities and Equipment*

Through strong and active partnerships with the University of Hawai'i Institute for Astronomy and local industry, as well as legislative support for new facilities, the program has been able to provide students and faculty with current and adequate technology. As a result, BAS in ENGT students benefit from a physics lab, an electro-optics lab, an astronomy lab, and a machine shop. The labs are located in 'Ike Le'a, the new science building which opened in 2013 and in the Ka'a'ike building. The laboratories are equipped with state-of-the-art equipment, computers, and software programs to keep up with the ever-changing technology. Students and faculty also benefit from library support in 'Ike Le'a and the UHMC Library.

#### 4. PROGRAM EFFICIENCY

The BAS in ENGT program is relatively efficient compared to other bachelor degree programs since it is built upon a long-standing and successful lower division two-year AS ECET program. The Cost and Revenue template reflects the small program size (See Appendix D). Moreover, the BAS in ENGT program allows Maui-based students to earn a valuable baccalaureate degree leading to a high paying job on Maui. At the same time, Maui County high technology leaders are provided the workforce they can count on.

#### 5. PROGRAM QUALITY

##### *Annual Program Review*

The BAS in ENGT program participates in UHMC's annual program review process that includes continuous and systematic evaluation of PLOs, CAS LOs, as well as demand, efficiency and effectiveness standards. The BAS in ENGT Program Review follows UHMC's Self-Study Guide for Annual Assessment and Comprehensive Program Reviews that aligns with University of Hawai'i Executive Policy E5.202.

##### *Job Placement*

The primary indicator of the quality of the program is job placement. Toward this end, 79% of BAS in ENGT graduates from 2012 to 2017 (15 out of 19) have found a family-waged job. As indicated in Table 5 below, out of those 15 graduates, 11 have been hired at the Maui Research and Technology Center (MR TC), and one student has been accepted into graduate school.

Table 5. Job placement for BAS in ENGT graduates

Engineering Technology (15)					
MRTC (11)		Other (3)		Graduate School (1)	
Akimeka	1	General Assembly, SF	1	Master's degree ((UCLA)	1
Ardent Management	1	Sheraton, Maui	1		
Boeing	2	WZ Engineering Maui	1		
CSRA, Inc.	1				
Pacific Defense Center (PDC)	1				
Pacific Defense Solutions (PDS)	5				

\*: CSRA: Systems Research and Applications Corporation

Some BAS in ENGT graduates did share with us some details in regard to their job position/title and salary as shown in table 6 below.

Table 6. Jobs details

Graduated	First Employment				Current Position		
	Hired	Company	Position/Title	Salary	Company	Position/Title	Salary
5/12	11/12	PDS	Junior Engineer	55k	PDS	System Engineer	70k
5/12	11/12	PDS	Junior Engineer	50k	PDS	Engineer	75k
5/12	5/12	Boeing	Electronics & Electrical	55k	Boeing	Electronics & Electrical Design	72k
5/13	6/13	Ardent MC	Software	60k	Ardent MC	Software	75k
5/14	6/14	PDC	Technical Writer	45k	PDC	General Engineer	60k
5/14	6/14	Fresenius	Biomedical	35k	Sheraton	General Engineering	65k
5/15	3/15	CSRA Inc.*	Systems	65k	CSRA Inc.	Systems Engineer	66k

\*: CSRA: Systems Research and Applications Corporation 8

These salaries have a multiplier effect throughout the Maui County economy contributing to the state and local tax base and the typical expenditures related to living and working on Maui. This impact is significant over time, with an increasing number of graduates and long-term employment of those graduates in well-paying jobs with local companies.

The type of duties that BAS in ENGT alumni were well prepared to perform when they were hired cover the following sectors of activities: Electronics, Optics, Systems Engineering, Project Management, Mechanical Engineering, Small Telescope Operations, Large Telescope Operations, Sensor Development, Lead Deployment, IT Security, Opto-Electro-Mechanical system design/ Development and Implementation, Program Management/ Proposal Writing. working with super computers, Dedicated Short Range Communications, and Space Situational Awareness.

#### *Demand for graduates*

The 2010 Standard Occupational Code (SOC) that best describes the ENGT program is 17-3029 (Engineering Technicians, except drafters, all other). Hawai'i is the fifth state in the nation with the highest concentration of jobs and the fourth top paying state in this occupation (<https://www.bls.gov/oes/current/oes173029.htm>). This occupation has a bright outlook and is considered a new and emerging occupation (<https://www.onetonline.org/find/quick?s=17-3029>).

#### *CanSat competition*

For the past few years UHMC BAS in ENGT students have participated in the CanSat competition. This annual design-built-launch competition, organized by the American Astronomical Society and American Institute of Aeronautics and Astronautics, and funded by NASA, is open to colleges and universities from all over the world. UHMC students working closely with faculty prepare yearlong to compete in this design build and launch engineering competition. In academic year 2015-2016, the first time UHMC participated, 67 teams were admitted in the competition; 40 teams were selected to compete as finalists in Texas in June 2016 where UHMC BAS in ENGT student team finished in 16th place. In academic year 2016-2017, 80 teams were admitted in the competition; 40 teams were selected to compete as finalists in Texas in June 2017 where UHMC BAS in ENGT student team finished in 27th place. Many of the competing universities were tier one research institutions from across the country and worldwide. UHMC's Hawai'i Space Grant Consortium grant directed by Dr. Jung Park funds this initiative.

## **6. PROGRAM OUTCOMES**

The mission of the BAS in ENGT program is to prepare graduates to be productive technologists with a broad array of skills in a variety of areas such as telescope operations, high performance computing for scientific and engineering applications, energy production and distribution, and system administration in a variety of industries. Graduates of the program provide the highly skilled workforce indispensable to address local and regional needs. As of today, 19 BAS in ENGT majors have graduated since 2012, with an average of 3-4 graduates per year: 79% have found a job as technicians, technologists, or systems engineers, with 68% staying on Maui.

#### *Number of majors*

The small number of majors in the BAS in ENGT program is by design and allows the right balance between number of graduates and the needs of the local workforce. Table 7 below lists the historic and anticipated numbers of AS ECET and BAS in ENGT majors.

Table 7. Number of AS ECET and BAS in ENGT majors, 2010-2020

	Historic numbers							Anticipated numbers				
Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	-	-	-	-	-	-	-	-	-	-	-	-
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
#ECET Majors*	57	55	59	60	37	33	27	27	27	28	28	28
#ENGT Majors**	8	17	17	13	13	13	12	13	14	14	14	14

\* Only those who meet the pre-requisites to the AS ECET program

\*\*Source: <https://www.hawaii.edu/institutionalresearch>

The number of BAS in ENGT majors shows a steady pace which was not affected when the number of AS ECET majors dropped starting in 2014: The AS ECET program strengthened the math pre-requisite for admission into the program, thus became more rigorous. As a consequence, fewer students are now being admitted into the AS ECET program. However, AS ECET graduates are now far better prepared for success in the BAS in ENGT program.

The program is willing to accept students from other UH Community Colleges that offer programs that are similar to the AS ECET program. For example, Kauai Community College already offers an AS ECET degree that articulates with the UHMC BAS in ENGT program. Looking to the future, Leeward Community College and Hawai'i Community College already have lower division degree programs that are similar to the AS ECET program and we are currently exploring articulation opportunities.

#### Number of graduates

A total of 19 students (49% of the students who enrolled in the ENGT program) have completed the graduation requirements for the BAS ENGT over the period 2012-20 17; and 13% are still in the program as part time students and planning to graduate.

Table 8 below lists the historic and anticipated number of BAS in ENGT graduates from 2012 to 2022.

Table 8. Number of BAS ENGT graduates, 2012-2022

	Historic numbers*						Anticipated numbers				
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
#BAS ENGT graduates	3	4	4	3	4	1**	5	5	6	6	6

\*Source: <https://www.hawaii.edu/institutionalresearch>

\*\*Low graduation number reflects personal issues that resulted in ENGT majors dropping the program.

All BAS in ENGT majors are not full-time students; they are often non-traditional students, with a family and/or a job interfering with following the two-year program map. Therefore, graduation for these students can be delayed. Between Spring 2012 and Spring 2017, 19 BAS in ENGT majors have graduated: 72% in 2 years, 14 % in 3 years, and more than 3 years for the remaining 14%.

Moreover, the BAS in ENGT is a rigorous program and as a result 38% of program majors have dropped out of the program. It is anticipated, that the new more rigorous Math requirement in the BAS in ECET program will result in fewer than the historic number of 38% of BAS in ENGT majors dropping out of the program. The anticipated number of BAS in ENGT graduates takes into account different factors, among which the number of AS ECET graduates enrolling into the BAS in ENGT each year, the average time it takes for BAS in ENGT majors to graduate, and the number of BAS in ENGT majors still in the program who haven't yet graduated.

The BAS in ENGT is a 2+2 degree. Students earn an AS ECET degree prior to enrolling in the BAS in ENGT program. In Fall 2017, most of the students who will start the BAS in ENGT program as juniors will have graduated with the AS in 2 years. According to the table above, we can anticipate that 72% will have completed a bachelor's degree in 4 years (2015-2019), which is higher than the national average. According to the National Center for Education Statistics, the 4-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at a 4-year degree-granting institution in Fall 2009 was 40%.

[https://nces.ed.gov/programs/digest/d16/tables/dt16\\_326.10.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_326.10.asp).

#### *Employment of graduates*

The BAS in ENGT program is addressing the specific engineering technology needs of Maui County while placing graduates into high-paying technical positions on Maui. This addresses the problem with mainland hires that frequently stay in these high skilled positions for less than two years. According to the Rural Development Project (an organization that conducted an assessment of the need on Maui for an BAS in ENGT program):

*"A Bachelor's Degree Program in Engineering Technology, based on Maui and focused on the specific engineering needs of these facilities, will be able to fill these high-paying technical positions with Hawaii residents. This strategy will address one of the major shortcomings expressed by each of these operations, that the people recruited on the mainland seldom stay longer than two years. This is costly and detrimental to the viability of these organizations. "*

Table 5 on page 8, and Table 6 on page 9, show that 79% of the students who graduated between 2012 and 2017 were employed in their field, and 68% were hired on Maui in a high-tech company, with an average salary of \$52K at the time of hiring, and \$70K at the time of this writing. As of today, the Daniel K. Inouye Solar Telescope (DKIST) atop Haleakala and a new building for the Institute for Astronomy (IFA) in Pukalani are under construction. Both facilities are already recruiting for high-qualified technicians, technologists, and systems engineers; all positions BAS in ENGT graduates are well prepared to fill. It is also worth noting that the BAS in ENGT program is an important part of Maui County efforts to build a stronger high technology economy.

## **7. RELATIONSHIP TO UH MAUI COLLEGE AND UH SYSTEM**

The Bachelor of Science in Engineering Technology program is one of the three applied baccalaureate programs offered at the University of Hawai'i Maui College within the University of Hawai'i Community Colleges, as mentioned in the recently approved "Integrated Academic and Facilities Plan for the University of Hawai'i System":

- The only Bachelor of Science in Engineering Technology program in the UH system providing a unique degree option leading to a well-paying career.
- The program is fiscally sound since it is built upon a long standing and successful lower division two-year AS ECET degree program therefore costing far less than a full four-year baccalaureate program.
- BAS in ENGT graduates are diverse, thereby not only adding diversity to the UH student body but also adding diversity to the workforce.
- Through strong and active partnerships with the University of Hawai'i Institute for Astronomy, UHCC System, and local industry the program has been able to maintain current and adequate technology.
- Consistent with this plan UH Maui College has been and will continue to be committed to support the BAS in ENGT program.

### **CONCLUSION**

This report has demonstrated that the BAS in ENGT program is meeting its objectives, producing graduates who are prepared for further study or the workplace, has adequate resources, and meets the needs of Maui County. The BAS in ENGT program is instrumental in providing the local growing STEM businesses and organizations with a reliable high skilled workforce. Therefore, UH Maui College requests that the BAS in ENGT program be changed from provisional to established status.

# APPENDIX A: ECET PROGRAM MAP

## *Electronic and Computer Engineering Technology (ECET)*

*Associate in Science (AS) Degree (61 credits)*

### *Program Map*

#### **First Year**

First semester (Fall)		credits
ETRO 105	Electronic Circuit Analysis I	4
ENG 100	Composition I	3
ICS 110	Intro to Computer Programming	3
MATH 119	Engineering Pre-Calculus	4
Social Science elective: 100 or above		<u>3</u>

17

Second semester (Spring)		credits
ETRO 106	Electronic Circuit Analysis II	4
ICS 111	Introduction to Computer Science I	4
PHYS 105	Principles of Technology	4
Communication elective: 100 or above		<u>3</u>

15

#### **Second Year**

Third semester (Fall)		credits
ETRO 140	Computer Networking I	4
ETRO 193v	Internship I	1
ETRO 201	Digital Computer Technology I	4
ETRO 210	Electronic Technology I	3
ENG 210	Research Writing	<u>3</u>

15

Fourth semester (Spring)		credits
ETRO 161	Introduction to Optics & Photonics	3
ETRO 205	Digital Computer Technology II	4
ETRO 212	Electronic Technology II	3
ETRO 293v	Engineering Technology Internship II	1
ETRO 296	Special Projects in Electronic Technology	<u>3</u>

14

APPENDIX B: ENGT PLOs ASSESSMENT TIMETABLE

<i>PLO</i>	<i>Fall 11</i>	<i>Spring 12</i>	<i>Fall 12</i>	<i>Spring 13</i>	<i>Fall 13</i>	<i>Spring 14</i>	<i>Fall 14</i>	<i>Spring 15</i>	<i>Fall 15</i>	<i>Spring 16</i>
<i>1</i>						ETRO 370			ETRO 350	
<i>2</i>					ETRO 415					ETRO 315
<i>3</i>	ETRO 305				ETRO 450					
<i>4</i>		ETRO 310								
<i>5</i>			ETRO 350			ETRO 475				
<i>6</i>				ETRO 498						ETRO 315
<i>7</i>	ETRO 497			ETRO 498						
<i>8</i>				ETRO 498			ETRO 497			
<i>9</i>						ETRO 475				ETRO 315
<i>10</i>						ETRO 475		ETRO 498		
<i>11</i>					ETRO 415			ETRO 498		

## APPENDIX C: LETTERS OF SUPPORT

8/20/2017

To: Chancellor Hokoana  
University of Hawai'i Maui College  
310 W. Ka'ahumanu Ave  
Kahului, HI 96732-1617  
(808) 984-3500

From: Wesley Freiwald  
Head of Business Operations, Pacific Defense Solutions, LLC (PDS)  
535 Lipoa Parkway Suite 101, Kihei HI, 96753  
(808) 268-9119 (Cell)

Dear Chancellor Hokoana,

I wanted to take the opportunity to write this letter of support for UHMC's BAS ENGT program. My company, based in the Maui Research and Technology Park has worked very closely with the UHMC faculty and have hired several of the students that have graduated from the program. These students have a strong technical foundation, an excellent work ethic, and we are pleased we can give them a professional career opportunity here on Maui.

I strongly endorse UHMC's BAS ENGT program, as it provides organic home grown talent to the expanding technology base on Maui, which is critical to the island's economic diversity (outside of tourism and agriculture). Benefits are also seen directly by the local companies such as ours in that they are not encumbered with high relocation costs to bring in technical staff from the mainland.

If you have any questions, please feel free to give me a call anytime.

Sincerely,



Wesley Freiwald  
*Head of Business Operations, Pacific Defense Solutions, LLC (PDS)*  
*VP Integrity Applications Incorporated*  
535 Lipoa Parkway Suite 101, Kihei HI, 96753  
(808) 268-9119 (Cell) | (808) 879-7110 (Land) | (808) 214-1560 (Fax)



"Fostering Disaster-Resilient Communities through Information, Science, Technology, and Exchange"

August 21, 2017

Dr. Lui Hokoana  
Chancellor, University of Hawai'i Maui College  
310 Ka'ahumanu Ave  
Kahului, HI 96732

Dear Chancellor Hokoana:

This correspondence serves as Pacific Disaster Center's strong support to the University of Hawaii Maui College (UHMC) to transition the Bachelor of Applied Science (BAS) in Engineering Technology (ENGT) from provisional to established status.

Working hand-in-hand with our partners in more than twenty countries, Pacific Disaster Center (PDC) is developing solutions based in the latest science, technology, and data/information to help reduce disaster risk, loss, and suffering around the world.

The PDC supports UHMC's commitment to provide new talent for Maui's high technology work force, and its ongoing efforts to enhance and sustain current programs. UHMC's endeavor to transition the BAS ENGT clearly demonstrates its continued commitment to understanding Hawaii's current workforce needs, and anticipating future industry needs. This curriculum will continue to prepare local students for the emerging positions within Hawaii's growing science and technology sector.

About 20% of our stable technical workforce has studied at UHMC and has joined our center after completing internships. Graduates of the BAS ENGT program have already made valuable contributions to PDC projects and activities. Therefore, PDC remains an active supporter of UHMC programs that build and strengthen the local high-technology workforce.

We look forward to our continued partnership with UHMC, and working with emerging graduates from the BAS ENGT program in the years to come.

Sincerely,

Ray Shirkhodai

Executive Director, Pacific Disaster Center

<http://www.pdc.org> 808-891-7918

**UNIVERSITY OF HAWAII: PACIFIC DISASTER CENTER PROGRAM**

1305 N HOLOPONON STREET, SUITE 2 • KIHEI HI • 96753

PHONE: 808 891 0525 • FAX: 808 891 0526



The Boeing Company  
550 Lipoa Parkway  
Kihei, HI 96701-6502

Chancellor Hokoana c/o  
Elisabeth Dubuit, mail box #109  
310, W. Kaahumanu Avenue  
Kahului, HI 96732

25 August 2017

Chancellor Hokoana,

It is with great pleasure that I write this letter in support of the University of Hawaii (UH) Maui College, Bachelor of Applied Science (BAS) in Engineering Technology (ENGT) Program. Boeing on Maui has had a long association with the UH Maui College, and the UH Institute for Astronomy due to our work at the Maui Space Surveillance Site (MSSS) with the United States Air Force (USAF) on Mt. Haleakala. This work is important to the defense of our nation providing critical Space Situational Awareness (SSA) information to the USAF. Boeing supports the USAF SSA mission by providing operations, engineering, scientific, and technical services associated with the large optical telescopes at MSSS; and has done so on Maui for well over 30 years.

More recently, we have worked directly with the University of Hawaii to help formulate aspects of the BAS ENGT Program so that its graduates would be equipped with skills and knowledge that would make them excellent candidates for employment on our Maui team. This endeavor has been successful! Boeing currently employs 2 graduates from the BAS ENGT Program, John Valiant and Diana Agdeppa, and we recently hired Greg Balinbin who will join our team in the near future. John joined our team in 2012, and Diana joined us in 2016. Both John and Diana have been outstanding employees who have achieved much in their tenures with our team.

John Valiant has recently completed 5 years of service with Boeing, and as part of the first graduating class from BAS ENGT, has definitely proven his worth and shown the value of this UH Program. In his time with Boeing, John has become involved in a number of important mission areas, in particular that of small telescope operations, maintenance, and data collections. This work has involved a wide range of engineering disciplines including electronic, optical, mechanical, software, Information Technology, and systems engineering. John's outstanding contributions have demonstrated that the skills and knowledge that he gained from BAS ENGT have been put to very good use, and are of high value to Boeing and the USAF.

The Boeing Maui team is committed to maintain this symbiotic relationship with UH and the BAS ENGT Program, as its benefits are clear to Boeing and our USAF customer. Additionally, Boeing is a committed member of the Maui community, and we are always interested in hiring locally when our needs match the skills and knowledge of available local candidates. With the BAS ENGT Program at UH Maui College, this commitment to the community, the USAF, and defense of the nation and can continue to be met.

Very Respectfully,

Bob Lytle *Robert E Lytle*

The Boeing Company  
Maui Site Manager  
550 Lipoa Parkway  
Kihei, HI 96753

## APPENDIX D: RESOURCE TEMPLATE

### PROVISIONAL PROGRAM RESOURCE TEMPLATE

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: Maui

Provisional Degree/Certificate: BAS in Engineering Technology

Date of BOR Approval: May 9, 2009

College/Department/Division: College/Department/Division STEM

Other Programs offered by the College/Division: AS in Natural Science, AS in Electronic and Computer Engineering Technology, AS in Creative Media,

BAS in Sustainable Science Management, AS in Agriculture and Natural Resources. STEM also supports general education requirements for all UHMC programs.

<b>Part I: Program Overview</b>		Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Bachelor's							
<b>A. ENROLLMENT (Fall Headcount)</b>		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Current Year	Comments
Projected: ENGT		28	29	30	15*	15	15	15	*Projections adjusted to reflect realistic demand for graduates
Actual: ENGT		17	17	13	13	13	12	13	
Undergraduate		17	17	13	13	13	12	13	
Graduate									
<b>B. PROGRAM COMPLETION (Annual)</b>		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Current Year	Comments
Projected: ENGT		5	5	5	5	5	5	5	
Actual: ENGT		3	4	4	3	4	1*	5	*Personal issues led to students close to graduation dropping out of the program.
Undergraduate		3	4	4	3	4	1	5	
Graduate									
<b>C. COURSES, SECTIONS, SSH (Annual)</b>		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Current Year	Comments
No. STEM Courses Offered		106	109	111	114	114	117	117	
No. STEM Sections Offered		316	309	295	268	268	275	275	
Annual STEM SSH		18,820	19,893	16,868	16,120	15,203	14,106	14,500	

### Part II: Program Resources

<b>D. RESOURCES/FUNDING</b>		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Current Year	Comments
Tuition/Special Fund Allocation		\$ 21,879	\$ 209,879	\$ 34,379	\$ 34,379	\$ 41,479	\$ 22,979	\$ 22,979	\$180,000 new furniture in 12/13
General Fund Allocation		\$1,728,702	\$ 1,704,197	\$1,779,019	\$ 1,801,379	\$ 2,074,695	\$2,043,491	\$ 2,091,048	
Summer Session Allocation									
Program/Course Fee Allocation									
Other Allocation (grants, etc.)									
<b>E. PERSONNEL (Instructional &amp; Support)</b>		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Current Year	Comments

reviewed by CCAO 4/26/17 for use starting Fall 2017

Faculty FTE	19	19	21	21	21	20	21	
Faculty Salaries (\$)	\$1,189,448	\$ 1,234,214	\$1,219,749	\$ 1,274,930	\$ 1,433,400	\$1,441,039	\$ 1,519,712	
Lecturers (\$)	\$ 448,834	\$ 387,543	\$ 470,900	\$ 435,401	\$ 477,000	\$ 495,000	\$ 465,300	
Graduate Tas (\$)								
Other (\$ Advisors, Lab Techs, etc.)								
<b>F. OPERATIONAL COSTS</b> (Equipment, UHCC Equipment Allocation)	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	<b>Current Year</b>	<b>Comments</b>
						\$ 118,000		Circuit board plotter

G. Indicate whether new facilities are needed to support the continuation of the program (Include any off-campus facilities) None

H. Indicate if there are other significant resources anticipated beyond the current year. None

I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts) None

J. ADDITIONAL COMMENTS:

**Part III: Approvals**

By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

Department/Division Chair: *SEAN CALDER*  12/1/2017

College/Department Administrative Officer: N/A

Dean: N/A

Vice Chancellor for Academic Affairs: *John McKee*  12-6-17

Vice Chancellor for Administration:  12/6/17

reviewed by CCAO 4/26/17 for use starting Fall 2017

## Provisional Program Resource Template Details

- A. Headcount Enrollment. Headcount enrollment of majors each Fall semester. Located at URL: [https://www.hawaii.edu/institutional\\_research/enrReport.action?reportId=ENRTOO](https://www.hawaii.edu/institutional_research/enrReport.action?reportId=ENRTOO) Campus data may be used when majors are a subset of enrollment reported in IRAO reports.
- B. Completion. Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: [https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS\\_DEG\\_TOC](https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC)
- C. Courses, Sections, SSH. Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. <https://www.hawaii.edu/irodr/login.do?>
- D. Resources/Funding. Data should come from the College/Department's Administrative Officer using the most current information available.
- E. Academic Personnel. Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.
- F. Ongoing Operational Costs. Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.
- G. Facilities. Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.
- H. Additional Anticipated Cost. Address whether significant additional resources (human, administrative, legal, etc.) anticipated beyond the years listed in the New Program Resource Template.
- I. Funding for Anticipated New Resources. Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.



UNIVERSITY  
of HAWAII  
MĀNOA

UNIVERSITY OF HAWAII  
BOARD OF REGENTS



UNIVERSITY  
of HAWAII  
HILO

18 MAY 10 P6:00  
April 18, 2018

RECEIVED

**MEMORANDUM**

'18 MAY -1 P12:43

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

VIA: Donald O. Straney  
Vice President for Academic Planning and Policy

FROM: David Lassner  
Interim Chancellor  
University of Hawaii'i at Mānoa

Marcia Sakai  
Interim Chancellor  
University of Hawaii'i at Hilo

SUBJECT: Request Approval to Change from Provisional to Established Status the  
Doctor of Nursing Practice Degrees at the University of Hawaii'i at Hilo and  
the University of Hawaii'i at Mānoa

**SPECIFIC ACTION REQUESTED:**

It is requested that the Board of Regents approve established status for the Doctor of  
Nursing Practice degrees at the University of Hawaii'i at Hilo and the University of  
Hawaii'i at Mānoa.

**RECOMMENDED EFFECTIVE DATE:**

Effective upon Board approval.

**ADDITIONAL COSTS:**

No additional costs are associated with this request.

**PURPOSE:**

The Doctor of Nursing Practice is a professional doctorate integrating evidence-based  
practice, quality improvement, and systems leadership to prepare experts in specialized  
advanced nursing practice.

18 MAY 23 6:25

RECEIVED

**BACKGROUND INFORMATION:**

Board of Regents Policy RP5.201, 3(b) 1-3 states that "Each provisional program shall be reviewed at the end of its first full cycle... Following its review, the board shall determine whether the program is to be awarded established status or terminated."

With 11,000 licensed nurses working in state, nursing is the largest segment of the healthcare workforce in Hawai'i. As state healthcare needs evolve, the UH has responded by developing innovative educational delivery models and diverse clinical placement opportunities to ensure a pipeline of competent nurses across the state. Nursing is an applied discipline and by Hawai'i Board of Nursing regulation at least 40% of curriculum must be provided in a clinical (health care delivery). Thus, the six UH system nursing programs provide degree access across the state. UH Mānoa and Hilo offer baccalaureate, master's, and doctoral degrees in nursing, while the community colleges (Kapi'olani, Hawai'i, and Kaua'i) and Maui College offer associate degrees in nursing. As health care delivery is transformed by new federal and state payment models, statewide collaboration among the nursing programs is increasingly critical to ensuring a well prepared entry and advanced practice nursing workforce.

Currently, the UH nursing programs partner via the UH Statewide Nursing Consortium, formed in 2005, to support of seamless academic progression, while decreasing the time to degree and cost of obtaining a degree. Academic partners meet together twice a year and quarterly via calls/Skype to share expertise and resources that enrich programs and create cost efficiencies.

On May 19, 2011, the Board of Regents gave provisional approval to the Doctor of Nursing Practice (DNP) degrees at the University of Hawai'i at Hilo and the University of Hawai'i at Mānoa. Demonstrating our success in functioning as a System, these programs provide two differentiated pathways that build on the strengths of each campus, support workforce development for rural and urban populations in the islands, and maximize resources. Each campus recognizes each other's credit, faculty have taught across programs, and students can enroll in courses that best meet their interests regardless of home campus. Since obtaining provisional approval the two programs have continued to modify the programs in response to continuing provider shortages, changes in our state and health care delivery system, and demand for the degree.

UH Hilo offers the Doctor of Nursing practice with an emphasis on providing education to improve the quality of life for diverse and rural community populations. The health care needs of persons living in rural Hawai'i was the inspiration for the UH Hilo School of Nursing DNP Program. The degree prepares nurses with practice doctorates to address significant health care issues and resource shortages created by the lack of primary care physicians in these rural communities.

The UH Mānoa DNP program's focus is an interdisciplinary and practice partnership addressing the needs for primary care in a variety of settings. The emphasis is on increasing access to primary care services in community settings and acute care services in hospital settings while creating health care leaders and change agents. The geographic location primarily addresses workforce needs for employers and health systems located on O'ahu.

***Significance/Contribution of this degree:***

The 2010 Institute of Medicine Report, [\*The Future of Nursing: Leading Change, Advancing Health\*](#), took a strong position by recommending a doubling of the number of nurses with a doctorate degree by 2020 and expanding the role of nurse practitioners.

In a 2015 Hawai'i State Center for Nursing [Workforce Report](#), 90% of the 1,312 advanced practice registered nurses licensed in Hawai'i reported the master's degree as the highest degree held. There is a strong need to expand educational opportunities for Hawai'i students in this new role.

The 2017 Hawaii State Center for Nursing report shows that Hawaii has doubled its number of APRN's, increasing the State's Supply of Primary care Providers. More than half of these providers are in a primary care specialty of family health, pediatrics and mental health and are working in remote or rural areas where there are the severest provider shortages in the state.

Nationally, the exponential growth of DNP programs speaks to the continued need for the program. In 2010, there were 153 DNP programs with an additional 106 programs in the planning stage. By 2016, there were 289 DNP programs with an additional 128 new DNP programs in the planning stages.

***Demand projections:*** Several trends indicate increased and continued demand for DNP graduates. The health care industry can expect: (1) ever-increasing lifespans, or the greying of America, with corresponding need for chronic illness management, (2) shifts in health care provision from acute care facilities to the community, (3) direct reimbursements for autonomous care, (4) expanded prescriptive privileges, and (5) nursing leadership roles requiring a terminal degree.

The [Hawai'i Workforce Infonet website](#) is a powerful labor market information system specifically designed for employers, job seekers, researchers and analysts, and others seeking economic and workforce information. As of October 2017, the site identified 732 job openings for registered nurses at an average annual salary of \$78,051. In addition, there were 25 job openings for Nurse Practitioners (NP) at a salary range of \$87,000 to \$131,810. The site noted medium demand for the NP going forward. The anticipated job openings for Nurse Practitioners is expected to increase as there is an increasing physician shortage of 747 medical doctors statewide. Current physician practices are swamped and not accepting new patients. NP's are a logical addition to these practices and to develop stand-alone practices in rural areas.

As of fall 2017, as a System we have awarded 50 DNP degrees: 25 from UHM and 25 from Hilo. Fall 2017 enrollment is currently 117 (UH Mānoa: 85; UH Hilo: 32)

A strong focus of the Manoa program is to prepare DNPs as executive leaders to work in hospitals and large regional health care systems. The majority of UH Mānoa DNP graduates are employed in healthcare organizations on the island of O'ahu and the U.S. mainland, followed by schools of nursing across the UH System and in California. Employers represent O'ahu's major healthcare systems and a Federally Qualified Health Center. Graduates are also employed in state and federal system organizations including the Department of Health and VA on O'ahu, as well as non-profit organizations. Of the 25 UH Mānoa DNP graduates to date, 71% changed positions or were promoted, and 71% received an increase in salary upon completion of the degree. Furthermore, 82% noted that their employer provided tuition support while enrolled in the program.

In contrast, the Hilo program prepares DNPs to work as primary health care providers and in rural health care clinics. Graduates of the UH Hilo DNP are almost exclusively employed in areas that are federally designated as rural under the Health Resources Service Administration (HRSA) and that qualify as medically underserved areas. They are also employed in small health clinics, local doctor's offices, as faculty members in higher education in rural health areas and as sole health care providers in small communities. The UH Hilo DNP program is clearly successful in producing graduates who want to serve rural Hawai'i. Employers of UH Hilo DNP graduates include numerous Federally Qualified Health Centers on Hawai'i Island, the Hawai'i Health Systems Corporation, and across the UH System where graduates are serving as faculty members.

**Accreditation impact (if any):** In 2014, the UH Mānoa and UH Hilo DNP programs were each accredited by the Commission on Collegiate Nursing Education (CCNE) for five years (the maximum for new programs). Both programs will be reviewed again in 2019.

***Examples (2-3) of similar models from peer institutions:***

**UH Mānoa:**

- University of Arizona – Tucson, College of Nursing, DNP
- University of Illinois – Chicago, College of Nursing, DNP
- University of New Mexico – Albuquerque, College of Nursing, DNP

**UH Hilo:**

- University of Wyoming, School of Nursing, DNP
- South Dakota State University, School of Nursing, DNP
- Medical University of South Carolina, College of Nursing, DNP

***Similar programs at other UH campuses (if there is duplication, why is this program necessary):*** The nursing programs across the UH System collaborate and coordinate efforts via the UH Hawai'i Statewide Nursing Consortium. UH Mānoa and UH Hilo are the only campuses that award the bachelor degree and graduate degrees in nursing. UH Mānoa Nursing partners with the nursing programs at three UH community colleges to offer a seamless Associate Degree (AD) to Bachelor of Science (BS) program on Maui, Kaua'i, and with Kapi'olani Community College on O'ahu. UH Hilo and Hawai'i Community College work closely together to support nursing program articulation and progression from AD to BS for students on Hawai'i Island. The DNP programs on O'ahu and Hawai'i Island have created pathways that allow these graduates to progress from the BS to the DNP.

The UH Manoa and UH Hilo DNP programs have marked differences in courses and learning outcomes, which are complementary. The two programs emphasize different aspects for their DNP programs. The UH Manoa program provides graduates with the skills to work in large hospital settings and in healthcare management. The UH Hilo program trains graduates to function as individual practitioners or primary care providers in small clinics in rural environments. The practicum courses for these two programs have very different needs and requirements that are best managed by two distinct programs. The total number of resources required would not decrease if the programs were combined, but it would be difficult to retain the unique emphases that serve a wide variety of health care needs across the state.

***Statement from campus administration of new program's strategic value within the UH System and campus mission, and the Integrated Academic and Facilities Plan.***

Nursing education is recognized in the Integrated Academic and Facilities Plan as an area where must continue to meet the professional workforce needs of Hawai'i.

The UH Mānoa and UH Hilo DNP programs reflect our commitment to leveraging efficiencies across the UH System to meet the needs of our State. The collaborative efforts support local nursing workforce development, with an emphasis on increasing access to primary care services in the community setting, acute services in the hospital setting, strengthened public health nursing and education of nursing leaders.

***Cost and resource allocation/reallocation implications:***

BOR has approved differential graduate nursing tuition for both programs. The increased tuition revenues provide support for accreditation, clinical placement and faculty costs.

## **UH Hilo**

The UH Hilo School of Nursing which encompasses the DNP and undergraduate BSN program receives a total of 1.7 million dollars in allocation from a combination of General and Special/Tuition funding and Program/Course Fees. The allocation for the school has increased from approximately 1.3 million to 1.7 million over the last 6 years. The increase reflects the hiring of additional tenure track faculty to teach in the DNP program along with doubling the lecturer budget for the School of Nursing. During this period course fees have increased from 73 thousand dollars to over 100 thousand dollars.

Costs are kept at a manageable level by leveraging existing interdisciplinary courses and faculty members to teach in the DNP program as well as by 160 MD or APRN trained clinical preceptors and numerous community agencies across the state who open their practices to provide clinical training and guest lectures for students.

The UH Hilo DNP program has been self-supporting and with the change to established status will require no additional resources to be reallocated by the campus.

## **UH Mānoa**

The UH Mānoa School of Nursing and Dental Hygiene \$11 million budget allocation, which includes general, tuition and fee funding, has remained consistent over the past five years. The Department of Nursing instructional budget of \$6.1 million provides support for the 46 faculty FTEs that teach across the Mānoa undergraduate and graduate nursing program offerings including the Hawaii Statewide Nursing Consortium Curriculum supporting seamless articulation from the community college campuses. The department manages resources effectively by ensuring minimum class size for courses and cohorts and leveraging resources among interdisciplinary and community partners. The interdisciplinary courses are taught by faculty from the Communication and Information Sciences Program, Political Science, Public Health, Shidler College of Business, and William S. Richardson School of Law. In addition to compensated faculty, the school has more than 200 adjunct (uncompensated) faculty with graduate preparation and maintains affiliation agreements for field work and clinical laboratories with over 200 healthcare agencies. The program has also leveraged existing resources through its membership in the Nursing Education Exchange (NEXus), a collaboration of doctoral nursing programs, that allows our students to enroll at member colleges and universities to take courses that may not be offered at UHM or UHH.

The UH Translational Health Science Simulation Center, located on the third floor of Webster Hall, is used for learning and pre-clinical experiences for the DNP students. The Center hosts the majority of interprofessional education activities with students from medicine, social work, public health and pharmacy. There is no need for immediate future facilities updates. Classrooms, conference rooms, and faculty offices in Webster Hall were updated in 2014. and include comfortable seating, state of the art audiovisual equipment in each classroom.

The UH Mānoa DNP program has been self-supporting and with the change to established status will require no additional resources to be reallocated by the campus.

Accreditation by the Commission on Collegiate Nursing programs (CCNE) documents the institutional support and that both programs have the program has sufficient faculty, physical, and fiscal resources available to meet program outcomes to meet their unique learning outcomes.

***Impact of program change request on campus budget allocations and mission priority.*** There are no additional costs associated with the request for established status.

