Leeward Community College
2022 Midterm Report
Leeward Community College

Midterm Report

Submitted by:
Leeward Community College
96-045 Ala ‘Ike
Pearl City, Hawai‘i 96782

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
October 15, 2022
Certification of Midterm Report - Leeward Community College

Date: May 20, 2022

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Carlos Peñaloza, Chancellor

5/11/2022
Date

P. Jayne Bepp, Accreditation Liaison Officer

05.20.22
Date

Michael Aimi
Michael Oishi, Chair, Faculty Senate

05/06/22
Date

William Albritton, Chair, Campus Council

5.6.2022
Date

Pi‘ikea Hardy-Kahaleoumi, Chair, Pūko‘a no nā ‘Ewa Council

5/6/22
Date

David “Alex” Williamson, President, Associated Students of UH - Leeward CC

4/27/2022
Date
Certification of the Midterm Report
University of Hawai‘i System

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

From: Carlos Peñaloza, Chancellor
      Leeward Community College
      96-045 Ala ‘Ike
      Pearl City, Hawai‘i 96782

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

______________________________________________________________________
Erika Lacro, Vice President for Community Colleges      Date

______________________________________________________________________
David Lassner, President, University of Hawai‘i        Date

______________________________________________________________________
Ernest Wilson, Chair, Committee on Academic and Student Affairs Date

______________________________________________________________________
Randolph Moore, Chair, Board of Regents        Date
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Report Preparation

Preparations for the Midterm Report formally began in Spring 2021 (RP 1) with monthly meetings of the UHCC (University of Hawai‘i Community College) Accreditation Liaison Officers (ALO) organized by the Office of the Vice President for Community Colleges (VPCC). An email invitation requesting help with the report was sent to Leeward Community College’s (CC) faculty and staff listserv by the ALO on April 21, 2021. Requests to various campus constituents to assist with the report were presented at Campus Council, October 15, 2021 (RP 2). The College’s ALO began the drafting process, identifying needs for the development of the report. The first draft was shared with Chancellor Peñaloza and the Administrative Team on November 29, 2021 for input. The Administrative Team consists of the Chancellor, Vice Chancellor of Academic Affairs (VCAA), Vice Chancellor of Administrative Services (VCAS) and the Deans of Arts and Humanities, Career and Technical Education, Student Services, and Academic Services.

On December 2, 2021 (RP 3) the ALO sent the second draft to all faculty and staff and asked them to provide substantive input to the document for accuracy and currency with numerous people responding. A second draft of the report was worked on by the Administrative Team in February and the third draft was shared with the campus on March 1, 2022. The final draft was sent to the College’s four governance groups (Faculty Senate, Campus Council, Pūko’a no nā ʻEwa Council and Student Government) for review and approval on April 6, 2022. Completion of the Midterm Report followed Leeward’s institutional governance processes and drew upon the knowledge and expertise of individuals in specific functional areas.

Responses to “Plans Arising Out of the Self-Evaluation Process” established in the College’s last Institutional Self-Evaluation Report (ISER) (RP 4) were assigned to the appropriate areas and college leaders identified in the ISER. Response to “Recommendations for Improvement” outlined in the External Evaluation Team Report (RP 5) from ACCJC was provided by the Office for Planning, Policy and Assessment (OPPA), the Faculty Senate Assessment Committee, the Office of the Chancellor, and the Office of the VPCC. Input for “Reflections on Improving Institutional Performance” came from the Faculty Senate Curriculum Committee, Campus Council, OPPA, Faculty Senate Assessment Committee, English Assessment Coordinator, Liberal Arts AA Degree Program Coordinator, and Disability Services Office. Information specifically on student achievement data, including institution set standards was provided by the Dean of Student Services, Dean of Arts and Humanities and the Dean of Career and Technical Education. Fiscal reporting information was provided by the Office of the VCAS. Finally, input for the “Outcomes of the Quality Focus Essay” came from the appropriate areas and College leads identified in the 2018 Quality Focus Essay (QFE). The Faculty Senate Student Affairs Committee and Dean of Academic Services provided evidence for the QFE Action Plan 1 and the Faculty Senate Assessment Committee provided evidence for the QFE Action Plan 2.
## Plans Arising Out of the Self-Evaluation Process

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<tr>
<th>Standard</th>
<th>Change, Improvement &amp; Innovation</th>
<th>College Leads</th>
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<tr>
<td>I.A.4</td>
<td>Perform a comprehensive review of Leeward’s Mission Statement.</td>
<td>Chancellor, VCAA, VCAS, OPPA &amp; Governance Groups</td>
<td>The College’s Mission Statement was last reviewed and approved without changes in Spring 2017. As stated in the College’s Policy on Institutional Mission (<a href="#">PA 1</a>), an extensive review will be done during our next strategic planning process. Strategic Planning preparations were announced by the Chancellor at the Fall 2021 Convocation (<a href="#">PA 2</a>). The process was initiated in Spring 2022 with the appointment of a Strategic Planning Coordinator. A Vision and Mission (<a href="#">PA 3</a>) review committee was formed with a tentative timeline for competition at the end of the Spring 2022 semester.</td>
<td>Spring 2022</td>
<td>Due to COVID-19, the Strategic Planning Process for the College and UH System was delayed with the existing strategic plan being extended until the end of Fall 2022. A comprehensive review of our mission statement is currently underway.</td>
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<td>I.B.1</td>
<td>Improve the College’s Integrated Planning and Budgeting Process (IPBP) and increase transparency.</td>
<td>VCAA, VCAS, OPPA, Campus Council &amp; Faculty Senate</td>
<td>Between Fall 2017 and Fall 2019, the Ad Hoc Planning Process Review Committee (PA 4), whose members reflect wide campus representation, reviewed and clarified roles within the annual IPBP, reviewed and revised the College’s planning templates including the resource request form and the Annual Report of Program Data (ARPD), and strategized on “closing the loop.” A need to expand inclusion of and responsiveness to student voices within Leeward’s planning process was identified.</td>
<td>Data from the 2016 and 2019 Employee Satisfaction Survey (PA 5) show some improvement with the Campus’ understanding of the planning process (a 2% to 7% increase, see questions 6-8). As the College strives for continuous improvement in this area, we hope more gains will be reflected in the 2022 Employee Satisfaction Survey. The Chairs for each governing body, along with the VCAA and OPPA will form an ad hoc committee in Spring 2023 to review and identify.</td>
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<td>I.B.7</td>
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<td>I.B.9</td>
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<tr>
<td>IV.A.3</td>
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no nā ‘Ewa and Student Government. Additionally, the institutional priorities list is now disseminated campus-wide ahead of finalization and recommendation from Campus Council (PA 7).

To increase transparency on the College’s budget development process, the VCAS began sending out regular fiscal updates in Fall 2018.

To increase transparency, during the height of the COVID-19 pandemic, the Chancellor held 10 campus updates to the College between April 2020 and October 2021 via Zoom (PA 8) to keep campus constituencies informed on the status of the UH System budget.

opportunities for improvement.
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<tr>
<td>I.B.1</td>
<td>Provided required training on faculty-initiated interaction in distance education (DE) courses.</td>
<td>EMC &amp; DE Committee</td>
<td>In the 2017-2018 academic year (AY), 100% of DE instructors (n=138) and 43% of all instructors (n=198 faculty and 120 lecturers) completed a mandatory “DE Federal Requirements Training.” This was a temporary solution until Leeward developed and implemented the current DE best practice process which incorporates the DE Federal Requirements. Between 2017 and 2021, the EMC and DE Committee offered over 30 workshops with 308 of the 631 participants (49%) earning a digital badge demonstrating workshop outcome attainment. Evaluation data showed that 83-100% of participants found the workshops useful (PA 9). In AY 2018-2019, the DE Committee created new DE Guidelines (PA 10), a DE Guidelines Self-Assessment (PA 11), and a DE Peer Evaluation (PA 12)</td>
<td>Fall 2022</td>
<td>By the end of the three-year evaluation cycle, 100% of DE instructors will have cycled through a Self-assessment process. The process will be reassessed at the end of Fall 2022.</td>
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form to reflect best practices to provide instructors with a framework for creating high-quality DE courses. These assessments are based on nationally recognized Quality Matters standards for online learning. The Faculty Senate unanimously approved the new DE Guidelines and Evaluations for adoption in March 2019.

A three-year pilot project was implemented in AY 2019-2020 with the goal of all DE instructors completing a self-assessment every three years. The 2019-2020 and 2020-2021 AYs had a 94% completion rate for DE instructors cycling through the self-assessment process (64 out of 68 instructors). The current completion rate for AY 2021-2022 is 80% (28 out of 35 instructors) (PA 13).
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<td>I.B.2</td>
<td>Clarify the relationship between General Education Learning Outcomes (GELO) and Institutional Learning Outcomes (ILO).</td>
<td>Liberal Arts AA Program Coordinator &amp; Dean of Student Services</td>
<td>The GELO-ILO relationship was clarified in Fall 2020. The College’s GELOs are identical to the Associate of Arts (AA) Liberal Arts Program Learning Outcomes (PLO), which are regularly assessed and mapped to ILOs (<a href="#">PA 14</a>). After review by the Interim Student Services Program Officer, all references to Leeward’s GELOs were removed from the College catalog, website and policies (<a href="#">PA 15</a>). The UH System is redesigning its General Education curriculum (<a href="#">PA 16</a>) (Summer 2021 to Fall 2025). This redesign may have implications for the College’s ILOs.</td>
<td>Relationship was clarified.</td>
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<td>I.B.5</td>
<td>Published the College’s Institutional Effectiveness Report (IER).</td>
<td>OPPA</td>
<td>In 2011, the College proposed publishing an IER every four years. The first was done in 2012 and the second in Spring 2018 (<a href="#">PA 17</a>). However, these reports have not been used in a meaningful way. The College plans to replace the IER by implementing a systematic evaluation of the Strategic Plan outcomes, starting with closing the loop on our existing Strategic Plan as we move toward creating our new plan (<a href="#">PA 18</a>). The new Strategic Plan will incorporate systematic reporting of effectiveness.</td>
<td>Spring 2023</td>
<td>Systematic reporting of Strategic Plan outcomes beginning with our 2023-2028 Strategic Plan.</td>
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<td>I.B.7</td>
<td>Conducted the Employee Satisfaction Survey every three years.</td>
<td>Leadership Excellence Cohort 2 (PA 19)</td>
<td>Employee Satisfaction Surveys Fall 2016 &amp; Fall 2019 (PA 20) findings were used including revisions to the IPBD, revisions to Campus Council and Faculty Senate processes, and efforts to improve leadership opportunities at the College.</td>
<td>Fall 2022</td>
<td>The College will use findings from the 2022 Employee Satisfaction Survey to assess trends from prior surveys and to develop responsive strategies for continuous improvement.</td>
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<td>I.B.7</td>
<td>Conducted the Administrative Services Customer Satisfaction Survey</td>
<td>VCAS</td>
<td>The Office of the VCAS designed and administered its first Customer Satisfaction Survey in Fall 2017. Based on stakeholder feedback, the VCAS and area unit heads developed findings and recommendations to improve performance and efficiency. See discussions in their respective ARPD and CRE planning reports: Administrative Services (PA 21), Human Resources (PA 22), Operations &amp; Maintenance (PA 23), and Enterprise Operations &amp; Campus Security (PA 24).</td>
<td>Fall 2023</td>
<td>The campus closure caused by the COVID-19 pandemic prevented Administrative Services from administering the Fall 2020 Customer Satisfaction Survey. The goal is to replicate the survey in Fall 2023 and to assess trends and use findings for continuous improvement.</td>
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<td>I.B.9</td>
<td>Communicated more clearly results of program reviews, resource requests, and institutional priorities to the campus community in response to the Employee Satisfaction Survey.</td>
<td>VCAA</td>
<td>In 2017 to 2019, an Ad Hoc Planning Process Review Committee (<a href="#">PA 25</a>) was convened to continue exploring ways to improve the IPBP. In 2018, the VCAA and VCAS began sharing regular updates via email with the campus about the prioritizing process. Data from the 2016 and 2019 Employee Satisfaction Survey (<a href="#">PA 26</a>) show some improvement with the campus’ understanding of the planning process (a 2% to 7% increase, see questions 6-8).</td>
<td>As the college strives for continuous improvement in this area, we will use the findings from our 2022 Employee Satisfaction Survey to identify further corrective actions as needed.</td>
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<td>II.A.3</td>
<td>Completed the AA in Liberal Arts Assessment.</td>
<td>AA Degree Program Coordinator &amp; AA Degree Program Review Task Force</td>
<td>The Liberal Arts AA Degree program assessment was completed in 2020 (<a href="#">PA 27</a>). A more sustainable approach to assess PLOs was established and piloted in 2021 (<a href="#">PA 28</a>).</td>
<td>Assessment was completed and a sustainable process to assess PLOs was established.</td>
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<td>II.B.1</td>
<td>Created a disability services training program for faculty and staff at the College.</td>
<td>Disability Services Office (DSO)</td>
<td>DSO has been providing “Navigating Classroom Accommodation” workshops each semester since 2019 so faculty and staff understand their role in providing accommodations. Between August 2019 and July 2021, DSO offered 11 workshops (<a href="#">PA 29</a>) reaching 151 participants. While 100% of respondents reported that overall, the workshops were “Very Good/Excellent,” only four out of the 11 workshops were evaluated. DSO will continue to formalize workshop curricula and develop more intentional evaluation methods to assess the training effectiveness.</td>
<td>A “Navigating Classroom Accommodation” workshop was designed and is regularly implemented.</td>
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<td>II.C.5</td>
<td>Conduct student focus groups on counseling and advising services.</td>
<td>Counseling and Advising &amp; Student Government</td>
<td>The COVID-19 pandemic prevented conducting the student focus group activity. However, the Counseling unit uses data from counseling evaluations (see 2021 Counseling ARPD (PA 30), page 3) sent to all advisees semesterly, data from the Community College Survey of Student Engagement (CCSSE) and dialog among student leaders at weekly Student Government meetings (PA 32) to improve counseling and student support services. In an effort towards continuous improvement, Student Services units have met regularly over the past year to improve data collection metrics and methods for program assessment (PA 33).</td>
<td>Fall 2023</td>
<td>Expected strategies and outcomes will be contingent on the College’s new Strategic Plan (PA 31).</td>
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<td>IV.A.7</td>
<td>Conducted the Campus Council (CC) Members Survey.</td>
<td>Campus Council</td>
<td>A 2017 CC Members Survey ([PA 34](PA 34)) found that two-thirds of members said their knowledge of the CC’s role and function increased during the past year. The CC also implemented a Program Review &amp; Planning Process Survey with ARPD authors about their needs. Respondents said they: would like more data and greater access to analytical support, they lack confidence in the accuracy of the UHCC System data, and they find the ARPD template difficult to use. To address these issues, in 2018, UHCC System: simplified the ARPD template, started releasing draft data so that users can find discrepancies and alert them to making corrections, and for the first time, in September 2021, the UHCC System provided workshops ([PA 36](PA 36)) to help ARPD authors better understand the data.</td>
<td></td>
<td>The College will use the findings from CC-related questions on our 2022 Employee Satisfaction Survey ([PA 35](PA 35)) (questions 13 and 14) to identify further corrective actions as needed.</td>
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Conducted the Faculty Senate (FS) Campus Satisfaction Survey. Faculty Senate (PA 37)

The Employee Satisfaction Survey was used to address this. Question 16 on the Survey (PA 38) asks respondents if they believe, “The Faculty Senate effectively carries out its role in governance.” Findings indicate that for applicable respondents, slightly more people agreed with this statement in 2019 (59%) compared to 2016 (57%). Given the findings from both surveys and recognition of needed improvement, the following activities were implemented:

The FS Blog was initiated in 2017 and converted to the FS News (PA 39) in Spring 2019 to better inform campus constituents of the Senate’s activities. In 2020, FS News began to include summary annual reports for the academic year.

The College will use the findings from our 2022 Employee Satisfaction Survey to see if trends have improved and to identify further corrective actions as needed.
Between 2018 (PA 40) and 2020 (PA 41), FS worked to ensure the development of systems and processes to keep the Senate’s work organized.