The UH Systemwide Nursing Consortium program offerings at multiple campuses and entry points provides a complete portfolio that supports local access for students from Associate Degree to the Doctoral Degree. Present and future workforce demand support the need for two DNP degrees in the UH System. This approach provides for pipeline entry and progression to advanced practice nursing leadership roles to meet the professional nursing workforce needs of the state.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve established status for the Doctor of Nursing Practice degrees at the University of Hawai'i at Hilo and the University of Hawai'i at Mānoa.

**Attachments**

c: Executive Administrator and Secretary Kendra Oishi  
Interim Vice Chancellor Michael Bruno  
Vice Chancellor Ken Hon  
Dean Mary Boland  
Director Alice Davis

University of Hawai'i at Hilo  
College of Arts and Sciences  
School of Nursing

## Doctor of Nursing Practice (DNP)

Provisional Academic Program Review for Established Status



November 16, 2017

Director: Alice E Davis, PhD, APRN-Rx, GNP-BC, ACNP-BC, FNP-BC

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### **Executive Summary**

The proposal for provisional status for the University of Hawai'i at Hilo School of Nursing (UH Hilo SON) Doctor of Nursing Practice (DNP) Program was submitted to the Board of Regents (BOR) in October 2010. Provisional status was granted by the BOR in May 2011. The first class of DNP students was admitted to the UH Hilo School of Nursing (SON) in August 2012.

The UH Hilo DNP program was granted full accreditation by the Commission on Collegiate Nursing Education (CCNE) for the program in April 2014.

The strength of the UH Hilo SON DNP program is a result of the initial collaborative efforts between the Hawai'i Island community and the UH Hilo SON. The community voiced a need for primary care access for residents in rural Hawai'i in the face of inadequate and dwindling primary care provider resources. Using this support, the UH Hilo SON was able to develop and implement a DNP program that trained qualified local RNs for advanced practice roles in their communities. Nurses holding the Doctor of Nursing Practice degree are also well prepared for future roles in health care policy, population health, administration and teaching. The program has grown and become established over the past 5 years, and the quality of the program and its graduates have been recognized by health care agencies across the state. Students list the quality of the degree program, individualized attention, and the rural/transcultural tenets as primary reasons for their interest in the program.

The UH Hilo SON DNP program is focused on providing education to improve the quality of life for diverse and rural student and community populations by:

- Improving local students' access to higher education,
- Increasing the range of opportunities for our students, and
- Contributing to Hawai'i's overall economic future by creating an innovative program that meets educational and health care needs of our rural Hawaiian communities.

It is respectfully requested that the Board of Regents approve the change of status from "provisional" to "established" for the UH Hilo SON DNP program.

## **1. Program Organization**

### ***1.1 Vision and Mission***

The UH Hilo SON is dedicated to supporting the mission and vision<sup>1</sup> of UH Hilo in providing a learning environment that is responsive to the needs of a diverse student population and that stresses rigorous high-quality education in a caring, personalized atmosphere. This educational experience is designed to encourage student-faculty interactions and offer hands-on learning and leadership opportunities.

All UH Hilo SON programs produce workforce ready nurses and nurse practitioners to serve rural populations in Hawai'i. Programs emphasize lifelong learning and teach students to deliver culturally congruent nursing care designed for rural environments. The DNP program emphasizes UH Hilo Strategic Plan Goal 2: to inspire excellence in teaching, research and collaboration, and Goal 5: to strengthen UH Hilo's impact on the community, island and state of Hawai'i.

The UH Hilo mission, the SON mission and the DNP mission support academic achievement for all students, are dedicated to inspiring learning, creativity, and exploration inside and outside the classroom, and value the improvement of quality of life for the community.

The UH Hilo SON DNP mission is consistent with professional nursing standards and guidelines for the preparation of nursing professionals. These professional standards below are also the foundation for the program goals, program learning outcomes (PLOs) and the curriculum described later.

- The Essentials of Doctoral Education for Advanced Nursing Practice<sup>2</sup> (AACN, 2006)
- The Essentials in Master's Education in Nursing (AACN, 2011)
- National Task Force on Quality Nurse Practitioner Education's Criteria for Evaluation of Nurse Practitioner Programs (2012)<sup>3</sup>

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<sup>1</sup> UH Hilo Strategic Plan: <https://hilo.hawaii.edu/strategicplan/2011-2015plan.php>

<sup>2</sup> The Essentials of Doctoral Education for Advanced Nursing Practice <http://www.aacnursing.org/Portals/42/Publications/DNPEssentials.pdf>

<sup>3</sup> Criteria for the Evaluation of Nurse Practitioner Programs (NTF) 4th edition, 2012 <https://c.ymcdn.com/sites/nonpf.site-ym.com/resource/resmgr/docs/ntfevalcriteria2012final.pdf>

The DNP Program goals are:

- Provide doctoral level education utilizing scientific knowledge and clinical research for safe nursing practice in hospitals and communities and which addresses the growing concerns regarding the quality and safety of patient care delivery.
- Educate and train primary care providers (family nurse practitioners) who are grounded in community on population-based health care and health promotion with an emphasis on rural healthcare.
- Educate and train graduates to address health disparities and improve community health outcomes.
- Conduct community based research aimed at engaging community members to address health needs and concerns, health care finance, and policy development within a transcultural framework.
- Provide and develop organizational and leadership management skills to strengthen practice and health care delivery.
- Provide education in health care policy, development, and education.
- Participate in interdisciplinary collaboration for improving patient and population health care outcomes.

In summary, the overarching goal is to prepare nurses with practice doctorates to address significant health care issues and resource shortages in local communities. This goal is accomplished by using scientific knowledge to improve the quality and safety of care by engaging communities to improve health care using health policy strategies and health economics, by training graduates to recognize health disparities, by providing leadership skills to strengthen health care delivery systems, by serving as health educators for clients within rural communities, and by using interdisciplinary collaboration to improve healthcare outcomes.

### ***1.2 Admission Requirements***

The UH Hilo Graduate Office processes all applications to the DNP program. As part of the application process, the graduate office ensures all UH Hilo graduate program requirements are met. All completed applications are reviewed by the DNP Program Coordinator for any discrepancies and forwarded to the DNP Admissions Committee. Applications are reviewed and the Admissions Committee conducts interviews. Highest scoring applicants based on the grading rubric are offered positions in the program. Once applicants accept the position, the DNP Program Office arranges for completion of health requirements, checks licensure status and notifies applicants regarding dates for the Orientation and Summer Institute.

Applicants must meet UH Hilo admission criteria for graduate students, and must hold a valid Registered Nurse (RN) license in the State of Hawai'i. Specific admission criteria can be found on the UH Hilo DNP website.<sup>4</sup>

Additional application documents are required of international applicants in order to qualify for a U.S. State Department student visa.

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<sup>4</sup> UH Hilo DNP Website: <https://hilo.hawaii.edu/depts/nursing/dnp/>

### ***1.3 Curriculum and Tracks***

The DNP curriculum and program goals at UH Hilo SON are derived from the American Association of Colleges of Nursing “Essentials of Doctoral Education for Advanced Nursing Practice” (the “Eight Essentials”) (AACN, 2006) and National Organization of Nurse Practitioner Faculties Nurse Practitioner Core Competencies<sup>5</sup> (NONPF, 2012). Both documents serve as the blueprint for curriculum development, content mapping, course implementation, and evaluation of program outcomes. In particular, the DNP curriculum is consistent with the two conceptual components advocated in the “Essentials of Doctoral Education for Advanced Nursing Practice”:

1. The program is based on the Eight DNP Essentials.
2. The program prepares the DNP graduate for specialty practice and leadership roles for population-focused family nursing practice (FNP) .

The crosswalk or connections between the DNP Essentials and the course objectives are mapped across the UH Hilo SON DNP curriculum. The curriculum is congruent with national standards for graduate level and Advanced Practice Registered Nursing (APRN).

The career trajectory for nurses is to begin with a Bachelor of Science in Nursing degree. Upon completion of the degree, the BSN graduate takes a state licensure test to become a Registered Nurse (RN). RNs are not licensed to diagnose or prescribe medications, but act as leaders in healthcare teams under the direction of a physician. RNs who want to practice at a level beyond the RN state license may enroll in either a Master of Science in Nursing (MSN) graduate program or a DNP program. There are a number of educational, technical and clinical specializations possible in MSN programs as there are with DNP programs. MSN and DNP graduates may become licensed as Advanced Practice Registered Nurses (APRN). APRNs function as nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives and play a pivotal role in U.S. health care. One APRN specialization is that of Family Nurse Practitioner (FNP), FNP APRNs are often primary care providers and are at the forefront of providing preventative care to the public. APRNs function independently from physicians.

The terminal practice degree in nursing is the DNP. In Hawai‘i, DNPs who are prepared as nurse practitioners practice independently, and by state licensure are able to diagnose illness and prescribe medications, as do physicians. DNPs, by scope of education in population health evidence-based practice, leadership, and health policy, are prepared to participate in improving healthcare delivery by serving as primary care providers and by providing leadership to help affect positive changes in health care policies and practice.

UH Hilo SON elected to offer the terminal degree rather than the MSN because it will position our graduates to assume advanced roles as national standards evolve in favor of the DNP. The UH Hilo SON DNP program provides the FNP curricula to BSN to DNP entry students, as well as establishing a path for MSN prepared nurses to attain the highest practice degree. UH Hilo’s DNP program gives students specializations in rural health care with a transcultural focus. Our students may add specializations by selecting program electives specific to their interests and career goals.

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<sup>5</sup> Nurse Practitioner Core Competencies: <http://www.nonpf.org/?page=14>

The National Task Force (NTF) Criteria (NONPF 1995-1997) for Evaluation of Nurse Practitioner Programs is used to guide the population focused Family Nurse Practitioner (FNP) framework embedded within the BSN to DNP program. These criteria are used to determine necessary faculty credentials, curriculum, resources, and program administration. In order to achieve the DNP Program goals, the SON developed DNP program learning outcomes (PLOs) consistent with relevant professional nursing standards and guidelines. Development of the PLOs was guided by the DNP Essentials document (AACN, 2006) and the Practice Doctorate Nurse Practitioner Entry-Level Competencies (NONPF, 2006) and builds on advanced practice guidelines. Below is a list of the nine PLOs or terminal outcomes of the DNP program.

By graduation, students in the DNP Program are expected to demonstrate the following program learning outcomes:

- Synthesize theoretical knowledge and research evidence in designing primary care delivery for diverse populations across the lifespan in rural contexts.
- Use best practices and technology to improve care delivery for diverse individuals, families and communities within the continuum of primary, secondary, and tertiary care.
- Collaborate with multidisciplinary professions, multi-sectoral agencies, and lay communities to influence social and health policies impacting rural population health.
- Assume leadership roles in organizational systems to improve rural population health in local and regional communities.
- Promote adherence to professional and ethical-legal standards of practice by individual professionals and organizations.
- Integrate cultural competence and social justice in addressing health disparities in rural populations.
- Examine research evidence in design, implementation and evaluation of policies and programs for population health in rural communities.
- Create educational programs to develop culturally competent practice and education of the Nursing workforce.
- Design educational programs and evaluation programs to enhance rural community empowerment for health.

The UH Hilo SON DNP program was designed from inception to be an online hybrid program. Most coursework is completed using an online asynchronous format. DNP students are only required to come to campus during the Orientation (for new students), which is combined with the Summer Institute in August, and the Spring Institute residencies each year. There are four residencies for the students progressing from the BSN level to DNP and three residencies for students progressing from MSN to DNP. When DNP students are on campus for orientation and institute residency classes, seminars and workshops are held in the learning lab, seminar rooms or Mookini Library depending upon the nature of the class (need for video conferencing, student presentations, procedure workshops, etc.). Although many students live outside the Hilo area, we find even local students prefer video conferencing and the asynchronous learning format. Many free platforms are also used for student access including Skype, Google Hangout, Zoom and Hālāwai broadcasts.

The DNP Program was developed as a full-time only program of study and at this time there is no part time enrollment option. The full-time study requirement is published on the website and in the

DNP Program Guidelines, applicants are made aware of the full-time study requirement during the admission interview, and it is reviewed during the Orientation/Summer Institute. UH Hilo SON understands that personal or professional challenges may interfere with the student's ability to progress successfully in a full-time course of study. The option for a Leave Of Absence without academic consequence is available to all students. If a student appears to be in academic jeopardy, has not met progression requirements, or is struggling to keep up with classes, the DNP Program Coordinator will contact the student and provide program-planning options.

All students must complete the core nursing requirements for the DNP track. The 10 core courses incorporate the DNP Essentials, PLOs, and course objectives. The DNP theory courses provide the foundational competencies necessary to develop the critical thinking and leadership skills essential to providing informed population-based health care and to advance the nursing profession. The 11 Family Nurse Practitioner-specific content courses follow the NTF guidelines. These courses address the specific content necessary for the nurse practitioner role and include population health content in adult health, pediatrics and women's health. In addition, clinical courses are distributed over 5 semesters with students accruing 675 supervised clinical hours. Content specific theory and clinical hours are required for program accreditation as well as for individual certification to practice as an FNP. NURS 606 Rural Health Promotion is a content specific course for this rural focused program. One elective course in the program allows students to explore a tangential field or topic, develop expertise in a focused area, or contribute to the knowledge base necessary to complete their specific scholarly work. Popular elective courses include advanced psychology, psychopharmacology and ethics.

The *Practice Portfolio* is a student-maintained diary that serves as an inventory representing the learning events that support the goals of the student and the program outcomes. As the DNP student progresses and the learning processes continue, the Practice Portfolio reflects the growth and achievement of the student. Review of the Practice Portfolio entries is done by course faculty at the end of each semester if course assignments relevant to practice are assigned, by the Program Coordinator and/or advisor if the student participated in outside events related to accomplishment of DNP Essentials or PLOs, and by the Practice Inquiry Project (PIP) chair while working on the various projects associated with the development and implementation of the PIP. During Practice Portfolio reviews, gaps in educational opportunities or achievement of DNP practice hours toward the 1000 hours required for FNP certification can be assessed and plans to improve any deficiencies recommended.

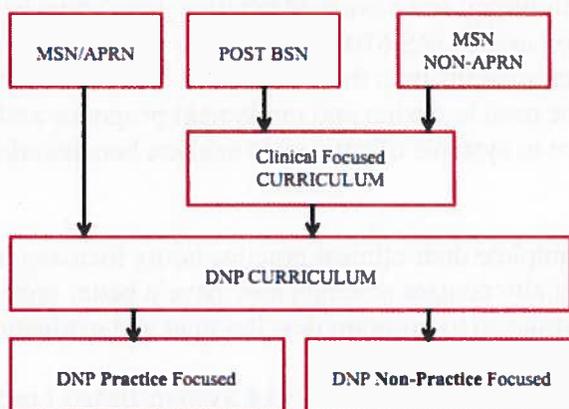
The philosophy of the UH Hilo SON faculty is that practice inquiry begins at the time of admission to the program and culminates with the achievement of the PIP. Each course throughout the program of study is designed to add value to the PIP. Population based advanced practice courses assist the student to define an area or population of interest for the project. Therefore, while the culminating course work is assigned to NURS 617 Practice Inquiry/Project, students progress through the program with the objective of completing aspects of the PIP across the program trajectory. Successful students will defend the project and provide their final written document in NURS 617.

The *Practice Inquiry Project (PIP)* is the culminating DNP project, serving to demonstrate the synthesis of the student's academic and practice endeavors exemplifying critical thinking. The PIP is tangible evidence of the achievement of the PLOs and serves as the foundation for future scholarly

work. The development of the proposal outlined in NURS 612 Evidence Based Practice provides the basis for the PIP for both tracks. Completion requires development and oral defense of a proposal, implementation of the project, an oral defense of the project results, and a final written manuscript. Dissemination of the PIP occurs at the annual DNP Symposium during the Spring Institute. Local dissemination is through the UH Hilo SON Symposia (open to the community beginning in 2015) which is part of the Spring Institute, where graduating DNPs present their projects to fellow students, faculty and outside guests. PIP Chairs encourage students to actively seek conferences for submission of abstracts or podium presentations of the PIP. Finally, DNP students are encouraged to publish their projects in relevant journals. See [Appendix B](#) for a list of PIPs, and [Appendix C](#) for a list of presentations in the community. See Section 5 below for a discussion about the relevance of the program to the University and Community.

The DNP program has two entry tracks: BSN to DNP and MSN to DNP. The DNP Progression Schematic below depicts the entry tracks and pathway to the DNP curriculum and DNP outcome based on track. Both tracks provide strong preparation in social aspects of health, transcultural nursing, rural health care, and evidence-based practice. Both are distance learning programs supported by residencies – the Orientation/Summer Institute and Spring Institutes. The strategy to place both BSN and MSN cohorts together in courses as well as at Institutes has yielded an interactive milieu that strengthens relationships among the cohorts and provides knowledge sharing from both the novice perspective and the mastery perspective.

DNP Progression Schematic for BSN and MSN Entry



### 1.3.1. BSN to DNP

Students admitted to the BSN to DNP program are required to have a BSN degree from an accredited University and have an RN license in the state of Hawai'i. The program meets the family/across the lifespan population-focused nurse practitioner competencies set forth by the NTF (2013). Students admitted to the BSN to DNP program begin with the DNP core courses in the first semester followed by the advanced practice nursing core and population focused specialty courses. Once the advanced practice specialty courses are completed students resume the DNP core courses and progress to the PIP. Students enroll in the program full-time and take the courses in the sequence outlined in the BSN to DNP program map. The aim of the BSN to DNP track is to seamlessly enter students into an advanced degree program that will culminate in the attainment of the highest practice degree nursing. BSN to

DNP students obtain the necessary academic credentials to take the Family Nurse Practitioner (FNP) certification examination upon completion of the program.

Post baccalaureate students largely come to the DNP program with a perspective developed as practicing nurses. For the most part, they view health and wellness on a patient-by-patient basis and their role as providers of care is typically one of attending to a patient and family in hospital or primary care settings. The first semester of the BSN to DNP track curriculum exposes students to population based health disparities through NURS 601 Social Aspects of Health and NURS 612 Evidence Based Practice. NURS 618 Epidemiology/Environmental Health provides epidemiological perspectives and the statistical techniques to analyze them. With an expanded view of health care and population needs, the students move to the core elements of advanced practice including advanced pathophysiology, pharmacology and health assessment. Using the foundational thread of rural health care and cultural diversity (embedded in the Mission and Goals of UH Hilo and UH Hilo SON), students spend semester 3 analyzing and applying rural health theory while simultaneously being exposed to rural health practice environments.

Beginning in year 2, fourth semester, students embark on population-based specialty advanced-practice content by engaging in theory and practice courses aimed at identifying and treating adults and older adults in primary care. The focus on practice this semester is further linked with coursework learned previously in NURS 612 Evidence Based Practice. This course hones critical thinking skills necessary to identify and clarify concepts necessary for understanding how evidence-based practice is used in developing practice guidelines.

Semester five of year 2 continues with theory and advanced practice population-based specialty courses in NURS 609 Primary Care of Women and NURS 610 Primary Care of Children. NURS 611 Advanced Research Methods provides students with the skills to use analytical methods to critically appraise existing literature that will be used to design and implement programs and evaluate outcomes related to practice, patterns of practice in systems of care, or to analyze benchmarks to determine variances in care.

During the sixth semester students complete their clinical practice hours focusing on older adults. With the completion of the population-specialty courses students now have a better understanding of family-based primary care needs and are introduced to program development and evaluation in NURS 613 Program Development/Evaluation.

During year 3, the final year of study, students take NURS 614 System-Based Leadership. In this course they are able to analyze and synthesize knowledge related to leadership theories for use in enactment of the DNP role in health care organizations or to use leadership skills to improve practice, patient outcomes or to influence policy. Concomitantly, students are engaged in NURS 615 Health Policy: Local to Global, a course where students are expected to actively participate in creating, analyzing or advocating for health care policy development or reform.

In the last semester of the BSN to DNP track, students use economic and finance theories to develop a business plan in NURS 616 Health Economics. NURS 617 Practice Inquiry Project is completed in this final semester under the guidance of the PIP Chair and committee.

**Table 1.3.1 BSN to DNP Program Map**

Semester 1 Fall		Credits	Semester 2 Spring		Credits
NURS 601	Social Aspects of Health	3	NURS 603	Advanced Clinical Pharmacology	3
NURS 612	Evidence Based Practice	3	NURS 604	Advanced Clinical Pathophysiology	3
NURS 602	Information Systems and Technology	3	NURS 605	Advanced Health Assessment	4
NURS 618	Environmental Epidemiology and Statistics	3			
Total:		12	Total:		10

Semester 3 Summer		Credits
NURS 606	Rural Health Promotion	3
NURS 606L	Rural Health Promotion Lab	3
Total:		6

Semester 4 Fall		Credits	Semester 5 Spring		Credits
NURS 607	Primary Care of Adults	3	NURS 609	Primary Care of Women	2
NURS 607L	Primary Care of Adults Lab	3	NURS 609L	Primary Care of Women Lab	2
NURS 608	Primary Care of Older Adults	3	NURS 610	Primary Care of Children	2
			NURS 610L	Primary Care of Children Lab	2
			NURS 611	Advanced Research Methods	3
Total:		9	Total:		11

Semester 6 Summer		Credits
NURS 608L	Primary Care of Older Adults Lab	3
NURS 613	Program Develop/ Evaluation	3
Total:		6

Semester 7 Fall		Credits	Semester 8 Spring		Credits
NURS 614	System-Based Leadership	3	NURS 616	Health Economics	3
NURS 615	Health Policy: Local to Global	4	NURS 617	Practice Inquiry/Project	6
NURS 6xx	Elective	3-6			
Total:		10-13	Total:		9

***Implementation of Clinical Practice Experiences***

In addition to the core courses, practice experiences involving skill preparation and mastery are required and enable students to engage in development of new knowledge. BSN to DNP students complete the population-focused clinical courses in a family practice setting. The 675 clinical hours accrued through the clinical lab courses NURS 605 Advanced Health Assessment, NURS 606L Rural Health Promotion Lab and NURS 610L Primary Care of Children Lab are under the guidance of preceptor supervision with oversight by the clinical course faculty. These hours are documented using the Typhon tracking system completed by the student at the end of each semester and reviewed by the clinical course faculty and DNP Program Coordinator. The Typhon summaries are filed in the student's record and used to verify clinical hours for the student's completion of the 1000 practice hours required by CCNE for FNP certification.

Since travel to other islands is prohibitive to students who are on limited budgets, alternative partnerships have been made available via our more than 100 MOUs across Hawai'i, Lāna'i, O'ahu, and Kaua'i. These clinical experiences are culturally rich and have helped make rural health care experiences a reality for DNP students. Independent physicians who were initially reluctant to precept DNP students are now asking for students in their practices, thus opening up new areas of clinical experience. All clinical courses are evaluated by the clinical faculty and are documented in the student's record.

### ***1.3.2. Post-Master's Degree MSN to DNP***

The Post-Master's Degree MSN to DNP track offers nurses with master's degrees a doctoral program, which expands their level of evidence-based practice expertise. The MSN to DNP track to date has attracted nurse practitioners, hospital administrators, and educators.

Students admitted to the MSN to DNP program are required to have an MSN from an accredited university with a concentration in advanced practice, leadership or education. Students are accepted to the program for full-time enrollment and take the courses in the sequence outlined in the program map. (Table 1.3.2)

The objective of the MSN to DNP track is for students to acquire advanced knowledge and leadership experience by building on the foundation of prior master's degree work in order to attain the highest practice degree in nursing. The MSN to DNP track at UH Hilo SON is offered over five semesters.

During the first semester students are enrolled in NURS 601 Social Aspects of Health, NURS 612 Evidence Based Practice, NURS 602 Information Systems and Technology and NURS 618 Epidemiology/Environmental Health. MSN to DNP students participate in these courses along with the BSN to DNP students. For the MSN to DNP students these courses may add or refine existing knowledge or provide new knowledge. Our experience has shown that the MSN to DNP students expand their knowledge of health disparities, epidemiology, and technology while continuing to be challenged in analysis and application of the statistics presented in NURS 618.

During semester three, MSN to DNP students take NURS 613 Program Development/Evaluation and NURS 606 Rural Health Promotion. In the fourth semester, MSN to DNP students gain further skills in NURS 614 System-Based Leadership, NURS 615 Health Policy: Local to Global and NURS 611 Advanced Research Methods, strategically designed to assist students to increase hours in their Practice Portfolios, the method by which students catalogue their activities in learning environments supporting learning goals in leadership, policy, program evaluation and other experiences (see Section 4). In the fifth and final semester, students are enrolled in NURS 616 Health Economics and NURS 617 Practice Inquiry/Project. Conceptually, courses are arranged to build knowledge and skills that once accomplished result in production of a high quality PIP and culminate in achievement of the program objectives.

**Table 1.3.2 MSN to DNP Program Map**

Semester 1 Fall		Credits	Semester 2 Spring		Credits
NURS 601	Social Aspects of Health	3	NURS 611	Advanced Research Methods	3
NURS 612	Evidence Based Practice	3	NURS 616	Health Economics	3
NURS 602	Information Systems and Technology	3	NURS 6xx	Elective (Optional)	3
NURS 618	Environmental Epidemiology and Statistics	3			
Total:		12	Total:		6-9

Semester 3 Summer		Credits
NURS 613	Program Develop/Evaluation	3
NURS 606	Rural Health Promotion	3
Total:		6

Semester 4 Fall		Credits	Semester 5 Spring		Credits
NURS 614	System-Based Leadership	3	NURS 617	Practice Inquiry /Project	6
NURS 615	Health Policy: Local to Global	4			
NURS 6xx	Elective	3			
Total:		7-10	Total:		6

***1.4 Changes made since the Provisional Program was Approved***

The following changes have occurred in the College of Arts & Sciences:

June 2017 - The leadership for the UH Hilo SON changed to Dr. Alice Davis, PhD, GNP-BC, ACNP-BC, FNP-BC from Dr. Katharyn Daub.

The following changes have occurred in the DNP Program:

August 2015 – Using the formal UH Hilo curriculum approval process, the MSN to DNP track was changed effective for students entering the track in August 2016. The change consisted of the addition of one semester, from 4 semesters to 5 semesters and with the addition of a required course, NURS 606 Rural Health Promotion.

Two major concerns were identified as the students in the MSN to DNP track progressed through the program. The first and most obvious was the lack of a rural health course, which was a significant focus of the program and part of the original PLOs. The addition of NURS 606 Rural Health Promotion as a required course improved the structure of the MSN to DNP track and provided the necessary foundation in rural health that was expected of all UH Hilo SON DNP graduates. The second concern was the unrealistic timing of the PIP project which had to be accomplished in 16 months in order to graduate. The solution was to add an additional spring semester to the second year of study. The response from students was overwhelmingly positive. It allowed them to take more time to research and implement their PIP projects. In addition, the changes created space for an elective of benefit to the student, and has allowed efficient use of program planning that eliminated teaching NURS 617 and NURS 615 twice.

### ***1.5 Advising and Counseling***

A primary goal of the onsite Fall Orientation/Summer Institute is to support students academically, familiarize them with program support, and to provide cohort networking opportunities through informal dinners, receptions, and formalized sessions that facilitate relationship building with their peers and faculty. Prior-cohort DNP students present a Q & A panel during orientation to help new students better understand the academic pathway before them.

During Fall Orientation/Summer Institute, new students meet with the DNP Program Coordinator to review Program Guidelines, Practice Guidelines, and PIP Guidelines in addition to receiving an introduction to the sequence of courses, and to UH Hilo and SON academic services. During the Fall Orientation/Summer Institute students also meet with fall semester faculty either in person or online (for faculty who are not present in Hilo) for introductions to the courses and sometimes for initial class lectures. This gives students the opportunity to understand expectations and ask questions of the faculty.

New MSN to DNP students are encouraged to review faculty CVs and discuss ideas for PIP projects with the DNP Coordinator and other faculty in anticipation of submitting their request for PIP chair advisors in their second semester.

UH Hilo campus and student resources are reviewed and students are encouraged to access services as needed. All support services provided to on-site graduate and undergraduate students are available to DNP students.

DNP program support includes the DNP Program Coordinator and the program assistant. The DNP Program Coordinator serves as the program advisor to all students. A plan of study is mapped for each student during the DNP Orientation/Summer Institute. This is especially important for the BSN to DNP students who need placement in practice sites to meet clinical requirements for certification organizations in advanced practice, and community networking in environments that will develop new knowledge, allow them to grow in new practice areas, and challenge them to meet career goals. The DNP program assistant mentors students one-on-one as needed with technological issues. UH Hilo SON faculty are available for consultation and guidance.

## **2. Program Resources**

The UH Hilo and SON provide sufficient academic support services for all students. Support services are interactive and equivalent to on-campus services as described in the UH Hilo Distance Learning Policy<sup>6</sup>, with UH Hilo and SON resources integral to the quality of support and student success. The support from UH Hilo has not changed from the time of the approval of the program in 2011.

### ***2.1 Number and Distribution of Faculty***

*Faculty:* The SON employs 13 full time faculty: nine (9) full time tenure-track faculty, three (3) instructors and one (1) full time junior specialist lab coordinator (See **Appendix D**). Three additional instructors were also hired as part of a Title III grant collaboration to serve a cohort of BSN students

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<sup>6</sup> UH Hilo Distance Learning Policy: <https://hilo.hawaii.edu/policies/documents/uhh/vcaa/DEPolicyFINAL10.20.17.pdf>

at UH West O‘ahu. This program will run from 2016-17 through 2019-20. Full time faculty employment equivalency (FTE) at UH Hilo is defined as 9 credits per semester for tenure track faculty which includes a 3 credit release for scholarly activities. For non-tenure track faculty, an FTE is considered as 12 credits per semester. The lab instructor and the Director are 11-month appointments; the remainder of the faculty have nine month appointments.

There are 12 part time faculty lecturers who teach DNP courses in their areas of specialization and expertise. (See [Appendix D](#)).

*Clinical supervision:* The SON faculty-student ratio is in compliance with the Hawai‘i State Board of Nursing (BON) and the practitioner education (NTF) criteria for clinical supervision and evaluation. Clinical courses have 7-9 students at any given time. One clinical faculty member is assigned to the clinical course, who is responsible for clinical site visits or teleconferencing with the student and the preceptor. On occasion, UH Hilo-based faculty attend program planning meetings or clinical site visits with students off island when other meetings require in-person attendance on O‘ahu or other islands where student practicum sites are located.

## 2.2 Faculty Areas of Expertise

The educational background and clinical expertise of the full time and part time faculty is shown in [Appendix D](#). Both UH Hilo SON tenure track and instructor faculty cross teach in the undergraduate programs (BSN, RN-BSN) and the DNP program based on their academic and clinical expertise and to increase interdisciplinary and social diversity. This distribution allows for the most efficient academic and fiscal use of the small UH Hilo SON.

All faculty are prepared minimally at the master’s level, and 80% are prepared at the doctoral level. All faculty teaching in the DNP program have the academic credentials and the practice credentials that qualify them to teach the courses they have been assigned. For the PIP, the SON DNP policy requires two doctoral-prepared UH Hilo SON faculty to be on the committee; one is the chair of the committee and the second is a committee member. Outside committee members are encouraged if their backgrounds contribute to the project focus.

Practice is the vehicle whereby theoretical knowledge and evidence-based knowledge are transformed to influence healthcare outcomes for patients, community populations and health care systems. Practice experience for DNP students is designed to provide exposure through clinical practice, mentorship, leadership and healthcare policy opportunities. Since the goal of practice experiences or “practicums” is to apply, synthesize and exercise critical thinking and decision-making skills, the practicum site and preceptor are key to the learning experience.

In keeping with the NTF criteria, faculty responsible for teaching in advanced practice clinical courses must themselves meet certification and practice requirements.

### *Preceptors:*

In addition to faculty, partnerships have been established among healthcare providers including physicians and community-based advanced practice nurses (APRNs) to help mentor the students to reach practice goals. Preceptors are the core group who teach practice skills outside of the classroom.

They are chosen based on their academic qualifications and their practice expertise, including in health care systems, leadership roles and health care policy positions. Securing preceptor sites is the responsibility of the DNP student, with oversight by the DNP Program Coordinator, and is outlined in detail in the DNP Practice Guidelines. The guidelines provide the process for preceptor selection by students. This process has worked well especially for neighbor island students. All potential preceptors and sites are reviewed by the DNP Program Coordinator to evaluate educational preparation, work experiences and overall qualifications of preceptors, and to ensure that preceptors can support student achievement and expected outcomes. Potential preceptors identified by a DNP student meet (virtually) with the DNP Program Coordinator to understand their role, clinical practice objectives, and expected student outcomes. Roles of the preceptor with respect to teaching, supervision, and evaluation are provided in the DNP Practice Guidelines.

### **2.3 Budget and Sources of Funds**

The UH Hilo School of Nursing has sufficient fiscal resources to support the mission of the school and the goals of DNP and BSN programs. Funding provided G-fund and TFSF fund allocations along with course fees. (See [Appendix A](#))

Funding for the School of Nursing has increased from approximately 1.3 million dollars in the first year of the DNP program to an average operating cost of 1.6-1.7 million over the past 6 years. The increase reflects the hiring of additional tenure track faculty to teach in the DNP program along with doubling the lecturer budget for the School of Nursing. During this period, course fees have increased from 73 thousand dollars to a little over 100 thousand dollars.

### **2.4 Support for Faculty**

Numerous UH Hilo venues are available to faculty seeking support for professional development, research, and scholarly interests. The UH Hilo Research Council provides competitive travel awards, seed grants, and research relations funds available to faculty to support their research. The SON includes a faculty development fund in its annual budget and additional funds are available from the UH Hilo Chancellor's Professional Development Fund. Approximately 80% of SON faculty have received support for conferences or scholarly work.

Consistent with the mission and goals of UH Hilo and UH Hilo SON, faculty demonstrate high achievements in many areas: teaching, research, and scholarship, service, leadership and clinical practice. The expertise of SON faculty members fosters and supports an environment for student success of expected program outcomes. SON faculty have presented at the national and international level, have published research and evidence-based articles, and have provided services in key professional associations and boards. These activities assure that DNP students are exposed to current evidence-based knowledge through coursework and mentorship.

### **2.5 Facilities and Equipment**

The UH Hilo SON has excellent facilities to support both the BSN and DNP programs. All full time faculty are assigned a private office and lecturers share space as needed based on their semester-to-semester commitments.

Teaching facilities include classrooms, a common workspace, a large student computer room, a learning laboratory, a simulation lab and viewing room (with interactive, technologically advanced manikins that simulate live patient situations from neonatal to adult), and a seminar/kitchen space. A conference room is available for faculty and advisory board meetings and retreats. The learning lab is network ready and equipped with state of the art audio/video technology and a 75-inch plasma TV screen. This space is reserved by faculty for their courses or meetings as needed, for the DNP Orientation/Summer Institute and at various times during DNP Spring Institutes. The Learning Lab is staffed by a full time Lab Coordinator (faculty member) who is responsible for coordinating lab space, ordering supplies, and conducting classes as needed. The Learning Lab is also equipped with the accessory equipment needed to care for patients in clinic and urgent care settings. The Mookini Library housing a vast complex of resources and teaching/learning environments, including multimedia classrooms, and small seminar and study rooms are also available.

## **2.6 Collaborative Opportunities**

The strength of our educational resources lie in the communities that we serve and our many established relationships with diverse agencies across the state who actively collaborate with us.

### **2.6.1 Cooperating Agencies**

Many of the liaisons on neighbor islands (Maui, Lāna‘i, Kaua‘i, and O‘ahu) were previously established as partners in our RN to BSN program. At this time, UH Hilo SON has more than 100 agreements (MOAs or MOUs) with healthcare agencies across the state and on the mainland. These include hospitals, ambulatory care settings, the VA Pacific Islands Healthcare System, extended care facilities, and private physician offices. In addition, SON students are also placed in the UH Hilo student medical services clinic that provides a full range of primary and urgent care services. The populations that these agencies serve have diverse needs and concerns. The SON is well respected in the community and has a strong reputation of service thereby attracting numerous agencies across the state seeking our assistance with program development and implementation.

A list of agreements (MOUs) can be found in **Appendix E**.

### **2.6.2 Other Community Resources**

Some non-health care agencies or businesses who contribute to the success of the DNP program include KTA Super Stores, various elementary, middle and high schools on Hawai‘i Island, service organizations and community outreach programs such as the US Army Reserve, County of Hawai‘i Mayor’s Office and the State of Hawai‘i Department of Health. The DNP program through partnerships with these agencies and offices has received support through advisory roles and food commitments (KTA Super Store), space for community health screening (Laupahoehoe Charter School), opportunity to work hand in hand with the Hawai‘i County Mayor's office to deliver wellness programs across the county, and preceptors for DNP students from US Army Reserve providers during Tropic Care, 2016.

### **3. Program Efficiency**

#### **3.1 Cohort Model & Size of Classes**

Students are admitted by cohort in the fall semester every year. Cohort size is twelve students. Each cohort consists of both BSN to DNP and MSN to DNP students. Typically there are more applicants for the BSN to DNP track, thus they represent a higher percentage of the cohort. Class sizes do not exceed twelve to fifteen students depending on the progression of students from previous cohorts, leaves of absence (LOA) and subsequent return, delays in academic progression, etc. Except for the initial cohort of ten, up to twelve students have been offered admission each year.

**Table 3.1.1: Demographics for students admitted into the UH Hilo DNP program since 2012**

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>2012</b>	2	8	10
<b>2013</b>	0	12	12
<b>2014</b>	3	6	9
<b>2015</b>	0	8	8
<b>2016</b>	1	10	11
<b>2017</b>	1	11	12
<b>Total</b>	7	55	62

#### **3.2 Program Productivity**

To date, UH Hilo SON has enrolled six DNP cohorts and has successfully graduated three cohorts. Table 3.2.1 below shows the DNP enrollment for the first six cohorts. Of the three cohorts admitted to the program (total of 32 students), 5 were lost to attrition or failure to progress. Of the 27 who continued in the program, 25 of 27 have graduated (93%) and an additional 7% (2 of 27) are active students as of December 2017. Therefore, accounting for the attrition rate in the three cohorts eligible for graduation, 84% of students admitted to the program have either graduated or are still active in the program (graduation/active).

Five students were lost to attrition or withdrawal from the program. Of the five students who left the program, two students withdrew during their first semester stating academic demands were not compatible with family responsibilities, a fourth student dropped in his fifth semester citing a change in career plans, and one student was unable to progress due to academic issues.

**Table 3.2.1 DNP Enrollment and Graduation Rates**

	Start	Enroll	All Grad	Active	Drop	Grad %	Grad/Active %
1	Fall 2012	10	7	1	2	70%	80%
2	Fall 2013	13	12	1	0	92%	100%
3	Fall 2014	9	6	0	3	67%	67%
	Subtotal	32	25	2	5	78%	84%
4	Fall 2015	8	1	7	0	12%	100%
5	Fall 2016	11	0	11	0	0%	100%
6	Fall 2017	12	0	12	0	0%	100%

Table 3.2.2 below shows the recognition rate for BSN to DNP graduates achieving the FNP certification that allows APRN licensing in the state of Hawai‘i. There have been twenty-four graduates eligible to take their FNP certification exam among the first four cohorts. Twenty-two of the graduates (85%) have passed the FNP certification exam. DNP graduates are licensed to practice as APRNs in the states of Hawai‘i, Nevada and California.

\* Three students, one from the class of 2013 and 2 students from class of 2014 have not taken the certification exam. All three are expected to take the FNP exam in 2018.

**Table 3.2.2 BSN to DNP Graduation and FNP Professional Certification Rates**

	Cohort Start	Active in Program	BSN to DNP Graduated	APRN Licensure	APRN Licensure %
1	Fall 2012	1	7	7	100%
2	Fall 2013	0	10	9*	90%
3	Fall 2014	0	6	4*	60%
4	Fall 2015	0	1	1	100%
	Total	3	24	22	88%

Master’s prepared RNs enroll in the DNP program to obtain the terminal practice degree. The DNP is a requirement to secure employment in academia or to advance in health care agencies. DNP core courses in program development, leadership, health policy and health economics prepare the DNPs for leadership positions in health care agencies, third party reimbursement venues, and population health program development.

The number of MSN to DNP admissions is smaller in comparison to the BSN to DNP program. To date, twelve MSN to DNP students have been admitted to the program and three have graduated. The remaining nine are active in course work or completing the PIP. The three graduates are currently employed in colleges and universities in rural Hawai‘i (Kaua‘i and Hawai‘i).

Many of the MSN to DNP-eligible students have masters degrees (MBA, MSN) but have not taken the coursework for the certification as a FNP. Therefore, they have chosen to pursue the BSN to DNP track.

The MSN to DNP graduates were local students who are continuing in jobs that require a DNP for academic advancement. These graduates contribute in their rural communities by improving the pipeline of well-prepared nurses.

### ***3.3 Cost per Student Relative to Comparative DNP Programs***

Its challenging to find a truly peer institution to UH Hilo for the DNP. The table below was constructed based on CCNE Accredited programs at institutions with a program focus on rural health. Although the below are mainly larger institutions with low overall graduate tuition. Even with the relatively high tuition at UH Hilo the application demand currently exceeds available seats in the programs. (See section 3.7 below)

**Table 3.3.1 Comparative DNP Programs for the 2017-2018 Academic Year  
(\$ per credit hour & FT semester)**

Location	Resident		Non-Resident	
	Credit Hr.	Semester	Credit Hr.	Semester
UH Hilo <sup>7</sup>	781	9,372	1,558	18,696
UH Manoa <sup>8</sup>	1,001	12,012	1,896	22,752
South Dakota State University <sup>9</sup>	315	NA	605	NA
University of Wyoming <sup>10</sup>	251	4,518	750	13,500
Medical U of South Carolina <sup>11</sup>	835	8,116	985	9,553

### ***3.4 SSH per Faculty***

Full time Tenured or Tenure Track Faculty at UH Hilo have a teaching load of 9 credits per semester, while Instructors and Lecturers may teach up to 12 credits per semester at maximum.

<sup>7</sup> UH Hilo Tuition Rates: [https://hilo.hawaii.edu/uhh/bo/cashier/tuition\\_schedule.php/#2017-2018](https://hilo.hawaii.edu/uhh/bo/cashier/tuition_schedule.php/#2017-2018)

<sup>8</sup> UH Manoa Tuition Rates: <http://www.catalog.hawaii.edu/tuitionfees/regtuition.htm>

<sup>9</sup> South Dakota State University Tuition Rates: <https://www.sdstate.edu/graduate-school/tuition-and-funding>

<sup>10</sup> University of Wyoming: <http://www.uwyo.edu/admissions/graduate/cost-of-attendance.html>

<sup>11</sup> Medical University of South Carolina: [http://academicdepartments.musc.edu/nursing/administration/student-services/tuition\\_fees.htm](http://academicdepartments.musc.edu/nursing/administration/student-services/tuition_fees.htm)

### **3.5 Student Funding**

Students admitted to the program are eligible for federal financial aid. Loan deferment post education opportunities are available through several agencies such as the National Health Service Corps<sup>12</sup>.

### **3.6 FNP Certification for BSN to DNP Students**

The first three cohorts of BSN to DNP students who graduated in May 2015, 2016, and 2017 (Table 3.2.1 and Table 3.2.2 above) were eligible to take the population based FNP certification examination offered either by the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP)). Information about the FNP certification examination is provided in the DNP Practice Guidelines, and population content is given and reinforced throughout the family population-focused theory and clinical courses. An 80% certification pass rate was anticipated for Cohort 1. The actual pass rate was 100% for Cohort 1 and 88% cumulative, to date, through Cohort 3. This first-time takers pass rate is consistent with the AACN Standards of Accreditation<sup>13</sup> for baccalaureate and graduate programs (2013).

MSN to DNP students who enter the program have earned a MSN in leadership, education or in a practice specialty such as FNP. Since they have already earned an advanced degree, they are not included in the certification statistics.

### **3.7 Recruitment and Student Demand**

The UH Hilo SON DNP program is gaining state recognition for quality. Much of the success of the DNP program at UH Hilo SON is through word of mouth or encounters with DNP students in their clinical practica. Preceptors see the quality of students and their abilities to diagnose and treat patients. The preceptor network is expanding and students are meeting program outcomes in rural health clinics throughout the state. Consequently, the demand for admission into the program is equal to 220% of the original class (22 vs. 10). In addition, recruitment is done through open houses which are conducted live and via Zoom each fall semester, on the UH Hilo SON DNP site which includes contact information for the DNP Program Coordinator, and by students who provide testimonials to other potential students on the benefits of the program. We have found student satisfaction, success in the program, and individualized communication through email inquiries are the catalysts for the increased number of applicants to the program.

## **4. Student Learning and Student and Program Success**

Effectiveness of the program can be judged by the ability of graduates to obtain FNP board certification and other Advanced Practice qualifications. Over 80% of the BSN to DNP graduates obtained these credentials. Ultimately the program will be defined by graduates securing jobs appropriate to their new skills, reductions in community wait times to see a healthcare worker who

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<sup>12</sup> National Health Service Corps Loan Repayment: <https://nhsc.hrsa.gov/loanrepayment/>

<sup>13</sup> AACN Standards of Accreditation: <http://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Amended-2013.pdf?ver=2017-06-28-141019-360>

can provide quality care, alleviation of pressure on existing health care clinics and hospitals, and reduced morbidity and mortality caused by delayed or lack of access to health care.

#### **4.1 Program Quality & Effectiveness**

*Program Expectations.* The UH Hilo SON has developed DNP PLOs consistent with relevant professional nursing standards and guidelines as stated earlier to assure the quality of the DNP program goals. Development of the PLOs was guided by the DNP Essentials document (AACN, 2006) and the Practice Doctorate Nurse Practitioner Entry-Level Competencies (NONPF, 2006) and builds on advanced practice guidelines. Students in the DNP Program are expected to demonstrate the program learning outcomes outlined in Section 1.3 Curriculum.

A program assessment plan that includes both formative and summative evaluation embedded in direct and indirect assessment has been adopted to ensure that the set of nine broad PLOs are accomplished. Specifically, the plan addresses methods to evaluate, revise, or improve the DNP program based on feedback from our students, faculty, and community. Determining the effectiveness and improving the program serves not only current and future graduates but also the university and community where our students learn and will ultimately practice.

*Learning Domains and Styles.* The UH Hilo SON faculty recognizes that students learn from a variety of experiences. Faculty are committed to teaching using methods that respond to the needs of the adult learner while incorporating primary learning styles and domains of adult learning (andragogy) in order to provide all students with the opportunity to not only excel in their preferential style or domain but to experience successful learning in styles or domains less natural for them. The DNP curriculum employs three main types of teaching-learning: visual, auditory, and kinesthetic, providing cognitive, affective, and behavioral experiences to students. In this way, integration of individual learning and achievement of PLOs occurs. Development of a learning community, a salient feature noted in the UH Hilo SON teaching-learning practices, provides a milieu where students and faculty can engage in technology-driven experiences, cohort bonding activities and one-to-one mentoring.

To accommodate the different learning styles of DNP students and to challenge their preferences, a variety of teaching strategies are employed. These include readings, demonstrations, stories, exemplars, and brainstorming, which are used during the Institutes and with synchronous and asynchronous teaching methods. Student assignments may include creating PowerPoint presentations with voice over and weekly posting with responses. Occasionally, faculty require students to produce videos of their work. For example, in NURS 605 Advanced Health Assessment, videos of history and physical exams are requisite assignments before students are cleared for clinical rotations. Required online assignments and discussions engage students using visual and auditory learning styles. Assignments include both individual work and group work fostering student comfort with their own teaching and learning styles and to learn the importance of engaging others.

*Delivery of coursework.* Due to Hawai'i's unique geography, travel to schools on other islands is only possible by air. Consequently, the online distance format was determined to be most beneficial for the UH Hilo SON community because it meets the needs of our potential student constituents who desire an advanced education available in their state or near their home. The exceptions to this are clinical courses that require practice with a preceptor and the required residential institutes mentioned previously, The

DNP distance-learning (DL) infrastructure consists of designated Polycom, computer servers, and distance-learning-capability classrooms, and a simulation lab. Instructional Technology and User Service (ITUS) at UH Hilo manages all technical aspects required for the DNP program. The UH Hilo SON DNP DL program is in compliance with the UH Hilo Quality Online Course Design Guidelines. Online Course design guidelines and tutorial assistance are available for faculty use.

The UH Hilo SON has been very successful in recruiting and training faculty who are now skilled in online course development and delivery. Many innovations in courses have emerged over the last few years and students have been very receptive to the format. Synchronous learning environments with real time visual and auditory interface using web-conferencing expand the teaching-learning methods available to students. This interface allows for lively discussions, presentations, and clarification of content from asynchronous sessions. Synchronous sessions are creatively used by faculty for “simulated patient interviews” or “ask the expert” telephone conferencing. These types of synchronous interfaces may be one-to-one faculty/student sessions or may involve several students with faculty.

Asynchronous learning environments are the primary teaching-learning strategy used in the UH Hilo SON DNP program. Using the Lulima platform, students engage in learning activities at their convenience through the posted lectures (voice over powerpoints), video productions by faculty or students, student case studies, student presentations, and many other innovative teaching activities. Through Lulima, faculty and students can post up to 100 MB of content. If the content exceeds the Lulima storage capacity, a secure file drop option is available which allows delivery of larger files. Specific course assignments can also be graded and posted through Lulima.

Applied and Synchronous learning are learning or practice experiences that support the kinesthetic learning style and affective and behavioral domains. The quintessential model for applied learning is the clinical practicum where BSN to DNP students engage in history taking and physical examination to develop a plan of care. Simulation has also been used to reinforce theories, skills, and practice guidelines.

SimMan® is an interactive technologically advanced manikin allowing learners to practice the emergency treatment of patients, which significantly increases the possibilities for students to practice their hands-on skills and develop their pre-clinical experiences before encountering live patients in clinic and hospital settings. Simulation exercises are included during Institute residencies.

The most powerful part in teaching-learning practices is the Annual Workshop during the Spring Institute. Topics are decided on by the DNP Coordinator based on national agenda items, curriculum gaps or student requests. The workshop is a full day and all DNP students regardless of year are required to attend. Workshop topics have included Statistics (2013), Quality Improvement (2014), Genetics (2015), Complementary & Alternative Therapies (2016), and Evidence-based Practice (2017). Nationally recognized faculty are invited to present at the symposium. The most distinguished Workshop presenter was Dr. Marita Titler in 2017. Her evidence-based workshop captured the attention of students, faculty and community guests. Dr. Titler, who implemented the Iowa Model of evidence-based practice to promote excellence in healthcare, is the premier expert in evidence-based practice in nursing.

*The Culminating Project.* UH Hilo SON has determined that successful completion of the PIP by the student represents achievement of the PLOs. Faculty investment in the student's successful achievement of the PLOs is critical and begins in the first semester. The curriculum is designed to identify concepts and ideas in NURS 612 Evidence-Based Practice and NURS 601 Social Determinants of Health that students can use to further develop in other courses or for use in projects once their PIP chair is assigned. A first draft of a PIP is required in NURS 612. For that reason, PIP chairs are assigned early in the academic journey for the MSN to DNP students (Semester 2, Year 1: January) and at a pivotal crossroad between clinical and theory courses for the BSN to DNP students (Semester 2, Year 1: May). Dialogue occurs during the Spring Institute when students have the opportunity to discuss their ideas with faculty. These academic forums allow the students to present their ideas to faculty and classmates for feedback, thereby enhancing review and oversight opportunities.

A major concern for the program is the timely completion of the PIP project. Many students, including those who have a clear idea for the project and are highly motivated, have been delayed in completing the PIP. Analysis of the issue has yielded several stumbling blocks to the timely completion of the PIP:

- Delay in formation of the problem
- Delay in assignment of a PIP chair
- Full time study demands
- Family and employment conflicts resulting in delays in progression
- Failure to meet graduation deadlines
- Processing of the IRB application for human studies

The following measures have been taken:

- Change in faculty for NURS 612 now provides strong mentorship in developing the problem statement, aims and objective for the PIP, compiling a review of literature and writing a PIP draft (Chapters 1 & 2 of the PIP)
- PIP chairs are assigned in semester 2, first year (moved up by a full semester)
- All faculty are encouraged to add an assignment that further refines the PIP idea. NURS 611 Advanced Research Methodology has facilitated the focus on the PIP through the poster project (an assignment in NURS 611, presented at the annual Symposium)
- Increasing support for students who have family responsibilities

As of 2017, UH Hilo Graduate Council now requires PIP defenses to be completed by April or November of the graduation semester or students cannot participate in commencement (walking with their cohort has been a strong motivation this year). Because of the strong cohort model, this should help to compel students to complete PIPs on time and with their classmates.

A timeline proposed by the student with the assistance of the PIP chair aids in accomplishing the PIP in a timely manner. All courses contribute in some way to the development of the PIP. In the mentor role, the PIP chair also assists the student to choose additional committee members who can enhance

and facilitate the ideas of the project. Often these committee members have access to sites, information or policies that are helpful to the development or implementation of the PIP. These members could also be specialists in a field of interest and provide substantive knowledge to inform the project. All written and defended proposals must be submitted to the University of Hawai'i Institutional Review Board (IRB) prior to implementation.

#### **4.2 Student Learning Outcomes**

*Evaluation of Student Progress.* An evaluation matrix is used to guide the evaluation plan. The plan identified in the Matrix has two assessment components: formative and summative. The goal of these assessments is to assure positive student learning outcomes.

*Formative and Summative Evaluation.* A feedback loop of evaluation between student and faculty is embedded in courses to enhance both student success and program improvement. Student input has been valuable in addressing inefficiencies in both overall program design and delivery of individual courses, and feedback from faculty and preceptors has assisted students to strengthen their study skills and to enhance higher level understanding of course materials. Students are afforded opportunities to provide feedback to the Program Coordinator and to the Curriculum Committee throughout the program.

*Formative assessment.* Monitoring student learning is the goal of the formative assessment process. In the formative level of assessment, faculty and preceptors provide feedback to students through evaluation of course assignments and projects, selected course reviews by course faculty, and clinical practice evaluation of students by preceptors and clinical faculty. Evaluations are given throughout the semester and during the Institute. For example: evaluations of student clinical performance are completed by the clinical faculty during site visits arranged during the semester, providing clinical faculty the opportunity to evaluate and discuss the student's progress with the preceptor and with the student following patient encounters.

*Summative assessment.* Students were surveyed regarding their evaluation of program quality and effectiveness. Summative data on the DNP program completed through 2017 is found below in Tables 4.2.1 and 4.2.2. Table 4.2.1 provides student means for evaluation of courses. Items queried include: was the class beneficial, was the class valuable, was the faculty involved, were course objectives met, were faculty prepared and overall course evaluation. All items for NURS 616 were given scores under 4 with an overall course mean of 3.5. The DNP Program Coordinator and Curriculum Committee revised the courses and faculty teaching the courses based on student feedback. For Spring 2018, a new faculty member who is a DNP with a business background will be teaching the course. Table 4.2.2 shows aggregate data from 2017 related to DNP benchmarks. The response range was between 0-10, with 10 being excellent.

**Table 4.2.1 Average DNP Student Evaluation of Program Courses (2017)**

<b>Course NURS</b>	<b>Overall Rating</b>	<b>Valuable Experience?</b>	<b>Faculty Involvement?</b>	<b>Faculty Meet Objectives?</b>	<b>Faculty Preparation?</b>	<b>Course Overall?</b>
601 Social Aspects of Health	9.4	8.8	9.1	9.6	9.5	9.3
602 Info Systems/Technology	7.7	7.6	9.4	9.4	9.7	8.8
603 Adv Clinical Pharmacology	8.8	7.5	5.3	7	3.6	6.4
604 Adv Clinical Pathophysiology	9.4	9.4	5.4	8.2	7.6	8.0
605 Adv Health Assessment	9.8	9.6	9.4	9.8	9.6	9.6
606 Rural Health Promotion	8.7	8.7	9.7	9.7	9.5	9.2
607 Primary Care of Adults	8.6	8.6	7.0	8.8	8.4	8.3
608 Primary Care of Older Adults	9.4	9.4	9.0	9.4	9.4	9.3
609 Primary Care of Women	9.2	8.3	7.1	8.1	7.9	8.1
610 Primary Care of Children	9.2	9.6	8.8	9.0	8.2	9.0
611 Adv Research Methods	9.9	9.9	9.7	10.0	8.9	9.7
612 Evidence-Based Practice	9.4	9.1	9.4	9.4	9.4	9.4
613 Program Development/Eval	8.5	8.2	9.0	8.8	9.0	8.7
614 System-Based Leadership	6.8	6.7	6.0	6.3	6.3	6.4
615 Health Policy: Local to Glogal	8.8	8.8	9.0	8.8	9.0	8.9
616 Health Economics	3.9	3.3	3.7	3.6	2.9	3.5
617 Practice Inquiry/ Project	9.2	9.0	8.8	9.2	9.2	9.1
618 Epi/ Environmental Health	6.9	6.5	5.9	7.3	6.9	6.7
<b>Entire Program</b>						<b>8.2</b>

**Table 4.2.2 Average DNP Student Overall Program Evaluation**

<b>How well did the Institute prepare you for the entirety of the DNP program?</b>	<b>Rate satisfaction - how well your educational goals were met by the DNP program.</b>	<b>Was Program Coordinator helpful in assisting you during the year?</b>	<b>Was Academic Support helpful in assisting you in the process of the year?</b>
7.9	8.4	8.6	8.6

Student achievement of PLOs is also linked to direct assessment. Each student's progress is assessed and monitored throughout the academic experience. Assessment of program quality is ascertained by student performance in signature assignments from select courses that align with one or more of the nine PLOs and eight DNP Essentials. Additionally, Institutes, clinical experiences and other practice opportunities provide ongoing evaluation of program effectiveness.

*Grading criteria.* Graduate students must pass each class with a grade of B or better, and must have a cumulative GPA of at least 3.0 to graduate.

Criteria used to assess student progress are clearly defined for each course, communicated to students via the syllabus and other means, such as grading rubrics, and are applied consistently. Evaluation of a student's work in a course is based on achievement of course objectives as defined by faculty teaching the course. Students have access to all course material including the syllabus and criteria for evaluation through the Lualaba portal for the specific course. Notification of grades for individual or group assignments can be done by student email, Lualaba email, through the assignment setting on Lualaba, through the gradebook setting on Lualaba or another method chosen by faculty teaching the course. Faculty inform students of any performance deficiencies throughout the course. Both student and faculty may schedule a meeting to discuss the issues or concerns of the faculty or the student. Faculty may provide a variety of strategies to assist students to be successful in meeting the evaluation criteria for the course, including but not limited to extra time for exams and project submission, special assistance or timelines for ESL students, extra reading material, or tutoring sessions. In NURS 603 Advanced Clinical Pharmacology, a course taught out of the College of Pharmacy, study guides were made available prior to each exam by the instructor to assist students with difficult concepts. Faculty or student may request advice or assistance from the DNP Program Coordinator at any time.

In designing assessment rubrics, a variety of traditional and innovative assignments may be chosen based on the nature of the course, whether theory or clinical in nature. Evaluation of papers, presentations, videos, case study analyses, patient presentations, online threaded discussions, multiple choice questions, development of education tools or modules, or computer-based assignments may all be employed to determine the final course grade. Often multiple teaching-learning strategies are used in a course to keep students engaged in learning and also to provide a variety of opportunities to be successful.

*Clinical Course Evaluation.* Clinical course grades are awarded either Credit or No Credit. Practice evaluation criteria are set forth in the DNP practice guidelines provided to the students, which includes definitions of successful performance. Evaluation may include clinical site visits with patients, evidence-based learning opportunities with case studies, telephone interviews, posted case studies and responses, summary evaluation of clinical experience, student self-evaluation of achievement of personal objectives, and final evaluation with preceptor and clinical faculty related to performance and achievement of course-specific PLOs.

*Non-Clinical Course Evaluation.* Course faculty and mentors also evaluate selected practice activities embedded in non-clinical courses. Students use the Practice Portfolio, based on the DNP Essentials, to catalogue their activities in learning environments supporting learning goals in

leadership, policy, program evaluation and other experiences. In specific courses NURS 613 Program Development/Evaluation, NURS 614 System-Based Leadership, and NURS 615 Health Policy: Local to Global, students work with healthcare leaders, policy makers and educators to expand knowledge in these areas. Specific practice experiences embedded in these courses are evaluated by the faculty and the preceptor.

#### **4.3 Program Accomplishments**

The DNP program was granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for the program in April 2014 well before the planned graduation of the first cohort in May 2015. The impact of early accreditation for the program meant that new DNP graduates could progress seamlessly to certification as family nurse practitioners. Both the ANCC and the AANP certification boards require students to be graduates of an FNP-accredited program in order to apply for certification.

##### **4.3.1 Prescriptive Authority and Improvement in Access to Medical Care**

Prescriptive authority is based on state licensing laws. UH Hilo SON DNP graduates are currently practicing in three states: Hawai'i, Nevada and California. Hawai'i and Nevada state laws allow APRNs to prescribe without physician oversight. Prescriptive authority in California requires a collaborating physician. Whether independent or collaborative, graduates from UH Hilo SON DNP program are able to prescribe medication in all three states, an important factor in health care delivery, especially in rural areas. Thus, APRN graduates from UH Hilo are improving access to care by virtue of job placement and their prescriptive authority.

##### **4.3.2 Contributions to Financial, Health System Policy and Leadership Needs in the State in Improving Delivery of Cost-Effective Health Care**

The contribution of UH Hilo SON DNP graduates is impressive given the nature of the evidence based practice projects (PIPs) they have completed. Many of the completed PIPs have addressed health care issues that have led to legislative initiatives, have identified problems that require additional support to improve access to care, or have helped to improve cost effectiveness. A full list of PIPs can be found in **Appendix B**. Completed projects have been uploaded to HOKU, the open access repository at the Mookini Library. Three graduates have chosen leadership positions that have led to changes in care coordination, insurance reimbursement, and greater understanding of needs in underserved groups. In addition, NURS 615 Health Policy: Local to Global requires active participation by students in health care issues around the state. NURS 614 System-Based Leadership and NURS 616 Health Economics provide them with foundational and experiential knowledge to contribute to improving population health at the local, state or national level. A list of DNP student activities, including presentations, is listed in **Appendix C**.

##### **4.3.3 Contributions to Education to Improve Care of Selected Health Issues**

As of fall 2017, eight of the 24 (32 %) DNP graduates are employed as faculty in the University of Hawai'i education system or in another state. As faculty, they are teaching in undergraduate programs at the university and community college level and in graduate programs at the university

level. Some graduates are counted in both the APRN statistics as well as in educational environments because APRN faculty must accrue clinical practice hours to maintain their APRN certification in the state where they are working. As educators, they are addressing selected health care issues in their areas of specialty thereby heightening awareness of the health care needs of diverse populations for the new generation of healthcare providers.

In 2006 the AACN recommended that the terminal practice degree would be the gold standard for practice. Graduates of DNP programs who decide to enter academia are essential if this recommendation is to be realized. Studies have shown a severe shortage of doctoral-prepared nurses in university settings. The UH Hilo SON DNP program actively seeks to help fill this need in Hawai'i.

#### ***4.4 Student Post-Graduation Placement***

Graduates of the UH Hilo SON DNP are almost exclusively employed in areas that are federally designated as rural under the Health Resources Service Administration (HRSA) and that qualify as medically underserved areas. The UH Hilo SON DNP program is clearly successful in producing graduates who want to serve rural Hawai'i. The types of positions held by the graduates meet several of the program goals:

- Educate and train graduates to address health disparities and improve rural community health.
- Educate and train primary care providers (family nurse practitioners) who are grounded in community on population-based health care and health promotion.
- Provide and develop organizational and leadership management skills to strengthen practice and health care delivery.
- Participate in interdisciplinary collaboration for improving patient and population health care outcomes.

Graduates are effectively serving rural populations by obtaining positions as Faculty members in academic Institutions in rural areas (5 graduates), Federally Qualified Health Centers (3 graduates), in the Hawaii Health System Corporation (3 graduates) and in Private Practice locations in rural communities (3 graduates). Table 4.4.1 details employment locations below.

**Table 4.4.1 Employment Locations of DNP Graduates**

<b>Employer</b>	<b>Employer Island/State</b>	<b>HRSA Rural</b>	<b>Medically Underserved</b>	<b>Shortage Area</b>	<b>Public</b>
Bay Clinic Inc.	Hawai'i Island	Y	Y	Y	N
Hawai'i Community College Faculty	Hawai'i Island	Y	Y	N	Y
Hawai'i Health Systems (HHSC)	Hawai'i Island	Y	Y	N	Y
Hawai'i Island Family Health Center (HIFHC)	Hawai'i Island	Y	Y	N	Y
Hilo Medical Center (HMC)	Hawai'i Island	Y	Y	N	Y

Advanced Practice					
Independent Physicians Association	Hawai'i Island	Y	Y	N	Y
University of Hawai'i at Hilo Faculty	Hawai'i Island	Y	Y	N	Y
UH Hilo Student Health Center	Hawai'i Island	Y	Y	N	Y
Kapa'a Family Physicians	Kaua'i	Y	Y	N	N
Residency Program-Wai'ānae	O'ahu	Y	Y	Y	Y
Northeastern Rural Health Clinic	California	Y	N	N	N
Federally Qualified Health Center (FQHC)-Nurse Practitioner	California	Y	Y	Y	Y
United Health Services	Nevada	N	Y	N	N

**4.4.1 Contributions to Workforce Needs in Rural Areas and to the Health of Hawaiian People including the Islands of Kaua'i, Maui, Lāna'i, O'ahu as well as Hawai'i Island**

The UH Hilo SON DNP Program employment sites for the three graduating classes are presented in Table 4.4.1 above. Of the total number of graduates (24), twenty have been certified as FNPs and received their APRN state recognition. Of these, 17 received their APRN recognition from the state of Hawai'i, two from California and one from Nevada. Of those who are eligible to practice as APRNs in Hawai'i, seven (41%) are currently employed in rural, medically underserved, shortage areas, or a combination of these designations in the state of Hawai'i. Several of the graduates from the class of 2017 are currently working on their credentialing with the hope of future employment in the state as APRNs.

**5. Program Appropriateness for the School and University**

UH Hilo SON DNP program is congruent with the mission and goals of the University. It met WASC benchmarks in 2012 prior to the admission of the first cohort. The program is recognized on campus as contributing to the needs of the university and the community. As a graduate program it is well respected within the UH Hilo Graduate Council.

The UH Hilo SON DNP program is complementary to the DNP program that is offered by the University of Hawai'i at Mānoa (UHM). The UHM and UH Hilo programs have different foci and offer students options for specialization, with UH Hilo's program specializing in rural healthcare in underserved areas. Both programs were approved as provisional programs in 2011 and are seeking established status concurrently. By offering quality nursing programs, the University of Hawai'i can ensure that future workforce needs are and will continue to be met in the future.

**5.1 Relevance to the Health Care Needs of Hawai'i Island**

The UH Hilo SON is entrenched in community service. The community of interest is broad, encompassing many internal and external constituents. The reputation of the SON in the community is

built on its service contributions. It is through the community of interest (our stakeholders) that common goals are shared and thoughts and ideas are exchanged. It is because of the community of interest that the DNP program focuses on outcomes related to rural health and transcultural aspects of care, and as needed, we revise the mission, goals and objectives to reflect the needs of the community of interest, and we will revise again as those needs change. The relationship between the SON and the community is dynamic and beneficial to all.

The purpose of our university 'ohana/family as outlined in the UH Hilo Strategic Plan is "to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our kuleana/responsibility is to improve the quality of life of the people of Hawai'i, the Pacific region and the world." The UH Hilo SON feels the DNP program is aligned with and meeting the goals of the strategic plan.

The health care needs of persons living in rural Hawai'i was the inspiration for the UH Hilo SON DNP Program. Much collaboration occurred between community constituents and the UH Hilo SON during the development phase of the DNP Program. Community leaders, health care organizations, legislators, and UH Hilo SON faculty all recognized the need for more primary care providers. The UH Hilo SON community of interest is closely linked to the school's advisory board, which is comprised of community stakeholders including a former State legislator, UH Hilo University Relations, a Public Health Nurse Administrator, local business professionals, and other strong community leaders. The advisory board meets twice a year with the UH Hilo SON faculty who report on program development and curricular development, and seek advice on community health care needs. The advisory board also assists with discussions on workforce needs in nursing.

*Demand for the DNP Program in the Hilo Community.* During early planning of the DNP program in 2008, over 20% of graduates of associate degree and BSN programs on Hawai'i Island indicated that higher education in nursing was not available locally. Later, in 2010, 325 professionals were queried related to a DNP program on Hawai'i Island. The surveys were distributed to various members of healthcare teams in hospital and healthcare settings, at nursing conferences, and other organizations where nurses were employed. Of the 139 respondents (43% return) the key points of the survey indicated need and interest to prepare nurses at the DNP level. Such an educational endeavor could meet the practice demands of the increasingly complex healthcare system needs in rural areas facing the island of Hawai'i.

Critical issues that emerged from the community of interest were categorized as needs for potential students and needs for the community. The community focus was on:

1. The need to recognize the uniqueness of rural health care
2. Access to care begins with adequate numbers of primary care providers
3. Leadership in health care system design, finance and policy development

Critical aspects driving the development of the DNP program for potential students were:

1. A need for an educational pipeline that provides advanced nursing education to local nurses
2. An educational format allowing constituents to stay at home to be educated while serving the community in which they live.

It was clear from the surveys that an online delivery of courses would better serve students and communities. With mandatory residencies for orientation and institutes, students are able to establish

critical cohort bonding, access university resources, meet with faculty and engage in real time simulation with actor patients and the simulation family. Hawai‘i and especially Hawai‘i Island is credited with having a large culturally diverse population. This diversity includes the nursing professionals who have come here from the Philippine Islands, Micronesia, China, Korea, and other countries, as well as from the rest of our island state. Because UH Hilo SON embraces a transcultural focus, students with English as a second language (ESL) are welcomed. Of the 10 students in Cohort 1 admitted August 2012, two were ESL students whose native languages were Chinese and Tagalog.

Moreover, the program specifically recruits students from Hawai‘i who want to study in the same place they live and want to give back to the local communities once they have earned their degrees and have the necessary credentials to care for those in their home communities.

In further keeping with the needs of the community, the program has dedicated theoretical and clinical courses in rural health care issues. The curriculum has a family population focus enabling students to obtain certification as a FNP thereby adding to the cadre of primary care providers so desperately needed in rural Hawai‘i. The DNP core courses in leadership, health care finance, and policy development support the need to provide much needed health care system redesign as suggested by the community of interest.

### **5.2 Relevance to the Health Care needs of the State and the Country**

UH Hilo SON DNP graduates—and students—serve Hawai‘i residents in many communities around the state, particularly in rural, underserved areas. Our collaboration with the Wai‘ānae Health Clinic is a prime example of how UH Hilo DNP students fill a need in communities outside of Hilo and Hawai‘i Island. Several of our students practice in their home communities in other states to contribute to the health care needs of those areas, and students yet to graduate have expressed the desire to practice in their home communities on Maui and Kaua‘i. The need for more primary health care providers is a severe problem across the country, especially in rural areas and where often people have fewer resources to access care, especially if they must leave their communities for medical treatment.

### **5.3 Relevance as a Necessary Supporting Discipline**

Our graduates are educated to work in interdisciplinary environments. As APRNs they interface with multiple health care providers including physicians, pharmacists, optometrists, podiatrists, social service caseworkers, mental health services providers, health care agencies, and insurance providers. Each patient encounter in primary care has multiple layers requiring interdisciplinary collaboration.

The Integrated Academic and Facilities Plan for the University of Hawai‘i System states that “UH Hilo efforts at the postgraduate level will focus on ensuring the quality, relevance and enrollment level of its current graduate programs, including providing professional opportunity for residents of Hawai‘i Island.” Due to its unique, culturally relevant and successful placement of graduates in rural health care settings, the DNP program provides an irreplaceable approach to improving healthcare access and delivery within the state and the country, and also provides advanced professional

opportunities for nurses currently practicing on Hawai'i Island and in other rural areas of the State.

### ***Summary***

The UH Hilo SON DNP program is an accredited program that compliments the mission and vision of the University of Hawai'i system generally and UH Hilo specifically. A transcultural caring focus for rural communities is the foundation of the UH Hilo SON programs. This focus is consistent with the UH Hilo strategic goal. With three graduating classes, the overarching goal to prepare nurses with practice doctorates to address significant health issues has been met by achievement of the program outcomes and placement of students in rural and underserved areas within the state of Hawai'i and other areas of the country.

This program is exemplary in that it ascribes to human interaction and cultural diversity in rural settings. Health disparities as reflected in rural population health settings provide the foundation for the core courses. These core concepts are indemnified through relevant applied learning in rural health clinics guided by rural health policies and by addressing access to care through patients and health policy. Most importantly, the DNP program has a unique curriculum focusing on rural and transcultural care, both essential elements for delivery of quality health care in our state.

The DNP Program supports personalized planning of student placement to optimize their practice experiences and provide the necessary exposure to identify system issues as well as individual patient care issues. In an effort to meet student outcomes and enhance the teaching and learning process, student placements in clinical sites are individualized through a program plan geared toward the student's past experiences and future goals as a DNP. The program plan is a joint effort between the student and the DNP Program Coordinator.

In recognition of the University of Hawai'i at Hilo School of Nursing Doctor of Nursing Practice's accomplishments and successes since its inception in 2012, we request your support to grant advancement of this program from provisional to established status.