In Fall 2020 (PA 42) and Fall 2021 (PA 43), FS held “Talk Story Sessions” at Convocation for faculty and staff to learn more about the Senate.

The FS Charter and Bylaws were revised in Spring 2019 and again in Fall 2019.

FS added to the Vice Chair’s duties: To review and, if necessary, update the Charter and Bylaws every two years. Hence, the Bylaws were revisited and revised again in Spring 2021 (PA 44).
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<tr>
<td>IV.A.7</td>
<td>Created the Faculty Senate Blog (<a href="#">PA 45</a>)</td>
<td>Faculty Senate</td>
<td>FS Blog was initiated in 2017 and converted to the FS News (<a href="#">PA 46</a>) in Spring 2019. News from the Faculty Senate circulated by this medium now provides timely updates to the campus community. Additionally, FS sends monthly meeting agendas and minutes to the campus personnel listserv, facilitating a broader reach and visibility on shared governance.</td>
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<td>Faculty Senate News created and monthly meeting agenda and minutes are sent to the campus listserv as a means of transparency.</td>
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<td>IV.A.7</td>
<td>Conducted the Student Government Effectiveness Survey.</td>
<td>Student Life</td>
<td>In Spring 2018, the Student Government (SG) conducted an Effectiveness Survey (<a href="#">PA 47</a>) with the student body via a Google Survey. Having reviewed the survey data, SG improved communication through a feedback form and began hosting more events.</td>
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<td>Survey implemented and SG developed a feedback form and hosted more campus events throughout the semester, including social media campaigns via Instagram, Facebook, Twitter and podcasts.</td>
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Response to Recommendations for Improvement

There were two college specific recommendations to improve quality and one system recommendation.

ACCJC College Recommendations to Improve Quality #1

“To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)”

(Note: for this section see QFE Action Plan 2 below for additional information and evidence.)

The College has been engaged in continuous assessment, which is core to the College’s planning process, as well as faculty tenure, promotion and periodic review. However, the College has experienced a number of challenges with respect to providing a purposeful, visual and more broadly disseminated analysis of learning outcomes assessment results. For more than five years, Leeward CC used TK20 for assessment collection and reporting. Due to the limited functionality of TK20, the Assessment Specialist developed a homegrown assessment management system (AMS) solution known as Knack, which was lower in cost, easier to use, and offered flexibility for future growth. However, it was determined Knack was not FERPA (Family Educational Rights and Privacy Act) approved; thus, another option had to be identified. Serving as a free, scalable, and user-friendly interim measure, a Google Form was adopted to capture instructional student learning outcomes (SLO).

In September 2019, an Ad Hoc Assessment Committee, with wide campus representation, began reviewing potential AMS platforms for the College. After reviewing and evaluating three AMS platforms, the Ad Hoc Assessment Committee settled on Anthology (formerly known as Campus Labs). However, the University of Hawai‘i (UH) System COVID-19 pandemic budget freeze delayed the College’s ability to purchase the AMS until the end of 2020. After a lengthy onboarding process to initialize Anthology, the College began training early adopters in November 2021. Our previous assessment platforms were limited with respect to service area outcomes (SAO) data collection and analysis and Anthology should rectify this.

The Anthology Outcomes and Planning platforms allow all assessment leads from each instructional division, department, discipline, section, and course to manage their own outcomes assessment process. Similarly, all assessment leads from support units (e.g., administrative services, academic affairs, student services) will be able to input SAO data. The AMS will allow Leeward to have a centralized repository for data collection and analysis that will allow division chairs and unit heads to disseminate aggregated data reports with
stakeholders with the goal of increasing discussions around continuous improvement for teaching, student learning and student success.

While the College waited for Anthology to be fully functional, the Office of Planning, Policy and Assessment (OPPA) analyzed the SLO achievement data collected on the Google Forms and presented the findings to Division Chairs (RR 1) for discussion. First, a pilot test (RR 2) using a non-random sample of social sciences courses was implemented to disaggregate SLO outcomes by gender, ethnicity, Pell status and age; this function is not available in Anthology, and this type of disaggregation of SLO assessment data on a wide scale would be an enormous undertaking for instructors. The purpose of the pilot test was to see if this type of analysis is, in fact, useful. However, disaggregation at the SLO level based on the pilot test findings did not appear to add to what we already know about student success. Therefore, it was determined that implementing efforts to desegregate SLO data campus-wide is likely unnecessary to improve student success. An SLO attainment (RR 3) study was also done, breaking down findings by divisions and correlating them with gatekeeper classes. Student achievement based on 70% passing with C or better for all course learning outcomes was demonstrated in over 90% of classes, with areas for improvement noted for a handful of specific courses and instructors.

In Fall 2019, the College began wide-spread use of Tableau, a data visualization tool to facilitate the analysis, dissemination and discussion of assessment results. OPPA started developing dashboards for regularly requested metrics, implementing individual and group training, and disseminating information to the campus. Tableau has allowed Division Chairs, Deans and Unit Heads with a fast way to access and analyze individualized and program specific data to improve student learning, retention and services. In Spring 2021, OPPA started “Fast Fact Fridays” with monthly Tableau generated data sheets that feature different topics being sent to the entire campus. As the College is engaged in its next five-year strategic planning process, the Spring 2022 Fast Fact Fridays series focused on “Closing the Loop” for our previous strategic plan.

Efforts to disseminate and discuss assessment results of all outcomes across campus continue. The Vice Chancellor for Academic Affairs (VCAA) is working with all the Deans to close the loop on our annual reports, which include student learning, program learning and service area outcomes assessment and analysis. The goal of such efforts is to create a space for faculty, campus leadership, and administration to reflect on outcomes and engage in meaningful discussions related to increasing student learning and achievement outcomes. Additionally, the goal is to organize annual Assessment Showcase events during Convocation where each of the campus areas (instructional, support, and administrative) can share their best practices and
strategies campus-wide with respect to meeting the College mission and improving student success.

ACCJC College Recommendations to Improve Quality #2

“In order to improve effectiveness, the team recommends that the College develop a mechanism to inform the College community about the college governance structure, membership and responsibilities of committees, pertinent policies and the college decision-making process. (IV.A.6)”

Since submitting our last ISER in 2018 (RR 4), the College’s Shared Governance Policy (RR 5) was revised in 2019 to clarify responsibilities and procedures. Additionally, the Faculty Senate, Campus Council and Pūkoʻa no nā ʻEwa Council now send monthly meeting agendas and minutes to the campus personnel listserv, facilitating a broader reach and visibility on planning and shared governance. A positive outcome of virtual meetings due to the COVID-19 pandemic has been increased campus attendance at governance group meetings. Periodic “Exec to Exec” meetings were re-instituted with Chancellor Peñaloza in 2019. These meetings include the Chancellor, Vice Chancellors and executive officers from the Faculty Senate, Campus Council, Pūko’a no nā ʻEwa Council and, depending on the issues, Student Government. Meetings focus on how to best collaborate and communicate with campus constituencies about institutional matters. This includes concerns arising from any campus area, strategizing on how to address concerns and identifying the when, where and how to best support the College’s mission. Most recently, Strategic Planning and Facilities Management have been important topics addressed by the Exec to Exec.

The College relied heavily on shared governance during the 2020-2021 academic year as we engaged in campus and system level planning discussions related to COVID-19 pandemic budget challenges. On October 12, 2020, the UHCC Organizational and Resource Planning (RR 6) document outlined campus ideas and considerations to address the impending budget shortfall for Fiscal Year 2022 and beyond. Tasked with reviewing and vetting the document with the campus community, Leeward CC formed a Campus Council Ad Hoc Committee to assist in gathering feedback and creating an official response to the Office of the Vice President for Community College (OVPCC). Topics in the Organizational and Resource Planning document were organized into three surveys (Consolidation of Operational Units and Personnel Changes, Campus Space Commercialization and Revenue Generation, and Instructional and Programmatic Considerations). Through these surveys, all campus employees were encouraged to provide points of consideration, proposal advantages and disadvantages, implications, and what additional data or questions needed addressing. Survey results were collected, categorized, and summarized in a preliminary report that was then sent to potentially impacted units and individuals for a second review. Feedback from those potentially impacted was
requested to clarify points that were unclear or inaccurate, provide additional information that could help guide decision-making, and determine if any critical facts were missing in the report. Subsequently, the comprehensive draft report was presented at the Campus Council (RR 7) meeting on Friday, November 6, 2020, for a third round of input. The final report (RR 8) was submitted to the OVPCC for inclusion into the UHCC System’s Organizational and Resource Planning for 2022 and Beyond.

While the College has structures in place to support vibrant and engaged participation in decision-making, information about governance bodies, committees and related policies are currently neither centrally located, nor are the relationships between the college governance entities, processes, and structures easy to understand. The College’s antiquated website has been a barrier to providing clear and easily accessible information about our governance structure, membership and responsibilities of committees, pertinent policies or the College decision-making processes in general. This issue is core to our website redesign plans, which are expected to be completed in Summer 2022. The Marketing and Communications Office will work with campus governance groups to create a “one-stop” shared governance page for the College by Fall 2023. In anticipation of this, the College leadership has been engaged in discussions about our governance structures, reviewing and updating bylaws and proposing visual aids to facilitate broader understanding of the Leeward CC governance structures.

Data from the College’s 2016 and 2019 Employee Satisfaction Survey (RR 9) show that about half of the campus was still unsure if Campus Council (46%) and Pūkoʻa no nā ʻEwa (56%) effectively carried out their role in shared governance, with 36% being unclear about Faculty Senate. In March 2022 (RR 10), the Chancellor presented at Campus Council to clarify the role of Campus Council in relation to the College’s other governance groups and how to improve the Council. Hopefully, this process, along with the effects from the shared governance entities’ efforts to circulate meeting information, conduct workshops, and other improvements will be reflected in our 2022 Employee Satisfaction Survey.

**ACCJC System Recommendation to Improve Quality**

“In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)”

The UH System includes three universities, seven community colleges and community-based learning centers across Hawai‘i. The seven community colleges comprise the UHCC System and are led by the VPCC.
To respond to the System Recommendation, the VPCC convened the six campus ALOs that represent the UHCCs accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC (Western Association of Schools and Colleges) Senior College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.

In early meetings, discussion centered around the External Evaluation Team Report (RR 11). The report noted, “While assessment of system-wide role delineation, governance and decision-making is ‘organic and ongoing,’ a formalized structure for assessment does not exist.” Based on this statement, the VPCC, Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline system-wide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UHMC, and the UHCC System Office as the goal of the UH/UHCC Shared Governance Survey is to provide feedback to the UHCC System Office and the colleges as a whole.

Survey Design
The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college’s own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. Chancellors have a dual reporting authority to the VPCC as well as to the UH President. See the organizational chart below.
To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey is designed to address the specific elements mentioned in the recommendation for improvement: Communication, Shared Governance, and Decision-Making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final Shared Governance Survey (RR 12) was completed.

**Survey Results**

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, representing a 15% response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents (32%) provided written comments that are summarized in the sections below.

The survey results (RR 13) indicate that the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses, though not proportional with the size of each college. About one-third of the respondents have participated on a systemwide committee and should have some understanding of how these committees function.

**Communication**

Quantitative results indicate that more respondents agree or strongly agree than disagree (about 43% vs. 34%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information; however, respondents noted that most do not use either website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.
Shared Governance
Perceptions about the effectiveness of system committees indicate that one-third of participants agree and another one-third disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement and learning, more respondents agree than disagree with this statement for both the UH System (34% vs. 29%) and the UHCC System (39% vs. 27%).

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree that roles are clear as the percentage that disagree (39% each respectively).

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.

Decision-Making
The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committees’ recommendations. Several respondents believe the administration is using the system-wide committees to “check the box” and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that “[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals who represent the campus on those committees are not always the most effective representatives.” The concern about appropriate representation on system wide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

Leadership
Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, “There are too few senior leaders at the system and cc [sic] system who have recent campus leadership/management experience.” A few comments also mentioned a lack of vision.

Some respondents commented on the lack of role delineation. One response noted, “There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of
the same body, while in fact, they are competing in many regards for limited enrollment potential and resources.”

It was also suggested that it “would be nice if the Vice President of the CC’s would engage more directly with each campus.” And one respondent suggested, “I think it would be important to have administrators placed in permanent positions vs interim.”

**Plans and Timeline**

1. Share the survey results with the faculty and staff in the UHCC System.
   a. The VPCC will share the results at the regular college meetings in Spring 2022.
   b. The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.

2. To address Communication:
   a. The UHCC System Office will review the UHCC System website during Summer 2022 for accuracy and currency and revise by the beginning of the fall semester.
   b. The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.

3. To address Shared Governance:
   a. During Fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
   b. The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 academic year.

4. The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrate appropriate actions related to this recommendation into the 2023-2028 Strategic Plan.

5. The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

**Reflection on Improving Institutional Performance**

**Student Learning Outcomes**

Since our last comprehensive self-study, the College has made great strides in defining and assessing student learning outcomes for instructional programs and student support services. The College’s Faculty Senate Curriculum Committee ([SLO 1](#)) review process is one of the
College’s strengths as faculty ensure quality course content and instructional methods through a rigorous curriculum approval process. Course and program outlines including SLOs and PLOs are reviewed every five years. The Curriculum Committee’s vetting process is enhanced by a Learning Outcomes Subcommittee, which reviews all new and revised learning outcomes. While the College has a clear process in place for creating and reviewing learning outcomes, the ability to easily collect and analyze them has been challenging over the years. Until recently, our various assessment platforms have not been user friendly and have not been designed for SAO collection and analysis. As detailed in our Quality Focus Essay (QFE) Action Plan 2, the College has acquired Anthology, which will allow us to collect, analyze and disseminate findings related to SLOs, PLOs and SAOs, and map them to our institutional learning outcomes (ILO) (SLO 2).

Another strength is the College’s Annual Review of Program Data (ARPD) process, where all instructional programs, student support, and academic/administrative services programs annually review their progress, including assessment of learning and service outcomes. To understand their longitudinal impact and long-term planning needs, program leaders in these areas also conduct a Comprehensive Review and Evaluation (CRE) every five years. The ARPDs allow for program reflection and plans for continuous improvement. These reviews are supplemented by other assessment activities including the Employee Satisfaction Survey, Community College Student Survey of Engagement (CCSSE) and other program or unit-specific evaluations.

The College fell behind in ensuring that all learning support programs had updated SAOs. Over Summer 2021, 10 units within Student Services, Academic Support Services and Administrative Services worked with OPPA to revise and/or develop program specific SAOs. Out of the 24 units within Student Services, Academic Support Services and Administrative Services, in Summer 2022, OPPA will work with the eight remaining units who need to revise and/or develop their SAOs. In Fall 2020, the Curriculum Committee (SLO 3) followed up with courses and instructional programs behind on their five-year course and program reviews. When SLO assessments fell behind in 2019, the Faculty Senate Assessment Committee worked with Division Chairs and individual instructors to bring the course SLO assessment rate up from 32% to 95% (SLO 4).

Areas of growth remain ensuring the use of Anthology campus wide (see QFE Action Plan 2 below), initiating discussions on how to use assessment findings, and improving Leeward’s culture of assessment by making more meaningful connections between all aspects of assessment (e.g., SLO, PLO, SAO, ILO, ARPD, etc.). The College will also have to consider alignment efforts while the UH System is in the process of revising its strategic plan, which may affect the College’s mission and ILOs. Additionally, the UH System is undergoing a revision of its General Education requirements (SLO 5), which may affect Leeward’s PLOs.
Below are a few examples of where course, program, or service improvements have occurred based on outcomes assessment.

**Developmental English**
Every semester the Developmental English Assessment Coordinator collects a random sample of student essays from each instructor. Student and instructor data are redacted and English faculty members do “blind readings” of the essays. They complete a rubric created collectively by all English instructors to determine if the selected essays meet a given SLO. A pass/no pass percentage is calculated and discussed among English instructors. In Spring 2021, the assessment process found that ENG 22 SLO 3 "Incorporate appropriate source material" had a pass rate of only 45%, which sparked discussions on how research skills were taught. These discussions led to a planning process for the division to create a basic Style Guide to promote consistency.