**University of Hawai'i at Hilo  
College of Arts & Sciences  
School of Nursing**

**Doctor of Nursing Practice  
(DNP) Program**

**Provisional to Established Proposal**

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## PROVISIONAL PROGRAM RESOURCE TEMPLATE

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: **University of Hawaii at Hilo**

Provisional Degree/Certificate: **Doctor of Nursing Practice (DNP)**

Date of BOR Approval: **May 19, 2011**

College/Department/Division: **College of Arts & Sciences/School of Nursing**

Other Programs offered by the College/Division: **BS in Nursing**

<b>Part I: Program Overview</b>	<b>Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Bachelor's</b>						
<b>A. ENROLLMENT (Fall Headcount)</b>	<b>YEAR 1 Fall 2012</b>	<b>YEAR 2 Fall 2013</b>	<b>YEAR 3 Fall 2014</b>	<b>YEAR 4 Fall 2015</b>	<b>YEAR 5 Fall 2016</b>	<b>Current Year Fall 2017</b>	<b>Comments</b>
Projected: Doctor of Nursing Practice	10	20	30	30	30	30	
Actual: Doctor of Nursing Practice	10	22	27	26	32	29	Data Source: IRO_BASE (Census)
Undergraduate	74	77	90	111	109	123	Data Source: IRO_BASE (Census)
Graduate	10	22	27	26	32	29	Data Source: IRO_BASE (Census)
<b>B. PROGRAM COMPLETION (Annual)</b>	<b>YEAR 1 AY 2012-13</b>	<b>YEAR 2 AY 2013-14</b>	<b>YEAR 3 AY 2014-15</b>	<b>YEAR 4 AY 2015-16</b>	<b>YEAR 5 AY 2016-17</b>	<b>Current AY 2017-18</b>	<b>Comments</b>
Projected: Doctor of Nursing Practice	0	0	8	8	8	8	
Actual: Doctor of Nursing Practice	0	0	6	6	12	8*	*Estimated number for Spring 2018. Data Source: IRO_DEGREE (EOS)
Undergraduate	38	38	49	64	62	37*	Data Source: IRO_DEGREE (EOS) & Academic Logic *CY: Petitioned Graduates
Graduate	0	0	6	6	12	8*	Data Source: IRO_DEGREE (EOS)
<b>C. COURSES, SECTIONS, SSH (Annual)</b>	<b>YEAR 1 AY 2012-13</b>	<b>YEAR 2 AY 2013-14</b>	<b>YEAR 3 AY 2014-15</b>	<b>YEAR 4 AY 2015-16</b>	<b>YEAR 5 AY 2016-17</b>	<b>Current AY 2017-18</b>	<b>Comments</b>
No. Courses Offered (DNP Program/ Total SON)	8 / 40	21 / 53	23 / 55	25 / 59	24 / 56	20 / 51*	Data Source: IRO_SOCAD (Census) & Academic Logic *Estimate for Current AY 2017-18

No. Sections Offered (DNP Program/ Total SON)	8 / 80	21 / 96	24 / 108	25 / 118	24 / 114	20 / 112*	Data Source: IRO_SOCAD (Census) & Academic Logic
Annual SSH (DNP Program/ Total SON)	246 / 3,291	599 / 3,860	583 / 4,405	576 / 5,037	533 / 4,926	508 / 4,949*	*Estimate for Spring 2018 Data Source: IRO_SOCAD (Census) Excludes -99V Courses

Part II: Program Resources							
D. RESOURCES/FUNDING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Current Year	Comments
General Funds and Tuition/Special Fund Allocation (Lump Sum)	\$1,272,741.39	\$1,510,218.49	\$1,665,219.10	\$1,766,962.70	\$1,647,392.04	\$1,654,521.72	Actual expenditures Year 1-5
Summer Session Allocation	\$1,329.00	\$1,329.00	\$2,155.00	\$3,066.00	\$3,379.00	\$2,352.00	
Program/Course Fee Allocation	\$73,000.00	\$78,000.00	\$87,000.00	\$112,500.00	\$108,500.00	\$100,000.00	Student Professional fees for Baccalaureate courses
Other Allocation (grants, etc.)							
E. PERSONNEL (Instructional & Support)	YEAR 1 AY 2012-13	YEAR 2 AY 2013-14	YEAR 3 AY 2014-15	YEAR 4 AY 2015-16	YEAR 5 AY 2016-17	Current AY 2017-18	Comments
Faculty FTE	10	11	12	12	11	13	Data Source: HR Datamart
Faculty Salaries (\$)	\$912,324	\$1,026,312	\$1,107,092	\$1,161,528	\$1,039,272	\$1,179,972	Data Source: HR Datamart
Lecturers (\$)	\$173,437.00	\$263,831.00	\$349,320.19	\$326,328.62	\$353,508.60	\$340,643.51	
Graduate Tas (\$)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other (\$ Advisors, Lab Techs, etc.)	\$41,000.00	\$40,488.00	\$3,969.00	\$41,292.00	\$41,292.00	\$41,292.00	
F. OPERATIONAL COSTS (Equipment, etc.)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Current Year	Comments
Operating cost for the School	\$80,391.51	\$104,335.54	\$105,542.47	\$105,709.64	\$98,261.23	\$103,000.00	

G. Indicate whether <b>new facilities</b> are needed to support the continuation of the program (include any off-campus facilities)	No new facilities are needed to support the continuation of the program.
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H. Indicate if there are other significant resources anticipated beyond the current year.	No significant resources required.
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I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts)	N/A
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**J. ADDITIONAL COMMENTS:** Section D, E, F. The figures presented are a shared budget for the entire School of Nursing. Operational budget and faculty SSH are divided accordingly between the BSN and DNP programs.

### Part III: Approvals

By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

Department/Division Chair: Alice E Davis  11-14-17

College/Department Administrative Officer: Darren K Higa  11/14/17

Dean: Michael Bitter  11/15/17

Vice Chancellor for Academic Affairs: Kenneth A Hon  11/15/17

Vice Chancellor for Administration: Kalehi'iikapoli Rapoza  11/15/17

### Provisional Program Resource Template Details

A. Headcount Enrollment. Headcount enrollment of majors each Fall semester. Located at URL: [https://www.hawaii.edu/institutional\\_research/enrReport.action?reportId=ENRT00](https://www.hawaii.edu/institutional_research/enrReport.action?reportId=ENRT00) Campus data may be used when majors are a subset of enrollment reported in IRAO reports.

B. Completion. Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: [https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS\\_DEG\\_TOC](https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC)

C. Courses, Sections, SSH. Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. <https://www.hawaii.edu/irodr/login.do?>

D. Resources/Funding. Data should come from the College/Department's Administrative Officer using the most current information available.

E. Academic Personnel. Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.

F. Ongoing Operational Costs. Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.

G. Facilities. Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.

H. Additional Anticipated Cost. Address whether significant additional resources (human, administrative, legal, etc.) anticipated beyond the years listed in the New Program Resource Template.

I. Funding for Anticipated New Resources. Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.

**APPENDIX B**  
Practice Inquiry Project (PIP) Listing

	Practice Inquiry Project (PIP) Title	Hawaii Island	State of Hawaii	Country
	Totals	12	11	33
1	Development of an Evidence-Based Pediatric Asthma Program for a Nonprofit Clinic Serving Underserved, Uninsured, and Underinsured Populations in Southern Nevada			X
2	Increasing Sexual Transmitted Disease Education for Adolescents with Social Media	X	X	X
3	Promoting Awareness of Autism Spectrum Disorders and Resources to Diverse Stakeholders in Rural Hawaii: a Community Based Approach	X	X	
4	Controlling diabetes - are clinical practice guidelines the answer?			X
5	Improving Health Awareness through an Education and Health Screening Program	X	X	X
6	Medication-Associated Weight Gain in Adults Taking Antipsychotics: Development of a Clinical Practice Guideline and Algorithm for Primary Care Providers	X	X	X
7	Alternative Healthcare Institute in Tai Chi Qigong Program			X
8	Reducing the Harm Associated with Clinical Alarm Systems: Meeting the Joint Commission National Patient Safety Goal.06.01.01 Performance Elements			X
9	The Feasibility of an Anaerobic Exercise Program in Targeting Obesity of Women in Low Socioeconomic Status (SES) Environments.	X	X	X
10	Rurality and Rape in the 808: Evaluation of a Pilot SANE Peer Review Demonstration Project	X	X	
11	ARCH/E-ARCH & RACCP-AFH Integration Adult Residential Care Homes/Expanded Adult Residential Care Homes & Residential Alternatives Community Care Program – Adult Foster Home Integration			X
12	Self-Assessment of the Clinical Healthcare Services at the University of Hawaii at Hilo Student Medical Services	X		
13	Continuing Education Requirements for Nurse Re-licensure in Hawaii: Database Development for Stakeholders			X
14	Cleaning Up CAUTI: Implementing a Standard Protocol to Reduce CAUTI in Long Term Care			X
15	Improving Financial Resources for Native Hawaiian Caregivers of person's with Alzheimer's disease and other related Dementia's	X	X	
16	Quality of Life Questionnaire in Asthma Disease Management			X
17	Improving Women's Awareness of Cardiovascular Disease Through Primary Prevention- The Wahine Heart Wellness Program: A Community Approach		X	
18	Homeless Medical Respite Care Post-Hospitalization: Awareness of Health Professionals and Homeless Persons in a Rural Hawaii Community			X
19	Overuse of Psychotropic Medications in Dementia Patients			X
20	Traditional Dance as an Exercise Regimen for Marshallese Patients with Type 2 Diabetes Mellitus	X		
21	A Transcultural Nursing Approach to Secondary Prevention of Pressure-Related Foot Injury in Micronesian Migrants in Hawaii with Type 2 Diabetes Mellitus	X	X	
22	Improving Early Screening and Detection of Anorexia and Bulimia by Developing a Structured Guideline for the Primary Care Physician			X
23	Improving Diabetes Self-Management Education Curriculum in Hilo, Hawaii			X
24	HPV infection and vaccination			X
25	Development of an Evidence-Based Mentoring Program for Nursing Faculty			X
26	Asthma- Evidence based action plan for COPD			X
27	Post-operative Bariatric Patient's Mental Health Should Be Evaluated with a Screening Tool			X
28	Evidenced based practice implementation communication and hand off			X

**APPENDIX B**  
**Practice Inquiry Project (PIP) Listing**

	<b>Practice Inquiry Project (PIP) Title</b>	<b>Hawaii Island</b>	<b>State of Hawaii</b>	<b>Country</b>
	<b>Totals</b>	12	11	33
29	Increased self help of diabetic clients with a mobile application			X
30	Decrease shared decision making gaps and CAM care			X
31	Fragmentation of People Living in Rural Communities Traveling to Receive Healthcare	X	X	X
32	Prevention of Prehospitalization Among Adult Patients Admitted to a Skilled Nursing Facility			X
33	Quality Intervention Project for the Prevention of Catheter Acquired Urinary Tract Infection in Long Term Care			X
34	Screening for Disparities to Promote Diabetic Control			X
35	Improving Self-Management of Heart Failure of Micronesians Living in Hawaii	X	X	
36	Pain clinic-quality improvement related to pain management			X
37	Schizophrenia and Medication Adherence			X
38	Curriculum change to undergraduate nursing program to reduce stigma of people working with homelessness and mentally ill-education			X
39	Providers to adopt a ketogenic diet to manage blood glucose levels			X
40	Preceptor training program for NPs			X
41	Introducing a curriculum on dental care, for health providers to promote oral health			X

## APPENDIX C

### DNP Student Activities in the Community

#### Presentations:

1. The Importance of Timely Documentation for Legality- Tripler Army Medical Center
2. Improving Care Coordination and Care Management While Improving the Capture of Pay for Quality Requirements- Independent Physicians Association
3. Introduction to Lifestyle Medicine

#### Conferences:

1. Archived Monthly Oncology Tumor Boards: A Multidisciplinary Approach to Individualized Patient Care
2. The National Comprehensive Cancer Network
3. CDC Updates Surgical Site Infection Guidelines
4. Counseling Patients About Germline BRCA Mutations
5. Obesity Treatment – Diet, Exercise, Drugs & Surgery
6. American Association of Nurse Practitioners
7. NCCN Guidelines® Updates: Breast Cancer - New Approaches to Endocrine Therapy
8. Systemic Management of Colorectal Cancer
9. Preventing Post-Operative Complications
10. CMI Education Institute Inc. (PESI)
11. Recognizing and Caring for the Patient with Acute Liver Failure
12. American Association of Nurse Practitioners
13. Opioid Prescribing: Safe Practice, Changing Lives 2017
14. PCP View: ACC/AHA Guidelines: Role of Moderate Intensity Statins
15. Medscape
16. Cancer Survivor Screening and Prevention Strategies and Genetic Testing for Patients, Families, and
17. National Comprehensive Cancer Network
18. Motivating Millennials: 3 Unexpected Reasons Why First Year Students Drop Out
19. Every Nursing Program is Unique: Learn How to Optimize Yours
20. Successful Models & Resources to Support Opioid Abuse Prevention and Treatment
21. Improving Diabetes Self-Management Curriculum in Hilo, Hawaii, A Transcultural Approach to Secondary Prevention of Pressure-Related Foot Injury in Micronesian Migrants in Hawaii with Type 2 Diabetes Mellitus
22. Improving Early Screening and Detection of Anorexia and Bulimia by Developing a Structured Guideline for the Primary Care Physician
23. Development of an Evidence-Based Program for Nursing Faculty
24. Homeless Medical Respite Care Post-Hospitalization Awareness of Health Professionals and Homeless Persons in a Rural Hawaii Community
25. 14<sup>th</sup> Annual Asian American Pacific Islander National Association (AAPINA) National Conference: East Meets West in Global Health- Nursing Research, Practice, and Leadership
26. Transcultural Nursing Symposium
27. Integrating Pacific Island Course Content
28. Coaching Skills for Leaders

**Meetings:**

1. Monthly meetings- Micronesians United on the Big Island

**Publications:**

1. Pacquiao, D. & Fried, D. (2016). Social determinants of youth homelessness. *Journal of Nursing Practice Applications and Reviews of Research*, 6(1), 31-38.
2. Hensley, P. & Pacquiao, D. (2014). Social Determinants of Health Disparities Affecting Micronesian Migrants in Hawaii. *The UPNAAI Nursing Journal*. 10(1). 22-30.

**Poster Presentations:**

1. Micronesian Migrant Health Disparities in Hawaii-AAPINA

**Teaching:**

1. Assistant Professors, Instructors, and Lecturers for the University of Hawai'i (UH Hilo) School of Nursing (SON)
2. Bachelor of Science in Nursing (BSN) Coordinator for UH Hilo SON
3. Registered Nurse (RN) to BSN Coordinator for UH Hilo SON
4. Hawai'i Community College Instructors

**Community Service:**

1. Ladies Night Out- Hui Mālama
2. Annual Health Fair- Life Care Center of Hilo
3. Summer Academy- Upward Bound
4. Basic Life Support (BLS) courses taught
5. BLS for Health Care Providers taught
6. National Diabetes Awareness Month Community Health Fair
7. Relay for Life- American Cancer Society
8. Big Island Substance Abuse Council
9. Evidence Based Practice Champion
10. UH Hilo SON Sigma Theta Tau International (STTI) Committee
11. Representative to Hawaii State Center for Nursing
12. Blue Zones, Hawaii
13. US Military Health Screening
14. Daniel K. Inouye College of Pharmacy Annual Health Fair
15. Health Fest

**APPENDIX D**  
**School of Nursing Faculty**

**Full Time Permanent School of Nursing Faculty**

Name:	Hawaii RN Licensed:	Hawaii APRN Licensed:	Rank:	Areas of Expertise:
Alice E. Davis, PhD	✓	✓	Professor & Director	Gerontology, Acute Care, Family Nurse Practitioner
Katharyn F. Daub, EdD	✓		Professor	Transcultural, Ethics, Rural Health
Joan Pagan-Thompson, PhD	✓	✓	Associate Professor	Community, Pediatrics, Obstetrics and Gynecology, Pathophysiology
Jeannette O. Ayers-Kawakami, DNP	✓		Assistant Professor	Pediatrics, Obstetrics and Gynecology
Patricia K. Hensley, DNP	✓	✓	Assistant Professor	Critical Care, Quality Improvement
Diane Ellen Van Hoose, PhD	✓		Assistant Professor	Obstetrics and Gynecology
Tracy E. Thornett, DNP	✓	✓	Assistant Professor	Behavioral Health
Chenit Ong-Flaherty, DNP	✓		Assistant Professor	Leadership
Kimberly Shmina, DNP	✓	✓	Assistant Professor	Community, Lactation, Family Nurse Practitioner
Bobbie Elisala, MSN	✓	✓	Instructor	Family Nurse Practitioner
Ruthie Clearwater, MSN	✓		Instructor	Emergency, Critical Care
Lehua Akau, MSN	✓		Instructor	Adult Health
Hazel Reece, MSN	✓		Lab Coordinator	Simulation

**Part Time Adjunct School of Nursing Faculty**

Name:	Hawaii RN Licensed:	Hawaii APRN Licensed:	Rank:	Areas of Expertise:
Cecilia Mukai, PhD	✓	✓	Adjunct Faculty	Gerontology, Community, Leadership
Yvonne K. Wong, DNP	✓		Adjunct Faculty	Adult Health, Family
Jennifer Grune, DNP	✓	✓	Adjunct Faculty	Health Economics, Family
Gay Mukai, BSN	✓		Adjunct Faculty	Hospice, Spirituality
Noemi Arzaga, DNP	✓	✓	Adjunct Faculty	Health Policy, IT, Oncology
Mona Gregory, MSN	✓		Adjunct Faculty	Adult Health, Family
Dula Paquiao, EdD	NJ Lic.		Adjunct Faculty	Social Determinants, Transcultural
Sharon Moran, MSN	✓		Adjunct Faculty	Adult Health, Family
Joyce Norris-Taylor, MSN	✓	✓	Adjunct Faculty	Adult Health, Family, Gerontology
Teresa Parsons, MSN	✓	✓	Adjunct Faculty	Adult Health, Leadership
Joanne Potts, MSN	✓	✓	Adjunct Faculty	Gerontology
Janice Tatum, MSN	✓		Adjunct Faculty	Adult Health Simulation

**Part Time Adjunct Interprofessional Faculty**

Name:	Discipline:	Courses Taught:	Areas of Expertise:
Stacy Haumea, RD	Nutritionist	NURS 375	Nutrition
Yana Gendler, PharmD	Pharmacist	NURS 203	Pharmacology
Rubab Qureshi, MD	Physician	NURS 348	Pathophysiology
Michelle Chino-Kelley, DrPH	Epidemiologist	NURS 618, 611	Epidemiology, Statistics, Research Methods
Gregg Davis, BSN	Pharmacist	NURS 203	Pharmacology
Alp Haider, MD	Physician	NURS 604	Pathophysiology

**APPENDIX E**  
School of Nursing MOUs

#	Organization	Address	City	State	Island	Date
1	Aged to Perfection	1445 California Ave	Wahiawa	HI	Oahu	2013
2	Alice Adee	70 Olona St	Hilo	HI	Hawaii Island-East	2015
3	American Heart Association	400 Hualani St. Ste 15	Hilo	HI	Hawaii Island-East	2003
4	American Heart Association Maui	95 Mahalani St. Ste 28-1A	Wailuku	HI	Maui	2009
5	American Lung Association	39 Ululani St.	Hilo	HI	Hawaii Island-East	2007
6	American Lung Association Maui	95 Mahalani St. Ste 28-1A	Wailuku	HI	Maui	2009
7	August Ahrens Elementary School	94-1170 Waipahu St.	Waipahu	HI	Oahu	2013
8	Big Island Substance Abuse Council	234 Waiuanueue	Hilo	HI	Hawaii Island-East	2003
9	Boys and Girls Club of the Big Island	100 Kamakahonu St.	Hilo	HI	Hawaii Island-East	2008
10	Brenda Camacho MD	183 Mohouli St.	Hilo	HI	Hawaii Island-East	2007
11	Care Hawaii Inc.	606 Coral St., 2nd Floor	Honolulu	HI	Oahu	2007
12	Care Resource Hawaii	680 Iwilei Rd. Ste. 660	Honolulu	HI	Oahu	2009
13	Catholic Charities Quality Living Choices	214 Waiuanueue Ave. Ste 105	Hilo	HI	Hawaii Island-East	2003
14	Connections Public Charter School	174 Kamehameha Ave	Hilo	HI	Hawaii Island-East	2001
15	Daniel Belcher, MD	73 Puuhonu Place, Ste. 104	Hilo	HI	Hawaii Island-East	2011
16	Darrell Natori, MD	1329 Lusitana St #208	Honolulu	HI	Oahu	2014
17	Darrett W.Y. Choy, MD	275 Ponahawai St.	Hilo	HI	Hawaii Island-East	2014
18	Department of Education	PO Box 4160	Hilo	HI	Hawaii Island-East	1996
19	Department of Health	PO Box 916	Hilo	HI	Hawaii Island-East	2008
20	East Hawaii Midwife Services	15-2866 Pahoia Village Rd., Bldg. F, Ste 1	Pahoia	HI	Hawaii Island-East	2015
21	Easter Seals Hawaii	49 Kaiulani St.	Hilo	HI	Hawaii Island-East	2009
22	Ernest B. DeSilva School	278 Ainako Ave	Hilo	HI	Hawaii Island-East	2007
23	Gastroenterology Associates	134 Pu'uuhonu Way	Hilo	HI	Hawaii Island-East	2008
24	Ha'aheo School	121 Haaheo Rd	Hilo	HI	Hawaii Island-East	2007
25	Hal Meadows, M.D.	705 West St.	Susanville	CA		
26	Hale Ho'ola Hamakua	45-547 Plumeria St	Honokaa	HI	Hawaii Island-North	2015
27	Hale Makua Health Services	472 Kaulana St	Kahului	HI	Maui	2016
28	Hale Oluea Clubhouse	1045 B Kilauea Ave	Hilo	HI	Hawaii Island-East	2006
29	Hamakua Health Center	45-549 Plumeria St	Honokaa	HI	Hawaii Island-North	2007
30	Hawaii Community Health Service (Helping Hands Hawaii)	154 Holomua St.	Hilo	HI	Hawaii Island-East	2001
31	Hawaii County Economic Opportunity Council-Headstart	47 Rainbow Dr.	Hilo	HI	Hawaii Island-East	2007
32	Hawaii Family Health	50 Ululani St.	Hilo	HI	Hawaii Island-East	2016
33	Hawaii Health Systems Corporation (HHSC)	3675 Kilauea Ave.	Honolulu	HI	Oahu	2015
34	Hawaii Heart Association	400 Hualani St. Ste 15	Hilo	HI	Hawaii Island-East	2007
35	Hawaii Island Adult Day Care Inc.	34 Rainbow Dr.	Hilo	HI	Hawaii Island-East	2002
36	Hawaii Pacific Health	55 Merchant St.	Honolulu	HI	Oahu	2017
37	Hawaii State Board of Nursing	335 Merchant St.	Honolulu	HI	Oahu	2017
38	Helping Hands Hawaii	1505 Dillingham Blvd. Ste 303	Honolulu	HI	Oahu	2007
39	Hilo Adult Mental Health Services	37 Kekaulike St.	Hilo	HI	Hawaii Island-East	2005
40	Hilo Bay Clinic	311 Kalaniana'ole Ave	Hilo	HI	Hawaii Island-East	2007
41	Hilo Medical Center	1190 Waiuanueue Ave	Hilo	HI	Hawaii Island-East	2015
42	Hilo Urgent Care	45 Mohouli St.	Hilo	HI	Hawaii Island-East	2013
43	Hope Services Hawaii	115 Kapiolani St.	Hilo	HI	Hawaii Island-East	2017
44	Hospice of Hilo	1011 Waiuanueue Ave	Hilo	HI	Hawaii Island-East	2003
45	Hospice of Kona	74-5094 Palani Rd.	Kailua-Kona	HI	Hawaii Island-West	2003
46	Hui Malama Ola Na'Oiwi	69 Railroad Ave. Ste. A-3	Hilo	HI	Hawaii Island-East	2010
47	Hui No Ke Ola Pono	95 Mahalani St. Room 16-A	Wailuku	HI	Maui	2010
48	Institute for Human Services, Inc	546 Kaaahi St.	Honolulu	HI	Oahu	2013

**APPENDIX E**  
School of Nursing MOU's

#	Organization	Address	City	State	Island	Date
49	Island Pediatrics-Joseph D'Angelo MD	198 Ponahawai St.	Hilo	HI	Hawaii Island-East	2007
50	John Heaster, MD, Ltd.	122 Haili St.	Hilo	HI	Hawaii Island-East	2007
51	John Uohara, MD	82 Puuhonu Place, Ste 205	Hilo	HI	Hawaii Island-East	2015
52	June Glenn-Lawson, MD	795 Joaquin St.	Susanville	CA		2011
53	Ka Punawai Old Life Care Center	575 Farrington Hwy			Oahu	
54	Ka'u Family Health Center	95-5583 Mamalahoa Highway	Naalehu	HI	Hawaii Island-South	2007
55	Ka'u Hospital	1 Kamani St	Pahala	HI	Hawaii Island-South	2015
56	Kaiser Kihei Clinic	1279 S. Kihei Rd. #120	Kihei	HI	Maui	2015
57	Kaiser Permanente	711 Kapiolani Blvd.	Honolulu	HI	Oahu	2000
58	Kaiser Permanente - Hilo	3288 Moanalua Rd	Honolulu	HI	Oahu	2013
59	Kaiser Permanente- Maui Memorial Medical Center	221 Mahalani St.	Wailuku	HI	Maui	2015
60	Kapiolani Medical Center for Women and Children	1319 Punahou St	Honolulu	HI	Oahu	2017
61	Kauai Family Health Services	3040 Umi St.	Lihue	HI	Kauai	2006
62	Kauai Hospice	4457 Pahee St.	Lihue	HI	Kauai	2009
63	Kauai Medical Clinic	3-3420 Kuhio Hwy	Lihue	HI	Kauai	2017
64	Ke'Anuenue Area Health Education Center (AHEC)	189 Kukuau St. Ste. 101	Hilo	HI	Hawaii Island-East	2004
65	Keaau Family Health Center	16-192 Pili Mua St	Keaau	HI	Hawaii Island-East	2007
66	Kevin Kurohara, M.D.	75 Puuhonu Way	Hilo	HI	Hawaii Island-East	2013
67	Kihei Wailea Medical Center	221 Piikea Ave	Kihei	HI	Maui	2014
68	Kona Community Hospital	79-1019 Haukapila St	Kealahakua	HI	Hawaii Island-West	2015
69	Kona Family Health Center	75-170 Hualalai Rd. #C110	Kailua-Kona	HI	Hawaii Island-West	2016
70	Kula Hospital	100 Keokea Pl	Kula	HI	Maui	2015
71	Lanai Community Health Center	478 Lauhala Pl.	Lanai City	HI	Lanai	2013
72	Lanai Community Hospital	628 7th St	Lanai City	HI	Lanai	2015
73	Leahi Hospital	3675 Kilauea Ave	Honolulu	HI	Oahu	2015
74	Life Care Center - Hilo	944 W Kawaiiani St	Hilo	HI	Hawaii Island-East	2010
75	Lucio Pascua, MD	302 California Ave # 106	Wahiawa	HI	Oahu	2014
76	Lynda Dolan MD	409 Kilauea Ave	Hilo	HI	Hawaii Island-East	2015
77	Malama Perinatal Project	399 E Kawili St. Ste. 105	Hilo	HI	Hawaii Island-East	2008
78	Malama Pono Kauai AIDS Project	4357 Rice St Unit 101	Lihue	HI	Kauai	2007
79	Maluhia	1027 Hala Dr,	Honolulu	HI	Oahu	2015
80	Maui Memorial Medical Center	221 Mahalani St,	Wailuku	HI	Maui	2015
81	Maui Public Health Nursing	54 High St. Room 301	Wailuku	HI	Maui	2007
82	Medina, Luz P. M.D.	99 S Market St # 103, Wailuku, HI 96793	Wailuku	HI	Maui	2017
83	Minute Clinic - Caremark	CVS Stores		HI	Statewide	2013
84	Miriam Chang, M.D	46-001 Kamehameha Hwy	Kaneohe	HI	Oahu	2013
85	North Hawaii Community Hospital	67-1125 Mamalahoa Hwy	Waimea	HI	Hawaii Island-North	2010
86	North Shore Orthopedics and Sports Medicine	1827 Wells St.	Wailuku	HI	Maui	2011
87	Office for Social Ministry	140-B Holomua St.	Hilo	HI	Hawaii Island-East	2007
88	Pahoa Family Health Center	15-2866 Pahoa Village Rd., Bldg. C, Ste A	Pahoa	HI	Hawaii Island-East	2007
89	Pali Momi Medical Center	98-1079 Moanalua Rd	Aiea	HI	Oahu	2017
90	Paniolo Country Pediatrics LLC	67-1123 Mamalahoa Hwy, Ste. 136	Kamuela	HI	Hawaii Island-North	2007
91	Pediatric Group of Honolulu	1319 Punahou St.	Honolulu	HI	Oahu	2016
92	Peter Matsuura, MD.	670 Ponahawai St. Ste. #214	Hilo	HI	Hawaii Island-East	2016
93	Physician Services Hilo LLC	16-590 Old Volcano Rd	Keaau	HI	Hawaii Island-East	2009
94	Planned Parenthood of Hawaii	1350 S. King St. Ste. 309	Honolulu	HI	Oahu	2013
95	Public Health Nursing- Hilo	75 Aupuni St. Room 106	Hilo	HI	Hawaii Island-East	2001
96	Public Health Nursing- Kauai	3040 Umi St.	Lihue	HI	Kauai	2006

**APPENDIX E**  
**School of Nursing MOU's**

#	Organization	Address	City	State	Island	Date
97	Pulmonary Associates	2000 Goldring Ave	Las Vegas	NV		2013
98	Queens Medical Center	1301 Punchbowl St.	Honolulu	HI	Oahu	2014
99	Salvation Army Family Intervention Services	PO Box 5085	Hilo	HI	Hawaii Island-East	2003
100	Samuel Mahelona Medical Center	4800 Kawaihau Rd	Kapaa	HI	Kauai	2015
101	Straub Clinic and Hospital	888 S King St	Honolulu	HI	Oahu	2017
102	Syuck Saito, MD	868 Ululani St.	Hilo	HI	Hawaii Island-East	2007
103	The Aging and Disabililty Resource Center	1055 Kinoole St. Ste. 101	Hilo	HI	Hawaii Island-East	2009
104	Turning Point For Families, INC.	1266 Kamehameha Ave	Hilo	HI	Hawaii Island-East	2007
105	UH Community Colleges (HCC, Kap CC, Kauai CC, Maui College)			HI	Oahu, Maui, Kauai	2017
106	VA MOU Agreement	459 Patterson Rd.	Honolulu	HI	Oahu	2014
107	Wahiawa General Hospital	128 Lehua St.	Wahiawa	HI	Oahu	2017
108	Waianae Coast Comprehensive Health Center	86-260 Farrington Hwy	Waianae	HI	Oahu	2013
109	Waimea Urgent Care	65-1230 Mamalahoa Hwy, Ste. A	Kamuela	HI	Hawaii Island-North	2011
110	West Hawaii Community Health Center	75-5751 Kuakini Hwy Ste 101A	Kona	HI	Hawaii Island-West	2010
111	West Hawaii Home Health Service	PO Box 859	Captain Cook	HI	Hawaii Island-West	2007
112	Wilcox Memorial Hospital	3-3420 Kuhio Hwy	Lihue	HI	Kauai	2017
113	Women, Infant, Children (WIC) State of Hawaii DOH	88 Kanoelehua Ave. Ste. 201	Hilo	HI	Hawaii Island-East	2008
114	Young Life Parent Project	36 Lono St.	Hilo	HI	Hawaii Island-East	2003
115	Yukio Okutsu State Veterans Home	1180 Waianuenu Ave.	Hilo	HI	Hawaii Island-East	2013
116	YWCA of Hawaii Island	145 Ululani St	Hilo	HI	Hawaii Island-East	2007

1285 Waianuenue Avenue Hilo, Hawaii 96720 PH 808/932-3590 FAX 808/974-6864

Date: 2/20/18

*Dr. Alice Davis  
Director of School of Nursing  
Director of Doctor of Nursing Practice*

Aloha Dr.Davis,

I write on behalf of Dr. Noemi Arzaga, in support of your Doctor of Nursing/Family Nurse Practitioner program.

Noemi was the first graduate of your DNP/FNP program of UH-Hilo and were fortunate to have gained her as one of our provider in our busy medical oncology clinic. She serve as the link between myself and our patients who are receiving active oncologic treatments and highly performs within her score of practice.

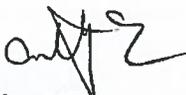
There is a great need of providers most especially in the rural areas of the Big Island where patients have to travel long distance to seek medical oncologic care. Many flies to other islands or go to the Mainland but for majority of the population, serving the underserved, they remain here and receive treatment in the island.

We're the only Oncology Center in the East Hawaii Region and have always been one of the busiest HMC clinic. As the only Medical Oncologist in East Hawaii, I have to make sure that all patients receiving oncologic care have access to medical services and support that our patient needs during and after their oncologic journey. Having Noemi as one of the nurse practitioner working with me side by side, I feel assured that our patients are receiving safe oncologic care and are receiving timely diagnostic and therapeutic services from the beginning of their therapy to the end.

As a partner of a graduate of your program, Dr. Noemi Arzaga, I highly support your nurse practitioner program in bridging the gap of medical access and quality of care, cost-effectivity of care, and it's whole intent of meeting the demand of our growing rural population, to serve as primary care providers (PCPs) in the Island. I hope to see younger nurse practitioners or providers who lives and remain in the island like Noemi to be able to provide, serve, and address the ever increasing medical needs and health care access in our community. I am fortunate to have Noemi chose us and glad to work with her as she continue to serve the medical oncologic needs of our community.

Should you have any question, please let me be informed.

Sincerely,



Dr. Anthony Lim, MD  
Medical Oncologist, Hawaii Pacific Oncology Center



*You're Someone Special*

To: University of Hawaii Board of Regents

From: Derek Kurisu

Re: Doctor of Nursing Practice Program at UHH

Esteemed Board of Regents Members

I am Derek Kurisu, Executive Vice President of KTA Super Stores, located on the Island of Hawai'i. KTA has a long-standing relationship with the University of Hawai'i School of Nursing (UHH SON). I have served on the SON Community Advisory Committee for many years and have been actively involved in supporting the programs offered by the SON, most recently the DNP program. The purpose of this letter is to provide community support for transition of the DNP program from provisional to permanent status.

Early in the development phase of the UHH SON DNP, community leaders like myself were asked what are the major health care concerns facing Hawai'i Island. There was unanimous agreement that the shortage of primary health care was ever present and getting worse. Although there have been many attempts to keep primary care physicians on the island, these efforts have not been sustained. The UHH SON DNP is a critical component of providing primary health care to our local residents across rural Hawai'i Island and other rural areas of the state.

Graduates of the UHH SON DNP program are well prepared to care for the needs of the rural and underserved populations of our state. They have been hired as primary care providers in many rural health clinics as well as state sponsored health clinics (Hilo Medical Center.) The value of the DNP education is being recognized by individuals who seek the care of an NP as well as by physician providers who are hiring DNPs to expand their practice and relieve their workload.

My personal physician, has a nurse practitioner (NP) to help serve his many patients. On most of my last minute doctor visits, I am served by this NP. I am grateful to be being treated and cured by a professional whom I trust. Due to the shortage of physicians on our island, we need more NP to help improve our health care shortage.

To date, the feedback from community groups and individuals is positive. The UHH SON DNP program is making an impact on health care in rural Hawai'i. This DNP program at UHH SON is unique to the needs of rural and underserved Hawaiians and cannot be lost.

Thank you,

Derek Kurisu

PHONE: (808) 959-4575

50 EAST PUAINAKO STREET, HILO, HAWAI'I 96720

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**Provisional Academic Program Review  
for Established Status**

**Doctor of Nursing Practice (DNP)  
Program**



**School of Nursing & Dental Hygiene  
University of Hawai'i at Mānoa**

December 8, 2017

## **UHM DNP Provisional Academic Program Review for Established Status**

### **Administrative Locus**

School of Nursing & Dental Hygiene (SONDH)

### **Self-Study Committee**

Clementina Ceria-Ulep, PhD, RN, (chair)  
Associate Dean for Academic Affairs & Interim Program Director

Pualani Gandall-Yamamoto, DNP, APRN-Rx, FNP-BC, DNP  
Specialty Program Director

Debra Mark, PhD, RN, FAAN  
Associate Professor

Kristine Qureshi, DNSc, RN, FAAN  
Associate Dean for Research

Maureen Shannon, PhD, CNM, FAAN  
Graduate Chair, SONDH

Alice Tse, PhD, APRN, RN, FAAN  
Department Chair, SONDH

### **Provisional Program**

Doctor of Nursing Practice (DNP)

### **Date of DNP Program Implementation**

Fall 2012

# UHM DNP Provisional Academic Program Review for Established Status

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### Executive Summary

In May 2011, the UH Board of Regents provided provisional approval to the School of Nursing and Dental Hygiene (SONDH), UH Mānoa (UHM) to offer the Doctor of Nursing Practice (DNP) degree. Enrollment began in fall 2012 and as of fall 2017, we have awarded the DNP degree to 25 students. The fall 2017 student enrollment is 85.

The guiding framework for the program continues to be *The Essentials of Doctoral Education for Advanced Nursing Practice* (the American Association of Colleges of Nursing (AACN), 2006) and the *DNP: Current Issues and Clarifying Recommendations* (AACN, 2015). The DNP Program was accredited by the Commission on Collegiate Nursing Education (CCNE) for five years in 2014. The program will be reviewed again during the SONDH accreditation site visit scheduled for March 2019.

In response to community requests to increase access to the DNP degree, the program was revised in 2015. Two additional post-Master of Business Administration (MBA) pathways and two post-baccalaureate pathways to the DNP are now offered.

The DNP program's focus is interdisciplinary and practice partnership, and draws on faculty within the Department of Nursing (DON) as well as from across the UHM campus. The interdisciplinary courses are taught by faculty from the Communication and Information Sciences Program, Political Science, Public Health, Shidler College of Business, and William S. Richardson School of Law.