**Liberal Arts AA Degree**
Given the wide spectrum of courses and divisions that contribute to the College’s AA degree in Liberal Arts, this degree’s PLOs assessment has been challenging over the years. Program assessment was conducted by collecting artifacts from a sampling of courses and scoring those artifacts against rubrics designed specifically for the assessment. The process required the work of a committee composed of nearly a dozen faculty from various disciplines and support areas and allowed for the assessment of only one or two outcomes annually. This time-consuming method was highly inefficient and did not provide timely or comprehensive assessment data that could be readily and meaningfully used for program improvement. To improve the assessment process itself with the ultimate goal of program improvement, in 2020 the AA Program Coordinator along with the College’s ALO devised an assessment method that mapped the College’s required Foundations, Diversification and Focus courses to the AA degree PLOs. Student course success rates based on the course Foundation, Diversification and Focus designations can easily and readily capture a broad and comprehensive view of how well students meet the program learning outcomes (see Liberal Arts 2021 ARPD (SLO 6) and CRE (SLO 7).

**Disabilities Services Office**
The Disability Services Office (DSO) sends out semesterly satisfaction surveys to students who use their services. The DSO is continuously faced with the expectations of their clients and how they understand classroom accommodations including how the services students receive in the high school setting compare with those in the college setting. Additionally, the DSO 2021 ARPD (SLO 8) showed the office is undeserving the population of potentially eligible students. In order to address these concerns, in 2021, the DSO office increased its outreach to Hawaii’s Department of Education (DOE). DSO staff attend transition meetings coordinated by DOE.
transition counselors with the expected outcome of improving new student understandings of how DSO services are provided and to help increase program access for eligible students (see List of outreach efforts [SLO 9]).

**Recruitment and Outreach Office**

Over the last five years, yield rate data showed a steadily widening gap between the number of students admitted to the College each semester compared to the number that actually enrolled. Although this rate was already concerning, traditionally standing at 50%, it fell further in Fall 2019 to an all-time low of 42%. The rate was particularly concerning for our direct-from-high school students, which went from 47.8% to 35.5%. In response to this trend, in Fall 2020 the Recruitment and Outreach Office changed the focus from outreach (i.e., large-scale events and workshops to raise awareness about the College) to case managing admitted students through an onboarding pipeline. As a result, the College saw a 7% jump in the overall yield rate in Spring 2021. In Fall 2021, the yield rate of our direct-from-high school students jumped 17.7%.

**Counseling**

Student retention data consistently showed a steady loss in the number of continuing students who register for the subsequent semester. On average, the College loses about 5% of continuing students from Fall to Spring, and 7% from Spring to Fall. This rate is even larger for students who do not perform well academically; traditionally, the College loses about 50% of all students who are placed on Academic Warning. In response, Counseling began to send registration “nudges” to continuing students during the registration season. These nudges are done by Signal Vine, which is a two-way texting platform. Students receiving the messages can text back their questions or concerns, which Counseling then responds to, providing them with just-in-time information and support. Counseling will also be launching an initiative to intervene with all Academic Warning students in Fall 2022. These interventions will be assessed in the Student Services unit 2022 ARPDs.

**Institutional Set Standards**

The UHCC System establishes the College’s institutional and aspirational standards for student achievement, which align with the College’s Mission Statement and Strategic Plan. The College develops metrics and goals that are, in part, informed by those of the UHCC System to regularly assess our progress in the pursuit of continuous improvement. The College informs its constituents of this information in a variety of ways, including an annual fall semester presentation by the VPCC and regular discussions at monthly Admin Team and Division Chair meetings. The College’s ALO also emails the ACCJC Annual Reports to the campus faculty and staff listserv. Additionally, the campus community and general public have access to our
The tables below are the Institution Set Standards data as reported in the ACCJC Annual Report. See Appendix I for the full 2021 Annual Report.

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year</th>
<th>2018-2019</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Set Standard (Floor Standard)</strong></td>
<td></td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Stretch Goals (Aspirational)</strong></td>
<td></td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td></td>
<td>74.5%</td>
<td>75.8%</td>
<td>77.1%</td>
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</tbody>
</table>

The College has met its floor standards and achieved its aspirational goals for course completion rates. A wide variety of College initiatives facilitate course completion rates along with retention and persistence. For example, program counselors, who work with specific instructional programs such as career and technical education, teacher education, business, and developmental math and English have a close relationship with division faculty and regularly interact, in real time, with students as needed.

Several cohort programs offer wrap around services for students. Campus cohort programs include Lauhoe (formerly Lanakila), G2FO, On-Track, Online AA 5-Week and ATE (Access to Education), all of which are embedded with dedicated counselors, who track and monitor student success. HINET (Hawaii Nutrition Employment and Training) also offers support to eligible students pursuing a workforce credential. Until Summer 2021, Leeward CC had a campus wide early alert system known as Maka’ala, which allowed instructors to notify the Counseling Unit of students in need of additional support. However, the UHCC System retired Starfish, the software which allowed for this intervention.

Currently, Cohort 5 (ISS 2) of Leeward CC’s Leadership Excellence Program is taking the Early Alert system on as a project. Additionally, Leeward CC’s multidisciplinary Behavioral Intervention Team, intercedes in situations where a student’s behavior negatively affects themselves or other students around them. The College has also increased its mental health services to assist with course completion, persistence and retention. We now have our own Mental Health professional and continue to partner with the mental health services offered at the nearby UH West O’ahu campus.
<table>
<thead>
<tr>
<th>Certificate Completion</th>
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<tbody>
<tr>
<td>Fiscal Year</td>
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<tr>
<td>Institutional Set Standard (Floor Standard)</td>
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<tr>
<td>Stretch Goals (Aspirational)</td>
</tr>
<tr>
<td>Actual</td>
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<table>
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<tr>
<th>Degrees Awarded</th>
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</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Institutional Set Standard (Floor Standard)</td>
</tr>
<tr>
<td>Stretch Goals (Aspirational)</td>
</tr>
<tr>
<td>Actual</td>
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</table>

The College has exceeded its floor standards and aspirational goals for certificate completion. Between fiscal years 2018-2019 and 2019-2020, the College met its floor standards at 99% for degrees awarded and achieved its aspirational goals at over 77%. In fiscal year 2020-2021, the college exceeded the floor standard for degrees awarded and met the aspiration goal at over 89%.

Initiatives in Student Services have greatly contributed to successful certificate and degree completion outcomes. These initiatives include auto-conferral, reverse-transfer and outreach to 100% completers. Auto-conferral automatically confers degrees and certificates to students upon completion of requirements. Leeward CC is doing this across all degrees and certificates because of the strength of our STAR team and STAR build (STAR is an online advising system). Reverse-transfer is the process where a student does not complete their credential, transfers within the UH system, and then completes the requirements there. Those credits are transferred back to Leeward CC and we confer the certificate/degree. Counseling also regularly identifies students who have already completed credentials and reaches out to them, encouraging them to submit a graduation application.
### Transfer Rates

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year</th>
<th>2018-2019</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Set Standard (Floor Standard)</td>
<td></td>
<td>1,296</td>
<td>1,296</td>
<td>1,296</td>
</tr>
<tr>
<td>Stretch Goals - 5% Growth (Aspirational)</td>
<td></td>
<td>1,523</td>
<td>1,599</td>
<td>1,679</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td>1,339</td>
<td>1,303</td>
<td>1,337</td>
</tr>
</tbody>
</table>

The College has exceeded its transfer rates floor standards for the past three years. The College’s initiatives to improve transfer rate outcomes include the Ka’ie’ie Program (a degree pathway partnership with UH Mānoa) and auto-admit procedure (which automatically admits completing students to the UH System four-year campuses) along with the aforementioned reverse transfer initiative.

### Outcomes of the Quality Focus Essay (QFE)

The College proposed two QFE Action Projects in our 2018 ISER ([QFE 1](#)):  
1. Increase student retention and persistence by keeping the students the College already has, and  
2. Improve student learning by making outcomes assessment more meaningful for faculty and staff.

Although we have made significant progress on Action Project 2, the COVID-19 pandemic campus closures interrupted Action Project 1, forcing the College to dramatically pivot our initial plans. Below is a summary of our progress.

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

#### Goals and Outcomes
- Increase student retention and persistence by 10% in 2018-2019.  
- Increase the sense of belonging at the College through activities that connect and support students.  
- Increase the three-year graduation rate from 16% to 22% by 2020-2021
<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Campus Leads</th>
<th>Measure of Progress</th>
</tr>
</thead>
</table>
| Continue to meet and develop plans for the implementing the WIG (Wildly Important Goal, i.e., Action Project 1) at the Unit and Division levels. | WIG Design Team (QFE 2) | A cross-campus WIG Design Team was created to ensure a holistic view of student retention, issues related to retention, and solutions to retention-related problems. The team met biweekly in 2018 and three key objectives were identified:  
  - Personalize the Experience  
  - Promote Purpose in All Students  
  - Provide the Means to Succeed  
WIG Design team members were assigned to implement these objectives with: Instructional Divisions/Faculty, Admissions & Records, Financial Aid, Recruitment, Counseling, and the Waiʻanae Moku campus. |
| Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year. | Counseling and Advising Unit | Implemented #IGotClass campaign (QFE 3) in 2017 and 2018 to help continuing students register for classes using incentives. Once incentives ended the number of students registering early dropped off and the unit voted to do away with the initiative in Fall 2019. |
Subsequently, based on discussions about student barriers to success at WIG meetings ([QFE 4](#)), a multi-pronged approach with a variety of initiatives evolved over the next few years, which included addressing onboarding processes with a Welcome Center, improving the student purge process with a Participant Verification procedure, revising the Unsatisfactory Academic Progress Policy ([QFE 5](#)), and addressing part-time student needs with an Integrated Student Support ([QFE 6](#)) initiative.

| The Faculty Communication Committee develops recommendations for faculty communication and actions at identified times during the semester. Based on the work of Dr. 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 | Tips were emailed to faculty over the Fall 2018 semester on how to promote student retention. August 2018 ([QFE 7](#)) November 2018 ([QFE 8](#)) December 2018 ([QFE 9](#)) |
Olin Summer Institute Team creates a workshop series on how the College can improve student retention and persistence 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.

Workshop offered in Spring 2019 and week-long “Design to Humanize” track offered at the Pacific Region Learning Summit in Summer 2019 (QFE 11).

<table>
<thead>
<tr>
<th>2019-2020 Strategies</th>
<th>Campus Leads</th>
<th>Measure of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team</td>
<td>As the WIG Design Team members were preparing to do workshops (QFE 12) for the targeted campus areas, the COVID-19 pandemic hit.</td>
</tr>
<tr>
<td>Work with Student Services to further implement <em>The Four Disciplines of Execution</em> principles.</td>
<td>WIG Design Team &amp; Student Services Unit Heads</td>
<td>Halted due to COVID-19.</td>
</tr>
<tr>
<td>Work with interested Academic Services’ units to implement <em>The Four Disciplines of Execution</em> principles.</td>
<td>WIG Design Team &amp; Academic Services Unit Heads</td>
<td>Halted due to COVID-19.</td>
</tr>
</tbody>
</table>
## 2019-2020 Strategies COVID-19 and Outcomes

<table>
<thead>
<tr>
<th>Activities</th>
<th>Campus Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted surveys and focus groups with instructors and students to identify barriers to student success created by COVID-19. See HOPE Survey Report (<a href="#">QFE 13</a>), Instructor and Student Focus Group Report (<a href="#">QFE 14</a>), Spring 2020 Disrupted Term Survey Report (<a href="#">QFE 15</a>), and Lauhoe Focus Group Report (<a href="#">QFE 16</a>).</td>
<td>Administration, Wai’anae Moku Center, First Year Experience Coordinators</td>
</tr>
<tr>
<td>Convened four work groups to focus on equipping the campus with the instructional, technological, facility, and campus service improvements needed to serve students during the pandemic (<a href="#">QFE 17</a>).</td>
<td>Administration &amp; Envisioning Team Committee Members</td>
</tr>
<tr>
<td>In Spring 2020, established a new service to provide semester-long laptop loans to students in need upon request. A new WiFi hotspot loan service (<a href="#">QFE 18</a>) was also established with newly acquired technology. Support averaged 65 laptop loans and 12 WIFI hotspots per semester. Laptop and WiFi (<a href="#">QFE 19</a>) loan services were expanded in 2021.</td>
<td>Library</td>
</tr>
</tbody>
</table>

## 2020-2021 Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Campus Leads</th>
<th>Measure of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with interested Administrative Services’ units to implement <em>The Four Disciplines of Execution</em> principles.</td>
<td>WIG Design Team &amp; Administrative Services</td>
<td>Halted due to COVID-19.</td>
</tr>
<tr>
<td>Evaluate efforts and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team</td>
<td>Halted due to COVID-19.</td>
</tr>
<tr>
<td>2020-2021 Strategies COVID-19 and Outcomes</td>
<td>Campus Leads</td>
<td></td>
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<td>----------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Established “Return to Campus” guidelines for classrooms, labs, work spaces, and public access areas to ensure campus community safety (QFE 20).</td>
<td>Facilities Work Group</td>
<td></td>
</tr>
<tr>
<td>Reconfigured classrooms for 6’ and 3’ social distancing requirements to allow safe return to in-person instruction (QFE 21).</td>
<td>Facilities Work Group</td>
<td></td>
</tr>
<tr>
<td>Created an efficient, streamlined process for all units to purchase equipment such as sneeze guards, safety barriers, cleaning and disinfecting supplies and materials, and Personal Protection Equipment (PPE) (QFE 22).</td>
<td>Facilities Work Group</td>
<td></td>
</tr>
<tr>
<td>Established a Campus Cleaning and Disinfecting and Air Quality Plan (QFE 23) and Cleaning Schedule (QFE 24).</td>
<td>Facilities Work Group</td>
<td></td>
</tr>
<tr>
<td>Equipped learning spaces, offices, and instructors with video cameras on tripods, microphones, document cameras, wired graphics tablets, voice amplifiers, webcams, and headsets to support remote instruction. See Rooms Identified for Hybrid Instruction (QFE 25) and Technology Work Group Report (QFE 26).</td>
<td>Technology Work Group</td>
<td></td>
</tr>
<tr>
<td>Determined the various instructional modalities and course designs available to faculty, including the pros and cons of each, in order to empower faculty to have discussions around moving as many courses as possible, online to ensure course availability for students. See Instructional Modalities (QFE 27), Hybrid Modalities (QFE 28) and Class Format Guidance (QFE 29).</td>
<td>Instructional Work Group</td>
<td></td>
</tr>
<tr>
<td>Provided instructors with baseline recommendations (QFE 30) on how to maintain high quality instruction for distance-delivered courses (QFE 31).</td>
<td>Instructional Work Group</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Increased online/remote academic offerings to ensure course availability for students. Over 50% of classes were scheduled for online in Fall 2020 (QFE 32).</td>
<td>Instructional Work Group</td>
<td></td>
</tr>
<tr>
<td>Clearly communicated to students the mode of delivery of various course offerings in the course schedule (QFE 33).</td>
<td>Instructional Work Group</td>
<td></td>
</tr>
<tr>
<td>Reopened all critical public facing/interacting services remotely, contactless, or via face-to-face by 1) moving as many processes and forms possible to online, 2) being more intentional about the flow of on-site and remote student traffic, 3) relocating staff to ensure proper social distancing, and 4) equipping offices with safety equipment, signage, and PPE (QFE 34, QFE 35)</td>
<td>Student Services, Campus Services Work Group, Library, Learning Resource Center</td>
<td></td>
</tr>
<tr>
<td>Increased free food distribution (Hānai iā Leeward) (QFE 36) and started to provide baby products (Hui ʻOhana) (QFE 37) to students in need.</td>
<td>Campus Services Work Group</td>
<td></td>
</tr>
</tbody>
</table>
| Increased Mental Health Specialist personnel available to assist student mental health needs:  
  - Secured pandemic related federal funding to hire two Mental Health Care professionals from Fall 2021 to Summer 2022.  
  - Hired full-time Behavioral Specialist (QFE 38) in Fall 2021.  
  - Awarded a 2.5 million Title III AANAPISI (American and Native American Pacific Islander-Serving Institutions) grant to create an integrated, cross-campus mental health care system for students over the next five years (2021-2026). | Campus Services Work Group             |
| Provided students with critically needed financial aid to assist with tuition and cost of living expenses. | Campus Services Work Group             |
- Awarded 2,455 applications (duplicated count) representing $1,780,771 in both pandemic related federal funds and private foundation dollars to provide urgent student relief/emergency aid (QFE 39).
- Forgave $1,230,691 in debt for 1,615 students in July 2021 using pandemic related federal funds (QFE 40).