During provisional years one to three, the average class size was 10 students. In the 2016-17 year with increased program enrollment, the program increased efficiency noting an average class size of 18 students. The number of DON faculty teaching in the DNP program has increased from .75 FTE in 2012-2013 to 4.25 FTEs in 2016-17. The program continues to be funded using existing general fund and tuition revenues; no additional funds are needed. In 2016-17, the DNP program generated 665 student semester hours (SSH) with an instructional cost of \$605/SSH. With the exception of the first year (due to low initial enrollment), program costs are in balance with the tuition revenue and program budget. The physical resources in Webster Hall available to the program are adequate to meet the needs of the program.

The DNP program uses a systematic process to determine program effectiveness as demonstrated by aggregate student, faculty, and program outcomes using the DON Evaluation Matrix. The DNP program data shows an average completion rate of 74% and retention rate of 79%. The length of time from enrollment to graduation was two years in 2017. Assessment results indicate students are satisfied with their classes, faculty and would recommend the program to a colleague. Alumni are employed in a range of care delivery and academic settings.

### Provisional Program Review Narrative

#### **1) Is the program organized to meet its objectives?**

*(Discussion of curriculum, requirements, admissions, advising and counseling, and other aspects of the program, with reference to its program outcomes. Identify any differences to the program from what was approved by the Board of Regents.)*

The Doctor of Nursing Practice (DNP) program at the University of Hawai'i at Mānoa (UHM) School of Nursing and Dental Hygiene (SONDH) is designed to meet our statewide demand for a highly competent nursing workforce equipped with the skills to ensure the delivery of safe, quality nursing care in Hawai'i. The DNP is designed as a professional (practice) doctorate integrating evidence-based practice, quality improvement, and systems leadership to prepare experts and leaders in specialized advanced nursing practice.

The program outcomes align directly with [\*The Essentials of Doctoral Education for Advanced Nursing Practice\*](#) (AACN, 2006). The program learning objectives prepare graduates who are skilled as novice clinicians, change agents, and systems leaders, capable of integrating evidence to improve the quality of health care.

The DNP graduate is prepared to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences.
2. Demonstrate leadership in organizations and health care systems to promote safe, efficient care delivery to both individuals and populations.
3. Assume a leadership role in the translation and application of research and clinical practice models to improve outcomes to meet health care needs of culturally diverse populations.
4. Utilize technology and informatics to improve health care and to implement change in health care systems.
5. Design, influence, and implement health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.
6. Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.
7. Demonstrate health promotion and population health as a priority in improving health care delivery.
8. Demonstrate safe, effective and efficient practice in a defined area of advanced nursing practice.

#### **Curriculum**

The *Essentials of Doctoral Education for Advanced Nursing Practice* is the guiding framework for the DNP program (AACN, 2006). These eight *Essentials* (competencies) are endorsed by both the Commission on Collegiate Nursing Education and the National Academy of Medicine (formerly the Institute of Medicine). In addition to the AACN DNP *Essentials*, the UH Mānoa DNP program goals, learning outcomes, and

## UHM DNP Provisional Academic Program Review for Established Status

curriculum are aligned with the National Task Force on Quality Nursing Practitioner Education (NOPF) *Criteria for Evaluation of Nurse Practitioner Programs*, 2016.

For post-master's students, the curriculum is offered via distance education, enabling students across the state and Pacific Region to access the program. Exceptions to online offerings include nurse practitioner courses that require hands-on skill development (physical assessment and precepted clinical practicum) and courses taught by other colleges.

Specialty Pathways. The SONDH offers the two-year, part-time [Master's to DNP](#) pathway (map) as presented in Appendix A.

Following the attainment of Provisional Status, subsequent community input led to the development of new pathways and specialty areas:

1. Advanced Practice Registered Nurse (APRN) pathways in August 2015:
  - a. The [Adult Gerontology Primary Care Nurse Practitioner](#) (AGPCNP) and
  - b. The [Family Nurse Practitioner](#) (FNP), and
2. MBA-to-DNP Pathway effective August 2017.

*Advanced Practice Registered Nurse (APRN) Pathways.* In 2014, the Department of Nursing (DON) conducted a community assessment including DNP-prepared and other faculty, advanced practice nursing graduate students, and our community partners specific to the uptake of the DNP program. We noted that Hawai'i has a shortage of primary care providers and there is increasing demand for APRNs with clinical skill and competence in system design. Faculty reported that the master's curriculum was not designed to include depth in systems content. The input from these stakeholders indicated a need for post-baccalaureate and Graduate Entry to Nursing<sup>1</sup> pathways directly into the DNP Program. After careful analysis, and with the full support of the faculty, the DON created post-baccalaureate- and Graduate Entry to Nursing pathways directly to the DNP for students selecting the Adult-Gerontology Primary Care and Family Nurse Practitioner tracks. With the addition of post-baccalaureate pathway options for the DNP, the SONDH stopped out the Family Nurse Practitioner, Adult Gerontology Nurse Practitioner, and Nursing Executive Leadership specialties in the master's of science and graduate certificate programs, effective fall 2014. The APRN program maps (pathways) are presented in Appendix B and C.

*MBA-to-DNP Pathways.* Subsequent community input led to the development of the post-MBA in Healthcare pathway and the post-MBA pathway. Individual courses and the curriculum of the two new pathways were developed by faculty based on national trends, input provided by the local community, and engagement with UHM's Shidler College of Business. The first post-MBA students will enroll in fall 2018.

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<sup>1</sup> For those with degrees in fields other than Nursing and who do not have a Registered Nurse license.

## UHM DNP Provisional Academic Program Review for Established Status

**Eligibility for National Specialty Certification.** The curriculum of the two APRN pathways is designed to ensure eligibility for national certification. Graduates are eligible to sit for national certification by either the American Nurses Credentialing Center or the American Academy of Nurse Practitioners. Future post-MBA graduates from our program who meet the experience criteria will be eligible to sit for national certification in executive nursing practice by the American Organization of Nurse Executives.

### **Requirements**

The basic requirements have not changed since the program's inception. Each student is required to attend summer intensive(s); pass each course in their specialty pathway; develop, implement, and evaluate a DNP Project that makes a significant contribution to healthcare; complete a total of 1,000 hours of academically-supervised practicum; and successfully present their DNP Project proposal and results.

The **Master's to DNP** specialty area requirements have changed slightly over the past five years, from 37 credits to a minimum of 36 up to 53 credits (to meet the 1,000 hour requirement). Course content remains consistent with the *Essentials and NOPF Criteria*. The post-baccalaureate/Graduate Entry to Nursing student completes 77 credits. The requirements for the newly approved specialty areas, **AGPCNP, FNP, MBA-HC, and MBA**, vary by coursework and total number of credits for graduation.

**Table 1: DNP Pathway Credit Requirements**

Pathway	Specialty	Credits Required	Study Options (Program Length)
<a href="#"><u>Bachelor's to DNP*</u></a> <a href="#"><u>Graduate Entry (GEPN) to DNP*</u></a>	Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)	77	Full-time (3 years) Cohort model
	Family Nurse Practitioner (FNP)	77	Full-time (3 years) Cohort model
<a href="#"><u>Master's to DNP</u></a>	Organizational Leadership	36 - 53	Part-time (2 years) Cohort model
<a href="#"><u>MBA to DNP</u></a>	Organizational Leadership	29 (minimum)	Part-time (3 semester minimum) Cohort model

*\*Post-Baccalaureate and GEPN students must complete the pre-licensure year and obtain the RN license by the end of the first semester of the specialty track coursework.*

### **Admissions**

The admission requirements and process have undergone modification for increased efficiency and effectiveness. We revised our explicit [admission criteria](#) for each specialty area, implemented the use of a software package for application management, Nursing's Centralized Application Service, and standardized a rolling admission process. More information on admissions criteria may be found online. <http://www.nursing.hawaii.edu/graduate/dnp/howtoapply>

**Cohort Model.**

Another significant change was the implementation of a cohort model. The curriculum is based upon a sequential progression, where each course builds upon previous course work to facilitate the development, implementation, and evaluation of the DNP Project. Students enroll and progress as a cohort. We have found this to be an effective strategy to engage adult learners.

**Advising & Counseling**

Roles and responsibilities of key DNP Program personnel have evolved over the past five years. Preadmission advising is provided by the DNP Program Coordinator. As they progress through the program, each student receives advisement, counseling, and support from the (1) Program Director, (2) Program Coordinator, (3) Project Team of Chair, Content Expert, Faculty Member, and (4) Specialty Track Director.

**2) *Are program resources adequate?***

*(Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment.)*

The DON resources including faculty, funding and facilities are sufficient to achieve the mission, goals, and expected student and faculty outcomes for the DNP Program.

**Faculty**

Faculty member mix is sufficient to achieve the mission, goals, and expected DNP student and faculty outcomes. Faculty leading and teaching in the DNP program are ethnically, culturally, and linguistically diverse. The DNP program's focus on interdisciplinary and practice partnership draws on faculty within the DON as well as from across UH and the healthcare community. The interdisciplinary courses are taught by faculty from the UHM Communication and Information Sciences Program, Political Science, Division of Public Health, Shidler College of Business, and William S. Richardson School of Law. See Appendix D for a listing of faculty available for the DNP program.

There are a sufficient number of faculty members available to ensure quality clinical experiences for APRN students. APRN faculty have academic responsibility for the supervision and evaluation of AGPCNP and FNP students and for oversight of the clinical learning environment. The faculty/student ratio for NURS 675 Advanced Practice Clinical is 1:8, which is sufficient to ensure adequate supervision and evaluation of APRN students. Faculty to student ratios comply with Hawai'i Board of Nursing regulations.

In addition to compensated faculty members, the DON has more than 200 adjunct (non-compensated) faculty members. Each volunteer faculty has graduate preparation and commits to providing at least 40 hours per year to the department. Some adjunct faculty members precept the Advanced Practice students, some provide

## UHM DNP Provisional Academic Program Review for Established Status

guest presentations in didactic courses, while others participate in simulation activities in the THSSC, and serve on DON committees.

In 2014, SONDH joined the [Nursing Education Exchange \(NEXus\)](#), a collaboration of doctoral nursing programs that allows our students to enroll at member colleges and universities to take courses that may not be offered at UHM. At the same time, we offer enrollment in certain SONDH courses to students of NEXus participating programs.

### **Budget & Sources of Funds**

The budget for the DNP Program is included in the SONDH overall resources, funding and operational costs are shown in Appendix E. The program continues to be funded using existing general funds and tuition revenues; no additional funds are needed.

### **Facilities & Equipment**

The physical resources in Webster Hall available to the program have not changed since the initial application and are adequate to meet the needs of the program. A majority of the courses continue to be online and SONDH's technology services and the Multimedia Instructional Design team continue to offer state-of-the-art support to faculty, staff, and students.

### **Community Collaboration and Affiliation**

UH Mānoa Nursing partners with the nursing programs at three UH community colleges to offer a seamless Associate Degree (AD) to Bachelor of Science (BS) program on Maui, Kaua'i, and with Kapi'olani Community College on O'ahu. Close to 50% of AD graduates are completing the one additional year of study with clinical placements on their home island. By increasing access to the BS, we have created a pathway for graduates of this program to progress to the BS to DNP program.

Hawai'i Keiki, the school partnership with the Department of Education, was developed to increase academic success of keiki through improved student and campus health. We have a nurse in each Complex Area throughout the state to provide campus based services and participate in career readiness activities. These sites are available for clinical learning of the DNP students.

Students learn through field work and clinical laboratories statewide. The school maintains affiliation agreements with over 200 healthcare agencies and relationships with the clinical faculty, clinical preceptors, and agency placement coordinators to ensure quality clinical experiences for students. Moreover, the importance of the students obtaining experiences in rural, culturally diverse, medically underserved areas of the State (including areas on O'ahu) is emphasized. Responses from students about these experiences are overwhelmingly positive; and the preceptors have indicated their ongoing commitment to the education of our students.

## UHM DNP Provisional Academic Program Review for Established Status

Many of our graduates hold adjunct faculty appointments and serve as clinical preceptors for our students, thereby continuing their support of the School's endeavor to increase the nursing workforce. Clinical practicum sites include Community Health Centers/Federally Qualified Health Centers (FQHC) on O'ahu such as Kalihi Palama Health Center and Waianae Coast Comprehensive Health Center, and on Neighbor Islands such as Lanai Community Health Center, Community Clinic of Maui and Hilo Bay Clinic. Wahiawa Center for Community Health in rural O'ahu has signed a partnership agreement with the school to serve as a site for APRN faculty practice and clinical placement for BS and graduate students. In a typical year, students and faculty provide over 100,000 hours of service to community organizations.

Foundations from throughout the state as well as individual philanthropists provide support for programs and most important, provide scholarships for students.

### **3) Is the program efficient?**

*(An assessment of productivity and cost/benefit considerations within the overall context of campus and University "mission" and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with other programs in the college, on the campus and, as appropriate, similar programs on other UH campuses. Analysis of numbers of majors, graduates, SSHs offered, service to non-majors, employment of graduates, enrollment in graduate programs, etc.)*

### **Mission & Development Plans**

The School mission, vision, strategic imperatives, and expected student outcomes are congruent with the UHM vision, mission, strategic imperatives, and expected student outcomes. The [University of Hawai'i System's Strategic Directions, 2015-2021](#) will shape the actions taken by the UH System for the foreseeable future. The Mānoa plan for 2015-2021 aligns the plan with the next comprehensive re-accreditation visit from the Western Association of Schools and Colleges (WASC) as well as with the System's Strategic Directions. The DNP program objectives align with and are in support of Mānoa's Strategic Goals.

### **Student Semester Hours**

Each of the DNP pathways vary in length and require varying numbers of credits to meet the *Essentials*. In 2016-17, the DNP program generated an estimated 665 Student Semester Hours (SSH). The SONDH overall annual SSH during this period was 11,330 (see Appendix E).

### **Cost/Benefit Analysis**

During provisional years one to three (2012, 2013, and 2014), new student enrollment was 10, 12, and 6 students respectively. The DNP instructional faculty FTE during this period was 1.25 FTE with two courses offered by other units in years one and two, and three in year three, which are not reflected in the SSH or DON program cost. The average DNP class size during this period was 10 students, which is the adequate enrollment amount for didactic course efficiency in the DON. Other program costs included .50 FTE of a program coordinator, the NEXus Academic Collaborator

## UHM DNP Provisional Academic Program Review for Established Status

Fee (described below), and costs to host the annual summer DNP student intensive. With the exception of year one start-up, program costs for subsequent years were in balance with tuition revenue and the program budget.

The increased program enrollment with an average DNP class size of 18 students has increased efficiency. The clinical courses, due to accreditation and licensing standards, are maximized to an enrollment of 8 students. The graduate nursing differential tuition revenue covers a large share of program costs. The current DNP instructional faculty FTE is 4.25 with three courses offered by interdisciplinary partners at UHM (not included in FTE or SSH). The current Instructional Cost with Fringe per SSH for the DNP is estimated at \$605, which is comparable to other clinically-based program costs such as medicine. The SONDH projects that program costs will continue to be in balance with tuition revenue and the program budget.

### **Service to Non-Majors**

DNP students are fortunate to take UHM courses with students beyond the nursing major. The final year of the program affords the students opportunities for inter-professional collaboration with colleagues across campus (e.g., business, informatics, law, political science, and public health). Students benefit by sharing perspectives unique to their own discipline and enhanced understanding. These more complex courses also enable further refinement of the implementation and evaluation of the DNP Project.

### **4) Evidence of student learning and program success**

*(Assessment of whether or not students are meeting the program outcomes and a summary of the evidence used to reach this conclusion. Data on time to degree trends, retention and actions to increase retention and on time graduation. Indicators of program quality, e.g. accreditation or other external evaluation, student performance on external exams, student employer satisfaction, alignment with Hawai'i economic demand, employment/graduate school trends of graduates, awards to faculty and students, etc.)*

The accomplishments of graduates and strong student, alumni, and employer satisfaction attest to the effectiveness of the program. The regular and formal collection and use of aggregate student outcome data determines program effectiveness and fosters ongoing program improvement.

### **Accreditation Findings**

The DNP Program was accredited by the Commission on Collegiate Nursing Education in 2014. The evaluators reported no compliance concerns with the four standards and 28 criteria, including: *Program Quality* criteria for Mission and Governance, Institutional Commitment and Resources, and Curriculum and Teaching-Learning Practices; and *Program Effectiveness* criteria for Assessment and Achievement of Program Outcomes. To satisfy the five-year requirement, a Continuous Improvement Progress Report was submitted in June 2017 and is currently under review by the Commission on Collegiate Nursing Education.

UHM DNP Provisional Academic Program Review for Established Status

**Student Performance**

Student performance continues to be assessed in accordance with the DON Evaluation Matrix using formative and summative measures. These measures continue to include end-of-course evaluations (done each semester), end-of-program evaluations, and direct measures of student learning.

**Course Evaluations.** Course evaluations provide student perceptions of success in meeting course objectives (mapped to program outcomes). The minimum expectation is a score of 3.5 on a 5-point Likert scale for all items and total mean scores. End of Course Evaluations from 2014 to 2016 indicate that we met or exceeded our benchmark of  $\geq 3.5$  mean score for student perceptions of success in meeting learning outcomes, and instructor effectiveness.

**Table 2. DNP Course Evaluation Survey Results, 2014-2017**

Year	Course	SLO* Mean	Overall Mean
2014	NURS 730	4.4	4.55
	NURS 750	4.3	4.25
	NURS 761	4.6	4.47
2015	NURS 613	3.3	3.63
	NURS 662	3.9	3.67
	NURS 669	3.9	4.14
	NURS 730	4.7	4.69
	NURS 750	3.5	3.04
	NURS 761	4.8	4.67
2016	NURS 612	4.5	4.67
	NURS 612L	4.4	4.49
	NURS 613	4.0	3.79
	NURS 616	4.1	4.01
	NURS 621	3.8	3.67
	NURS 629	4.5	4.63
	NURS 635	4.6	4.66
	NURS 662	4.5	4.36
	NURS 669	3.6	3.05
	NURS 730	3.8	3.83
	NURS 750	4.3	4.27
	NURS 761	4.3	4.44
2017 (spring)	NURS 612	4.6	4.66
	NURS 612L	4.7	4.81
	NURS 616	3.9	3.91
	NURS 629	4.0	3.91
	NURS 633	4.9	4.91

UHM DNP Provisional Academic Program Review for Established Status

Year	Course	SLO* Mean	Overall Mean
2017 (spring) continued	NURS 675	4.7	4.74
	NURS 761	4.4	4.42
	LAW 521	4.8	4.81
	NEXus GERON 6001	5.0	4.91
	NEXus NURS 658	4.0	4.29
	NEXus NURS 5015	4.1	4.00

\*Student Learning Outcome

Direct Measures of Student Learning. In 2015, Direct Measures of Student Learning were mapped to the DNP Program Learning Objectives, and the *Essentials*. These measures focus primarily on the DNP (Capstone) Project, which provides a strong indicator of whether or not students have mastered skills as change agents and system leaders to improve the quality of health care. Faculty assess the development, implementation, and evaluation of the DNP Project during the proposal and final defense.

The DNP Project development is an example of how the curriculum and teaching-learning practices consider the needs and expectations of students. Each student identifies a clinical issue or problem that s/he is passionate about, is pertinent to community need, and/or is amenable to resolution using an evidence-based practice approach. The DNP Projects are embedded in the community and are designed to directly meet the needs of organizations with diverse cultures across the State and in other communities. Per our assessment results, graduates of the program have gained the knowledge and skills of change agents and systems leaders, capable of integrating evidence to improve the quality of health care.

**Student Satisfaction**

The annual Student Experience Survey is a formative annual evaluation of experiences while a DNP student. The minimum expectation is a score of 3.5 on a 5-point Likert scale for all items and total mean scores. In 2015, the survey was reviewed and shortened to focus on four key areas, including overall school experience, Office of Student Services, courses, and clinical/field work learning experiences.

The responses for 2014 through 2016 indicate that we have met our benchmark of  $\geq 3.5$  satisfaction with the school experience. The highest mean score ratings were related to the responsiveness of the School regarding issues that affect learning, advising by the Office of Student Services during the application process, quality of faculty instruction, and the use of technology for courses. See Table 3.

UHM DNP Provisional Academic Program Review for Established Status

**Table 3. DNP Annual Student Experience Survey Results, 2014 – 2016**

	Mean Score 2014-2015	Mean Score 2015-2016
<b>Overall School Experience</b>		
Degree to which my overall experiences in the program facilitates achievement of my career goals.	4.2	4.0
The responsiveness of the UHM Nursing School to issues that affect my learning.	4.0	4.1
Degree to which each course prepared me for subsequent courses.	3.9	3.7
Quality of my program's curriculum.	4.2	3.5
<b>Office of Student Services</b>		
OSS advising during the application process	5.0	4.5
OSS advising throughout the program	3.9	3.3
Processes of student support services (i.e. scholarship applications, graduation, leave of absence)	3.8	3.7
OSS ability to direct me to appropriate UH services (i.e. financial aid, scholarships, learning assistance center, libraries, counseling)	4.4	3.5
<b>Courses</b>		
Quality of faculty instruction	4.1	4.0
Accessibility of faculty outside of class time	3.9	4.1
Faculty responsiveness to issues that affect my learning.	3.9	3.7
Feedback from the faculty (other than grades) you received in your classroom courses.	4.0	3.9
Coordination among instructors for courses with multiple sections	3.9	3.8
Use of Lulima as a teaching platform for your courses	4.3	4.2
Use of technology for online courses	4.4	4.1
<b>Clinical/Field Work learning Experiences</b>		
Degree to which clinical experiences/field work supports successful progression through the program	3.9	4.2

**End-of-Program Evaluations.** A summative evaluation of the experience as a DON student is collected in the final semester for each graduating student. The minimum expectation is a score of 3.5 on a 5-point Likert scale for all items and total mean scores. Although the data is limited, the results indicate the program is meeting or exceeding the benchmark. Results from spring 2017 reflect student ratings that range from 4.7 to 5.0 on achievement of program outcomes and whether or not students would recommend the UHM Nursing program based on their overall DNP experience (mean score rating of 4.7). See Table 4.

UHM DNP Provisional Academic Program Review for Established Status

**Table 4. DNP Annual End-of-Program Survey Results, Spring 2017  
with scale of 1 (lowest) to 5 (highest)**

Item	Mean Score
<b>Overall School Experience</b>	
Degree to which my overall experiences in the program facilitates achievement of my career goals.	4.0
The responsiveness of the UHM Nursing School to issues that affect my learning.	3.3
Degree to which each course prepared me for subsequent courses.	4.0
Quality of advising from faculty or advisor or program director	4.3
Quality of my program's curriculum.	4.0
Availability of required courses	1.6
Process for course registration	3.3
Timeliness of information about the next semester's schedule of courses	2.3
<b>Office of Student Services</b>	
OSS advising for progression through the program	4.3
Processes of student support services (i.e. scholarship applications, graduation, leave of absence)	3.3
OSS ability to direct me to appropriate UH services (i.e. financial aid, scholarships, learning assistance center, libraries, counseling)	3.3
<b>Courses</b>	
Quality of faculty instruction	4.0
Accessibility of faculty outside class time	3.3
Faculty responsiveness to issues that affect my learning.	3.3
Feedback from the faculty (other than grades) you received in your classroom courses.	3.7
Coordination among instructors for courses with multiple sections	2.3
Use of technology for online courses	3.3
<b>Program Outcomes</b>	
Integrate nursing science with knowledge from ethics, the biophysical, analytical and organizational sciences.	5.0
Demonstrate leadership in organizations and health care systems to promote safe, efficient care delivery to both individuals and populations.	5.0
Assume a leadership role in the translation and application of research and clinical practice models to improve outcomes to meet health care needs of culturally diverse populations.	5.0
Utilize technology and informatics to improve health care and to implement change in health care systems	4.7
Design, influence, and implement change in health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.	4.7
Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.	5.0
Use advanced nursing practice competencies to improve health outcomes for underserved populations, particularly Native Hawaiians and Pacific Islanders.	4.7
<b>Overall DNP Program Experience</b>	

UHM DNP Provisional Academic Program Review for Established Status

Item	Mean Score
I would recommend UHM Nursing to a close friend	4.7
I would recommend the DNP program to a close friend	4.7
The nursing school provided a positive academic experience	3.7
I was challenged to do my best academic work	4.7
I was motivated to do my best academic work	5.0
The information I learned is applicable to my future career	5.0

**Completion Rates**

To date, the only pathway with graduates is the Master's to DNP pathway. DNP completion rates are 60% for students admitted in 2012, 92% for those admitted in 2013, and 67% for students admitted in 2014 and 2015. The average completion rate is 74%. The retention rate of all cohorts admitted to the Master's to DNP pathway is 79%.

*Table 5. Master's to DNP Student Enrollment, Graduation & Retention*

Term/Year of Admission	# Students Admitted/Enrolled	# Students Withdrew	# Students Currently Enrolled	# and % Students Graduated	% Retention Rate
2012-13	10	3	1	6 / 60%	70%
2013-14	12	1	0	11 / 92%	92%
2014-15	6	2	0	4 / 67%	67%
2015-16	6	2	0	4 / 67%	67%
2016-17	2	0	2	-	100%
2017-18	3	0	3	-	100%
TOTAL	39	8	6	25 / 74%	79%

With the addition of the specialty pathways, student enrollment in the DNP has increased and the retention rate for these cohorts is 85% and above. Table 6 below shows the enrollment and retention of students in the specialty pathways, which includes students pursuing the DNP degree via the GEPN and post-baccalaureate students. The first cohort of DNP specialty students are scheduled to graduate in spring 2018 of which 14 are projected to graduate.

*Table 6. Specialty Pathway DNP Student Enrollment & Retention*

Term/Year of Admission	# Students Admitted/Enrolled	# Students Withdrew	# Students Currently Enrolled	% Retention Rate
2014-15	13	2	11	85%
2015-16	26	3	23	88%
2016-17	22	1	21	95%
2017-18	24	0	24	100%
TOTAL	85	6	79	93% average

UHM DNP Provisional Academic Program Review for Established Status

**Employment of Graduates**

The DNP program demonstrates achievement of required outcomes regarding employment rates. As of fall 2017, 25 DNP students have graduated from our program. These graduates were master's-prepared registered nurses and were all working full-time upon entry to the program. A survey of DNP graduates indicated that after receiving the DNP degree, 71% of graduates changed positions or were promoted and 71% received an increase in salary. Furthermore, 82% of graduates noted that their employer provided tuition support while enrolled in the program.

The majority of DNP graduates are employed in healthcare organizations on the island of O'ahu and the U.S. mainland, followed by schools of nursing across the UH System and in California. Employers represent O'ahu's major healthcare systems and a Federally Qualified Health Center. Graduates are also employed in state and federal system organizations including the Department of Health and VA on O'ahu, as well as non-profit organizations.

**Table 7. DNP Graduate Employers & Location**

<b>Employer Organization</b>	<b>Employer Island/State</b>
<b>Healthcare Organizations</b>	
Advantage Health Care Provider, Inc.	O'ahu
Adventist Health Castle	O'ahu
Kaiser Permanente	O'ahu
Pali Momi Medical Center, Hawai'i Pacific Health	O'ahu
The Queen's Medical Center West O'ahu	O'ahu
Straub Medical Center, Hawai'i Pacific Health	O'ahu
Wai'anae Coast Comprehensive Health Center (FQHC)	O'ahu
Chico Enloe Hospital	California
Kaiser Permanente	California
Mission Health System	North Carolina
<b>Universities and Colleges</b>	
UH Kapi'olani Community College Nursing	O'ahu
UH Mānoa School of Nursing & Dental Hygiene	O'ahu
UH Hawai'i Community College Nursing	Hawai'i Island
UH Kaua'i Community College Nursing	Kaua'i
UH Maui College	Maui
California State University	California
<b>State/Federal Systems</b>	
Hawai'i State Department of Health, Public Health Nursing Branch	O'ahu
Spark M. Matsunaga VA Medical Center	O'ahu
U.S. Air Force	Georgia
<b>Non-Profit Organizations</b>	
CHOW Project (Hawaii Statewide Syringe Program)	O'ahu
Life Foundation	O'ahu

### **Placement & Employer Satisfaction**

As a result of the required DNP Project, students have the opportunity to fully integrate didactic coursework in practice settings with an end goal of significantly influencing healthcare outcomes. The DNP Project meets the needs of students while simultaneously meeting the needs of the community, creating a win-win for both parties.

DNP Project sites vary across the healthcare continuum: from acute to long-term care, public and private institutions, and profit and non-profit organizations. Additionally, the growth of the program is requiring an increase in the number of DNP Project sites. In 2016, we sent a request to our community stakeholders asking them to identify topics that DNP students could assist them with. Fortunately, positive experiences with previous DNP students have engendered community support and accommodation for these additional students and their Projects. Additionally, DNP graduates in our community are generous with their support of the program and agree to serve as mentors (content experts) for the students.

### **Awards to Faculty & Students**

Three DNP faculty members are Fellows in the American Academy of Nursing and one in the American College of Nurse-Midwives. One DNP student has been awarded the Jonas Veterans Healthcare Program scholarship. This scholarship is a component of the Nurse Scholar Program that aims to increase the number of advanced practice nurses and faculty who are trained specifically in the unique needs of our veteran population. Several graduates have published their DNP project results in peer reviewed national journals.

### **5) Are program objectives still appropriate functions of the college and university?**

*(Relationship to University and campus mission, Strategic Plan and the Integrated Academic and Facilities Plan, evidence of continuing need for the program, projections of employment opportunities for graduates, etc.)*

*"UH Mānoa must also continue to meet the professional workforce needs of Hawai'i in areas such as education, medicine, nursing, law, business, social work and engineering. Work must continue to integrate education, innovation and scholarship, across disciplines, and to develop the next generation of Hawai'i's leaders."*

*- [UH Integrated Academic & Facilities Plan](#)*

In 2011, both the University of Hawai'i at Hilo and UHM DNP degree programs were approved as provisional programs. The two DNP programs complement each other and provide students a range of pathways and focus areas. The UHM Hawai'i Keiki site at Mountain View School on the Island of Hawai'i is a clinical site for UH Hilo DNP students. As the public university system for the State, the quality, educational nursing programs offered by UH ensure access to care by preparing the DNP workforce to improve the health of residents of Hawai'i.

UHM DNP Provisional Academic Program Review for Established Status

**Need for Continuance**

Hawai'i has a shortage of primary care providers and there is increasing demand for advanced practice nurses (APRN) with clinical skill and competence in system design. With the addition of the post-baccalaureate/Graduate Entry in Nursing pathways, applicants to the DNP program exceed the available seats (see Table 8) and it is anticipated that this trend will continue based on increased demand for the advanced skills necessary for needed improvements in the quality of health care. In the provisional application, it was anticipated that 24 part-time students would be enrolled in the program each August. As of fall 2015, the program has met and exceeded this enrollment projection.

**Table 8. DNP Program Applicants and New Enrollments**

Fall Semester Start	Number of Applicants		Number of New Enrollments	
	Post-Master's DNP	Specialty DNP	Post-Master's DNP	Specialty DNP
2012	34	N/A	10	N/A
2013	27	N/A	12	N/A
2014	15	95	6	13
2015	21	112	6	26
2016	24	125	2	22
2017	11	162	3	24

Several trends indicate increased and continued demand for DNP graduates. The health care industry can expect: (1) ever-increasing lifespans, or the greying of America, with corresponding need for chronic illness management, (2) shifts in health care provision from acute care facilities to the community, (3) direct reimbursements for autonomous care, (4) expanded prescriptive privileges, and (5) nursing leadership roles requiring a terminal degree.

The [Hawai'i Workforce Infonet website](#) is a powerful labor market information system specifically designed for employers, job seekers, researchers and analysts, and others seeking economic and workforce information. As of October 2017, the site identified 732 job openings for registered nurses at an average annual salary of \$78,051. In addition, there were 25 job openings for Nurse Practitioners at a salary range of \$87,000 to \$131, 810. The site noted medium demand for the NP going forward.

**Employment Opportunity Projections**

As stated above, there are several trends that indicate employment opportunities for DNP graduates will increase. Additionally, it is projected that specialty nursing organizations and possibly insurance companies will require the DNP degree of all APRNs; it will become required for entry into practice.

**Relevant Contribution**

The DNP program provides the pathway for graduate- and bachelor's-prepared nurses to continue formal education and access a program targeted to the needs of

their practice area. It continues to support workforce development for nursing, with an emphasis on increasing access to primary care services in community settings and acute care services in hospital settings while creating health care leaders and change agents. The program ensures access to the requisite education for advanced practice nursing, contributes to the development of a stronger primary health care system, and improves the health of the residents of the State of Hawai'i.

### **National Needs**

The 2010 Institute of Medicine Report, [\*The Future of Nursing: Leading Change, Advancing Health\*](#), took a strong position by recommending a doubling of the number of nurses with a doctorate degree by 2020 and expanding the role of nurse practitioners.

In a 2015 Hawai'i State Center for Nursing [\*Workforce Report\*](#), 90% of the 1,312 APRNs licensed in Hawai'i reported the Master's degree as the highest degree held. We have a need to expand educational opportunities for local students in this new role. Hawai'i's diverse population and geographic location offers an opportunity to educate APRNs who provide culturally-tailored, quality health care to the people of this region.

### **International Needs**

Nursing clinical roles, education levels, administrative responsibilities, and expectations for scholarship vary across the globe. The United States, by far, has the highest standards for the nursing profession. A master's degree is attainable in some Pacific region nursing programs, but employment opportunities do not often utilize the role to its fullest extent. That said, a minority of nurses are educated in the United States and return to their home of record to practice. The School's DNP program is perfectly situated to meet the expanding interest in and need for higher nursing education across the region.

### **Educational Needs**

Nationally, the exponential growth of DNP programs speaks to the continued need for the program. In 2010, there were 153 DNP programs with an additional 106 programs in the planning stage. By 2016, there were 289 DNP programs with an additional 128 new DNP programs in the planning stages; 62 of those are post-baccalaureate and 66 are post-master's programs. Between 2014 and 2015, the number of students enrolled in DNP programs increased from 18,352 to 21,995 and the number of graduates increased from 3,065 to 4,100. SONDH is experiencing this same level of interest in the DNP program.

## APPENDIX A



### NURSING

UNIVERSITY of HAWAII at MANOA

*Leadership • Excellence • Innovation*

#### **MASTER'S TO DNP PROGRAM PATHWAY** (36-53 credits: Didactic = 30 cr., NURS 776 = min 6 cr.)

#### Year 1

<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Summer Intensive	<b>NURS 730</b> Principles of Evidence-based Practice for Advanced Nursing (3 cr)	<b>NURS 746</b> Program Evaluation (3 cr)
	<b>NURS 750</b> Leadership and Management of Healthcare Systems (3 cr)	<b>NURS 761</b> Translation Science (3 cr)
	<b>*NURS 776</b> Doctor of Nursing Practice Project (1 cr min)	<b>*NURS 776</b> Doctor of Nursing Practice Project (1 cr min)

#### Year 2

<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Summer Intensive	<b>LAW 532</b> Health Law: Bioethics (3 cr)	<b>ICS 614</b> Medical Informatics (3 cr)
Elective #1 (3 cr)	<b>POLS 670</b> Introduction to Public Policy (3 cr)	<b>*NURS 776</b> Doctor of Nursing Practice Project (1 cr min)
Elective #2 (3 cr)	<b>*NURS 776</b> Doctor of Nursing Practice Project (1 cr min)	
<b>NURS 768</b> Advanced Clinical Economics (3 cr)		
<b>*NURS 776</b> Doctor of Nursing Practice Project (2 cr min)		

**\*NURS 776 DNP Project**

- Graduates of the program shall have "a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program" (AACN, Oct 2016). Essentials of Doctoral Education for Advanced Nursing Practice, p. 19.
- Required Project hours will necessarily vary, dependent on documented post-baccalaureate practicum hours.
- 1 credit hour = 3 hours per week or 45 hours per semester.