<table>
<thead>
<tr>
<th>Used pandemic related federal funds to provide students with resources needed to complete their programs and courses under pandemic conditions. Examples of funded items include:</th>
<th>Multiple Programs, Departments and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 375 laptops, two self-check laptop kiosk, and 40 hotspots</td>
<td></td>
</tr>
<tr>
<td>- Culinary equipment for course related student home use</td>
<td></td>
</tr>
<tr>
<td>- Culinary Reservation Management System for The Pearl Restaurant, which supports instruction for CULN 125, 150, 160, 223, 224, 241, and 269</td>
<td></td>
</tr>
<tr>
<td>- 340 lab kits for natural science labs</td>
<td></td>
</tr>
<tr>
<td>- 30 portable telescopes for ASTR 210 and 295</td>
<td></td>
</tr>
<tr>
<td>- Outdoor classroom creation and upgrades for socially distanced in-person instruction</td>
<td></td>
</tr>
<tr>
<td>- Mobile tutoring app Penji</td>
<td></td>
</tr>
<tr>
<td>- Virtual desktop infrastructure for specialized teaching and learning applications</td>
<td></td>
</tr>
<tr>
<td>- Online Human Anatomy software for BIOL &amp; PHYL courses</td>
<td></td>
</tr>
<tr>
<td>- Video editing software for creation of online courses</td>
<td></td>
</tr>
<tr>
<td>- Digital screens around campus for announcements and wayfinding</td>
<td></td>
</tr>
</tbody>
</table>
Augmented/enhanced library resources and services to assist with teaching and student learning under pandemic conditions including:

- Hired OER (Open Educational Resources) Librarian to improve quality of remote learning
- Purchased streaming film access for instruction
- Created digitization system for lending of Hawai‘i-Pacific and Course Reserve print materials and self-service scanning
- Purchased a Mental Health ebook collection for use by students and campus mental health services
- Expanded digital ebook collection with digital magazine collection for instruction
To date the outcomes for Action Project 1 are hopeful. For our first goal/outcome, we did not increase student retention and persistence by 10% in 2018-2019. Fall to Spring persistence has remained steady at 68% since 2017. However, Fall to Fall persistence increased slightly from 44% in 2017 to 45% in 2019, successful course completion rates increased from 74% in 2016 to 78% in 2020, and the average number of semesters to graduate fell from 8.6 semesters in Summer 2016 to seven semesters in Fall 2021.

As for our second goal/outcome, “to increase the sense of belonging at the College through activities that connect and support students,” this is not measurable and we have decided to drop it from our plan. We will focus on the persistence and graduation measures.

For our third goal/outcome, the College was successful in increasing the three-year graduation rate from 16% to 22% by 2020-2021. Since there is a three to four-year lag for this data, the actual rate was 17.3% (2013) at the time Leeward’s 2018 ISER (QFE 41) was written. Leeward’s three-year graduation rates have steadily improved to 28.7% (2018). The UH System has adopted the Hawai‘i Graduation Initiative, which called for an aspirational goal of a 50% graduation rate by 2020-2021. Given the multiple year lag for these data, the College hopes to reach this rate and outcomes will be reported in our 2025 ISER.

As the College moves forward in the post pandemic environment, we will need to revisit our WIG process and strategies, especially as we move forward with the development of our new five-year strategic plan.

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

**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 result
<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Campus Leads</th>
<th>Measure of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop more individualized training sessions for faculty and staff.</td>
<td>Assessment Specialist &amp; Faculty Senate Assessment Committee</td>
<td>In 2018 (<a href="#">QFE 42</a>) an open campus forum was held to discuss promoting a positive culture of assessment on campus. This provided insights and ideas to the Faculty Senate led assessment committee for consideration and adoption into the campus culture. Group and one-on-one training sessions were held on the use of a new, homegrown Assessment Management System (AMS) known as Knack. In 2019 (<a href="#">QFE 43</a>) Knack was determined to be not FERPA approved by the UH System. A stop gap measure using Google Forms (<a href="#">QFE 44</a>) was instituted as the campus worked to find an acceptable AMS. In 2021 members of the Faculty Senate Assessment Committee (<a href="#">QFE 45</a>) created individualized data collection forms using Google Docs (<a href="#">QFE 46</a>) for courses missing SLO assessment data on the Google Forms and worked with individual instructors and Division Chairs. Assessment data was submitted for an additional 184 SLOs bringing the college’s assessment rate up from 33% to 95% (<a href="#">QFE 47</a>).</td>
</tr>
<tr>
<td>Create a one-stop website for assessment policies, procedures, and tutorials.</td>
<td>Assessment Specialist &amp; Faculty Senate Assessment Committee</td>
<td>This strategy will be part of the completion of the College’s website redesign (<a href="#">QFE 48</a>). The website overhaul and redesign are scheduled to be completed in Fall 2022. The goal is for this strategy to be completed by Fall 2023.</td>
</tr>
</tbody>
</table>
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 & Faculty Senate Assessment Committee | With our new AMS (Anthology) the college hopes to make assessment more meaningful and useful. Currently, the Outcomes module is being used by a handful of volunteer “Early Adopters” (Fall 2021 and Spring 2022). This module allows individual instructors to assess SLO outcomes for their classes over time. It allows Division Chairs to view assessment data for courses in their department. The AMS will be able to map SLOs to PLOs allowing program coordinators to assess program level outcomes. The College’s next undertaking is to implement the Planning module of the AMS (Fall 2022), which will allow support programs to assess SAOs and report on academic, student and instructional program level outcomes. Programs and units will be able to use the information in their ARPDs should facilitate the College’s ability to further operationalize findings for effective pedagogic improvement, programmatic adjustments, and resource allocations.

Additionally, with the development of the 2023-2028 Strategic Plan and its embedded systematic evaluation, data and outcomes will be aligned in a more holistic way to reinforce use of data to inform decision-making at the college level, establishing a stronger purpose for sustained evaluation, and sharing of outcomes. |

| Assessment Specialist | For more than five years, Leeward CC used TK20 for assessment data collection and reporting. Due to the limited functionality of TK20 and dissatisfaction of faculty, the Assessment Specialist developed a homegrown AMS (QFE 49) that was lower in cost, easier to use and provided more features, however it was determined not to be FERPA approved by the UH System. As of Fall 2021, the college is using our newly acquired Anthology AMS. |

| Pilot an alternative assessment collection database with a clear, easy-to-use interface. | |
Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.

Faculty Senate Assessment Ad Hoc Committee

Leeward’s original AMS (TK20) was not renewed. OPPA created a home-grown solution, which was utilized successfully; however, it was determined that it was not FERPA compliant. In September 2019, a Faculty Senate Ad Hoc Assessment Committee (QFE 50) reviewed different AMS platforms over a three-month period, settling on Anthology in 2020.

<table>
<thead>
<tr>
<th>2019-2020 Strategies</th>
<th>Campus Leads</th>
<th>Measure of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect course and program assessment to ARPD (Annual Report of Program Data) with redesigned ARPD template. Train program coordinators and unit heads on how to report assessment results that support program improvements and resource allocations.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>As discussed under the “Plans Arising Out of the Self-Evaluation Process”, between Fall 2017 - Fall 2019, the Ad Hoc Planning Process Review Committee (QFE 51), reviewed and clarified roles in the planning process, reviewed and revised planning document templates including the resource request form and ARPD. Between Fall 2020-Fall 2021 (QFE 52), the VCAA revised the IPBP (integrated planning and budgeting process) two years in a row making the process clearer and more meaningful. In Fall 2020 and Fall 2021 the VCAA and OPPA held multiple training sessions for division chairs and program coordinators along with a revised Planning Process Overview (QFE 53). Data from the Employee Satisfaction Survey (QFE 54) show some improvement with the campus’ understanding of the planning process. As the College strives for continuous improvement, we will reflect on the findings in the 2022 Employee Satisfaction Survey.</td>
</tr>
<tr>
<td>2020-2021 Strategies</td>
<td>Campus Leads</td>
<td>Measure of Progress</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Fully implement the alternative assessment collection database or identified assessment software by May 2020.</td>
<td>Assessment Specialist</td>
<td>The COVID pandemic delayed our ability to purchase new assessment software due to the UH System’s budget freeze. A special Request for Exemption was made to the UH President to purchase the software. The new timeline for full campus-wide implementation is Fall 2022.</td>
</tr>
<tr>
<td>Implement initiative to create a culture of learning founded on motivational interest and active engagement.</td>
<td>Assessment Specialist &amp; Faculty Senate Assessment Committee</td>
<td>This activity is currently underway. Early adopters from each of the College’s divisions were identified and trained to use our new AMS <em>(QFE 55)</em>. In Spring 2022 we will recruit and train “Assessment Ambassadors” <em>(QFE 56)</em> to serve for two years in their respective divisions to train and support all instructional faculty with SLO assessment and using the system.</td>
</tr>
<tr>
<td>Continue training faculty/staff on engaging and meaningful assessment strategies.</td>
<td>Assessment Specialist</td>
<td>As discussed in this section of the Midterm Report, faculty training is currently underway for the Outcomes module of the AMS and faculty and staff training for the Planning module is expected in Fall 2022.</td>
</tr>
<tr>
<td>2020-2021 Strategies</td>
<td>Campus Leads</td>
<td>Measure of Progress</td>
</tr>
<tr>
<td>Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.</td>
<td>OPPA</td>
<td>This was delayed by the COVID pandemic. OPPA will complete an evaluation of the College’s assessment services and practices in 2022 to establish baseline data. The evaluation will be replicated annually to determine areas for improvement.</td>
</tr>
<tr>
<td>Develop a long-term plan for program review/assessment that engages the campus focusing on long-term goals for continuous improvement.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>The Ad Hoc Planning Process Review Committee ended in Spring 2019 and the Faculty Senate Assessment Committee <em>(QFE 57)</em> has taken the lead on this in conjunction with the Assessment Specialist, OPPA, and the VCAA. As the College implements and evaluates its new AMS and assessment processes the above campus leads will develop a long-term plan by Fall 2024.</td>
</tr>
</tbody>
</table>
The College has made progress on our first goal/outcome to “Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues”. Recent training on assessment practices include:

- Fall 2020 and Fall 2021 training sessions for division chairs and program coordinators on developing their Annual Report of Program Data and Comprehensive Review and Evaluation.
- Dossier Writing 101 Workshop Series (QFE 58), Summer 2021.
- Convocation Workshops on Assessment in 2018, 2019, Spring 2021 (QFE 59), Fall 2021
- Two hands-on training for Anthology Early Adopters, (Fall 2021) where participants (QFE 60) shared their screens on Zoom and practiced assessing their courses.
- We will hold Train-the-Trainer workshops for our Assessment Ambassadors (QFE 61) (Spring 2022) to assist peers in their department on using the new AMS.
- Future ideas (QFE 62) for more campus engagement include Assessment Champion incentives modeled after the College’s OER Champion initiative.

Progress has been made on our second goal/outcome to “Improve quality of outcomes assessment evidence in the College’s database of assessment results”. The Outcomes and Planning platforms for our new Anthology AMS allows for each instructional division, department, section and course to be able to manage their own outcomes assessment process. Each support unit (administrative, academic, and student affairs) will be able to capture their data as well. Anthology allows us to have a centralized method of data collection and analysis allowing us to share reports and data with key stakeholders and drive continuous improvement for teaching, student learning and student success. The ability to share information with key stakeholders will help with transparency and collaboration.

A related institutional endeavor is using Tableau for data visualization and analytics. Since Fall 2019, the UHCC System and College has provided 27 Leeward CC administrators and personnel with Tableau Creator, Explorer and Viewer licenses. OPPA started developing dashboards, implementing training, and disseminating information among the Administrative team. Tableau has allowed Division Chairs, Deans and Unit Heads a fast way to access and analyze individualized and program specific data in order to improve student learning, retention and services in the changing educational landscape created by COVID-19.

For our third goal/outcome to “Increase faculty and staff satisfaction with the process for reporting assessment results”, OPPA will complete an evaluation of the College’s assessment services and practices in 2022 to establish baseline data for satisfaction levels. The evaluation will be replicated annually to determine areas for improvement. Additionally, planning process questions from the College’s Employee Satisfaction Survey will continue to be monitored.
**General Information**

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm your College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>System Organization name</td>
<td>University of Hawai‘i Community Colleges</td>
</tr>
<tr>
<td>3.</td>
<td>Contact information for Chief Business Officers:</td>
<td></td>
</tr>
<tr>
<td>3a.</td>
<td>Name of College Chief Business Officer (CBO)</td>
<td>Kelli Brandvold</td>
</tr>
<tr>
<td>3b.</td>
<td>Title of College CBO</td>
<td>Vice Chancellor of Administrative Services</td>
</tr>
<tr>
<td>3c.</td>
<td>Phone number of College CBO</td>
<td>(808) 455-0214</td>
</tr>
<tr>
<td>3d.</td>
<td>E-mail of College CBO</td>
<td><a href="mailto:kellib@hawaii.edu">kellib@hawaii.edu</a></td>
</tr>
<tr>
<td>3e.</td>
<td>Name of System Organization CBO, if different than the College</td>
<td>Michael Unebasami</td>
</tr>
<tr>
<td>3f.</td>
<td>Title of System Organization CBO, if different than the College</td>
<td>Associate Vice President for Administrative Affairs</td>
</tr>
<tr>
<td>3g.</td>
<td>Phone number of System Organization CBO</td>
<td>(808) 956-6280</td>
</tr>
<tr>
<td>3h.</td>
<td>E-mail of System Organization CBO</td>
<td><a href="mailto:mune@hawaii.edu">mune@hawaii.edu</a></td>
</tr>
</tbody>
</table>

**System Organization Data - Revenue**

<p>| 4.  | System Organization fiscal year: from first day of <strong>July</strong> to last day of <strong>June</strong> |
| 5.  | Report - 2 | Report - 1 | Report |
| 5a. | Annual General Fund and Tuition &amp;             | $207,227,278 | $208,128,415 | $210,816,445 |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Amount</th>
<th>Sustainable/One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report - 2</td>
<td><strong>Other Appropriated Non-General Funds</strong></td>
<td>$23,624,951</td>
<td>Sustainable</td>
</tr>
<tr>
<td>Report - 2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Report - 1</td>
<td><strong>Other Appropriated Non-General Funds</strong></td>
<td>$22,975,378</td>
<td>Sustainable</td>
</tr>
<tr>
<td>Report - 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Report</td>
<td><strong>Other Appropriated Non-General Funds</strong></td>
<td>$20,696,933</td>
<td>Sustainable</td>
</tr>
<tr>
<td>Report</td>
<td><strong>HEERF</strong></td>
<td>$14,191,752</td>
<td>HEERF</td>
</tr>
</tbody>
</table>

### Annual Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7a.</td>
<td>Total Operating Expenditures</td>
<td>$227,869,040</td>
<td>$223,045,401</td>
</tr>
<tr>
<td>7b.</td>
<td>Total annual Operating Personnel Costs</td>
<td>$171,732,910</td>
<td>$164,705,376</td>
</tr>
<tr>
<td>7c.</td>
<td>Other Operating Current Expenditures [Total Expenditures - Personnel Costs (a - b)]</td>
<td>$56,136,130</td>
<td>$58,320,025</td>
</tr>
</tbody>
</table>
### Borrowing

<table>
<thead>
<tr>
<th>Question</th>
<th>Report - 2</th>
<th>Report - 1</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Did the System Organization borrow funds for cash flow purposes?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>9a. Short-Term Borrowing (less than one year)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>9b. Long Term Borrowing</td>
<td>$68,471,000</td>
<td>$65,507,000</td>
<td>$59,024,000</td>
</tr>
<tr>
<td>10. Did the System Organization issue long-term debt instruments during the fiscal year noted?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>10b. What type(s)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>10c. Total amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$2,991,111</td>
<td>$7,807,793</td>
<td>$4,672,040</td>
</tr>
</tbody>
</table>