APPENDIX B



**NURSING**

UNIVERSITY of HAWAII at MANOA  
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**DNP PROGRAM ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER PATHWAY**

(77 credits: Didactic = 54, NURS 675 = 14, NURS 776 = 9)

<b>Year 1</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Orientation	<b>NURS 613</b> Pathophysiology for Advanced Practice (3 cr)	<b>NURS 612</b> Advanced Assessment and Clinical Reasoning (2 cr) <b>NURS 612L</b> Advanced Assessment and Clinical Reasoning Lab (1 cr)
Summer Intensive	<b>NURS 662</b> Introduction to Leadership & Management of Health Organizations (3 cr)	<b>NURS 616</b> Psychobiology of Human Behavior and Psychopharmacology (3 cr)
	<b>NUR 669</b> Introduction to Evidence-Based Practice & Stats (3 cr)	<b>NURS 629</b> Pharmacology for Nurses in Advanced Practice (3 cr)

<b>Year 2</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
<b>NURS 621</b> Acute and Episodic Care Management (3 cr)	<b>NURS 635</b> Women's Health: Promotion and Maintenance (3 cr)	Gerontology Elective (3 cr)
<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 730</b> Principles of Evidence-based Practice for Advanced Nursing (3 cr)	<b>NURS 746</b> Program Evaluation (3 cr)
Summer Intensive	<b>NURS 750</b> Leadership and Management of Healthcare Systems (3 cr)	<b>NURS 761</b> Translation Science (3 cr)
	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)
	<b>NURS 776</b> Doctor of Nursing Practice Project (1 cr)	<b>NURS 776</b> Doctor of Nursing Practice Project (1 cr)

<b>Year 3</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
<b>NURS 640</b> Chronic Illness Management (3 cr)	<b>LAW 532</b> Health Law: Bioethics (3 cr)	<b>ICS 614</b> Medical Informatics (3 cr)
<b>NURS 768</b> Advanced Clinical Economics (3 cr)	<b>POLS 670</b> Introduction to Public Policy (3 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)
<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 776</b> Doctor of Nursing Practice Project (2 cr)
<b>NURS 776</b> Doctor of Nursing Practice Project (3 cr)	<b>NUR 776</b> Doctor of Nursing Practice Project (2 cr)	
Summer Intensive		

APPENDIX C



NURSING

UNIVERSITY of HAWAII at MANOA

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**DNP PROGRAM FAMILY NURSE PRACTITIONER PATHWAY**

(77 credits: Didactic = 54, NURS 675 = 14, NURS 776 = 9)

**Year 1**

<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Orientation	<b>NURS 613</b> Pathophysiology for Advanced Practice (3 cr)	<b>NURS 612</b> Advanced Assessment and Clinical Reasoning (2 cr) <b>NURS 612L</b> Advanced Assessment and Clinical Reasoning Lab (1 cr)
Summer Intensive	<b>NURS 662</b> Introduction to Leadership and Management of Health Organizations (3 cr)	<b>NURS 616</b> Psychobiology of Human Behavior and Psychopharmacology (3 cr)
	<b>NURS 669</b> Introduction to Evidence-Based Practice & Stats (3 cr)	<b>NURS 629</b> Pharmacology for Nurses in Advanced Practice (3 cr)

**Year 2**

<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
<b>NURS 621</b> Acute and Episodic Care Management (3 cr)	<b>NURS 635</b> Women's Health: Promotion and Maintenance (3 cr)	<b>NURS 633</b> Child Health: Promotion and Maintenance (3 cr)
<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 730</b> Principles of Evidence-based Practice for Advanced Nursing (3 cr)	<b>NURS 746</b> Program Evaluation (3 cr)
Summer Intensive	<b>NURS 750</b> Leadership and Management of Healthcare Systems (3 cr)	<b>NURS 761</b> Translation Science (3 cr)
	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)
	<b>NURS 776</b> Doctor of Nursing Practice Project (1 cr)	<b>NURS 776</b> Doctor of Nursing Practice Project (1 cr)

**Year 3**

<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
<b>NURS 640</b> Chronic Illness Management (3 cr)	<b>LAW 532</b> Health Law: Bioethics (3 cr)	<b>ICS 614</b> Medical Informatics (3 cr)
<b>NURS 768</b> Advanced Clinical Economics (3 cr)	<b>POLS 670</b> Introduction to Public Policy (3 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)
<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 675</b> Advanced Practice Clinical (1-10 cr)	<b>NURS 776</b> Doctor of Nursing Practice Project (2 cr)
<b>NURS 776</b> Doctor of Nursing Practice Project (3 cr)	<b>NURS 776</b> Doctor of Nursing Practice Project (2 cr)	
Summer Intensive		

## APPENDIX D

### University of Hawai'i at Mānoa Department of Nursing Faculty - DNP Program (2016-17)

Name	Position	Education	RN Y/N	Advanced Practice Specialty	Cert Y/N	Course(s) / Role
ALBRIGHT, CHERYL	Researcher	PhD 1983, Univ of Houston, Social Psych & Behavioral Med MPH 1986, UC Berkeley Public Health MA 1982, Univ of Houston, Social Psych & Behavioral Med BS 1977, Univ of Houston, Psychology BA 1972, Univ of TX, Zoology	N	N	N	NURS 776
AZAMA, KATIE	Lecturer*	MS 2013, UHM, Nursing - FNP & Adv Public Health Nursing BS 2011, UHM, Nursing MA 2009, UHM, English BA 2006, UHM, English	Y	FNP	Y	NURS 612 & 612L NURS 635 NURS 635 NURS 640
BALDWIN, CELESTE	Lecturer*	PhD 1998, Bowling Green State Univ, Education MS 1991 DePaul Univ CNS and Nursing Eduaton BSN 1977, St. Louis Univ, Nursing	Y	CNS	Y	NURS 612L NURS 675
BOLAND, MARY	Professor	DrPH 2000, Mailman Sch of Public Health, Columbia Univ MS 1978, Seton Hall Univ, Nursing Care of Children Certificate 1978, Seton Hall Univ PNP BS 1975, University of Pennsylvania, Nursing	Y	PNP	N	NURS 776
BRAGINSKY, NAFANUA	Asst Prof	DNP 2015, UHM PhD 2009, UHM MSN 2002, UHM Nursing - FNP BSN 1995, UHM, Nursing	Y	FNP	Y	NURS 675 NURS 750 NURS 776
CERIA-ULEP, CLEMENTINA	Professor	PhD 1992, Med College of VCU Nursing Admn MSN 1988, UHM Nursing Admn BSN 1982 UHM, Nursing	Y	N	N	NURS 776
CODIER, ESTELLE	Assoc Prof	PhD 2006, UHM, Nursing MSN 1983, Catholic Univ of America, Nursing BSN 1979, American Univ, Nursing	Y	N	N	NURS 613 NURS 776
CONSTANTIN, CAROLYN	Assoc Prof	PhD 2003, Emory University Nursing Post Master's 1997 Boston College, Women's Health NP MS 1988, University of Tennessee Nursing - Maternal Child CNS BA 1983, University of Tennessee, Zoology	Y	WHNP	Y	NURS 776
GANDALL-YAMAMOTO, PUALANI	Asst Prof, FNP Track Director	DNP 2015, UHM Nursing MS 2006, UHM Nursing - FNP BS 2003, UHM, Nursing	Y	FNP	Y	NURS 730 NURS 761 FNP Track Director
INOCENCIO, BEVERLY	Lecturer*	DNP 2013, Univ of Texas Health Sci Ctr APN Leadership Post Master's 2012, Univ of Texas Health Sci Ctr, Acute Care NP MS 2007, UHM Nursing - Nursing Education MA 2001, Webster University Health Services Management BSN 1998, Univ of San Francisco, Nursing	Y	ACNP	Y	NURS 629
KROME, JENNIFER	Lecturer*	MS 2009, UHM Nursing - FNP BS 2007 University of Hawai'i at Hilo, Nursing BA 2004 University of Hawai'i at Hilo, Religious Studies	Y	FNP	Y	NURS 675
LAGAPA-MAU, DIONICIA	Lecturer*	MS 1995, UHM Nursing - FNP BSN 1991, Hawai'i Loa College, Nursing	Y	FNP	Y	NURS 675
LEVASSEUR, SANDRA	Assoc Specialist	PhD 2005, Monash Univ Nursing & Health Sciences MS 1993, La Trobe Univ Gerontology BS 1983 UHM, Nursing	Y	N	N	NURS 776
LINHARES, CARMEN H	Asst Prof	PhD 2007 UHM Nursing MS 1995, Columbia Univ Nursing - Nurse-Midwifery AS 1991 UHM Nursing BA 1987, UHM, Biology	Y	CNM	Y	NURS 612L NURS 776
LORENZO, LENORA	Lecturer*	DNP 2011 University of Southern Alabama Nursing MS 1996, UHM Nursing - FNP & GNP Certificate 1996 UHM, Sch of Public Health- Gerontology MSA 1993 Central Michigan Univ Health Services Admn BS 1977 UHM, Nursing AS 1974, UH, Leeward Community College	Y	FNP GNP BC-ADM CDE CME	Y	NURS 675
MAESHIRO, JOAN	Lecturer*	MS 2008, UHM Nursing - Nurse Practitioner BS 1982, UHM, Nursing	Y	GNP	Y	NURS 675
MARK, DEBRA	Assoc Prof	PhD 2001 George Mason Univ Nursing MSN 1985, UHM Nursing Svc Admn BSN 1981, Univ OR Hlth Science Ctr, Nursing	Y	N	N	NURS 776 DNP Director (Former)
MATTHEUS, DEBORAH	Asst Prof	PhD 2013 UHM, Nursing MSN 1990, Simmons College BSN 1985, American International College, Nursing	Y	PNP	Y	NURS 633 NURS 776
MUNOKAWA, COURTNEY	Lecturer*	MS 2014, UHM Nursing - Adult and Geriatric NP BS 2011, University of Portland, Nursing	Y	AGPCNP	Y	AGPCNP Track Director
PARSONS, TERESA	Lecturer*	MN 1987 Emory Univ Perinatal Nursing MA 1983, Central Michigan Univ Mgmt & Supervision BSN 1980 Texas Christn Univ	Y	WHNP	Y	NURS 662
PATRICK, BRADLEY	Lecturer*	DNP 2013, Univ of Tennessee Health Sci Ctr Leadership MBA 2011, University of Wisconsin MS 2005, St. Mary's Univ of Minnesota, Nursing-Nurse Anesthesia BSN 1999 University of North Dakota, Nursing	Y	CRNA	Y	NURS 669
QURESHI, KRISTINE A	Professor	PhD 2003 Columbia Univ Nursing Science MS 1984, Adelphi Univ, Nursing BS 1982, Stony Brook Univ, Nursing	Y	CEN APHN	Y	NURS 776
SHANNON, MAUREEN T	Professor	PhD 2007 UCSF, Nursing MS 1979, UCSF, Nursing BSN 1975, CA State College, Nursing & FNP Certificate	Y	CNM FNP	Y	NURS 635 NURS 776

Name	Position	Education	RN Y/N	Advanced Practice Specialty	Cert Y/N	Course(s) / Role
SULLIVAN KATHLEEN M	Assoc Prof	PhD 2005 UHM, Nursing MS 1991 UHM, Community Mental Hlth Nursing BS 1985 Hawai I Loa College, Nursing	Y	PMH CNS	Y	NURS 616
TESSIER KAREN	Asst Prof	PhD 2007 UHM, Nursing MS 1986 UHM, Nursing Svc Admn BS 1965, Univ CT, Nursing	Y	N	N	NURS 776
TORRES AUDREY	Lecturer	DNP 2015 UHM, Nursing Certificate 1998 Univ of New Mexico Wound Care Nurse MS 1993 UHM, Nursing BS 1991 UHM, Nursing AS 1989, UHM, Nursing	Y	CRRN CIC CWS CNRN	Y	NURS 662
TSE ALICE M	Professor	PhD 1991 Univ IL Chicago, Nursing MSN 1984, Univ Cincinnati, CNS Child Health Nursing BSN 1983, Univ Cincinnati, Nursing	Y	CNS	N	NURS 776
WANG CHEN YEN	Assoc Prof	PhD 1987 Univ TN, Biochemistry MS 1995 Univ TN, Nursing MS 1984 Univ TN, Biochemistry MS 1978 Univ of Chinese Culture, Agriculture BS 1993 Univ TN, Nursing BS 1976 Univ of Chinese Culture, Horticulture	Y	ANP	Y	NURS 612L NURS 776

\*Compensated clinical faculty are appointed as lecturers in accordance with the collective bargaining unit (mostly on a part-time basis)

#### UHM Interdisciplinary Faculty - DNP Program (2016-17)

Name	Position	Education	RN Y/N	Content Expertise	Course
BAKER, MARK (Information & Computer Sciences Department)	Lecturer Medical Informatics Director, Pali Momi Medical Center	Certificate, 2015, Oregon Health Sciences University Biomedical Informatics Certificate, 1989, Univ of California San Francisco, Occupation and Environmental Medicine Residency, 1985, UCLA, Emergency Medicine MD, 1982, Vanderbilt University School of Medicine BA, 1978, University of California San Diego, Biology	N (MD)	Clinical Informatics (Board Certified), Emergency Medicine	ICS 614
GOLDBERG-HILLER, JON (College of Social Sciences)	Professor of Political Science	PhD, 1991, University of Wisconsin, Public Law MA, 1983, University of Wisconsin Madison BA, 1979, Reed College, Political Science	N	Public Policy	POLS 660
MAIS, ERIC (Shidler College of Business)	Professor of Finance	PhD, 1988, University of South Carolina, Finance MBA, 1983, Missouri State University BS, 1982, Missouri State University, Chemistry	N	Healthcare Financial Management	NURS 768
PIETSCH, JAMES (Richardson School of Law)	Professor of Law	AB 1970 Georgetown University JD 1974 Catholic University	N	Law: aging, health, bioethics	LAW 532

## PROVISIONAL PROGRAM RESOURCE TEMPLATE

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: UH Manoa

Provisional Degree/Certificate: Doctor of Nursing Practice (DNP)

Date of BOR Approval: May 2011, Effective Fall 2012

College/Department/Division: School of Nursing and Dental Hygiene

Other Programs offered by the College/Division: BS in Nursing (BSN), MS in Nursing (MSN), PhD in Nursing, BS in Dental Hygiene

<b>Part I: Program Overview</b>		<b>Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Bachelor's</b>					
<b>A. ENROLLMENT (Fall Headcount)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
Projected: DNP	24	48	48	48	48	48	
Actual: DNP	11	22	24	59	65	85	
Undergraduate (BSN, Dental Hygiene)	484	515	493	596	563	503	
Graduate (MSN, PHD)	271	256	241	203	151	115	Admission to PhD temporarily stopped during program review/revision
<b>B. PROGRAM COMPLETION (Annual)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
Projected: DNP	N/A	N/A	24	24	24	24	
Actual: DNP	N/A	1	8	8	7	N/A	
Undergraduate (BSN, Dental Hygiene)	167	278	228	243	199	N/A	
Graduate (MSN, PHD)	64	79	63	76	45	N/A	
<b>C. COURSES, SECTIONS, SSH (Annual)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
No. Courses Offered	139	146	140	137	121	N/A	Total for nursing department
No. Sections Offered	304	388	379	336	287	N/A	Total for nursing department
Annual SSH	16,629	16,423	15,478	13,164	11,330	N/A	Total for nursing department

## Part II: Program Resources

<b>D. RESOURCES/FUNDING</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
Tuition/Special Fund Allocation	\$ 2,688,716	\$ 2,889,614	\$ 2,863,763	\$ 3,192,657	\$ 2,923,094	\$ 2,490,712	Allocation for SONDH; includes undergraduate professional fee
General Fund Allocation	\$ 4,641,259	\$ 4,198,203	\$ 4,256,804	\$ 4,118,200	\$ 4,521,048	\$ 4,615,579	Allocation for SONDH
Summer Session Allocation	\$ 1,170	\$ 1,304	\$ 655	\$ 32	\$ 2,265	\$ 5,000	Allocation for SONDH
Program/Course Fee Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Other Allocation (grants, etc.)	\$ 4,068,766	\$ 5,162,872	\$ 6,236,723	\$ 6,354,232	\$ 5,254,534	\$ 6,003,904	Sources: Outreach tuition credit, graduate differential tuition, extramural grants & contracts
<b>E. PERSONNEL (Instructional &amp; Support)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
Faculty FTE	78.75	70.75	70.95	62.20	48.70	45.70	Nursing FTEs
Faculty Salaries (\$)	\$ 7,263,059	\$ 6,601,265	\$ 6,522,149	\$ 6,068,611	\$ 4,973,511	\$ 4,913,206	Nursing Faculty Salaries
Lecturers (\$)	\$ 275,936	\$ 422,634	\$ 329,859	\$ 209,844	\$ 196,432	\$ 104,438	Nursing Lecturers
Graduate TAs (\$)	\$ 146,124	\$ 119,856	\$ 119,682	\$ 99,390	\$ 103,176	\$ 62,232	SONDH GAs
Other (\$ Advisors, Lab Techs, etc.)	\$ 360,300	\$ 383,556	\$ 249,942	\$ 249,942	\$ 270,564	\$ 283,902	SONDH Support
<b>F. OPERATIONAL COSTS (Equipment, etc.)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Current Year</b>	<b>Comments</b>
	\$ 1,620,234	\$ 1,130,810	\$ 964,101	\$ 707,599	\$ 991,121	\$ 1,596,678	SONDH Operational Cost, Note: FY18 projected operational costs are greater than prior years due to preparation for 2019 accreditation

**G. Indicate whether new facilities are needed to support the continuation of the program (include any off-campus facilities)**

None. The physical resources in Webster Hall available to the program have not changed since the initial application and are adequate to meet the needs of the program.

**H. Indicate if there are other significant resources anticipated beyond the current year.**

No other significant resources anticipated

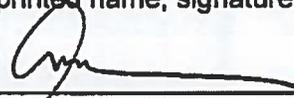
**I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts)**

If new program resources are identified for the future, costs would be funded from reallocation within school budget (source: graduate differential tuition).

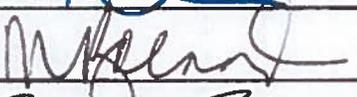
**J. ADDITIONAL COMMENTS:**

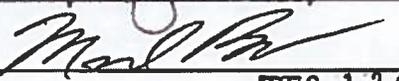
**Part III: Approvals**

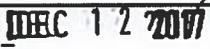
By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

Department/Division Chair: *Alice Tse, PhD, APRN, RN, FAAN, Department of Nursing Chair*  12/5/17

College/Department Administrative Officer: *Christopher Kanehiro, Administrative Officer*  12/5/17

Dean: *Mary G. Boland, DrPH, RN, FAAN, Dean, School of Nursing and Dental Hygiene*  12/6/17

Vice Chancellor for Academic Affairs:  12/19/17

Vice Chancellor for Administration:  

## **Provisional Program Resource Template Instructions**

- A. Headcount Enrollment.** Headcount enrollment of majors each Fall semester. Located at URL: <https://www.hawaii.edu/institutionalresearch/enrReport.action?reportId=ENRT00> Campus data may be used when majors are a subset of enrollment reported in IRAO reports.
- B. Completion.** Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: [https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS\\_DEG\\_TOC](https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC)
- C. Courses, Sections, SSH.** Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. <https://www.hawaii.edu/irodr/login.do?>
- D. Resources/Funding.** Data should come from the College/Department's Administrative Officer using the most current information available.
- E. Academic Personnel.** Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.
- F. Ongoing Operational Costs.** Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.
- G. Facilities.** Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.
- H. Additional Anticipated Cost.** Address whether significant additional resources anticipated beyond the years listed in the New Program Resource Template.
- I. Funding for Anticipated New Resources.** Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.



UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

18 MAY 10 P6:01

RECEIVED

April 26, 2018

'18 APR 30 P3:34

**MEMORANDUM**

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner *David Lassner*  
President

VIA: *Donald O. Straney*  
Donald O. Straney  
Vice President for Academic Planning and Policy

VIA: *John Morton*  
John Morton  
Vice President for Community Colleges

FROM: *for* Manuel J. Cabral *Della Teraska*  
Chancellor

SUBJECT: REQUEST APPROVAL TO CHANGE FROM PROVISIONAL TO ESTABLISHED STATUS, LEEWARD COMMUNITY COLLEGE, ASSOCIATE IN SCIENCE IN HEALTH INFORMATION TECHNOLOGY

SPECIFIC ACTION REQUESTED:

It is requested that approval to change from provisional to established status, Associate in Science in Health Information Technology (HIT) be granted.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

None.

PURPOSE:

Leeward CC has the only HIT Program in the University of Hawai'i Community Colleges (UHCC) System. In May 2017, the HIT Program was awarded accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Leeward CC students are now eligible to take the Registered Health Information Technician (RHIT) national certification that leads to higher paying jobs.

BACKGROUND:

Board of Regents (BOR) Policy, RP 5.201, III.B.2 states: Each provisional program shall be reviewed at the end of its first full cycle. The request to the board for "established" program status shall be submitted in the academic year following the end of the program's first full cycle.

The Leeward CC Associate in Science (AS) in HIT is a 61-credit stackable degree, which includes a Certificate of Competence (16 credits) and a Certificate of Achievement (31 credits). The HIT Program provides classroom instruction that integrates both lectures and practical applications, professional practice experience (practicum), and study preparation for the RHIT. The HIT Program received its provisional program approval by the University of Hawai'i (UH) BOR on May 17, 2012.

The Bureau of Labor Statistics, U.S. Dept. of Labor, *Occupational Outlook Handbook* states: Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. Job Prospects: Prospects will be best for those with a certification in health information, such as the RHIT or the Certified Tumor Registrar (CTR). Source: <https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-6>

The HIT Program received CAHIIM accreditation in May 2017. Six students have passed the RHIT national certification.

ACTION RECOMMENDED:

Recommend approval to change from provisional to established status, Associate in Science in Health Information Technology be granted.

Attachment

1. HIT Program

c: Executive Administrator and Secretary of the Board Oishi

# Health Information Technology Program



UNIVERSITY of HAWAI'I®  
**LEEWARD**  
COMMUNITY COLLEGE

Presented to the  
**University of Hawai'i Board of Regents**

**Provisional to Established Proposal**

Submitted: Spring 2018

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# HEALTH INFORMATION TECHNOLOGY PROGRAM

## BACKGROUND

The Business Technology (BTEC) Program created and executed a Certificate of Completion (CC) in Health Information Technology (HIT) with the Wai'anāe Coast Comprehensive Health Center (WCCHC) in 2007. WCCHC was awarded an Alu Like Grant for the Native Hawaiian Career and Technical Education Programs (NHCTEP) from the Department of Health and Human Services (DHHS) to offer a HIT certificate. The BTEC Program's Business and Industry Advisory Board (April 2010 meeting) encouraged the program to expand the CC in HIT to an associate degree because of the upcoming need for HIT professionals. Most entry-level HIT professionals are responsible for medical coding, which is the transformation of healthcare diagnosis, procedures, medical services, and equipment into universal medical alphanumeric codes. The diagnoses and procedure codes are taken from medical record documentation, such as transcription of physician's notes, laboratory and radiologic results, etc. In the 2012 New Program Proposal, Leeward CC modified its Certificate of Completion in HIT and included it in a stackable, 64-credit associate degree program.

The University of Hawai'i (UH) Board of Regents (BOR) granted provisional approval to Leeward CC's Business Division to offer the HIT Program in May 2012. Although the Program anticipated 20 majors, there were 28 HIT majors in its first year. Between 2012 to present, there have been 630 declared HIT majors.

At the time of the BOR's approval, Heald College was the only associate degree Health Information Technology (HIT) Program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). In April 2015, Heald College ceased its operations; now Leeward CC has the only CAHIIM accredited associate degree program in the State of Hawai'i.

## PROGRAM ORGANIZATION

### Leeward CC Mission Statement

*At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.*

### Program Vision

Leeward's Mission Statement inspired the Business Division to create the HIT Program that included:

- High-quality career and technical education.
- Careers in high-growth areas.

- High professional wages in Hawai'i.
- Opportunities for students in underserved populations.
- Profession with job opportunities, especially federal, around the world to provide our active military/veterans and its families a stable career.
- Careers with upward mobility.
- Nationally-recognized accredited program.
- Path for students to transfer to a bachelor's degree program.
- Prior Learning Assessment (PLA) opportunities for returning adults.
- Path from Leeward CC's Office of Continuing Education and Workforce Development's (OCEWD) non-credit coding program to the credit HIT Program.

### Program Learning Outcomes (PLOs)

- Perform basic coding tasks and maintain accurate reimbursement systems including the preparation of patient access, registration, and patient accounting statements.
- Access, analyze, and interpret data to solve basic health information coding, patient accounting, and supervisory problems.
- Organize, prioritize, and perform work tasks to meet deadlines and schedules.
- Apply health information, records management, and patient financial/patient accounting laws; and code basic cases with industry reimbursement procedures by patient insurance type.

### Advising

The Business Division has a dedicated academic counselor that works with the Academic Specialist to recruit, register, and retain all HIT students. The counselor has been recognized by students and faculty for her dedication to this program, and especially, for helping students to graduate with all of the necessary courses despite a change in curriculum. In addition, the counselor was a key person, along with the Program Coordinator, that helped transition the Heald College students into the Leeward CC HIT Program. In addition to the Business Division counselor, other general counselors are available to advise students.

### Curriculum

The 2012 HIT Program Provisional Proposal (below) included a stackable associate degree (64 credits), which also included a Certificate of Completion (17 credits) and a Certificate of Achievement (34 credits).

Certificate of Completion (17 credits)			First Semester		
Course Alpha/No.	Course Title	Credits			
BUS 101	Business Computer Systems	3			
BUSN 102	Introduction to Health Information Technology	3			
BUSN 115	Reimbursement Methodologies	3			
BUSN 170	Records and Information Management	3			
HLTH 110	Medical Terminology	2			
MGT 121	Customer Service	3			
Certificate of Achievement (17 + 17 = 34 credits)			Second Semester		
Course Alpha/No.	Course Title	Credits			
BUSN 106	Introduction to Medical Coding	3			
BUSN 171	Introduction to Medical Records	3			
BIOL 130	Anatomy and Physiology (DB)	4			
BIOL 130L	Anatomy and Physiology Lab (DY)	1			
ENG 100	Composition I (FW)	3			
MGT 120	Principles of Management	3			
			Third Semester		
Associate in Science (17 + 17 + 15 = 64 credits)					
Course Alpha/No.	Course Title	Credits			
BUSN 108	Introduction to Diagnosis Coding	3			
BUSN 109	Introduction to Procedure Coding	3			
BUSN 175	Disease Pathology and Pharmacology	3			
MGT 124	Human Resources Management	3			
ECON 130 or 131	Principles of Microeconomics or Principles of Macroeconomics (DS)	3			
			Fourth Semester		
Course Alpha/No.	Course Title	Credits			
BUSN 137	Computerized Databases—MS® Access	1			
BUSN 176	Health Statistics	3			
BUSN 192	Business Practicum (160 hours minimum)	2			
BUSN 208	Advanced Diagnosis Coding	3			
BUSN 209	Advanced Procedure Coding	3			
HWST 107	Hawai'i: Center of the Pacific (DH/HAP)	3			

The HIT Program integrated existing Business Division courses in Fall 2012 and created experimental HIT-specific courses as advised by CAHIIM for its 2012 associate degree standards.

Through the direction of CAHIIM and its 2016 associate degree standards, the HIT curriculum was changed and approved through Leeward’s program and course modification process, and it became effective Fall 2016. The HIT sequence of courses lead students toward a Certificate of Competence (16 credits), a Certificate of Achievement (31 credits), and an Associate in Science degree (61 credits). The original Certificate of Completion was changed to a Certificate of Competence. The HIT Industry Advisory Committee has reviewed the curriculum changes to ensure that the student learning outcomes appropriately address the CAHIIM standards, course content, and industry standards.

Three modes of delivery (in person, hybrid, and online) are used to present the HIT curriculum on a rotation basis. The Program also offers the classes at different times of the day and evening in order to address the schedule needs of full-time day students, as well as part-time or evening students.

The Professional Practice Experience and RHIT Study Prep (HIT 192) provides students with an opportunity to simulate a coder’s duty through the HIT Simulated Worksite, as well as practice under the supervision of a community RHIT professional. Below is a snapshot of the current HIT Program. The student advising sheet (Appendix A) also highlights various jobs and certifications available to the students while working toward his/her associate degree and RHIT certification.

### HIT Program, Effective Fall 2016

Certificate of Competence (16 credits) First Semester				Associate in Science (16 + 15 + 15 + 15 = 61 credits) Third Semester			
Course Alpha/No.	Course Title	Credits	Online	Course Alpha/No.	Course Title	Credits	Online
HIT 101	Healthcare Delivery Systems <i>Experimental course known as HIT 197A, effective Fall 2016</i>	3	✓	HIT 115	Reimbursement Methodologies <i>Formerly known as BUSN 115</i>	3	✓
HIT 102	Health Data, Records, and Documentation <i>Formerly known as Introduction to Health Information Technology; name change effective Fall 2016</i>	3	✓	HIT 208	Advanced Coding I <i>Formerly known as Advanced Diagnostic Coding</i>	3	
BUS 101	Business Information Systems <i>Formerly known as Business Computer Systems</i>	3	✓	HIT 209	Advanced Coding II <i>Formerly known as Advanced Procedure Coding</i>	3	
BIOL 130	Anatomy and Physiology (DB)	4	✓	HIT 215	Quality Management	3	
BIOL 130L	Anatomy and Physiology Lab (DY)	1		HIT 220	Healthcare Computing and EHR <i>Experimental course known as HIT 197D</i>	3	✓
HLTH 110	Medical Terminology	2	✓	Fourth Semester			
Certificate of Achievement (16 + 15 = 31 credits) Second Semester				Course Alpha/No.	Course Title	Credits	Online
HIT 108	Introduction to Diagnosis Coding	3	✓	HIT 176	Statistics with Healthcare Science Applications <i>Experimental course known as BUSN 198B, Healthcare Statistics</i>	3	✓
HIT 109	Introduction to Procedure Coding	3	✓	HIT 225	HIM Supervisory Management	3	✓
HIT 171	Health Data, Information, Law and Ethics <i>Formerly known as BUSN 171, intro. to Medical Records Health Information Management (HIM) Law and Ethics; name change effective Fall 2016</i>	3	✓	HIT 192	Professional Practice Experience and RHIT Study Prep (160 hrs. min.) <i>Replaced BUSN 192V, Business Practicum; effective Fall 2016</i>	3	
HIT 200	Disease Pathology and Pharmacology <i>Experimental course known as BUSN 179 and HIT 197C</i>	3		ECON 130 or 131	Principles of Microeconomics or Principles of Macroeconomics (DS)	3	✓
ENG 100	Composition I (FW)	3	✓	HWST 107	Hawaii: Center of the Pacific (Arts & Humanities elective) (DH/HAP)	3	✓

Four students have participated in the Prior Learning Assessment (PLA) Program using Credit by Institutional Exam (CBI); they all passed with over 80 percent. Three passed HIT 106, *Introduction to Medical Coding*; and one passed HIT 171, *Health Data, Information, Law and Ethics*.

The Office of Continuing Education and Workforce Development (OCEWD) has an American Health Information Management Association (AHIMA) accredited Health Technology (HLTH)

Program which prepares students for the Certified Coding Specialist (CCS) national certification. Seven non-credit courses have been identified as having the same student learning outcomes and content; and students have an opportunity to use these courses toward the credit HIT Program.

## PROGRAM RESOURCES

### Business Division

HIT is one of four programs within the Business Division. The Business Division Chair has the responsibility of overseeing the day-to-day operations of the Division and ensures that the faculty have the necessary supplies, equipment, and resources to support teaching and learning. In addition, faculty and students have many resources offered through Academic Services that include Laulima training and course design, technology assistance, content tutoring, photocopying services, library materials, etc. Students with disabilities are referred to the Kāko'o 'Ike (KI) Office, which addresses the necessary student accommodations. The annual CAHIIM accreditation fee (\$2,500) will be paid by the Business Division out of its general budget.

Through Leeward CC funding, the Division has one full-time Secretary II and two part-time student help. The Division Secretary has been extremely helpful to the HIT Program. She took on additional responsibilities that accompanied the building of a new program that included Perkins grant funding.

### Perkins Grants

Since HIT is a Career and Technical Education (CTE) program, the HIT faculty submitted requests for Perkins grants and were awarded three grants.

#### Grant No. 1 - Accreditation and Growth of Health Information Technology Program

Awarded \$53,542 – 2013-2014 AY, grant awarded June 2013. This grant provided the resources to build nine (9) online courses in Laulima. In addition, a special online HIT Program Orientation video was filmed.

This grant help fund the creation of online courses and set the foundation for the HIT Program. An orientation video was created and filmed; all HIT students are required to view this orientation video.

#### Grant No. 2 – Health Information Technology Support

Awarded \$17,894 – 2013-2014 AY, 2012-2013 Title I CTE Carryover Funds, grant awarded October 2013.

This grant help fund the first Health Information Technology Student Society (HITSS) Conference. In conjunction with the HIT faculty, the HITSS created a free two-day conference and invited three national speakers to be the keynote speakers. Break-out sessions using local industry professionals provided an opportunity for the students to network with future employers and learn more about the health information management profession. In order to entice the local professional to attend this two-day conference, AHIMA continuing education credits were provided to the participants. A continental breakfast, snacks, and lunch were provided. This conference has been institutionalized with the support of the Business Division and the Office of

Continuing Education and Workforce Development (OCEWD); however, a nominal fee is now charged to cover the cost of food.

Grant No. 3 – Enhancing the Health Information Technology Program

Awarded \$81,197 – 2013-2014 AY, 2013-2014 Title I CTE Carryover Funds, grant awarded October 2013.

This grant helped fund the HIT Simulated Worksite. The Leeward administrators were supportive in designating a classroom for the HIT Program and provided the networking needed to run this simulated worksite. Additional online courses were developed.

### **HIT Faculty**

There are two full-time faculty in the HIT Program.

1. Patrice Jackson, RHIA, RHIT, CHP, CCS, CHTS-TR, CHTS-IM, CHTS-PW, CMRS  
Instructor and HIT Program Coordinator (CAHIIM: HIT Program Director)
2. Kathleen Cashman, RHIT, CCS  
Instructor

Currently, there are three lecturers that teach in the HIT Program.

1. Darcy Apao, RHIT
2. Rose Bumanglag, RHIT, CCS
3. Phyllis Emerson-Salyers, RN

## **PROGRAM EFFICIENCY**

### **Number of Majors**

The Leeward CC HIT Program had 28 majors in its first academic year, and the number of majors have exceeded the projected numbers. From Fall 2012-present, there have been 630 HIT majors (non-duplicated count).

From 2012-2016, the number of HIT majors increased every academic year; but in 2016-2017, the number of HIT majors decreased. The Business Division counselor had detected that some students with goals of entering into nursing or other allied health fields did not understand the new HIT Program. With the assistance of the counselors and the New Student Orientation (NSO) staff, efforts were made to clarify the HIT profession and to properly advise the students into their correct majors.

When Heald College closed its doors, Leeward CC and other area colleges were invited to attend a special college fair for Heald students. Leeward CC attended the two-day college fair with a team of 17 faculty and staff. The Business Division created a special information sheet for the students that listed the Heald and Leeward classes. Not only were the Heald students appreciative of being able to meet and talk with the faculty, not just college recruiters, they were extremely happy to learn about the possibility that some of their coursework might be eligible for transfer credit. The HIT Program also hosted an information session at Leeward on May 27, 2015, for potential students; its agenda included the application process, counseling appointments, financial aid, One Stop, and the HIT Program.

The Heald College students started enrolling at Leeward in Fall 2015, which was reflected in the increase in majors. Since Heald College courses were aligned with the CAHIIM associate degree standards, the Leeward CC Business Division counselor and HIT Program Coordinator worked together to map Heald's required courses to Leeward's required courses. The Business Division counselor went above and beyond in meeting with the Heald students multiple times to ensure that they were awarded the appropriate credits toward their certificate and/or degree. Since many of the Heald College students entered Leeward CC with completed courses, their graduation period would have been reflected beginning in the 2016-2017 academic year. One former Heald student success story is Lani Alcayde, who wrote a letter of support for the HIT Program. In her letter (Appendix B), Lani stated: "Leeward came to my rescue when I needed it. I was able to transfer all my credits from Heald and picked up where I left off, which was good for me too, because it was closer to home, without traffic." Lani is now a Registered Health Information Technician (RHIT) at Kahi Mohala Hospital.

HIT Majors		
AY	Projected	Enrolled
2012-2013	20	28
2013-2014	40	104
2014-2015	40	135
2015-2016	60	190
2016-2017	80	144

**HIT Courses and Sections**



### Courses, SSH, Fill Rate

As the number of majors increased, the number of sections also increased. In order to offer all the required courses in a rotation schedule, the Business Division hires lecturers to deliver the classes so the students can complete their program.

COURSES, SECTIONS, SSH	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
No. Courses Offered	9	15	16	16	16
No. Sections Offered	9	15	19	23	22
SSH Program Majors in Program Classes	75	273	276	816	981
SSH Non-majors in Program Classes	51	96	201	111	66
SSH in All Program Classes	126	369	477	927	1,047
FTE Enrollment in Program Classes	4	12	16	31	35

According to the Perkins Health Indicators (PHIs) from 2012-2017, the average class size has increased each year from 10.5 to 16.6 (2016-2017). The fill rate has also increased from 65.6 percent to 83 percent (2016-2017).

CLASS SIZE, FILL RATE, COST PER SSH	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average Class Size	10.5	12.3	13.3	15.5	16.6
Fill Rate	65.6%	61.5%	66.2%	83.5%	83.0%
Cost per SSH	\$236	\$219	\$274	\$177	\$192

## Accreditation

Prior to the CAHIIM accreditation, the HIT Program conducted an in-depth self-study. It cross walked the CAHIIM 2016 associate degree standards to the Leeward HIT course student learning outcomes and content. According to CAHIIM's website, it states:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is an independent accrediting organization whose Mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs.

A graduate is required to have completed an accredited CAHIIM program in order to be eligible to take the exam and become certified. CAHIIM accredited programs are quality programs that provide professionally required knowledge and skills, and employment marketability. Graduating from a CAHIIM accredited program offers employers assurance that you have the expected professional knowledge and skills, and have experienced a curriculum that is relevant to today's electronic health record (EHR) environment. Source: <http://www.cahiim.org/accreditation/accreditation.html>

Leeward CC embarked on a journey to obtain the CAHIIM accreditation. Upon the BOR's provisional program approval, the HIT Program submitted an application to CAHIIM and provided evidence that the 2012 CAHIIM associate degree standards were being met in Leeward CC's HIT and business courses. At the onset, Leeward CC was encouraged to use its existing business courses and create only the needed HIT-specialized courses. In addition, the CAHIIM Executive Director stated that Leeward CC could employ lecturers as its second designated HIT instructor.