### Cash Position

<table>
<thead>
<tr>
<th>Question</th>
<th>Report - 2</th>
<th>Report - 1</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. System Organization end of fiscal year Cash Balance (unencumbered cash):</td>
<td>$59,822,842</td>
<td>$69,747,218</td>
<td>$102,455,767</td>
</tr>
<tr>
<td>13. Does the system organization prepare multi-year cash flow projections during the year?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Annual Audit Information

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Date annual audit report for the REPORT fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions</td>
<td>03/28/2022</td>
</tr>
</tbody>
</table>

NOTE: Audited financial statements are due to the ACCJC no later than the end of the 9th month following the close of the fiscal year. A multi-college organization may submit a single district audit report on behalf of all colleges in the organization that are accredited by the ACCJC.
15. **Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):**

<table>
<thead>
<tr>
<th>Report</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report - 2</td>
<td>N/A</td>
</tr>
<tr>
<td>Report - 1</td>
<td>N/A</td>
</tr>
<tr>
<td>Report</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Other Information

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16a. College Budgeted or Planned number of Students</td>
<td>16,879</td>
<td>16,772</td>
<td>14,375</td>
</tr>
<tr>
<td>16b. College Actual number of Students</td>
<td>14,784</td>
<td>14,239</td>
<td>13,408</td>
</tr>
<tr>
<td>17a. During the reporting period, did the College or System Organization settle any contracts with employee bargaining units?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17b. Did any negotiations remain open?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17c. Describe significant fiscal impacts:</td>
<td><strong>Most collective bargaining requirements are covered by general fund appropriations from the State.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### College Data

<table>
<thead>
<tr>
<th>18.</th>
<th>COLLEGE DATA (for a single college, use the same answers as in the above System Organization sections)</th>
<th>Report - 2</th>
<th>Report - 1</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>18a. College Budgeted or Planned number of Students</td>
<td>4,264</td>
<td>3,791</td>
<td>3,662</td>
<td></td>
</tr>
<tr>
<td>18b. College Actual number of Students</td>
<td>3,791</td>
<td>3,662</td>
<td>3,475</td>
<td></td>
</tr>
<tr>
<td>19a. Unrestricted budget or operating resources allocated to the College by the System Organization</td>
<td>$2,799,158</td>
<td>$1,746,816</td>
<td>$476,800</td>
<td></td>
</tr>
<tr>
<td>19b. College end of fiscal year Unrestricted Cash Balance (unencumbered cash)</td>
<td>$12,952,840</td>
<td>$15,226,149</td>
<td>$18,772,300</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report 2</td>
<td>Report 1</td>
<td>Report</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20.</td>
<td>At the end of the fiscal year what was the amount, if any, of general fund or operating budget allocation that was unspent by the College?</td>
<td>$0</td>
<td>$1</td>
<td>$1</td>
</tr>
<tr>
<td>21.</td>
<td>What percentage of any ending fund balance or allocation does the System Organization allow the College to carry-over into the following fiscal year?</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>22.</td>
<td>USDE official cohort Student Loan Default Rate (FSLD) (Cohort 3-year rate) [if not applicable, put n/a]</td>
<td>Cohort Year 2016 (Published fall 2019)</td>
<td>Cohort Year 2017 (Published fall 2020)</td>
<td>Cohort Year 2018 (Published fall 2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14%</td>
<td>13.8%</td>
<td>11%</td>
</tr>
<tr>
<td>23.</td>
<td>College Data: Were there any executive or senior administration leadership changes at the college during the report year?</td>
<td>No</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

The data included in this report are certified as a complete and accurate representation of the reporting institution.
## General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm your College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>Name of individual preparing report:</td>
<td>P. Jayne Bopp</td>
</tr>
<tr>
<td>3.</td>
<td>Phone number of person preparing report:</td>
<td>808-455-0597</td>
</tr>
<tr>
<td>4.</td>
<td>Email of person preparing report:</td>
<td><a href="mailto:pbopp@hawaii.edu">pbopp@hawaii.edu</a></td>
</tr>
<tr>
<td>5.</td>
<td>Type of Institution (select one)</td>
<td>Pacific Islands, Public Institutions</td>
</tr>
</tbody>
</table>

## Headcount Enrollment Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Total unduplicated headcount enrollment for last three years:</td>
<td>2018-19: 9,975</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20: 10,118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020-21: 9,754</td>
</tr>
<tr>
<td>6a.</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>-4%</td>
</tr>
<tr>
<td>7.</td>
<td>Total unduplicated headcount enrollment in degree applicable credit courses for last three years:</td>
<td>2018-19: 9,897</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20: 10,080</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020-21: 9,734</td>
</tr>
<tr>
<td>7a.</td>
<td>Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.</td>
<td>None</td>
</tr>
</tbody>
</table>
### Distance Education and Correspondence Education

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Do you offer Distance Education?</td>
<td>Yes</td>
</tr>
<tr>
<td>8a.</td>
<td>Total unduplicated headcount enrollment in distance education in last three years:</td>
<td>2018-19 6,095</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20 7,161</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020-21 9,505</td>
</tr>
<tr>
<td>8b.</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>33%</td>
</tr>
<tr>
<td>9.</td>
<td>Do you offer Correspondence Education?</td>
<td>No</td>
</tr>
</tbody>
</table>

### Federal Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>List the current Graduation Rate per the US Education Department College Scorecard</td>
<td>24 %</td>
</tr>
<tr>
<td>11.</td>
<td>If your college relies on another source for reporting success metrics, please identify the source (select one).</td>
<td>N/A</td>
</tr>
<tr>
<td>12.</td>
<td>Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.</td>
<td><a href="http://www.leeward.hawaii.edu/consumerinfo#oppa">http://www.leeward.hawaii.edu/consumerinfo#oppa</a></td>
</tr>
</tbody>
</table>

### Institution Set Standards for Student Achievement

#### Course Completion Rates

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>List your Institution-Set Standard (floor) for successful student course completion rate:</td>
<td>2018-19 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020-21 70%</td>
</tr>
<tr>
<td>13a.</td>
<td>List your stretch goal (aspirational) for successful student course completion rate:</td>
<td>2018-19 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020-21 75%</td>
</tr>
</tbody>
</table>
13b. List the actual successful student course completion rate:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>75%</td>
</tr>
<tr>
<td>2019-20</td>
<td>76%</td>
</tr>
<tr>
<td>2020-21</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Certificates**

14. Type of Institute-set standard for certificates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>89</td>
</tr>
<tr>
<td>2019-20</td>
<td>89</td>
</tr>
<tr>
<td>2020-21</td>
<td>89</td>
</tr>
</tbody>
</table>

14a. List your Institution-Set Standard (floor) for certificates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>108</td>
</tr>
<tr>
<td>2019-20</td>
<td>114</td>
</tr>
<tr>
<td>2020-21</td>
<td>119</td>
</tr>
</tbody>
</table>

14b. List your stretch goal (aspirational) for certificates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>259</td>
</tr>
<tr>
<td>2019-20</td>
<td>230</td>
</tr>
<tr>
<td>2020-21</td>
<td>255</td>
</tr>
</tbody>
</table>

14c. List actual number or percentage of certificates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>259</td>
</tr>
<tr>
<td>2019-20</td>
<td>230</td>
</tr>
<tr>
<td>2020-21</td>
<td>255</td>
</tr>
</tbody>
</table>

**Associate Degree (A.A./A.S.)**

15. Type of Institute-set standard for degrees awarded:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>864</td>
</tr>
<tr>
<td>2019-20</td>
<td>864</td>
</tr>
<tr>
<td>2020-21</td>
<td>864</td>
</tr>
</tbody>
</table>

15a. List your Institution-Set Standard (floor) for degrees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,051</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,103</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,158</td>
</tr>
</tbody>
</table>

15b. List your stretch goal (aspirational) for degrees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>862</td>
</tr>
<tr>
<td>2019-20</td>
<td>857</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,038</td>
</tr>
</tbody>
</table>

15c. List actual number or percentage of degrees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>862</td>
</tr>
<tr>
<td>2019-20</td>
<td>857</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,038</td>
</tr>
</tbody>
</table>

**Bachelor's Degree (B.A./B.S.)**

16. Does your college offer a Bachelor’s Degree (B.A./B.S.)? No

**Transfer**

17. Type of Institute-set standard for transfers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,296</td>
</tr>
</tbody>
</table>

17a. List your Institution-Set Standard (floor) for the transfer:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,296</td>
</tr>
<tr>
<td>17b.</td>
<td>List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:</td>
</tr>
<tr>
<td>17d.</td>
<td>List actual number or percentage of students who transfer to a 4-year college/university:</td>
</tr>
</tbody>
</table>

**Licensure Examination Pass Rates**

<table>
<thead>
<tr>
<th>18.</th>
<th>Program</th>
<th>Exam (National, State, Other)</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Pass Rate (%)</th>
<th>2019-20 Pass Rate (%)</th>
<th>2020-21 Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (Praxis Exam for Special Ed Required by State)</td>
<td>National</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Employment rates for Career and Technical Education students**

<table>
<thead>
<tr>
<th>19.</th>
<th>Program</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Job Placement Rate (%)</th>
<th>2019-20 Job Placement Rate (%)</th>
<th>2020-21 Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>33%</td>
<td>70%</td>
<td>50.94%</td>
<td>83.33%</td>
<td>65.38%</td>
<td></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>33%</td>
<td>70%</td>
<td>69.05%</td>
<td>89.47%</td>
<td>76.47%</td>
<td></td>
</tr>
<tr>
<td>Business Technology</td>
<td>33%</td>
<td>70%</td>
<td>70.37%</td>
<td>n/a</td>
<td>41.67%</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>33%</td>
<td>70%</td>
<td>66.67%</td>
<td>89.58%</td>
<td>73.53%</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>33%</td>
<td>70%</td>
<td>60.87%</td>
<td>78.79%</td>
<td>34.38%</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Digital Media Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>33%</td>
<td>70%</td>
<td>60.98%</td>
<td>87.5%</td>
<td>62.96%</td>
<td></td>
</tr>
<tr>
<td>Information and Computer Science</td>
<td>33%</td>
<td>70%</td>
<td>58.21%</td>
<td>94.87%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Integrated Industrial Technology</td>
<td>33%</td>
<td>70%</td>
<td>n/a</td>
<td>89.47%</td>
<td>62.5%</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>33%</td>
<td>70%</td>
<td>56.34%</td>
<td>80%</td>
<td>52.63%</td>
<td></td>
</tr>
<tr>
<td>Teaching (CTE)</td>
<td>33%</td>
<td>70%</td>
<td>n/a</td>
<td>88.89%</td>
<td>69.64%</td>
<td></td>
</tr>
<tr>
<td>Television Production</td>
<td>33%</td>
<td>70%</td>
<td>n/a</td>
<td>56.25%</td>
<td>63.64%</td>
<td></td>
</tr>
</tbody>
</table>

**Other Information**

20. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

14c: Includes Certificates of Achievement and Advance Professional Certificate (Teaching).
18: Academic Year not Fiscal Year
19: Academic Year not Fiscal Year; 2019-2020 Job Placement Rate is determined by a new definition than the previous two rates thus not comparable.

The data included in this report are certified as a complete and accurate representation of the reporting institution.
Appendix II

Evidence

Evidence for Report Preparation

RP 1  Midterm Report Preparation Spring 2021
RP 2  Midterm Report to Campus Council
RP 3  Midterm Report Second Draft to Campus
RP 4  Institutional Self-Evaluation Report (ISER)
RP 5  External Evaluation Team Report

Evidence for Plans Arising Out of the Self Evaluation Process

PA 1  Policy on Institutional Mission
PA 2  Strategic Planning Preparations Convocation Fall 2021
PA 3  Vision and Mission Review Committee
PA 4  Ad Hoc Planning Process Review Committee
PA 5  Employee Satisfaction Survey
PA 6  IPBP (Integrated Planning and Budgeting Process) Revisions
PA 7  Institutional Priorities Planning Process Timeline
PA 8  Chancellor Campus Updates
PA 9  DE Committee Workshops
PA 10 DE Guidelines
PA 11 DE Guidelines Self-Assessment
PA 12 DE Peer Evaluation Form
PA 13 DE Report to Faculty Senate
PA 14 Liberal Arts AA Degree 2020 ARPD
PA 15 Faculty Senate (FS) Assessment Committee Report - GELOs
PA 16 General Education Redesign UH System
PA 17 IER (Institutional Effectiveness Report)
PA 18 Strategic Planning Website
PA 19 Leadership Excellence Cohort 2
PA 20 Employee Satisfaction Survey
PA 21 Administrative Services 2018 ARPD
PA 22 Human Resources 2018 ARPD
PA 23 Operations and Maintenance 2018 CRE
PA 24 Enterprise Operations and Campus Security 2018 ARPD
PA 25 Ad Hoc Planning Process Review Committee
PA 26 Employee Satisfaction Survey
PA 27 Liberal Arts AA Degree 2020 ARPD
PA 28 Liberal Arts AA Degree 2021 ARPD
PA 29 DSO (Disability Services Office) Workshops
PA 30 Counseling 2021 ARPD
PA 31 Strategic Planning Website
PA 32 Student Government Meetings
PA 33 Student Services Executive Summary 2021 ARPD
PA 34 Campus Council Members Survey
PA 35 Employee Satisfaction Survey
PA 36 UHCC System ARPD Workshops
PA 37 Faculty Senate Homepage
PA 38 Employee Satisfaction Survey
PA 39 FS (Faculty Senate) News
PA 40 Faculty Senate Report Revisions to Processes 2018
PA 41 Faculty Senate Report Revisions to Processes 2020
PA 42 Faculty Senate Talk Story Sessions Fall 2020
PA 43 Faculty Senate Talk Story Sessions Fall 2021
PA 44 Faculty Senate Bylaws Revisions Spring 2021
PA 45 Faculty Senate Blog
PA 46 FS (Faculty Senate) News
PA 47 Student Government Effectiveness Survey

Response to Recommendations for Improvement

RR 1 Findings to Division Chairs
RR 2 SLO Achievement Disaggregated Pilot
RR 3 SLO Attainment Study
RR 4 Institutional Self-Evaluation Report (ISER)
RR 5 Shared Governance Policy
RR 6 UHCC Organizational and Resource Planning
RR 7 Organizational and Resource Planning Draft to Campus Council
RR 8 Organizational and Resource Planning Final Report to UHCC System
RR 9 Employee Satisfaction Survey
RR 10 Campus Council Role Clarification March 2022
RR 11 External Evaluation Team Report
RR 12 Shared Governance Survey UHCC
RR 13 Shared Governance Survey Results UHCC
Reflection on Improving Institutional Performance Student Learning Outcomes

**SLO 1** Curriculum Committee Faculty Senate
**SLO 2** Institutional Learning Outcomes (ILO)
**SLO 3** Curriculum Committee Five Year Review
**SLO 4** Course SLO Assessment Rates
**SLO 5** General Education Redesign UH System
**SLO 6** Liberal Arts AA Degree 2021 ARPD
**SLO 7** Liberal Arts AA Degree 2021 CRE
**SLO 8** DSO (Disability Services Office) 2021 ARPD
**SLO 9** DSO Outreach Efforts

Reflection on Improving Institutional Performance Institutional Set Standards

**ISS 1** UH System’s Hawai‘i Graduation Initiative Scorecard
**ISS 2** Leadership Excellence Program (LEP) Cohort 5

Outcomes of Quality Focus Essay

**QFE 1** Institutional Self-Evaluation Report (ISER)
**QFE 2** WIG Design Team Meeting Minutes
**QFE 3** #IGotClass Campaign
**QFE 4** WIG Design Team Meeting Meetings
**QFE 5** Unsatisfactory Academic Progress Policy
**QFE 6** Integrated Student Support Initiative
**QFE 7** Faculty Communication Committee Tips August 2018
**QFE 8** Faculty Communication Committee Tips November 2018
**QFE 9** Faculty Communication Committee Tips December 2018
**QFE 10** Olin Summer Institute Team
**QFE 11** Design to Humanize Track Pacific Region Learning Summit
**QFE 12** WIG Design Team Workshops
**QFE 13** HOPE Survey Report
**QFE 14** Instructor and Student Focus Group Report
**QFE 15** Spring 2020 Disrupted Term Survey Report
**QFE 16** Lauhoe Focus Group Report
**QFE 17** Envisioning Team Minutes
**QFE 18** WiFi Hotspot Loan Service
**QFE 19** Laptop and WiFi Loan Services
**QFE 20** Facilities and Spaces Operational Plan
**QFE 21** Facilities and Spaces Operational Plan
**QFE 22** Facilities and Spaces Operational Plan
QFE 61 Train-the-Trainer Assessment Ambassadors
QFE 62 Future Ideas Campus Engagement
Okay to record Zoom?