Leeward was granted "Candidacy Status" in May 2013. This was an important step for current students. While in Candidacy Status, graduates became eligible to take the RHIT certification once Leeward's HIT associate degree program was accredited. In Fall 2014, CAHIIM asked Leeward to change to the new 2016 CAHIIM standards. Rather than using existing business courses, CAHIIM requested HIT-specific courses be created. In addition, a second full-time HIT instructor became required. Based on the Business Division and HIT's annual review of program data (ARPD) and planning list, the top priority for personnel was for a second HIT instructor; this also rose to the top of Leeward's personnel requests. In Spring 2015, the second full-time HIT instructor was hired. As the number of majors and sections have grown, additional courses have been taught by lecturers.

Due to the increase in requests for new associate degree programs throughout the nation, CAHIIM was slow in its response for an accreditation site visit. On March 16 and 17, 2017, Leeward welcomed the CAHIIM Site Visit Team. The HIT Program was awarded its initial accreditation from CAHIIM (Appendix C) on May 11, 2017—the news arrived just in time to celebrate with the HIT graduates. As an accredited HIT Program, CAHIIM annually requires Leeward CC to submit an Annual Program Assessment Report (APAR) and accreditation fee. On November 16, 2017, Leeward CC submitted its Annual Program Assessment Report (APAR), as well as the final Survey Team and Board Review (Progress Report). Both documents (Appendix D and E) were approved by CAHIIM on February 7, 2018.

The health information profession has undergone many changes in recent years—the most significant was a change from International classification of disease-clinical modification,

Version 9 (ICD-9-CM) to International classification of disease-clinical modification, Version 10, Procedure Coding System (ICD-10-CM/PCS). Students enrolled at Leeward CC first started learning ICD-9-CM but quickly transitioned to ICD-10-CM/PCS. Due to the change in CAHIIM standards from 2012 to 2016, Leeward CC offered a free review course to its graduates. Eight HIT graduates chose to take the exam in December 2017 before the RHIT BETA exam version started in January 2018. Out of the 8 students, 6 passed which represented a 75 percent passing rate, which exceeded the national rate of 70 percent. Many of the HIT graduates have opted to wait until the BETA exam version has concluded (estimated to be April 2018).

### **Industry Advisory Committee**

The HIT Program is very grateful to its Industry Advisory Committee. These individuals have reviewed the HIT courses, attended the HITSS Conference, participated as HITSS Conference keynote or breakout session speakers, provided guidance to the HIT Program, and testified on the HIT Program's behalf during the CAHIIM Site Team Visit. A few letters of support for the HIT Program have been included (Appendix F) from individuals who represent private and public sectors, as well as a HIT associate degree graduate and one of the first Leeward students to earn her RHIT.

Michael D. Green, CTR, Registry Director  
University of Hawai'i, Hawai'i tumor Registry

Brandon Ho, CIPP, Lead Consultant  
Hawai'i Privacy Assurance Associates, LLC

Marlisa Coloso, RHIA, CCS, HIM Administrator  
Kauai Veterans Memorial and Samuel Mahelona Memorial Hospital

Marguerite Kono, RHIT, CHCO, WRNC HIM Coordinator, HIPAA Privacy Officer  
Wahiawa General Hospital  
Leeward HIT associate degree graduate

Additional HIT Program Industry Advisory Committee members.

Ann Botros, PhD, RHIA, President  
Professional Health Care Consultants

Donna Conner, Director, Clinical Informatics  
Aloha Nursing and Rehab Centre

Jean Kailiawa, RHIA, Data Manager  
Hawai'i Health Information Corporation

Lauren Reyes, RHIA, HIM Manager  
Rehabilitation Hospital of the Pacific

John Nagamine, RHIA, Interim Director, HIM  
Kuakini Health System

Lucy Sequeira, RHIT, MLT, CHTS-TR, Medical Records Librarian III  
State of Hawai'i/Department of Public Safety/Health Care Division/Oahu Community  
Correctional Center, Health Information/Medical Records Section

## Industry Demand

Graduates of the HIT Program are prepared for employment as Medical Records and Health Information Technicians who compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Graduates also have many job avenues, other than coding, that include specialized areas such as: cancer registry, data governance, HIPPA privacy, registration specialist, and insurance biller. Evidence for the demand of HIT professionals is provided in the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*.

**Job Outlook:** Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations.

An aging population will require more medical services, and health information technicians will be needed to organize and manage the older generations' health information data. This will mean more claims for reimbursement from insurance companies.

Additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, will lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

Cancer registrars are expected to continue to be in high demand. As the population ages, there will likely be more types of special purpose registries because many illnesses are detected and treated later in life.

**Job Prospects:** Prospects will be best for those with a certification in health information, such as the Registered Health Information Technician (RHIT) or the Certified Tumor Registrar (CTR). As EHR systems continue to become more common, health information technicians with computer skills will be needed to use them.

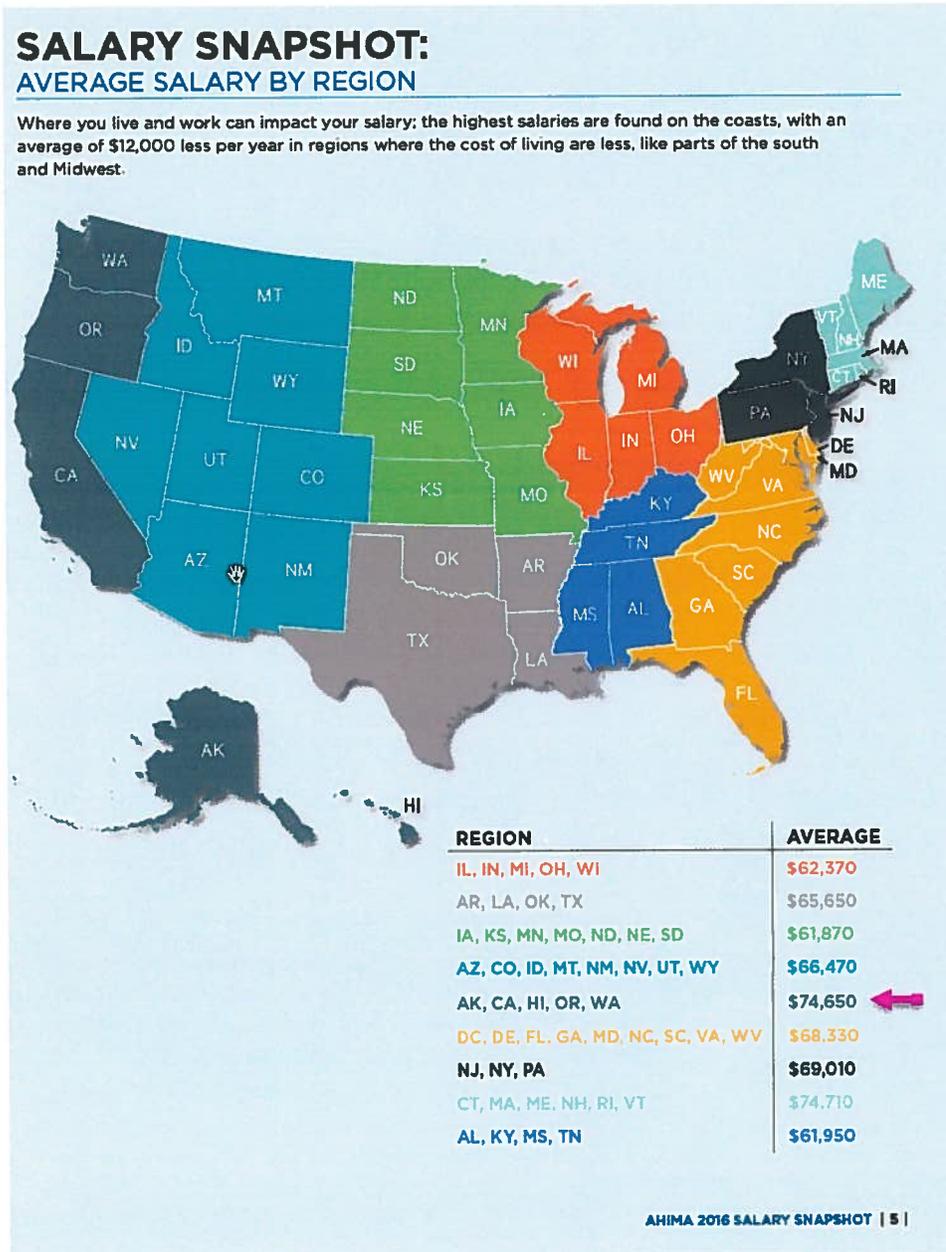
Source: <https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>

Evidence for the demand of HIT professionals is also provided in EMSI's Q1 2018 Data Set at <http://www.economicmodeling.com>. Employment of Medical Records and Health Information Technicians in Hawai'i is projected to grow 10.2 percent from 2015 to 2026, have annual job openings of 45, and a median average salary of \$44,512. Additionally, in the period from January 2015 to February 2018, there were 8,749 total job postings in Hawai'i of which 2,310 were unique, which is an average of 61 monthly postings that resulted in average monthly hires of 23. This means that there was approximately 1 hire for every 3 unique job postings.

Medical Records and Health Information Technicians are still an emerging occupation in Hawai'i with a median annual salary that is 14 percent higher than the Nation. The following table compares Hawai'i trends with the Nation. Source: <http://www.economicmodeling.com/>

2015-2026	Base	Projected	Change	% Change	Median	
					Hourly Wage	Annual Wage
Hawai'i	685	755	70	10.2%	\$21.40	\$44,512
U.S.	203,994	241,009	37,015	18.1%	\$18.30	\$38,064

According to the American Health Information Management Association (AHIMA), *AHIMA's Salary Snapshot: HIM Professionals in 2016*, Hawai'i is one of the states in the western region with the highest average salary.



## STUDENT LEARNING AND PROGRAM SUCCESS

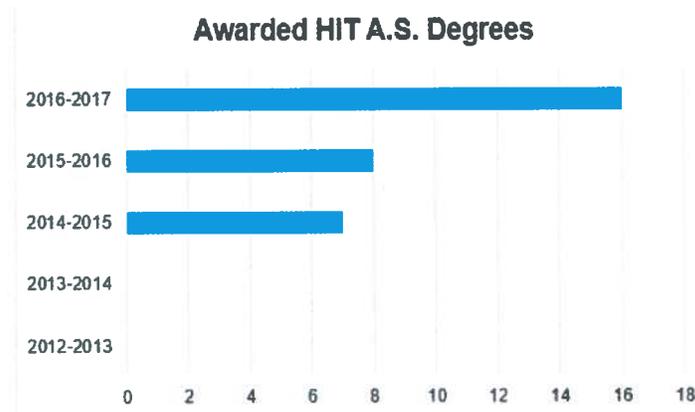
Through the association with CAHIIM, Leeward CC HIT students are receiving the necessary courses that will prepare them for the RHIT. The Business Division has been fortunate to have a dedicated program counselor that works with a Perkins funded Academic Specialist. This Academic Specialist helps the program faculty to address the retention needs of the Division.

Along with his Peer Mentors, they contact the students that need help and provide them with the resources to become successful. The Business Division has a One Stop which is opened weekdays from 1:30-4:30 p.m. The Academic Specialist and the Peer Mentors staff the One Stop.

The successful completion rate with an equivalent of C or higher, is extremely high. In 2016-2017 AY, the HIT Program students met the goal with 96 percent. Persistent rates are low and the faculty continue to work with the counselor and Academic Specialist to improve this rate.

### Graduates

The number of associate degree graduates from 2015-2016 to 2016-2017 increased from 8 to 16. In the Fall 2017 semester, three associate degrees were earned and it is predicted that a total of 16 HIT students will graduate this academic year. Students are also earning their Certificate of Competence and Certificate of Achievement while working toward their Associate in Science degree.



Perkins Performance Measures	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Degrees	0	0	7	8	16
Number of Certificate of Achievement	0	0	8	8	30
Other Certificates Awarded	1	2	11	15	41
Number of Degrees and Certificates Native Hawaiian	0	0	3	6	8
Number of Pell Recipients <sup>1</sup>	19	61	82	108	32
Number of Transfers to UH 4-yr	0	0	1	5	13

The HIT Program has also attracted a few high school students who attended Leeward through the Jump Start Program. One student received the Certificate of Competence and another student received both the Certificate of Competence and the Certificate of Achievement.

One major skill set learned within the first year of the HIT Program is electronic health record document management. Some students have obtained employment with local hospitals as Documentation Clerks. These clerks are responsible for scanning and indexing documents to be archived electronically. Many of these positions pay between \$18-20 per hour. Some students leave with the expectation of returning for their HIT associate degree; however, many were part-time students with multiple jobs. Since the unemployment is low in the state, some Documentation Clerks are recruiting former and current classmates.

The HIT Program attracts many military spouses and even active military; however, some are not able to complete the certificate and/or degree before being relocated. When active military members are deployed, many military spouses cannot afford the child care costs or attend evening classes. The HIT Program has many online classes and is working toward offering its entire program online to address this problem. Once the program is totally online, Leeward CC will investigate options to include other interested campuses such as Hawai'i Community College and University of Hawai'i Maui College in hopes of creating a certificate for its campuses; then students could have the option of transferring to Leeward CC to complete the associate degree.

### RHIT National Certification

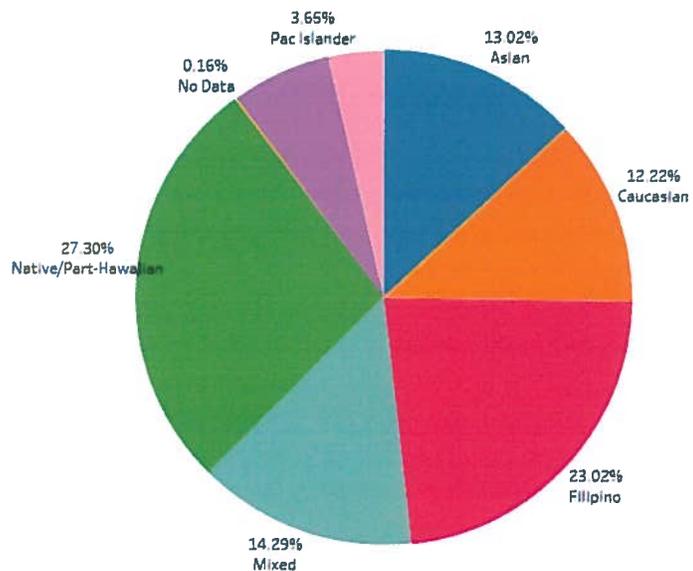
The first group of Leeward HIT associate degree graduates took the RHIT exam in December 2017, and 6 out of 8 passed the exam. Leeward's passing rate of 75 percent is above the national average of 70 percent. After the BETA version of the RHIT exam ends in approximately April 2018, the HIT Program expects that the remaining graduates will be ready to take the exam based on the 2016 CAHIIM standards.

### HIT Student Population

The Leeward CC Mission Statement specifically speaks to recruiting underserved populations and a special commitment to Native Hawaiians. The HIT Program has a diverse group of 630 majors from 2012-Present, and the largest ethnic groups are Native and Part Hawaiian and Filipino.

Ethnic Distribution	
Native and Part Hawaiian	172
Filipino	145
Mixed	90
Asian	82
Caucasian	77
Other	43
Pacific Islander	23
No data	1

What's their ethnic distribution (%)?



% of Total Distinct count of PIDM and ETHNCAT. Color shows details about ETHNCAT. Size shows % of Total Distinct count of PIDM. The marks are labeled by % of Total Distinct count of PIDM and ETHNCAT. Percents are based on each column of each pane of the table.

The majority of the students attend part time, with females representing 530 out of the 630 HIT majors.

Students	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Full Time	5	21	45	40	60	62	86	74	67	38	54
Part Time	8	23	72	50	73	74	112	108	102	81	74

### Transfer to a Four-year Institution

HIT associate degree graduates that earn their RHIT could further their potential earnings by obtaining a bachelor's degree. Whereas, the RHIT with a bachelor's degree in management will provide a path into health information management positions. Many of the Leeward graduates are hoping that the University of Hawai'i-West O'ahu (UH West O'ahu) will offer a Health Information Management (HIM) bachelor's degree. If UH West O'ahu seeks CAHIIM accreditation according to its bachelor's degree standards, its graduates would be eligible for the Registered Health. Information Administrator (RHIA) exam.

## What are they majoring in at the 4-year campus?

TRNSFERMjr	TRNSFERInst		
	HIL	MAN	WOA
Applied Science			1
Art		1	
Biology		1	
Business Administration			4
Education			1
Exploratory		1	
General (Pre		1	
General Arts and Sciences		1	
Home Campus Honolulu			1
Home Campus Kapiolani		1	
Home Campus Leeward		1	3
Humanities			1
Japanese		1	
KRS, Health & Exercise Sci..		2	
Molecular & Cell Biology		1	
Nursing		3	
Public Administration			11
Secondary Education		2	
Social Science			6
Social Work		1	
Unclassified	1	1	
<b>Grand Total</b>	<b>1</b>	<b>18</b>	<b>28</b>

## Placement

There are some HIT graduates that have already passed the RHIT certification and some employed in HIT/HIM positions. The HIT faculty have been documenting the job titles and employers as the students share their success stories. At this time there is no formal quantitative data.

Job Placement - HIT AS Degree Graduates							
Employment	Number of Jobs	Native/Part Hawaiian	Filipino	Active Military, Veteran, or Spouse	RHIT Certification	Other HIM Credentials	Other Degree
Employed in HIM/HIT Positions	19	4	7	7	4	6	1
Employed in Non-HIM/HIT Positions	6	2	0	1			
Caregivers	4	1	2		1	2	
Unemployed	2	0	1	2	1	1	
Attending College	1	0	1				
<b>Total</b>	<b>32</b>	<b>7</b>	<b>11</b>	<b>10</b>	<b>6</b>	<b>9</b>	<b>1</b>



UNIVERSITY of HAWAI'I  
**LEEWARD**  
 COMMUNITY COLLEGE

**Health Information Technology (HIT) Program  
 Business Division**

*Certificate of Completion, Certificate of Achievement, and Associate in Science  
 Provisional Program Approval by the UH Board of Regents, May 17, 2012*

*Initial Accredited by the Commission on Accreditation for  
 Health Informatics and Information Management Education (CAHIIM), May 2017*

**Student Advising Sheet, Effective Fall 2016**

*In order to obtain a Health Information Technology (HIT) certificate or degree, students must pass all required business (BUS), business technology (BUSN), health information management (HIT), management (MGT), health (HLTH), and science (Disease Pathology and Pharmacology) courses with a grade of C or better.*

Certificate of Competence (16 credits)			First Semester	
Course Alpha/No.	Course Title	Credits	Online	
HIT 101	Healthcare Delivery Systems <i>Experimental course known as HIT 197A; effective Fall 2016</i>	3	✓	
HIT 102	Health Data, Records, and Documentation <i>Formerly known as Introduction to Health Information Technology; name change effective Fall 2016</i>	3	✓	
BUS 101	<i>Business Information Systems</i> <i>Formerly known as Business Computer Systems</i>	3	✓	
BIOL 130	Anatomy and Physiology (DB)	4	✓	
BIOL 130L	Anatomy and Physiology Lab (DY)	1		
HLTH 110	Medical Terminology	2	✓	
<b>Job Opportunities</b> Patient Access Clerk, Physician Office Clerk, Registrar, Registration Clerk, Ward Clerk				
<b>National Certification</b> None				

Certificate of Achievement (16 + 15 = 31 credits)			Second Semester	
Course Alpha/No.	Course Title	Credits	Online	
HIT 108	Introduction to Diagnosis Coding	3	✓	
HIT 109	Introduction to Procedure Coding	3	✓	
HIT 171	Health Data, Information, Law and Ethics <i>Formerly known as BUSN 171, Intro. to Medical Records Health Information Management (HIM) Law, and Ethics; name change effective Fall 2016</i>	3	✓	
HIT 200	Disease Pathology and Pharmacology <i>Experimental course known as BUSN 175 and HIT 197C</i>	3		
ENG 100	Composition I (FW)	3	✓	
<b>Job Opportunities</b> Registration Supervisor, Patient Access Supervisor, Insurance Coordinator (entry level)				
<b>National Certification</b> American Academy of Professional Coders (AAPC); Certified Professional Coder (CPC); National Association of Healthcare Access Management (NAHAM); Certified Healthcare Access Associate (CHAA)				

Associate in Science (16 + 15 + 15 + 15 = 61 credits)

Third Semester

Course Alpha/No.	Course Title	Credits	Online
HIT 115	Reimbursement Methodologies <i>Formerly known as BUSN 115</i>	3	✓
HIT 208	Advanced Coding I <i>Formerly known as Advanced Diagnosis Coding</i>	3	
HIT 209	Advanced Coding II <i>Formerly known as Advanced Procedure Coding</i>	3	
HIT 215	Quality Management	3	
HIT 220	Healthcare Computing and EHR <i>Experimental course known as HIT 197D</i>	3	✓

**Job Opportunities**

Billing Clerk, Billing Technologist, Insurance Coordinator, Payment Coordinator, Coder Trainee, Coding Specialist (entry level)

**National Certifications**

American Medical Billing Association (AMBA); Certified Medical Reimbursement Specialist (CMRS)  
 American Health Information Management Association (AHIMA); Certified Coding Associate (CCA), Certified Health Technology Specialist- Training (CHTS-TR); Certified Health Technology Specialist – Information Management (CHTS-IM);  
 Certified Health Technology Specialist- Practice Workflow (CHTS-PW)

Fourth Semester

Course Alpha/No.	Course Title	Credits	Online
HIT 176	Statistics with Healthcare Science Applications <i>Experimental course known as BUSN 198B, Healthcare Statistics</i>	3	✓
HIT 225	HIM Supervisory Management	3	✓
HIT 192	Professional Practice Experience and RHIT Study Prep (160 hrs. min.) <i>Replaced BUSN 192V, Business Practicum; effective Fall 2016</i>	3	
ECON 130 or 131	Principles of Microeconomics or Principles of Macroeconomics (DS)	3	✓
HWST 107	Hawai'i: Center of the Pacific ( <i>Arts &amp; Humanities elective</i> ) (DH/HAP)	3	✓

**Job Opportunities**

Admissions Clerk, Cancer Registrar, Coder, HIM Section Supervisor, HIM Technologist, Patient Access Supervisor, Privacy Officer, Release of Information Technologist, EHR Trainer, Physician Office Workflow Analyst

**National Certification**

American Health Information Management Association (AHIMA); Certified Coding Specialist (CCS); Certified Coding Specialist-Physician (CCS-P); Certified Healthcare Access Manager (CHAM); National Association of Healthcare Access Management (NAHAM); Registered Health Information Technician (RHIT)

HIT Program of Study		For more information on HIT Program, please contact:
Certificate/Degree	Credits	Ms. Patrice Jackson, RHIA, RHIT, CHP, CCS HIT Program Coordinator Telephone: 808.455.0571, Office Telephone: 808.455.0344, Business Division Office E-mail: patrice.jackson@hawaii.edu
Certificate of Competence	16	
Certificate of Achievement	16 + 15 = 31	
Associate in Science	16 + 15 + 15 + 15 = 61	

## Appendix B: Letter of Support, Former Heald College Student

February 13, 2018

To Whom It May Concern:

I'm a recent graduate of Leeward Community College in Pearl City, Hawaii majored in Health Information Technology. Due to the closure of Heald College in April 2015, I was not able to finish this program. Thank God to Leeward Community College and the staff, it was the only school in Hawaii that had it, so I strongly support the HIT program. Leeward came to my rescue when I needed it. I was able to transfer all my credits from Heald and picked up where I left off, which was good for me too, because it was closer to home, without traffic. Leeward had all the classes for me that were available at my convenience even though I was working full-time. Where will our current and future students go, except an online study, if this school was not around? Where will students go if they want face to face interactions with instructors and help from other students? I did both online and on campus study, and to me, the on campus study was much easier.

I am now a Registered Health Information Technician at Kahi Mohala Hospital and thanks again to Leeward Community College, with their recent accreditation, I was able to get this credential and making more money.

Sincerely,



Lani Alcayde



233 N. Michigan Ave., 21<sup>st</sup> Fl. Chicago, IL 60601-5800 phone | 312.233.1100 fax | 312.233.1090

www.cahiim.org

May 18, 2017

Manuel Cabral, Chancellor  
University of Hawaii, Leeward Community College  
96-045 Ala Lke Street  
Pearl City, Hawaii 96782

Dear Chancellor Cabral:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is pleased to inform you of its vote on **May 11, 2017** to award **Initial Accreditation to the Health Information Management Associate Degree Program at University of Hawaii, Leeward Community College.**

The comprehensive review conducted by the Health Information Management Accreditation Council and the CAHIIM Board of Directors recognizes the program's substantial compliance with the nationally established *CAHIIM Accreditation Standards*.

**Progress Report Requirement:** In order to maintain accreditation status the program must submit a progress report that satisfies the remaining Standard deficiencies that resulted from the review process. The attached Board Report reflects the current Not Met or Partial Met *Standard* deficiencies that require the institution's attention and provides guidelines for resolution in order to achieve full compliance for the program. The following *Standards* are Partially Met: #24–Curriculum and #28- Professional Practice Experience.

CAHIIM requests that a **Progress Report** be completed by **November 20, 2017** that documents the manner in which these deficiencies have been resolved and includes evidence of implementation. The program director will continue to submit this information in the CAHIIM Accreditation System. Failure to submit this report by the due date may place the program on Administrative Probationary Accreditation. An unsatisfactory progress report or a Substantive Change in Program Director during the progress report process may result in a Focused Review of the program.

The program will continue to participate and submit annually, outcomes information using the *CAHIIM Annual Program Assessment Report (APAR)* process. Please note that a new APAR system will be launched later this year with formal notification to all accredited programs. The program will be invoiced for the Annual Accreditation Fee for 2018 in the fall.

The Commission recognizes you and your colleagues for your commitment to continuous quality improvement in higher education, as demonstrated by your participation in programmatic accreditation.

Sincerely,

Judith Warren, PhD, RN, BC, FAAN, FACMI, CAHIIM Chair

Cc: Ron Umehira, MBA, Dean of Career and Technical Education  
Patrice Jackson, RHIA, CHP, CCS, HIM Program Director  
George Payan, CAHIIM Accreditation Operations Manager  
Benjamin Reed, CAHIIM Business Manager  
Claire Dixon-Lee, CAHIIM Executive Director

Encl: Initial Accreditation Award Certificate



Commission on Accreditation for Health Informatics and Information Management Education





UNIVERSITY  
of HAWAII  
SYSTEM

Patrice Jackson <pmj3318@hawaii.edu>

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## Annual Program Assessment Report (APAR) Submission Accepted

1 message

---

noreply@cahiim.org <noreply@cahiim.org>

Thu, Nov 16, 2017 at 3:24 PM

To: pmj3318@hawaii.edu

Dear Patrice Jackson,

The 2017 Annual Program Assessment Report (APAR) submitted on behalf of University of Hawaii, Leeward Community College has been reviewed and accepted.

This serves as confirmation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) that the degree program offered by your institution has completed the most recent Annual Program Assessment Report as required by the CAHIIM Accreditation Standard(s). The report was accepted as submitted and the program remains in good standing and will maintain accreditation.

The Commission recognizes you and your colleagues for your commitment to continuous quality improvement in higher education as demonstrated by your participation in program accreditation.

Thank you,  
CAHIIM Staff



233 N. Michigan Avenue, 21<sup>st</sup> Floor, Chicago, IL 60601

www.cahiim.org

February 7, 2018

Patrice Jackson, BS, RHIA, CHP, CCS, CHTS-IM/PW/IM  
Program Director, Health Information Management  
University of Hawaii, Leeward Community College  
96-045 Ala Ike  
Pearl City, Hawaii 96782

Dear Ms. Jackson:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) reviewed the Progress Report submitted on behalf of the Health Information Management Associate Degree Program. The Program has satisfactorily addressed the issues cited and the Progress Report has been accepted.

The program is eligible to participate in the Annual Program Assessment Report (APAR) process and is required to be in compliance under the CAHIIM Accreditation Standards and all associated processes. The Board of Commissioners commends the program for its continuing efforts towards compliance and program improvement.

Sincerely,

Angela Kennedy, EdD, MBA, RHIA  
Chief Executive Officer, CAHIIM





December 8, 2017

Ms. Patrice M Jackson, RHIA, RHIT  
Health Information Technology Program Director  
University of Hawai'i Leeward Community College.  
Ala 'Ike, BE 215  
Pearl City, Hawai'i 96782

Aloha Ms. Jackson:

Thank you for your commitment and service to our health information community in Hawai'i. Without your personal commitment I would not be able to express my unwavering support of the Leeward HIT Program, and the opportunity to provide this letter in support of the much needed expansion of education programs for health information professionals in Hawai'i at the University of Hawai'i, Leeward Community College.

As you know, the need for credentialed HIT professionals and ongoing continuing education is of great importance to our program and our cancer registry personnel. In addition, with the LCC program's expansion, the option to obtain specialty credentials including the CTR is a significant achievement and of specific interest to the state central cancer registry and the multiple approved hospital cancer programs in our state.

As you know, HTR has enthusiastically supported the expansion of technical education and training efforts for HIT students at Leeward CC, and we have hosted multiple students from the Leeward HIT Program for their practicum at Hawai'i Tumor Registry. The opportunity for us to host engaged students interested in pursuing the certified tumor registrar (CTR) at our program offices has been most satisfying and beneficial for both myself, our staff and the hosted students, and we look forward to further opportunities to host additional students in the future.

As scientific and medical breakthroughs are realized so frequently, it is critical for tumor registry operations to grow the technical expertise and knowledge of our current and future staff to accommodate our ability to enhance data collection and analysis activities that are relevant in the war against cancer in Hawai'i and the nation.

HTR's interactions with the Leeward HIT Program and students has been and will continue to function as a critical and essential component for the successful career development of our current and future certified tumor registrars.

Again, my many thanks for allowing us to support this initiative and be a part of the expansion of HIT education opportunities for students in Hawai'i.

Sincerely yours,

Michael D. Green, CTR  
Registry Director  
Michael@cc.hawaii.edu

Brandon Ho, CIPP  
Hawaii Privacy Assurance Associates, LLC  
99-717 Holoai Street  
Aiea, Hawaii 96701

28 FEB 2018

Ms Patrice Jackson, RHIA, RHIT  
Health Information Technology Program Director  
University of Hawaii, Leeward Community College  
Ala Ike, BE 215  
Pearl City, Hawaii 96782

Aloha Ms Jackson,

The emerging landscape in Healthcare is a continued migration toward accommodating a complex health care system with electronic systems that attempt to simplify the processes to deliver quality care. No one has been able to solve that issue yet. One thing that most healthcare professionals do agree on is the need for Health Information Technology professionals to support the health care providers while they deliver the quality care that we expect from our health care systems. A lack of those qualified professionals is one of the greatest roadblocks toward modernizing our health care industry.

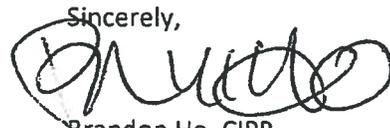
The HIT program at Leeward Community College is a program that provides quality education and training. As a result, it produces a quality workforce that contributes to the delivery of healthcare in a continuously more complex environment. In my experience as a Health Insurance Portability and Accountability Act (HIPAA) professional, I see the need for a workforce that can not only provide the skillsets needed to assist with the delivery of care but also provide the Privacy and Security needed to ensure the total care of all patient records and documentation. It has been my experience that students coming from the LCC HIT Program are fully qualified and have the appreciation of total quality care delivery for all patients.

When looking for a qualified, competent workforce, I would look no further than students who have received their training and education from the HIT Program from Leeward Community College. Hopefully, this program will be fully funded and will continue to thrive and provide the Hawaii healthcare community with the trained, professional workforce all patients need and deserve.

Our deepest and sincerest gratitude should be extended to all of the faculty and staff at the Leeward Community College HIT program.

Please feel free to contact me at anytime to discuss our most sincere and deep Aloha for this program at (808) 277-8231 or by e-mail: [brandon@aldt.net](mailto:brandon@aldt.net).

Sincerely,



Brandon Ho, CIPP  
Lead Consultant  
Hawaii Privacy Assurance Assoc.



---

February 15, 2018

**TO:** CAHIIM

**FROM:** Marlisa Coloso, RHIA, CCS, HIM Administrator for  
Kauai Veterans Memorial and Samuel Mahelona Memorial Hospitals

**RE:** Letter of Support for Leeward Community College HIT Program

There are many reasons to support the HIT Program at Leeward Community College. As a person born and raised in Hawaii, there are many obstacles as well as opportunities in obtaining higher education here in Hawaii. Oahu as the main island to provide a greater variety and availability of education, the outer islands, which are very rural, does not have those same opportunities. The one constant is the University of Hawaii and their community colleges throughout the islands.

Having a state college HIT Program will offer more benefits to the state of Hawaii. In my current position and my 30 years of experience in the health information field, I have seen the difficulties toward obtaining HIT education and the added expense of such, as well as hiring qualified and experienced HIT professionals.

Working in healthcare my whole life has shown me that this field is ever growing, ever changing, and the need for education to be offered here in Hawaii is not only to provide opportunity to potential students but also to provide the state with an improved workforce in HIT, it can only benefit Hawaii's healthcare.

Being a state college HIT Program will benefit in the cost of education toward potential students. This also means keeping funds within our state supporting local teachers and educators. This translates to a win / win situation.

When processing resumes and applications, the benefit of having more qualified new hires really translates to cost. The employer will not have to perform extensive training. This means production is not as affected and workflow is smoother for overall function of the business.

Hawaii needs to offer this program to the state and it is a plus that Leeward Community College has chosen to move in this direction to offer quality education for those seeking it.

Please accept my letter of support.

Thank you very much,

A handwritten signature in black ink, appearing to read "Marlisa L. Coloso". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marlisa L. Coloso, RHIA, CCS, HIM Administrator



Aloha,

I am writing this letter of support for the Leeward CC Health Information Technology program for consideration to become a permanent part of the curriculum offered at the college. Leeward CC recently became accredited through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Patrice Jackson put in many years of hard work for the college to achieve this designation and it would simply seem foolish to not go forward with the HIT program. Leeward CC will now be the only educational institution to offer this accredited program and allow for the graduates to sit for the Registered Health Information Technician (RHIT) exam/credential. The healthcare industry requires knowledgeable and credentialed employees and the demand for these employees is very high.

The HIT program is prepared to offer classes online so everyone, neighbor islands included, can advance themselves or their career with earning a degree in HIT. Furthermore, the tuition rates at Leeward CC are quite reasonable. This means that a large population of an underserved community can take advantage of this wonderful chance to go to college. Leeward CC also works with the Office of Continuing Education and Workforce Development (OCEWD) program. OCEWD offers, among other things, the Certified Coding Specialist (CCS) program and is also credentialed through the American Health Information Management Association (AHIMA). The CCS and RHIT are powerful credentials to attain for all HIT professionals.

I myself am a former student of Leeward's HIT program and also serve on the Advisory Board for the HIT program. Serving on the board allows me to give back to and support a program that has gotten me to where I am now in my career in the HIT profession. So, implore you, please transition the HIT program from provisional to permanent. The HIT program is growing with new students every year and can only grow larger. Leeward CC has the opportunity to become known as the HIT/HIM staple in education.

A handwritten signature in black ink, appearing to read "Marguerite Kono".

Marguerite Kono, RHIT, CHCO  
WNRC HIM Coordinator, HIPAA Privacy Officer  
Wahiawa General Hospital  
128 Lehua Street.  
Wahiawa, Hawai'i 96786

Leeward CC – HIT New Program Proposal, May 2012

	A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 06/06/11)										
2											
3	ENTER VALUES IN YELLOW CELLS ONLY										
4	CAMPUS/Program										
5	Leeward CC/AS in HIT										
6	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 6 yrs for Doctoral)										
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)										
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	A	B	C	D	E	F	G
1	<b>Academic Cost and Revenue Template - New Program (adjust template for appropriate number of gears)</b>						
2							(Updated 09/06/11)
3	<b>ENTER VALUES IN YELLOW CELLS ONLY</b>						
4	<b>CAMPUS/Program</b>			Leeward CC/AS in HIT			
5	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Master's Degree, 5 yrs for						
6				Year 1	Year 2	Year 3	
7	<b>ENTER ACADEMIC YEAR (i.e., 2011-2012)</b>			2012-2013	2013-2014	2014-2015	
8	<b>Students &amp; SSH</b>						
9	A. Headcount enrollment (Fall)			20	40	40	
10	B Annual SSH			640	1,280	1,280	
11							
12	<b>Direct and Incremental Program Costs Without Fringe</b>						
13	C Instructional Cost without Fringe			\$ 62,780	\$ 129,330	\$ 133,209	
14	C1 Number (FTE) of FT Faculty/Lecturers			1.20	2.40	2.40	
15	C2 Number (FTE) of PT Lecturers			-	-	-	
16	D Other Personnel Costs			\$ 4,110	\$ 4,323	\$ -	
17	E Unique Program Costs			\$ 4,250	\$ 18,000	\$ 4,250	
18	F Total Direct and Incremental Costs			\$ 71,140	\$ 151,653	\$ 137,459	
19							
20	<b>Revenue</b>						
21	G Tuition			\$ 64,640	\$ 135,680	\$ 145,920	
22	Tuition rate per credit			\$ 101	\$ 106	\$ 114	
23	H Other			\$ 5,000	\$ 5,000	\$ 5,000	
24	I Total Revenue			\$ 69,640	\$ 140,680	\$ 150,920	
25							
26	J. Net Cost (Revenue)			1,500	10,973	-13,461	
27							
28	<b>Program Cost per SSH With Fringe</b>						
29	K Instructional Cost with Fringe/SSH			\$ 132	\$ 136	\$ 140	
30	K1 Total Salary FT Faculty/Lecturers			\$ 62,780	\$ 129,330	\$ 133,209	
31	K2 Cost Including Fringe of K1			\$ 84,753	\$ 174,596	\$ 179,832	
32	K3 Total Salary PT Lecturers						
33	K4 Cost Including fringe of K3						
34	L Support Cost/SSH			\$ 150	\$ 150	\$ 150	
35	Non-Instructional Exp/SSH			\$ 123	\$ 123	\$ 123	
36	System-wide Support/SSH			\$ 27	\$ 27	\$ 27	
37	Organized Research/SSH						
38	M Total Program Cost/SSH			\$ 292	\$ 298	\$ 290	
39	N Total Campus Expenditure/SSH			\$ 298	\$ 298	\$ 298	
40							
41	<b>Instruction Cost with Fringe per SSH</b>						
42	K Instructional Cost/SSH			\$ 132	\$ 136	\$ 140	
43	O Comparable Cost/SSH			\$ 137	\$ 137	\$ 137	
44	Program used for comparison			Business Technology (LEE CC)			
45							
46							

**PROVISIONAL PROGRAM RESOURCE TEMPLATE**

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: Leeward Community College

Provisional Degree/Certificate: Associate in Science, Certificate of Achievement, and Certificate of Competence in Health Information Technology (HIT)

Date of BOR Approval: May 17, 2012

College/Department/Division: Leeward Community College, Business Division

Other Programs offered by the College/Division: Accounting, Business Technology, and Management.