Introductions
  Erika Lacro, VPCC
  Debbie Nakagawa, UHCC System Office
  Della Teraoka, UHCC System Office
  E. Kalani Flores, Hawai‘i CC
  Jeff Stearns, Honolulu CC
  Joanne Whitaker, Kapi‘olani CC
  Valerie Barko, Kaua‘i CC
  Jayne Bopp, Leeward CC
  Jan Lubin, Windward CC

Shared Drive with Resources

Timeline

System Recommendation
Feedback on assessment options

Erika shared there was a similar recommendation in a past self evaluation. She was thinking of creating a delineation of duties chart to show how the three levels work - UH System, UHCC System, Campus. This could be a guide for how it works and then also create an assessment.

Groups: System Faculty Senate Chairs, Native Hawaiian Councils, Strategic Planning Council

This year we will create a pilot plan for the assessment process that will be used to show how/if we continually improve. UHCC System will create the system response that everyone will use in their midterm reports. System response will be sent to campuses by January 1, 2022.

Create a survey to get input on how system communication is working. System will work on a sample survey and share with ALOs to see if it meets the need. Then we can pilot the survey to see if it works as intended.
Campus Plans for the Midterm Report

Jeff asked about the institution-set standards. Strategic plan is under discussion. Should campuses use the same institution-set standards that were in the previous plan? Current Policy on Institution Set Standards includes the required elements through 2021. Pandemic has had an impact and will need to be addressed. Midterm Report is based on 2021 results.

Also student learning outcome assessment is now reported on in the Midterm Report as well. Question about disaggregating SLO assessment data. Jeff shared that he is on an evaluation team and there was a big debate. Erika said you need to indicate your rationale and what you are disaggregating on. It appears that most campuses are not currently collecting assessment data at the student level. Also, the manual refers to I.B.2. for SLOs.

Erika recommends this group continue to meet monthly to share how the work is going. She will also look at recent Midterm Reports to see how they addressed the SLO issue.

At a future meeting, campuses can share how they are doing with responding to their recommendations.

What's on your mind?

How are you doing with Quality Focus Essay projects? Some have started with working on it but some disruption due to COVID.

Erika brought up the most recent Biden relief package and the large amount of funding that will be available. It would be good if there were system technologies that everyone could adopt such as an assessment system or some other software. This is a good opportunity to purchase large budget items that can support innovation on all of the campuses. One idea is a call center to support students applying to campuses or outreach efforts.

Honolulu is just getting eLumen off the ground to allow disaggregation by student for SLOs. Leeward purchased Campus Labs/Anthology. Windward is using Aqua, but it may be changed. Kapiolani is using a home-grown spreadsheet that rolls up to a dashboard. Kauai is using Watermark Via and looking for a different solution.

Some discussion on the use of Clean Catalog. Some campuses like it, but some are less enthusiastic. Recommendation for Clean Catalog users to share. CCSSE, websites, catalog, NC SARA reporting are all common issues. NC-SARA reporting is due in May and based on IPEDS. Questions about external licensing.
Midterm Report to ACCJC

Campus Council, October 15, 2021
Midterm Report Expectations

● Due October 2022 but need BOR signatures by May 2022
● Evidence must be provided to support our responses
  ○ We need help gathering information and evidence in the following 13 areas:

1. Response to ACCJC Recommendations for Improvement:
   ○ “To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning.”
Midterm Report Expectations

2. Discuss Student Learning Outcomes
   ○ Describe our process that helps to lead improvements in teaching and learning
   ○ Areas to improve and refine an authentic culture of assessment
   ○ Examples where course, program, or service improvements occurred based on assessment data

3. Discuss Institution Set Standards
   ○ Reflect on trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.
Midterm Report Expectations

4. Discuss Outcomes of our Quality Focus Projects
   ○ Project #1 Increase student retention and persistence by keeping the students the College already has (i.e. WIG)
   ○ Project #2 Improve student learning by making assessment more meaningful for faculty.

5. Provided required training on faculty-initiated interaction in DE courses
   ○ List of workshops provided?
   ○ How addressed online conversions due to COVID?
   ○ Sample of extensive 3-year evaluation form. How many courses assessed? What is done with the information? Etc.
Need Help With Information and Narrative For

6. Conduct the Employee Satisfaction Survey
7. Conduct Administrative Services customer Satisfaction Survey
8. Conduct student focus groups on counseling and advising services
9. Conducted the Faculty Senate Campus Satisfaction Survey
10. Conducted the Student Government Effectiveness Survey

For the items above:

- Was this done? Dates?
- Copy of survey tool and/or methodology.
- Report of findings?
- How did we address findings?
Need Help With Information and Narrative For

11. Create a disability services training program for faculty and staff at the College.
   - Was training program created? What does it look like?
   - Dates offered, number of people trained.
   - Training program evaluation and feedback.

12. Examples and evidence for where course, program, or service improvements occurred based on assessment data.

13. Examples and evidence for all of the things we did due to COVID to address our WIG (keeping the students we have).
Next Steps

● Hoping to mobilize Campus Council constituents to help collect needed info, evidence & proof read (Midterm Report Committee)
  ○ OPPA will compile information and create drafts for review

● Timeline
  ○ 10/15/21: Create a Midterm Report Committee to begin drafting report
  ○ 11/15/21: Campus begins sharing draft report and collecting feedback
  ○ 3/15/22: Finalize Midterm Report
  ○ 4/14/22: Report to campus governance groups and others for signatures
  ○ 5/1/22: Submit report to VPCC Lacro for final signatures (President, BOR)
Aloha Everyone,

Attached is the first draft of our Midterm Report to the Accrediting Commission for Community and Junior Colleges (ACCJC). This report follows up on the activities we said we would do in our 2018 Institutional Self Evaluation Report. It also addresses ACCJC’s recommendations for improvement made to the College after their 2018 site visit (see External Evaluation Report).

At this time, I am requesting substantive feedback about the content of our Midterm Report (typos, formatting, etc. can be addressed later). Please review the report to ensure the information is accurate and clear. Please suggest any additions to the activities discussed along with supporting evidence. You can email me directly or make comments to this document. Please give me your feedback by Friday, January 7, 2022.

While the final report is not due until October 2022, our timeline is as follows given that the Board of Regents do not meet over the summer.

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Many Thanks,
Jayne

--

P. Jayne Bopp, MPH, MA
Interim Coordinator, Office of Planning, Policy & Assessment
Associate Professor, Sociology & Women’s Studies
Accreditation Liaison Officer
Leeward Community College, DA-205C
96-045 Ala Ike St., Pearl City, HI 96782
808-455-0597
Institutional Self-Evaluation Report

Support of Reaffirmation of Accreditation

Submitted by:
Leeward Community College
96-045 Ala ‘Ike
Pearl City, Hawai‘i 96782

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
August 15, 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
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Manuel Cabral, Chancellor  
Leeward Community College  
96-045 Ala Ike, Pearl City, HI 96782

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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.

John Morton, Vice President for Community Colleges  
6/28/18

David Lassner, President, University of Hawai‘i  
6/28/18

Michelle Tagorda, Chair, Committee on Academic and Student Affairs  
7/5/18

Jan Nae Sullivan, Chair, UH Board of Regents  
7/3/18
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<td>LGBTQ+</td>
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WELCOME

The oli komo, or welcoming chant, is a gift offered to those who visit our home. “Hālau Puʻuloa” tells of the beauty and abundance of our lands of Waiʻawa and the harbor of Puʻuloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ‘Ewa 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 Puʻuloa to our guests as we invite them into our home.2

Hālau Puʻuloa

Hālau Puʻuloa he awa lau no ‘Ewa
He awa lau moana na ke Kēhau
He kiʻowai lua he muliwai no ‘Ewa
No ua ‘āina kai (iʻa) hāmau leo
E hāmau ana ka leo o ke kanaka
‘O pānea mai auaneʻi hila hila
Keʻeo ua iʻa 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 Puʻuloa a harbor for ʻEwa
An extensive harbor belonging to the Kēhau breeze
An abundant, overflowing estuary for ‘Ewa
To this land belongs the iʻa that silences voices
The voices of people will be silenced
Yet, a response is always given lest there be shame
The aforementioned iʻa 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 - Waiʻanae Moku Education Center also has an oli that is specific to that location. “Hālau Waiʻanae” is a traditional chant that is used to celebrate the Waiʻanae Moku area.

Hālau Waiʻanae

Hālau Waiʻanae molale i ka lā
Ala panoa ke kula o kūmanomano

1 ‘Ewa refers to the leeward or west side of the island.
2 Source: “Translation and Transcription of ‘Hālau Puʻuloa’” (W-1).
Kūnihi ka noho a Mauna Lahilahi
Hoʻomaha aku i ka wai o Lualualei
Lei ana Nuʻuanu i ke kāmakahala
I paukū ‘ia me ka ʻāhihi
I hoʻohihi nō hoʻi au
Naʻu nō hoʻi ʻoe
ʻO koʻu kuleana paʻa nō ia
He ʻike haole,
E lūlū lima ke aloha ē

Translation
_Waiʻanae is like a house that shimmers in the sun_
_An 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_
_Nuʻuanu is adorned by the lei kāmakahala_
_Compared with the lei ʻāhihi_
_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_
INTRODUCTION

History and Description of Leeward Community College

The Hawai‘i archipelago presents a unique challenge and many opportunities for the seven community colleges of the University of Hawai‘i (UH) System. With seven campuses on four islands serving the state of Hawai‘i, the University of Hawai‘i Community Colleges (UHCC) must find ways to serve a wide range of students who may or may not reside on the same island as the colleges. In addition to the challenge of distance, there are many opportunities with the diverse cultures and ethnicities that reside in the islands. The UH System and Leeward Community College (Leeward CC) have made a special commitment to Native Hawaiians, the indigenous people of the islands. This commitment is demonstrated in the program offerings, support services, and the Wa‘ianae Moku Education Center operated by Leeward CC.

Leeward CC is the second largest of the seven UHCC campuses, and the College is located on the island of O‘ahu along with three other UHCC campuses. The campus of Leeward CC sits in the ahupua‘a (sub-district) of Wai‘awa overlooking the harbor of Pu‘uloa (Pearl Harbor). Centuries ago, Pu‘uloa harbor was the aquacultural center of O‘ahu. It was lined with fishponds and provided a significant portion of the island’s food supply. The surrounding freshwater springs and streams allowed for an abundant agricultural yield for all of the area’s residents.

Today, Pearl City is known for its proximity to the inland side of the Pearl Harbor military base, and it is considered a central point between Honolulu and the west side of the island, the Wai‘anae coast. From this location, Leeward CC has one of the largest service areas of the UHCC campuses (see Figure 1).

![State of Hawai‘i, by Geographic Region](image)

*Figure 1. Geographic region.*
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 Waiʻanae-Nānākuli Education Center as the operating agency. In 1977, this center was fully integrated into Leeward’s operations and organization. The Waiʻanae-Nānākuli Education Center was renamed the Leeward CC - Waiʻanae Moku Education Center in fall 2017 in conjunction with its recent move to a permanent facility. The Waiʻanae 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. The Board of Regents approved this program for established status in June 2018.

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 ʻImi ʻIke 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 ʻImi ʻIke 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 ʻIke 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 Waiʻanae town to a neighboring community. The previous Waiʻanae 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 Kāiāulu. The word kāiāulu has a dual meaning: kāiāulu means “community” and is also the name of celebrated gentle trade winds unique to the area. Currently, the Waiʻanae 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 Waiʻanae 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 2017*
In fall 2017, there were 6,805 students enrolled at the College. Of those students, 41 percent attended full time and 59 percent attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Females 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 2017, 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 1,808 students receiving Pell Grant funds out of 6,805 total enrollment in fall 2017.

**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).

<table>
<thead>
<tr>
<th>Instructional Sites</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeward Community College</td>
<td>96-045 Ala ‘Ike</td>
</tr>
<tr>
<td></td>
<td>Pearl City, HI 96782</td>
</tr>
<tr>
<td>Leeward Community College - Wai‘anae Moku Education Center</td>
<td>87-380 Kula‘aupuni Street</td>
</tr>
<tr>
<td></td>
<td>Wai‘anae, HI 96792</td>
</tr>
</tbody>
</table>

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.

3 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. Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

Table 1. College Wide Student Achievement

<table>
<thead>
<tr>
<th>Institution-Set Standard (Data Element)</th>
<th>Definition of the Measure</th>
<th>AY 2013</th>
<th>AY 2014</th>
<th>AY 2015</th>
<th>AY 2016</th>
<th>AY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion</td>
<td>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.</td>
<td>Actual 72.4%</td>
<td>73.3%</td>
<td>73.8%</td>
<td>74.0%</td>
<td>74.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline 70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target 75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Degrees and Certificates Awarded</td>
<td>The number awarded during the fiscal year. The baseline value listed under the fiscal year 2015 is the average for fiscal years 2012-2015. The target value represents five percent growth per year from the baseline year.</td>
<td>Actual 770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>953</td>
<td>953</td>
<td>953</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>953</td>
<td>1,001</td>
</tr>
<tr>
<td>Certificates and Degrees Awarded to Native Hawaiian Students</td>
<td>The number awarded during the fiscal year to students of Native Hawaiian descent. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2012-2015. The target value represents five percent growth from the baseline year.</td>
<td>Actual 194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>228</td>
<td>228</td>
<td>228</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>228</td>
<td>239</td>
</tr>
<tr>
<td>Institution-Set Standard (Data Element)</td>
<td>Definition of the Measure</td>
<td>AY 2013</td>
<td>AY 2014</td>
<td>AY 2015</td>
<td>AY 2016</td>
<td>AY 2017</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Pell Certificates and Degrees Awarded</td>
<td>The number awarded during the fiscal year to students who received Pell awards. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2013-2015. The target value represents five percent growth per year from the baseline year.</td>
<td>Actual 459</td>
<td>476</td>
<td>480</td>
<td>518</td>
<td>527</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
<td><strong>455</strong></td>
<td><strong>455</strong></td>
<td><strong>455</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td>455</td>
<td>478</td>
<td>502</td>
</tr>
<tr>
<td>Transfer to Baccalaureate Institutions</td>
<td>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.</td>
<td>Actual 1,257</td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
<td>1,349</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
<td><strong>1,296</strong></td>
<td><strong>1,296</strong></td>
<td><strong>1,296</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td>1,296</td>
<td>1,316</td>
<td>1,358</td>
</tr>
<tr>
<td>Integrated Postsecondary Education Data System (IPEDS) Student Success Rate</td>
<td>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.</td>
<td>Actual -</td>
<td>31.9%</td>
<td>34.4%</td>
<td>32.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
<td><strong>30.9%</strong></td>
<td><strong>30.9%</strong></td>
<td><strong>30.9%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td>32.8%</td>
<td>34.8%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Licensure and Certification Examination Success Rate</td>
<td>Leeeward CC does not require licensure or certification exams.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Institution-Set Standard (Data Element)</td>
<td>Definition of the Measure</td>
<td>AY 2013</td>
<td>AY 2014</td>
<td>AY 2015</td>
<td>AY 2016</td>
<td>AY 2017</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>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.</td>
<td>Actual</td>
<td>65.0%</td>
<td>44.8%</td>
<td>66.6%</td>
<td>63.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>64.9%</td>
<td>68.9%</td>
<td>69.0%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

*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 2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.9%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>17.3%</td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>15.7%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>10.3%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>2.7%</td>
</tr>
<tr>
<td>All Other</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

*Figure 3.* Age
33% Under 20 years
36% Between 20 to 24
31% 25 years old and over

*Figure 3.* Full-time and part-time
41% Full-Time
59% Part-Time

*Figure 4.* Curriculum category
53% General & Pre-Prof Ed
20% Career & Technical Ed
27% Other
Student Achievement Data

**Enrollment**

The College headcount has decreased by 15 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, 2013-2017**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>4,835</td>
<td>4,547</td>
<td>4,468</td>
<td>4,311</td>
<td>4,006</td>
</tr>
<tr>
<td></td>
<td>60.6%</td>
<td>58.7%</td>
<td>59.3%</td>
<td>59.4%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>3,141</td>
<td>3,195</td>
<td>3,067</td>
<td>2,951</td>
<td>2,799</td>
</tr>
<tr>
<td></td>
<td>39.4%</td>
<td>41.3%</td>
<td>40.7%</td>
<td>40.6%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>


**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, 2013-2017**

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General &amp; Pre-Prof Ed</td>
<td>4,374</td>
<td>4,272</td>
<td>4,019</td>
<td>3,753</td>
<td>3,624</td>
</tr>
<tr>
<td></td>
<td>54.8%</td>
<td>55.2%</td>
<td>53.3%</td>
<td>51.7%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>1,558</td>
<td>1,517</td>
<td>1,609</td>
<td>1,521</td>
<td>1,347</td>
</tr>
<tr>
<td></td>
<td>19.5%</td>
<td>19.6%</td>
<td>21.4%</td>
<td>20.9%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Other</td>
<td>2,044</td>
<td>1,953</td>
<td>1,907</td>
<td>1,988</td>
<td>1,834</td>
</tr>
<tr>
<td></td>
<td>25.6%</td>
<td>25.2%</td>
<td>25.3%</td>
<td>27.4%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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. Females constitute close to 60 percent and males about 40 percent of the total student population.
Table 5.
Student Headcount by Gender, 2013-2017

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,579</td>
<td>4,518</td>
<td>4,436</td>
<td>4,289</td>
<td>4,007</td>
</tr>
<tr>
<td></td>
<td>57.4%</td>
<td>58.4%</td>
<td>58.9%</td>
<td>59.1%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Male</td>
<td>3,289</td>
<td>3,158</td>
<td>3,064</td>
<td>2,946</td>
<td>2,721</td>
</tr>
<tr>
<td></td>
<td>41.2%</td>
<td>40.8%</td>
<td>40.7%</td>
<td>40.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>No Data*</td>
<td>108</td>
<td>66</td>
<td>35</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>1.4%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

*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 non-conforming.

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, 2013-2017

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>445</td>
<td>550</td>
<td>593</td>
<td>686</td>
<td>664</td>
</tr>
<tr>
<td></td>
<td>5.6%</td>
<td>7.1%</td>
<td>7.9%</td>
<td>9.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>2,162</td>
<td>1,984</td>
<td>1,964</td>
<td>1,742</td>
<td>1,588</td>
</tr>
<tr>
<td></td>
<td>27.1%</td>
<td>25.6%</td>
<td>26.1%</td>
<td>24.0%</td>
<td>23.3%</td>
</tr>
<tr>
<td>20 to 21</td>
<td>1,617</td>
<td>1,600</td>
<td>1,481</td>
<td>1,444</td>
<td>1,366</td>
</tr>
<tr>
<td></td>
<td>20.3%</td>
<td>20.7%</td>
<td>19.7%</td>
<td>19.9%</td>
<td>20.1%</td>
</tr>
<tr>
<td>22 to 24</td>
<td>1,249</td>
<td>1,227</td>
<td>1,145</td>
<td>1,107</td>
<td>1,050</td>
</tr>
<tr>
<td></td>
<td>15.7%</td>
<td>15.8%</td>
<td>15.2%</td>
<td>15.2%</td>
<td>15.4%</td>
</tr>
<tr>
<td>25 to 59</td>
<td>2,441</td>
<td>2,317</td>
<td>2,294</td>
<td>2,229</td>
<td>2,090</td>
</tr>
<tr>
<td></td>
<td>30.6%</td>
<td>29.9%</td>
<td>30.4%</td>
<td>30.7%</td>
<td>30.7%</td>
</tr>
<tr>
<td>60 and over</td>
<td>62</td>
<td>63</td>
<td>58</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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), 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>2,124</td>
<td>2,141</td>
<td>2,037</td>
<td>1,913</td>
<td>1,779</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,792</td>
<td>1,745</td>
<td>1,661</td>
<td>1,644</td>
<td>1,558</td>
</tr>
<tr>
<td>Other Asian</td>
<td>1,386</td>
<td>1,327</td>
<td>1,327</td>
<td>1,260</td>
<td>1,177</td>
</tr>
<tr>
<td>Other</td>
<td>1,338</td>
<td>1,202</td>
<td>1,152</td>
<td>1,135</td>
<td>1,040</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>1,145</td>
<td>1,157</td>
<td>1,177</td>
<td>1,128</td>
<td>1,069</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
<td>182</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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 2017, 26.1 percent of Leeward CC’s student population identified as Native Hawaiian or part-Hawaiian, the largest ethnic group. Filipinos follow at 22.9 percent and Other Asians (Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed) make up the third largest group at 17.3 percent of the population.

Those who identify with two or more ethnicities make up 15.7 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 15.3 percent of the student population. Other Pacific Islanders (Guamanian and Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) are the smallest group with 2.7 percent. Table 8 shows the distribution of all categories of ethnicity at Leeward CC.
Table 8.
*Student Headcount by Ethnicity, 2013-2017*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>2.2%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>11.7%</td>
<td>10.4%</td>
<td>10.6%</td>
<td>10.5%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1.5%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.8%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.5%</td>
<td>22.5%</td>
<td>22.0%</td>
<td>22.6%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5.9%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>4.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Korean</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Laotian</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Micronesian</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>7.5%</td>
<td>7.6%</td>
<td>8.2%</td>
<td>8.3%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>14.4%</td>
<td>14.9%</td>
<td>15.6%</td>
<td>15.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.6%</td>
<td>27.7%</td>
<td>27.0%</td>
<td>26.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>No Data</td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Samoan</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Thai</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Tongan</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>


**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 Pell Grant Recipients, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>2,157</td>
<td>2,087</td>
<td>2,011</td>
<td>1,881</td>
<td>1,808</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>5,819</td>
<td>5,655</td>
<td>5,524</td>
<td>5,381</td>
<td>4,997</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.
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 Associate in Applied Science 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 Desired for First-Time, Degree-Seeking Students, 2013-2017

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>64.8%</td>
<td>66.2%</td>
<td>60.8%</td>
<td>61.1%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>8.7%</td>
<td>3.7%</td>
<td>3.6%</td>
<td>2.8%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>18.6%</td>
<td>25.5%</td>
<td>29.5%</td>
<td>29.7%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>1.7%</td>
<td>1.5%</td>
<td>2.6%</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>6.2%</td>
<td>3.1%</td>
<td>3.6%</td>
<td>4.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Advanced Professional Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td>Total First-Time, Degree-Seeking (FTDS)</td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
<td>1,409</td>
</tr>
<tr>
<td>% of Total Headcount</td>
<td>21.7%</td>
<td>22.3%</td>
<td>22.3%</td>
<td>20.4%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

Table 11. Student Headcount by Outcome Desired for First-Time, Degree-Seeking Students, 2013-2017

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>1,122</td>
<td>1,141</td>
<td>1,023</td>
<td>906</td>
<td>901</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>151</td>
<td>64</td>
<td>61</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>322</td>
<td>439</td>
<td>496</td>
<td>441</td>
<td>394</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>30</td>
<td>26</td>
<td>43</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>107</td>
<td>54</td>
<td>60</td>
<td>60</td>
<td>44</td>
</tr>
<tr>
<td>Advanced Professional Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total First-Time, Degree-Seeking (FTDS)</td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
<td>1,409</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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 have taken at least one distance education (DE) course. The data over the last five years show a slight but consistent rise in the ratio 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 expects this number will continue to grow in the next few years.

Table 12.  
**Student Headcount by Course Delivery Method, 2013-2017**

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Studentsb</td>
<td>3,082</td>
<td>3,054</td>
<td>3,089</td>
<td>3,082</td>
<td>3,189</td>
</tr>
<tr>
<td></td>
<td>38.6%</td>
<td>39.4%</td>
<td>41.0%</td>
<td>42.4%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>4,894</td>
<td>4,688</td>
<td>4,446</td>
<td>4,180</td>
<td>3,616</td>
</tr>
<tr>
<td></td>
<td>61.4%</td>
<td>60.6%</td>
<td>59.0%</td>
<td>57.6%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

bThe category “DE Students” includes students taking at least one DE class.  

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**Successful Course Completion**

**Overall**

The successful course completion rate is the percentage of students receiving a grade of C or better in a course. For the denominator, the calculation uses the number of students who receive valid grades, including W, at the end of the semester. The institution-set target value is 70 percent. In the past five years, the successful completion rate has increased slightly each year. At around 75 percent, it has gone up about two percentage points since 2013.

Table 13.  
**Overall Course Completion, 2013-2017**

<table>
<thead>
<tr>
<th>Overall Successful Course Completion</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72.4%</td>
<td>73.3%</td>
<td>73.8%</td>
<td>74.0%</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**Distance Education vs. Face-to-Face Courses**

Successful course completion rates for students enrolled in DE courses are similar to the rates for those enrolled only in face-to-face courses.

Table 14.  
**Course Completion by Course Delivery Method, 2013-2017**

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>73.5%</td>
<td>73.9%</td>
<td>74.0%</td>
<td>73.8%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>72.0%</td>
<td>73.0%</td>
<td>73.5%</td>
<td>73.4%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Distance Education vs. Face-to-Face Courses by Ethnicity

Successful course completion rates for Native Hawaiian and Filipino students enrolled in DE courses have been comparable to those in face-to-face courses.

Pacific Islander students have had inconsistent successful completion rates in DE classes compared to face-to-face classes. In 2017, the completion rate for DE courses was slightly better in DE classes than face-to-face classes.

Table 15.
Course Completion by Ethnicity for Course Delivery Method, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Face-to-</td>
<td>DE</td>
<td>Face-to-</td>
<td>DE</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>70.9%</td>
<td>68.2%</td>
<td>69.6%</td>
<td>68.8%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>73.2%</td>
<td>73.8%</td>
<td>73.2%</td>
<td>76.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>50.0%</td>
<td>56.4%</td>
<td>68.9%</td>
<td>58.4%</td>
<td>61.6%</td>
</tr>
</tbody>
</table>

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, typically a little over 18 percentage points higher.

Table 16.
Overall Student Persistence, 2013-2017

<table>
<thead>
<tr>
<th>All Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>68.2%</td>
<td>68.4%</td>
<td>67.2%</td>
<td>68.2%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>76.5%</td>
<td>77.3%</td>
<td>76.5%</td>
<td>77.2%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>59.6%</td>
<td>58.8%</td>
<td>57.4%</td>
<td>58.7%</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Curriculum Category

Students enrolled in degree-seeking programs have higher persistence, typically 21 percentage points higher.
Table 17.  
**Student Persistence by Curriculum Category, 2013-2017**

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical</td>
<td>67.3%</td>
<td>70.6%</td>
<td>69.0%</td>
<td>70.4%</td>
<td>71.6%</td>
</tr>
<tr>
<td>General &amp; Pre-Professional</td>
<td>69.9%</td>
<td>69.7%</td>
<td>69.4%</td>
<td>70.6%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Other*</td>
<td>54.5%</td>
<td>50.4%</td>
<td>46.1%</td>
<td>48.3%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

*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, 2013-2017**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69.1%</td>
<td>67.9%</td>
<td>66.9%</td>
<td>67.5%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Male</td>
<td>67.2%</td>
<td>69.1%</td>
<td>67.4%</td>
<td>69.2%</td>
<td>68.8%</td>
</tr>
<tr>
<td>No Data</td>
<td>66.7%</td>
<td>59.0%</td>
<td>86.2%</td>
<td>69.6%</td>
<td>52.9%</td>
</tr>
</tbody>
</table>

*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 non-conforming.

*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, 2013-2017**

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent high school</td>
<td>77.2%</td>
<td>81.8%</td>
<td>79.4%</td>
<td>81.0%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Less than 21</td>
<td>70.2%</td>
<td>68.9%</td>
<td>67.4%</td>
<td>68.4%</td>
<td>66.8%</td>
</tr>
<tr>
<td>21 to 24</td>
<td>63.7%</td>
<td>61.6%</td>
<td>62.9%</td>
<td>63.8%</td>
<td>64.3%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>66.3%</td>
<td>66.1%</td>
<td>64.3%</td>
<td>65.9%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Greater than 49</td>
<td>62.7%</td>
<td>70.2%</td>
<td>68.5%</td>
<td>69.3%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

**Ethnicity**

Filipino students have the highest persistence rate, averaging 70 percent. Most other ethnicities have a 67 percent persistence rate with Pacific Islanders having the lowest persistence rate at 62 percent.
Table 20.
*Student Persistence by Ethnicity, 2013-2017*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Asian</td>
<td>71.6%</td>
<td>70.5%</td>
<td>68.3%</td>
<td>69.4%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.2%</td>
<td>70.0%</td>
<td>70.1%</td>
<td>72.4%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>69.0%</td>
<td>68.2%</td>
<td>66.2%</td>
<td>67.4%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>68.6%</td>
<td>66.2%</td>
<td>66.6%</td>
<td>66.7%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>61.3%</td>
<td>65.1%</td>
<td>64.2%</td>
<td>66.5%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Other</td>
<td>60.9%</td>
<td>65.1%</td>
<td>66.1%</td>
<td>62.2%</td>
<td>64.7%</td>
</tr>
<tr>
<td>White</td>
<td>62.6%</td>
<td>67.6%</td>
<td>64.2%</td>
<td>65.6%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

**Pell Grant Recipients**

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 76 percent compared to 64 percent for those not receiving Pell funds.

Table 21.
*Student Persistence by Pell Grant Recipients, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>76.2%</td>
<td>76.0%</td>
<td>75.7%</td>
<td>76.1%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>64.2%</td>
<td>64.6%</td>
<td>63.2%</td>
<td>64.6%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

*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, 2013-2017*

<table>
<thead>
<tr>
<th>Outcome for First-Time, Degree-Seeking Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>72.8%</td>
<td>75.3%</td>
<td>75.4%</td>
<td>76.5%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Associate in Applied Sciences (AAS)</td>
<td>66.9%</td>
<td>65.6%</td>
<td>57.4%</td>
<td>70.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Advanced Professional Certificate (APC)</td>
<td></td>
<td></td>
<td></td>
<td>33.3%</td>
<td></td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>73.6%</td>
<td>76.1%</td>
<td>75.6%</td>
<td>73.2%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>53.3%</td>
<td>65.4%</td>
<td>72.1%</td>
<td>63.9%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Certificate of Completion (CO)</td>
<td>65.4%</td>
<td>64.8%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Overall</td>
<td>71.7%</td>
<td>74.7%</td>
<td>74.7%</td>
<td>75.0%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>

*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 (ALP) accelerates students into English 100 and enrolls them in a co-requisite course, ALP English 22.

For students that place two levels below college-level English, English 24 is helping them complete their developmental preparation more quickly. However, students who place in the ALP model successfully complete English 100 at a rate of almost 70%. This is a significant improvement over the past five years.