Part I: Program Overview	Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Associate in Science Degree						Current Year	Comments
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			
<b>A. ENROLLMENT (Fall Headcount)</b>								
Projected: AS in HIT	20	40	40	60	80	100		
Actual: AS in HIT	55	160	200	261	212	128		
Undergraduate program	714	834	934	999	897	743	Business Division	
<b>B. PROGRAM COMPLETION (Annual)</b>								
Projected: AS in HIT	0	0	5	5	10	15		
Actual: AS in HIT	0	7	7	8	16	3 (fall only)	Spring 2018, TBD	
Undergraduate	51	61	55	62	72	TBD	Business Division	
<b>C. COURSES, SECTIONS, SSH (Annual)</b>								
No. Courses Offered	9	15	16	16	16	13	* Years 1 & 2 - Students were integrated into existing business courses before CAHIIM-required curriculum	
No. Sections Offered	9	15	19*	23*	22	25		
Annual SSH	10,623	10,897	10,274	10,815	10,490	10,144	Business Division	

**Part II: Program Resources**

<b>D. RESOURCES/FUNDING</b>							
Tuition/Special Fund Allocation	\$32,000	\$32,000	\$32,000	\$32,817	\$33,586	\$35,134	Business Division
General Fund Allocation	\$0	\$0	\$0	\$0	\$0	\$0	
Summer Session Allocation	\$31,635	\$13,800	\$0	\$10,716	\$16,807	\$0	
Program/Course Fee Allocation	\$7,500	\$0	\$0	\$7,500	\$10,500	\$2,500	
Other Allocation (grants, etc.)	\$0	\$71,436	\$81,197	\$0	\$0	\$0	Perkins Grants
<b>E. PERSONNEL (Instructional &amp; Support)</b>							
Faculty FTE	1.0	1.0	1.5	2.0	2.0	2.0	
Faculty Salaries (\$)	\$77,784	\$86,340	\$104,258	\$129,489	\$128,232	\$135,188	
Lecturers (\$)	\$8,220	\$21,627	\$16,488	\$12,861	\$22,290	\$36,600	
Other (\$ Advisors, Lab Techs, etc.)	0	0	0	0	0	0	
NOTE: E. Personnel - Since HIT students took existing business classes, the salary could not be determined since there were multiple teachers assigned to the same class.							
<b>F. OPERATIONAL COSTS (Equipment, etc.)</b>							
Supplies, equipment, travel, prof. dev.	\$8,000	\$8,000	\$8,000	\$8,204	\$8,397	\$8,784	Business Division

<b>G. Indicate whether <u>new facilities</u> are needed to support the continuation of the program (include any off-campus facilities)</b>	No additional facilities are needed to support this program.
<b>H. Indicate if there are other significant resources anticipated beyond the current year.</b>	A third full-time HIT instructor is needed for the growing program instead of relying on lecturers.
<b>I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts)</b>	Perkin's grants were awarded to help the HIT Program establish online classes and its HIT Worksite Simulation (BE-106). Accreditation fees were paid by the administration, and the annual CAHIIM required fee will be paid by the Business Division through its general fund allotment. The second HIT instructor was hired as part of the annual review process, which the campus ranked the HIT second full-time position as its number one priority.
<b>J. ADDITIONAL COMMENTS:</b> During its provisional program years, the HIT Program was successful in obtaining Perkin's grants to fund support for online course development and the equipment/furniture for the HIT simulated worksite located in BE-106.	

**Part III: Approvals**

By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

Department/Division Chair: Business Division Chair, Shelley Ota *Shelley Ota 3/12/18*

Dean: Ron Umehira *Ron Umehira 3/12/18*

Vice Chancellor for Academic Affairs: Della Teraoka *Della Teraoka 3/13/2018*

Vice Chancellor for Administration: Mark Lane *Mark Lane 3/12/18*

**Provisional Program Resource Template Details**

- A. Headcount Enrollment. Headcount enrollment of majors each Fall semester. Located at URL: <https://www.hawaii.edu/institutionalresearch/enrReport.action?reportId=ENRT00> Campus data may be used when majors are a subset of enrollment reported in IRAO reports.
- B. Completion. Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: [https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS\\_DEG\\_TOC](https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC)
- C. Courses, Sections, SSH. Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. <https://www.hawaii.edu/irodtr/login.do?>
- D. Resources/Funding. Data should come from the College/Department's Administrative Officer using the most current information available.
- E. Academic Personnel. Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.
- F. Ongoing Operational Costs. Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.
- G. Facilities. Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.
- H. Additional Anticipated Cost. Address whether significant additional resources (human, administrative, legal, etc.) anticipated beyond the years listed in the New Program Resource Template.
- I. Funding for Anticipated New Resources. Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.



UNIVERSITY of HAWAII\*  
**LEEWARD**  
COMMUNITY COLLEGE

Office of the Chancellor

April 24, 2018

**MEMORANDUM**

To: John Morton  
Vice President for Community Colleges

FROM: Manuel J. Cabral *Manuel J. Cabral*  
Chancellor

SUBJECT: Signing Authority

I will be attending the 98<sup>th</sup> Annual American Association of Community Colleges (AACC) Convention in Dallas Texas, from April 26 – May 1, 2018. During my absence, Della Teraoka, Vice Chancellor for Academic Affairs, will act on my behalf and have signing authority on all matters.

Thank you.

c: Administrators  
Business Office  
Human Resources



UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

Office of the Chancellor

18 MAY 11 10:25

RECEIVED

May 9, 2018

MEMORANDUM

'18 MAY 11 10:20

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE  
*David Lassner*

VIA: Donald O. Straney  
Vice President for Academic Planning and Policy

*Donald O. Straney*

VIA: John Morton  
Vice President for Community Colleges

*John Morton*

FROM: Manuel J. Cabral  
Chancellor

*Manuel J. Cabral*

SUBJECT: REQUEST APPROVAL TO RE-DESIGNATE THE ESTABLISHED  
ASSOCIATE IN ARTS IN TEACHING DEGREE AS AN ESTABLISHED  
ASSOCIATE IN SCIENCE IN TEACHING DEGREE AT LEEWARD  
COMMUNITY COLLEGE

SPECIFIC ACTION REQUESTED:

Request approval to re-designate the established Associate in Arts in Teaching (AAT) degree as an established Associate in Science in Teaching (AST) degree at Leeward Community College.

RECOMMENDED EFFECTIVE DATE:

Fall 2018

ADDITIONAL COST:

None

BACKGROUND INFORMATION:

Board of Regents Policy RP 5.201C states "Any significant change to a program once granted established status or deviations from the original intent, purpose, or design of the program shall be approved by the board."

The change in designation will provide more accurate data for the Annual Report of Program Review (ARPD) where workforce needs will be calculated into the quantitative indicators. The AAT is currently being evaluated like a General Pre-Professional program, whose sole demand indicator is a 3% annual growth rate. The rubric for demand states that the Teaching program needs to keep up with the college headcount but does not take into consideration the high demand for para-educators in the HIDEOE. The re-designation to an AS in teaching degree will provide the ability to apply for Carl Perkin's Funds to support initiatives that will positively impact the preparation of future teachers. The mission, vision, program learning outcomes and coursework for the AST will remain the same as the AAT aligning with the Division goals, College Strategic Plan and the College Mission Statement.

Upon approval, the AAT degree will be stopped out to begin the termination process and all current students will be given the option to switch to the AST degree or complete the AAT degree. The AAT degree will be terminated once all students have completed.

Significance/Contribution of this degree:

The AST is designed to prepare students for employment in career and technical fields, and/or transfer to a baccalaureate granting institution. The degree will consist of 62 semester credits (the minimum for an AS degree is 60) which provides students with skills and competencies for gainful employment as para-educators. Many AAT graduates seek employment as para-educators and complete their baccalaureate degree at universities who offer courses online or afternoon/evenings.

Demand projections:

Currently, there are more than 400 students attending Leeward CC who are declared majors and have indicated education as their career goal. Given these sources of students for the AST, it is anticipated that about 100 students will apply to the college each year with the academic goal of working toward a degree in education. At full capacity, the program would graduate approximately 70 students per year. Of this number, some will seek employment as educational assistants with the DOE (terminal degree) and others will seek employment, as well as, transfer to programs leading to a bachelor's degree in education.

**Accreditation impact (if any):**

The AAT degree is not professionally accredited, and the AST degree would also not be professionally accredited. Since the AAT and AST do not lead to state licensure, neither program requires consultation with the Hawai'i Teachers Standards Board. This change will not instigate a substantive change with our regional accreditor, ACCJC.

**Examples (2-3) of similar models from peer institutions:**

According to the Peer and Benchmark Comparison Groups for Leeward CC, Brookhaven College offers an Associate in Arts in Teaching, Cuesta College offers an Associate in Science in Teaching in Early Childhood, and Highline Community College offers an Associate of Applied Science in Educational Para educator.

**Similar programs at other UH campuses:**

Leeward Community College is the only UH campus that offers the AAT.

**Statement from campus administration of new program's strategic value within the UH System and campus mission, and the Integrated Academic and Facilities Plan:**

The AAT is a valuable addition to the College's efforts to meet the statewide workforce needs in Hawai'i. As with the first education courses developed in collaboration with the Hawai'i Department of Education (HIDOE) for the AAT degree, the AST program has been designed to be accessible to students statewide. The program core requirements as well as all electives are delivered in class and via distance education. The UH Community Colleges already have the capacity to provide courses leading to an AA degree via distance education, so a neighbor island student could complete the general education requirements of the AST on a neighbor island community college campus or via distance education.

**Cost and resource allocation/reallocation implications:**

No additional costs to be incurred

**Impact of new program/program change request on campus budget allocations and mission priority:**

Aligned with the Leeward CC Mission Statement, the AST addresses a growing industry need for para-educators, a category which includes educational assistants, part-time teachers, and paraprofessional tutors.

Jan Naoe Sullivan  
May 9, 2018  
Page 4

**ACTION RECOMMENDED:**

Recommend approval to re-designate the established Associate in Arts in Teaching (AAT) degree as an established Associate in Science in Teaching (AST) degree at Leeward Community College.

**Attachment:**

1. Degree Change Request for Leeward Community College
- c: Executive Administrator and Secretary of the Board Oishi

## **Degree Change Request Leeward Community College**

**Current Degree:** Associate in Arts in Teaching

**Proposed Degree:** Associate in Science in Teaching

**Proposed Effective Date:** Fall 2018

### **Justification**

This request is to re-designate the established Associate in Arts in Teaching (AAT) degree to an established Associate in Science in Teaching (AST) degree. The AAT program is housed in a Liberal Arts Division (Social Science) and therefore classified as a General Pre-Professional program (GPP). The degree actually functions like a Career and Technical Education (CTE) program: students are prepared for employment directly upon graduation as para-educators, a category which includes educational assistants, part-time teachers, and paraprofessional tutors.

The Associate in Science degree is designed to prepare students for employment in career and technical fields, and/or transfer to a baccalaureate granting institution. The AST will consist of 62 semester credits (the minimum for an AS degree is 60) which provides students with skills and competencies for gainful employment as para-educators. Many AAT graduates seek employment as para-educators and complete their baccalaureate degree at universities who offer courses online or afternoon/evenings.

The change in degree designation will provide more accurate data for the UHCC Annual Report of Program Data (ARPD) where workforce needs will be calculated into the quantitative indicators. The AAT is being evaluated like a General Pre-Professional program, whose sole demand indicator is a 3% annual enrollment growth rate. The rubric for demand states that the Teaching program needs to keep up with the college headcount but does not take into consideration the high demand for para-educators in the HIDEOE. The change to an AST degree will provide the program the ability to apply for Carl Perkin's Funds to support initiatives that will positively impact the preparation of future teachers. The mission, vision, program learning outcomes and coursework for the AS in Teaching will remain the same as the AA in Teaching, aligning with the Division goals, College Strategic Plan and the College Mission Statement.

### **Curriculum**

There will be no change in the curriculum from the AAT to the AST degree. The AST degree provides the opportunity for students to jump start their professional teaching career path by offering education courses embedded with field experiences in education which blends theory with practical application. The AST degree is 62 credits, which includes a rigorous core of pre-professional education and general education courses, development and presentation of a teaching portfolio aligned with the Hawai'i Teacher Standards Board (HTSB) standards demonstrating effective teaching practice. The AST program is designed to be flexible with courses offered statewide via distance learning and in person at the Leeward CC Pearl City and Leeward CC Wai'anae Moku campuses.

***Program Requirements (62 credits):***

Education Core (13 credits):

- ED 285 Classroom Management within the Instructional Process (3 cr)
- ED 290 Foundations of Education (3 cr)
- ED 291 Developing Language and Literacy I (3 cr)
- ED 294 Introduction to Multicultural Education (3 cr)
- ED 295 Field Experience in Education (1 cr)

Education Electives (9 credits):

Select 3 electives from approved list of courses.

General Education Foundations (25 credits):

- Written Communication/FW (3 cr)
- Symbolic Reasoning/FS (3 cr)
- Global Multicultural Perspectives/FG (6 cr)
- Diversification Arts/DA (3 cr)
- Diversification Social Sciences/DS, not from PSY (3 cr)
- Diversification Natural Sciences/DB, DP, and DY (7 cr)

Graduation Requirements (15 credits):

- ENG 200 Composition II (3 cr)
- HWST 107 Hawai'i: Center of the Pacific (3 cr)
- PSY 100 Survey of Psychology (3 cr)
- PSY 240 Developmental Psychology 3 cr) or
- FAMR 230 Human Development (3 cr)
- Oral Communication (3 cr)

This degree change will not require any curriculum changes. There are no similar programs within the UH System.

**Accreditation**

The AAT degree is not professionally accredited, and the AST degree would also not be professionally accredited. This change will not instigate a substantive change with our regional accreditor, ACCJC.

**Impact on Current Students**

There will be no impact on enrollment due to the re-designation of the degree. Currently, there are more than 400 students attending Leeward CC who are declared majors and have indicated education as their career goal. Given these sources of students for the AST, it is anticipated that about 100 students will apply to Leeward CC each year with the academic goal of working toward a degree in education. At full capacity, the program would graduate approximately 70 students per year. Of this number, some will seek employment as educational assistants with the DOE (terminal degree) and others will seek employment, as well as, transfer to programs leading to a bachelor's degree in education.

Effectiveness of the program will be assessed externally, by employment statistics of graduates, through student perception and exit surveys administered in the capstone ED 295 (Field Experience in Education) course, and through employer surveys that can track career and employer satisfaction.

The trend of majors in the program is as follows as reported on the ARPD:

<b>Academic Year</b>	<b>Number of Majors/Native Hawaiian Majors</b>	<b>Number of Graduates</b>
<b>2011-2012</b>	377/129	55
<b>2012-2013</b>	387/117	59
<b>2013-2014</b>	395/123	87
<b>2014-2015</b>	369/110	69
<b>2015-2016</b>	408/126	59
<b>2016-2017</b>	417/135	74

The AAT program has continuously exceeded projected student enrollment and graduation rates. Student satisfaction surveys are given to all graduating students and follow-up surveys also administered to program alumni to ensure program effectiveness. Continued growth is expected for the AST degree.

Current students have been consulted about the change in the degree designation. Those students consulted did not have a preference for the degree. In addition, there will be no impact on financial aid availability or the ability of students to transfer to a 4-year school, if they so desire.

***Teach-out Plan***

Once approved, all new incoming students applying for fall 2018 would select AST on their applications. We would work with Admissions and Records to identify and move over all existing AAT majors to an AST major designation at one time. Conversion of current AAT to AST is anticipated for Fall 2018. The AAT degree will be terminated by Spring 2020, once all current students have moved over to AST degree.

**Costs**

There are no costs associated with this change. The re-designation of the AAT to an AST will not require additional resources. The program is fully operational with faculty and staff who are housed in the new Education Building on Leeward CC campus. The building provides ample office space and classroom space allowing room for continued growth.

As with the first education courses developed in collaboration with the Hawai'i Department of Education (HIDOE) for the AAT degree, the AST program has been designed to be accessible to students statewide. The program core requirements as well as all electives are delivered in class and via distance education. The UH Community Colleges already have the capacity to provide courses leading to an AA degree via distance education, so a neighbor island student could complete the general education requirements of the AST on a neighbor island community college campus or via distance education.

**Consultation**

All instructional and non-instructional faculty members in the department been consulted on the proposed change, and all are in support of the change.

**Timeline**

The following timeline will be implemented:

Spring/Summer 2018	Present proposal for approvals Request Banner code for new degree
Fall 2018	Effective date for AST degree AST degree is published in the Catalog Implement program change in STAR GPS Prepare recruitment materials Recruit students into new AST degree Communicate degree change to AAT students Begin contacting AAT students to move them to AST degree
Fall 2019	Follow up with any students remaining in AAT program to move them to AST degree.
Spring 2020	Terminate AAT degree, once all students have been moved



UNIVERSITY  
of HAWAII  
**HILO**

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

University of Hawai'i at Hilo Administration  
Office of the Chancellor

18 MAY 10 P6:02

DTS 18850

RECEIVED

May 7, 2018

'18 MAY -9 P1:35

**MEMORANDUM**

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

TO: Jan Naoe Sullivan  
Chair, Board of Regents

VIA: David Lassner  
President *David Lassner*

VIA: Donald O. Straney  
Vice President for Academic Planning and Policy *Donald O. Straney*

FROM: Marcia Sakai *Marcia Sakai*  
Interim Chancellor, University of Hawai'i at Hilo

SUBJECT: Request approval to re-designate the established Bachelor of Arts (B.A) degree as an established Bachelor of Science (B.S.) degree in Chemistry at the University of Hawai'i at Hilo (UH Hilo).

**SPECIFIC ACTION REQUESTED:**

Request approval to re-designate the established Bachelor of Arts (B.A) degree as an established Bachelor of Science (B.S.) degree in Chemistry at the University of Hawai'i at Hilo (UH Hilo).

**RECOMMENDED EFFECTIVE TERM/YEAR:**

Fall 2018

**ADDITIONAL COSTS:**

No additional costs

**BACKGROUND INFORMATION:**

Board of Regents Policy RP 5.201C states "Any significant change to a program once granted established status or deviations from the original intent, purpose, or design of the program shall be approved by the board."

Jan Naoe Sullivan  
May 7, 2018  
Page 2

The change in designation is a student driven change. The degree change will provide increased opportunities for students interested in Graduate or Professional Schools and to acknowledge the rigor of the current degree program.

In 2013, students began to inquire why our chemistry degree was only a B.A. and not a B.S. They felt that the Chemistry degree is just as rigorous and requires as many courses as some of the B.S. degrees offered at UH-Hilo, such as Astronomy, Marine Science, and Biology. The current UH Hilo Chemistry B.A. degree is comparable to UH-Mānoa (see Appendix 1) as well as other B.S. programs across the country. We wish to change perception of students, potential employers, and graduate schools that the current B.A. degree is deficient or less rigorous, when compared to a Chemistry B.S. degree from other institutions. In fact the current degree is a fully rigorous chemistry degree worthy of a B.S. designation and the B.A. designation is an anachronism in need of correction.

Upon approval, the B.A. degree will be stopped out to begin the termination process and all current students will be given the option to switch to the B.S. degree or complete the B.A. degree. The B.A. degree will be terminated once all students have completed.

**Significance/Contribution of this degree:**

The re-designation from B.A. to B.S. in Chemistry will require no curriculum change. The requirements specific to the Chemistry B.S. degree consist of 41 credits of Chemistry courses and 24 credits from related science curriculum. An additional 65 credits outside of the major requirements are needed to meet the General Education and other graduation requirements of UH Hilo.

Chemistry graduates pursue graduate studies in Chemistry and professional studies primarily in the Daniel K. Inouye College of Pharmacy, and also go on to Medical and or Dental Schools.

**Demand projections:**

Chemistry is a moderately sized program with approximately 64 currently declared majors. There has been past evidence that students have pursued other programs in the past due to the degree being designated as a B.A. We anticipate a small increase in our enrollment since earning a B.S. will provide an added incentive for our students in their quest for employment or admission to graduate or professional school.

**Accreditation impact (if any):**

The B.A. degree is not professionally accredited, and the B.S. degree would also not be professionally accredited. This change will not instigate a WASC substantive change.

Jan Naoe Sullivan  
May 7, 2018  
Page 3

**Examples (2-3) of similar models from peer institutions:**

- Coastal Carolina University: B.S. Chemistry
- Delaware State University: B.S. Chemistry
- University of North Carolina Asheville: B.S. and B.A. Chemistry

**Similar programs at other UH campuses:**

UH Mānoa currently offers a B.A. and B.S. in Chemistry

**Statement from campus administration of new program's strategic value within the UH System and campus mission, and the Integrated Academic and Facilities Plan:**

The B.S. in Chemistry is a core science program which prepares students for graduate and professional school, supports other sciences, and feeds students into the Daniel K. Inouye College of Pharmacy. Due to the heavy laboratory component, this degree is not offered via Distance Learning. The program has a general education core aligned with the other UH system campuses which allows transfer opportunities for UH Community College Students.

The Chemistry department occupies modern teaching and learning spaces in the Science and Technology building that is adequate for future needs. The designation of Bachelor of Science will help to increase retention and graduation rates for students pursuing Chemistry at UH Hilo.

**Cost and resource allocation/reallocation implications:**

No additional costs to be incurred

**Impact of new program/program change request on campus budget allocations and mission priority:**

There will be no change to budget allocations and mission priority with this request.

**ACTION RECOMMENDED:**

Request approval to re-designate the established Bachelor of Arts (B.A) degree as an established Bachelor of Science (B.S.) degree in Chemistry at the University of Hawai'i at Hilo (UH Hilo).

**Attachment(s):**

Degree Change Request

c: Kendra Oishi, Executive Administrator and Secretary, Board of Regents

## Degree Change Request

*(Maximum 5 pages)*

Current Degree:     B.A.    

Proposed Degree:     B.S.    

Proposed Effective Date:     Fall 2018    

### **Justification**

Describe the need for the change.

One goal of the faculty and administration at UH-Hilo is to provide our Chemistry graduates with the best possible chance at employment or admission to graduate or professional schools. We believe a change in designation of our current program from a Bachelor of Arts (B.A.) to a Bachelor of Science (B.S.), with no change in curriculum, is the foundation of this goal and we fully support this student-driven request.

In 2013, students began to inquire why our chemistry degree was only a B.A. and not a B.S. They felt that the Chemistry degree is just as rigorous and requires as many courses as some of the B.S. degrees offered at UH-Hilo, such as Astronomy, Marine Science, and Biology. In fact, our current degree is comparable to UH-Mānoa (see Appendix 1) as well as other B.S. programs across the country. We wish to change student's perception that the current B.A. degree is deficient or less rigorous, when in fact it is a fully rigorous chemistry degree worthy of a B.S. designation.

An external review report of our program in the fall of 2014 stated that the absence of a B.S. degree option was a deterrent to students choosing to major in chemistry; the reviewer stated that our current program is mislabeled as a B.A. and he suggested a degree change to a B.S. designation should be a top priority for UH-Hilo. In 2015, steps were taken to implement this change beginning with approval by UH-Hilo's Faculty Congress on November 11, 2015 and the VCAA's office on December 21, 2015.

### **Curriculum**

- Compare and contrast the existing degree with the desired degree (i.e, B.A. vs. B.S.)

The curriculum will remain the same; no new courses will be added and no courses will be removed.

- Will course requirements change? Please describe.

Course requirements will not change.

- Are there similar programs within the UH System?

UH Mānoa currently offers both a B.A. and B.S. in Chemistry.

## Accreditation

- Is the program professionally accredited?

Our program is not accredited by the American Chemical Society due to its small size.

- If so, have you consulted with the accrediting agency? Please discuss.

Not Applicable.

- Will the new degree receive professional accreditation? If so, what is the timeline?

There is no plan to apply for accreditation.

- Is the proposed change related to recommendations from a recent accreditation review? If so, explain.

This request is not related to a recent accreditation review.

- Will the proposed degree change require a WSCUC/WASC ACCJC Substantive Change Review?

This change in designation from B.A. to B.S. will not require a WSCUC/WASC ACCJC Substantive Change Review.

## Impact on Current Students

- What effect do you anticipate the degree change will have on program enrollment?

We anticipate a small increase in our enrollment since earning a B.S. will provide an added incentive for our students in their quest for employment or admission to graduate or professional school.

Current Enrollment Trends:

<b>Academic Year</b>	<b>Number of Majors</b>	<b>Number of Graduates</b>
2011-2012	82	10
2012-2013	98	5
2013-2014	89	6
2014-2015	105	6
2015-2016	78	8
2016-2017	70	12

- Have current students been consulted?

Yes, our students have been consulted.

- If so, how many of current students would rather receive the new degree than the existing degree?

100% of all students consulted would rather receive the new B.S. degree than the existing B.A. degree. They believe this will help them attain their future goals, whatever they may be.

- Will the proposed change affect financial aid availability for current students?

The change from B.A. to B.S. will not affect financial aid availability for our students.

- Discuss teach-out plans for the existing degree program.

Upon approval of the B.S. degree designation, it is our plan to enact a 6-year stop out of the B.A. in Chemistry. Students entering UH Hilo in Fall 2018 and in future years will enter on the new B.S. degree and existing students will be given the opportunity to elect to the new B.S. option (see Timeline section) or complete in the B.A. option if desired. Upon completion of the stop out UH Hilo plans to terminate the B.A. in Chemistry.

### Costs

- Are there costs associated with changing the degree? If so, will the department or college cover the costs involved?

There are no costs associated for the degree change.

### Consultation

- Have faculty members in the department been consulted on the proposed change?

Yes, all of the faculty in the Chemistry Department have been consulted on the proposed change.

- Are faculty members in support of the change?

The Chemistry Department faculty are unanimous in their support for the degree change.

This proposal has also gone through the standard process for revisions to established programs and was approved unanimously by the UH Hilo Faculty Congress Curriculum Review Committee, which grants final approval on behalf of the Faculty Congress.

## Timeline

Please discuss your proposed timeline. Include plans to update the catalog, STAR, and recruitment materials, and proposed timeline to stop-out admission and terminate the current degree program.

June 2018: Anticipated BOR Approval

### Updates to Catalog:

Will be completed within 2 weeks of the anticipated BOR approval date. The UH Hilo catalog is primarily an online catalog and changes can be implemented immediately.

### Updates to STAR:

Will be completed prior to start of the Fall 2018 term. The UH Hilo STAR Coordinator will be notified as soon as possible following approval to amend the Fall 2018 STAR planner to change the degree designation. Students who were admitted for the Fall 2018 catalog that declared Chemistry as a major will automatically be switched over to the new designation.

### Recruitment Materials:

Brochures, pamphlets, and websites describing the Chemistry program will be updated by replacing the B.A. designation with the new B.S. designation.

### Program Coding, Stop Out, Termination of Existing BA-CHEM:

Upon approval the program code of BS-CHEM will be requested from system IRAO. At the same time, we will also request to enact a 6-year stop out of admission to the BA-CHEM effective from Fall 2018- Summer 2025. Upon completion of the stop out period, the BA-CHEM will be terminated.

### Current Student Opt In:

Current declared B.A. Chemistry students will be given a two-year period from the date of BOR approval of the B.S. degree (Fall 2018-Summer 2020) to elect to opt up to the Fall 2018 catalog and become a declared B.S. Chemistry major on the Fall 2018 catalog. The VCAA office and the Office of the Registrar have worked out a process for these students that is specific to this degree change. Outside of this period, current B.A. students also have the option to declare the B.S. degree option at the time of graduation using their graduating catalog year.

**Appendix 1**  
Comparison of Chemistry Degree program requirements at UH-Manoa and UH-Hilo.

<b>UH-Manoa Chemistry B.S. 2017-2018</b>	<b>UH-Hilo Chemistry B.A. 2017-2018 &amp; Proposed B.S. 2018-2019</b>
CHEM 161-161L General Chemistry I and Lab (4)	CHEM 161-161L General Chemistry I and Lab (4)
CHEM 162-162L General Chemistry II and Lab (4)	CHEM 162-162L General Chemistry II and Lab (4)
CHEM 272-272L Organic Chemistry I and Lab (5)	CHEM 241/241L Organic Chemistry I and Lab (4)
CHEM 273-273L Organic Chemistry II and Lab (4)	CHEM 242/242L Organic Chemistry II and Lab (4)
CHEM 425-425L Preparation and Analysis of Inorganic Compounds and Lab (5)	CHEM 320 Descriptive Inorganic Chem (3)
CHEM 274-274L Analytical Chemistry and Lab (5)	CHEM 274/274L Analytical Chemistry and Lab (5)
CHEM 351 Physical Chemistry I (3)	CHEM 351/351L Physical Chemistry I and Lab (4)
CHEM 352/352L Physical Chemistry II and Lab (5)	CHEM 352/352L Physical Chemistry II and Lab (4)
CHEM 427 Advanced Inorganic Chemistry (3)	CHEM 421 Inter Inorganic Chemistry (3)
	CHEM 431/431L Instrumental Analysis and Lab (4)
	CHEM 495A/495 Seminar (2)
CHEM 445/445L Preparation and Analysis of Organic Compounds and Lab (5)	
A Minimum of 3 credits from: CHEM 399, 601, 602, 621, 622, 623, 641, 642, 643, 651, 653, or 657, HON 493 and 495.	
<b>Requirements from Related Fields:</b>	<b>Requirements from Related Fields:</b>
One of: CHEM 372 Bioorganic Chemistry (3) BIOL 402 Principles of Biochemistry (4) BIOC 441 Basic Biochemistry (3)	BIOL 410 Biochemistry (3)
MATH 241/242 Calculus I and II (8)	MATH 241/242 Calculus I and II (8)
MATH 243 Calculus III (3)	MATH 243 Calculus III (3)
PHYS 170/170L General Physics I and Lab (5)	PHYS 170/170L General Physics I and Lab (5)
PHYS 272/272L General Physics II and Lab (4)	PHYS 272/272L General Physics II and Lab (5)
<i>Total Credit Hours = 69</i>	<i>Total Credit Hours = 67</i>

**Committee on Academic and Student Affairs**  
 Annual Review for the 2017-18 Academic Year

New committee by-laws were established at the October 5, 2017 meeting

	Committee <b>DUTIES</b> per Bylaws	2017-18 <b>ITEMS DISCUSSED/APPROVED</b>
1	Review the academic mission and strategic direction of the system and its major units	<b>Acceptance of Community College Institutional Self-Evaluation Reports</b> (To be discussed: May 18, 2018)
2	Periodically review to what extent programs support the mission and strategic direction of the University	<p><b>Enrollment Update</b>            Vice President Straney provided an update on Fall 2017 undergraduate and graduate enrollment by unit &amp; selected populations, and percentage difference between targets &amp; actuals. (October 5, 2017)</p> <p><b>Update on Systemwide Enrollment Management</b>            Vice President Straney provided an update on systemwide enrollment management that included UH System goals, defining the roles of System and units/campuses, factors affecting undergraduate enrollment, college participation rates of Hawai'i public high school graduates, and 2018-2021 unit enrollment goals. UHM, UHH, UHWO, and UH Community Colleges each presented enrollment management reports which included a 2017 assessment, and strategies and targets for the next three academic years. (March 8, 2018)</p> <p><b>Dual Credit Update</b>            Hawai'i P-20 Executive Director Stephen Schatz provided a presentation on the dual credit update on the increase in the number of early college classes; and impact on college enrollment, low income students, and UH System enrollment. (October 5, 2017)</p>

		<p><b>STAR Registration Update</b> UHM Associate Vice Chancellor of Undergraduate Education Dr. Ron Cambra provided a history of STAR, its origination, where the system is today, and next steps for improvement. Director of Advanced Technologies Gary Rodwell gave a live demonstration of the STAR interface. (December 14, 2017)</p> <p><b>Distance Learning Plan</b> Interim Associate VP for Student Affairs and Director of Academic Technologies Hae Okimoto provided an overview on the distance learning plan that included a historical timeline of distance learning at UH; courses and registrations by technology type for Fall 2017; distance learning course taking trends at UH; the impact of online courses on persistence and graduation rates; trends for UH community college transfers with many choosing institutions with online program offerings; UH’s intentional focus on adult distant learners and online degree pathways; how UH is rethinking academic support services from application to graduation; how UH is rethinking programs via pathways; and goals for Fall 2020. Discussion regarding possible need for future policy changes and additional resources to ensure high-quality online degree programs. (March 8, 2018)</p>
3	Monitor the quality and effectiveness of educational programs	<p><b>Annual Report on Program Actions &amp; Small Programs</b> An overview of the Academic Program Actions Report for Academic Year 2016-2017 as required under RP 5.201, EP 5.201, and EP 5.229. There were 4 new academic programs approved by the board; 11 authorizations to plan new academic programs; 15 provisional programs granted established status; 45 ongoing provisional programs; and no termination of provisional programs. For programs with small number of degrees/certificates of achievement awarded: UHM had 54; UHH had 15; UHWO had 0; HawCC had 24; HonCC had 16; KapCC had 9; KauCC had 22; LeeCC had 9; UHMC had 27; and WinCC had none. For programs removed from the small programs list: UHM and HonCC each had 4; LeeCC had 3; KauCC had 2; HawCC, KapCC, and UHMC each had 1; and UHH, UHWO, and WinCC each had none. (December 14, 2017)</p>

4	Develop and maintain policies governing academic and student affairs	<p><b>Program Approval Process Overview</b>  Vice President Straney presented an overview of the new three step program approval process and new department focused program resource template, with the goal being a process that maintains academic integrity and affordability while increasing agility and responsiveness to state needs within the context of each campus and the entire system. Discussion regarding the need to eventually revise Regents Policy 5.201, Instructional Programs (October 5, 2017)</p> <p><b>Policy Revisions</b>  RP 9.211 Health Fund, Retirement, and Other Benefits (December 14, 2017)  RP 9.218 Delegation of Personnel Actions (December 14, 2017)</p> <p><b>New Regents Policy</b>  5.219 Emeritus/Emerita Title (December 14, 2017)</p> <p><b>Implement a Mandatory Student Fee to Provide all Kapi'olani Community College Students With a U-Pass for TheBus</b> (To be discussed: May 18, 2018)</p>

5	Review actions proposed by the President which fall under current Board policies and procedures, including requests for exceptions.	<p><b>Provisional Status for New Programs:</b></p> <ul style="list-style-type: none"> <li>• Master of Landscape Architecture at the University of Hawai‘i at Mānoa (October 5, 2017)</li> </ul> <p><b>Provisional to Established Status:</b></p> <ul style="list-style-type: none"> <li>• Certificate of Achievement in Medical Assisting at Kaua‘i Community College (To be discussed: May 18, 2018)</li> <li>• Bachelor of Applied Science Degree in Engineering Technology at University of Hawai‘i Maui College (To be discussed: May 18, 2018)</li> <li>• Doctor of Nursing Practice Degrees at the University of Hawai‘i at Hilo and the University of Hawai‘i at Mānoa (To be discussed: May 18, 2018)</li> <li>• Leeward Community College, Associate in Science in Health Information Technology (To be discussed: May 18, 2018)</li> </ul> <p><b>Changes to Established Programs:</b></p> <ul style="list-style-type: none"> <li>• Doctor of Public Health (DPH) to Doctor of Philosophy in Public Health (PhD) at the University of Hawai‘i at Mānoa (October 5, 2017)</li> <li>• Associate in Arts in Teaching Degree to the Associate in Science Teaching Degree at Leeward Community College (To be discussed: May 18, 2018)</li> <li>• Bachelor of Arts (B.A.) in Chemistry to Bachelor of Science (B.S.) Degree in Chemistry at the University of Hawai‘i at Hilo (To be discussed: May 18, 2018)</li> </ul>
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