Table 23.
Progression from English 24 to English 100

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in English 100</th>
<th>English 100 Success Rate</th>
<th>% English 24 Students Successfully Completing English 100</th>
<th>Average # of Terms to Successfully Complete English 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>115</td>
<td>62.8%</td>
<td>65.2%</td>
<td>74.7%</td>
<td>48.7%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>88</td>
<td>64.8%</td>
<td>58.0%</td>
<td>66.7%</td>
<td>36.4%</td>
<td>3.2</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>179</td>
<td>69.1%</td>
<td>65.4%</td>
<td>69.2%</td>
<td>45.3%</td>
<td>2.8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>86</td>
<td>61.9%</td>
<td>50.0%</td>
<td>65.1%</td>
<td>32.6%</td>
<td>2.6</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>210</td>
<td>64.1%</td>
<td>62.9%</td>
<td>69.2%</td>
<td>42.9%</td>
<td>2.6</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>124</td>
<td>63.7%</td>
<td>54.8%</td>
<td>78.8%</td>
<td>41.9%</td>
<td>2.5</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>161</td>
<td>67.5%</td>
<td>67.1%</td>
<td>83.0%</td>
<td>54.7%</td>
<td>2.3</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>120</td>
<td>51.7%</td>
<td>40.8%</td>
<td>66.0%</td>
<td>25.8%</td>
<td>2.3</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>175</td>
<td>67.1%</td>
<td>60.6%</td>
<td>66.3%</td>
<td>33.7%</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Table 24.
*English 22 and English 100 Concurrently (Accelerated Learning Program English 22/100)*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in English 100</th>
<th>% Students Successfully Completing English 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>108</td>
<td>89.8%</td>
<td>99.1%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>112</td>
<td>69.6%</td>
<td>91.1%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>116</td>
<td>74.1%</td>
<td>93.1%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>88</td>
<td>72.7%</td>
<td>94.3%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>144</td>
<td>70.8%</td>
<td>91.0%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>128</td>
<td>70.3%</td>
<td>100.0%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>238</td>
<td>82.4%</td>
<td>99.6%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>252</td>
<td>67.5%</td>
<td>99.6%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>351</td>
<td>72.4%</td>
<td>99.7%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_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*

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
<th>Purpose</th>
<th>Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 75</td>
<td>Intro to Math Reasoning</td>
<td>Preparation for Math 100, Math 100C, Math 111, Math 115, or QM 107C</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 78</td>
<td>College Math Companion</td>
<td>Co-Requisite with Math 100, Math 100C, Math 111, or Math 115</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 82</td>
<td>Algebraic Foundations</td>
<td>Preparation for Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Math 88</td>
<td>College Algebra Companion</td>
<td>Co-requisite with Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>QM 78</td>
<td>QM Companion</td>
<td>Co-requisite with QM 107C</td>
<td>QM</td>
</tr>
</tbody>
</table>

**College Math Track**

The progress of students through Math 75 to college-level math is a huge improvement over their progress in the previous sequence of developmental math courses.
Table 26.  
*Progression from Math 75 through Math 100/100C/111/115*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 100</th>
<th>Math 1nn Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>467</td>
<td>71.0%</td>
<td>62.0%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>236</td>
<td>65.7%</td>
<td>32.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Table 27.  
*Math 78 and Math 100/115 Concurrently*

With the co-requisite Math 78/1nn combination, the time to successful completion is one semester compared to a previous model that required up to four semesters of the traditional developmental math sequence.

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 1nn</th>
<th>Math 1nn Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>191</td>
<td>77.0%</td>
<td>100.0%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>63</td>
<td>65.0%</td>
<td>98.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

*College Algebra Track*

The average number of terms to successfully complete Math 1nn continues to show improvement with a drop of about one semester since fall 2012.

Table 28.  
*Progression from Math 82 to Math 100/100C/103/111/115*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 1nn</th>
<th>Math 1nn Success Rate</th>
<th>% Math 82 Students Successfully Completing Math 1nn</th>
<th>Avg. # of Terms to Successfully Complete Math 1nn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>676</td>
<td>65.7%</td>
<td>61.5%</td>
<td>69.1%</td>
<td>41.0%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>585</td>
<td>50.1%</td>
<td>46.0%</td>
<td>57.1%</td>
<td>25.3%</td>
<td>2.9</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>593</td>
<td>59.9%</td>
<td>51.6%</td>
<td>64.0%</td>
<td>31.2%</td>
<td>2.5</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>545</td>
<td>50.9%</td>
<td>33.9%</td>
<td>53.5%</td>
<td>14.1%</td>
<td>2.2</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>671</td>
<td>66.6%</td>
<td>56.6%</td>
<td>66.5%</td>
<td>36.7%</td>
<td>3.2</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>508</td>
<td>51.8%</td>
<td>52.6%</td>
<td>63.6%</td>
<td>33.1%</td>
<td>3.1</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>462</td>
<td>66.2%</td>
<td>56.3%</td>
<td>62.8%</td>
<td>32.5%</td>
<td>2.8</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>421</td>
<td>54.3%</td>
<td>51.5%</td>
<td>64.2%</td>
<td>30.6%</td>
<td>2.5</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>304</td>
<td>60.3%</td>
<td>51.3%</td>
<td>61.9%</td>
<td>28.3%</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Co-requisite Math 88/103 resulted in successful completion rates of 79 to 88 percent. Traditional, stand-alone Math 103 had successful completion rates in the low 50 percent range.

Table 29.
Math 88 and Math 103 Concurrently

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 103</th>
<th>Math 103 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>57</td>
<td>82.0%</td>
<td>100.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>26</td>
<td>88.0%</td>
<td>100.0%</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Quantitative Methods Track

Concurrent QM 78/107C has resulted in successful completion rates equal to or less than the rates for stand-alone QM 107C.

Table 30.
QM 78 and QM 107C Concurrently

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled QM 107C</th>
<th>QM 107C Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>10</td>
<td>40.0%</td>
<td>90.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>10</td>
<td>70.0%</td>
<td>100.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_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

From 2013-2016, approximately 75 percent of Leeward students declared an intention to pursue a general and/or pre-professional degree and about 25 percent a degree in a career or technical program. However, there is a change in 2017 with more students declaring an intention to pursue a career and technical program.

Table 31.
**Degrees and Certificates Awarded by Curriculum Category, 2013-2017**

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Pre-Professional</td>
<td>585</td>
<td>76.0%</td>
<td>854</td>
<td>78.3%</td>
<td>755</td>
</tr>
<tr>
<td>Career and Technical</td>
<td>185</td>
<td>24.0%</td>
<td>236</td>
<td>21.7%</td>
<td>245</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

* 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

Between 2013 and 2017, the number of degrees and certificates awarded to students who had taken at least one DE course increased by 42 percent.
Table 32.

*Degrees and Certificates Awarded to Students Taking at Least One DE Class, 2013-2017*

| Year | DE Students | Non-DE Students | Total Degrees & CAs
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>2013</td>
<td>601</td>
<td>78.1%</td>
<td>169</td>
</tr>
<tr>
<td>2014</td>
<td>869</td>
<td>79.7%</td>
<td>221</td>
</tr>
<tr>
<td>2015</td>
<td>767</td>
<td>76.7%</td>
<td>233</td>
</tr>
<tr>
<td>2016</td>
<td>832</td>
<td>78.7%</td>
<td>225</td>
</tr>
<tr>
<td>2017</td>
<td>856</td>
<td>84.0%</td>
<td>163</td>
</tr>
</tbody>
</table>

*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

Students who earned at least 12 credits from DE courses account for 43 percent on average of the total degrees and certificates awarded.

Table 33.

*Degrees and Certificates Awarded to Students Earning 12 Credits Minimum from DE Courses, 2013-2017*

| Year | DE Students | Non-DE Students | Total Degrees & CAs
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>2013</td>
<td>335</td>
<td>43.5%</td>
<td>435</td>
</tr>
<tr>
<td>2014</td>
<td>428</td>
<td>41.2%</td>
<td>662</td>
</tr>
<tr>
<td>2015</td>
<td>412</td>
<td>58.8%</td>
<td>588</td>
</tr>
<tr>
<td>2016</td>
<td>435</td>
<td>41.2%</td>
<td>622</td>
</tr>
<tr>
<td>2017</td>
<td>496</td>
<td>48.7%</td>
<td>523</td>
</tr>
</tbody>
</table>

*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, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Graduating (Earning Any Degree or Certificate)</th>
<th>Total</th>
<th>Earned an Associate Degree</th>
<th>Total Degrees &amp; CAs(\dagger)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(\dagger\)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.

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 37 percent of the degrees and certificates awarded.

Table 35.
Degrees and Certificates Awarded by Age, 2013-2017

<table>
<thead>
<tr>
<th>Age</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years</td>
<td>456</td>
<td>59.2%</td>
<td>651</td>
<td>59.7%</td>
<td>629</td>
<td>62.9%</td>
</tr>
<tr>
<td>25 to 49 years</td>
<td>294</td>
<td>38.2%</td>
<td>405</td>
<td>37.2%</td>
<td>335</td>
<td>33.5%</td>
</tr>
<tr>
<td>50 years or more</td>
<td>20</td>
<td>2.6%</td>
<td>34</td>
<td>3.1%</td>
<td>36</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
<td></td>
</tr>
</tbody>
</table>

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 females to males earning a degree or certificate is 3:2.
Table 36.
*Degrees and Certificates Awarded by Gender, 2013-2017*

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>493</td>
<td>640</td>
<td>570</td>
<td>580</td>
<td>601</td>
</tr>
<tr>
<td></td>
<td>64.0%</td>
<td>58.7%</td>
<td>57.0%</td>
<td>54.9%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Male</td>
<td>271</td>
<td>440</td>
<td>416</td>
<td>472</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>35.2%</td>
<td>40.4%</td>
<td>41.6%</td>
<td>44.7%</td>
<td>40.9%</td>
</tr>
<tr>
<td>No Data†</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.6%</td>
<td>0.9%</td>
<td>1.4%</td>
<td>0.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs‡</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

†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 non-conforming. ‡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, 2013-2017*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td>25.2%</td>
<td>23.2%</td>
<td>23.6%</td>
<td>24.5%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>143</td>
<td>250</td>
<td>236</td>
<td>249</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>18.6%</td>
<td>22.9%</td>
<td>23.6%</td>
<td>23.6%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>1.9%</td>
<td>1.8%</td>
<td>1.4%</td>
<td>2.3%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>418</td>
<td>567</td>
<td>514</td>
<td>525</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>54.3%</td>
<td>52.0%</td>
<td>51.4%</td>
<td>49.7%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs‡</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

†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 36 percent.
Table 38.
*Degrees and Certificates Awarded by Native Hawaiian Students, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td>Aspirational Target(^1)</td>
<td>-</td>
<td>-</td>
<td>228(^m)</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td>Actual vs. Aspirational Target</td>
<td>-</td>
<td>-</td>
<td>+3.5%</td>
<td>+8.4%</td>
<td>+5.2%</td>
</tr>
</tbody>
</table>

\(^1\)The Aspirational Target is five percent growth per year from the baseline year.
\(^m\)This baseline value is established as the three-year average for AY 2012-2015.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**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 Pell Grant Recipients, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>329</td>
<td>479</td>
<td>449</td>
<td>470</td>
<td>488</td>
</tr>
<tr>
<td>Non-Pell</td>
<td>441</td>
<td>611</td>
<td>551</td>
<td>587</td>
<td>531</td>
</tr>
<tr>
<td>Total</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 Waiʻanae Moku Education Center. When the campus moved in fall 2017, enrollment dropped impacting the number of students who were awarded a degree or certificate.

Table 40.
*Degrees and Certificates Awarded to Students Who Have Taken at Least 12 Credits at Waiʻanae Moku, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiʻanae Moku Education Center</td>
<td>57</td>
<td>7.4%</td>
<td>69</td>
<td>6.3%</td>
<td>65</td>
</tr>
<tr>
<td>Pearl City Campus</td>
<td>713</td>
<td>92.6%</td>
<td>1021</td>
<td>93.7%</td>
<td>935</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 stable or increasing before a slight drop occurred in 2017.

Table 41. Student Transfer to UH Baccalaureate Institutions, 2014-2017

<table>
<thead>
<tr>
<th>Transfers</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
</tr>
<tr>
<td>Non-UH Baccalaureate Institution</td>
<td>730</td>
<td>752</td>
<td>618</td>
<td>651</td>
</tr>
<tr>
<td>Total</td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
<td>1,349</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

Distance Education

Students who take 12 or more credits from DE courses are more likely to transfer to a UH baccalaureate institution without earning an associate degree.

Table 42. Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses, 2014-2017

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th></th>
<th>2015</th>
<th></th>
<th>2016</th>
<th></th>
<th>2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Transferred with Associate Degree</td>
<td>96</td>
<td>15.9%</td>
<td>87</td>
<td>14.2%</td>
<td>92</td>
<td>11.6%</td>
<td>75</td>
<td>10.7%</td>
</tr>
<tr>
<td>Transferred to UH Baccalaureate Institution(^p)</td>
<td>126</td>
<td>20.9%</td>
<td>115</td>
<td>18.8%</td>
<td>119</td>
<td>15.0%</td>
<td>110</td>
<td>15.8%</td>
</tr>
<tr>
<td>Total Transfers to UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^p\)This category includes Leeward CC students who transferred to UH Mānoa, UH Hilo, and UH West O’ahu 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 seven percent of students who transfer with an associate degree are Filipino. About one percent of students who transfer to a UH baccalaureate institution and
about 0.7 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, 2014-2017*

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NH</td>
<td>FIL</td>
<td>PI</td>
<td>NH</td>
</tr>
<tr>
<td>Transferred with Associate Degree</td>
<td>45</td>
<td>28</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>% Total</td>
<td>7.5%</td>
<td>4.7%</td>
<td>0.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Transferred to UH Baccalaureate Institution&lt;sup&gt;a&lt;/sup&gt;</td>
<td>61</td>
<td>33</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>% Total</td>
<td>10.1%</td>
<td>5.4%</td>
<td>0.7%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Total Transfers to UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
</tr>
</tbody>
</table>

<sup>a</sup>This category includes Leeward CC students who transferred to UH Mānoa, UH Hilo, and UH West O’ahu with 12 or more DE-earned credits.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

**Job Placement 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. A 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 by the number of students who have stopped program participation.
### Table 44.
**Job Placement Rate, 2013-2017**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjusted</td>
<td>Actual</td>
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</tr>
<tr>
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<td>64.5%</td>
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<tr>
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<td>57.6%</td>
<td>69.0%</td>
<td>81.6%</td>
<td>63.9%</td>
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</tr>
<tr>
<td>Business Technology</td>
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</tr>
<tr>
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<td>63.4%</td>
<td>63.9%</td>
<td>65.8%</td>
<td>64.5%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Digital Media Production</td>
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<td>43.3%</td>
<td>63.9%</td>
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<tr>
<td>Information &amp; Computer Science</td>
<td>68.9%</td>
<td>50.0%</td>
<td>69.0%</td>
<td>87.1%</td>
<td>63.9%</td>
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<tr>
<td>Integrated Industrial Technology</td>
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<td>-</td>
</tr>
<tr>
<td>Management</td>
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<td>69.00%</td>
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<tr>
<td>Substance Abuse Counseling</td>
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<tr>
<td>Television Production</td>
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<td>31.3%</td>
<td>63.9%</td>
<td>90.0%</td>
<td>64.5%</td>
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</tr>
</tbody>
</table>

*The Integrated Industrial Technology program was approved in fall 2017, so data has not been collected.*

### Organization of the Self-Evaluation Process

**Timeline**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>● The accreditation liaison officer (ALO) identified the self-evaluation co-chair and members of the self-evaluation core team.</td>
</tr>
</tbody>
</table>
| Fall 2016    | ● 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.  
               ● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all community college campuses.  
               ● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.  
               ● The core team worked to better understand the Accreditation Standards and began to collect evidence. |
| Spring 2017  | ● Faculty, staff, and administrators participated in breakout sessions on accreditation topics at the College’s spring convocation.  
               ● 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. |
| Summer 2017  | ● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.  
               ● Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D. |
| Fall 2017    | ● The ALO distributed the first draft of the institutional self-evaluation report (ISER) to the campus.  
               ● The campus community provided feedback on the draft.  
               ● The campus community engaged in dialogue about the ISER findings.  
               ● Standard IV team leads continued to participate in the UHCC System task force. |
| Spring 2018  | ● The core team collected broad campus input at convocation through structured roundtable discussions on accreditation topics.  
               ● The ALO distributed the second draft of the ISER to the campus.  
               ● The ALO, co-chair, and editor finalized the report and the evidence.  
               ● The ALO distributed the final draft of the ISER to the campus.  
               ● Campus governance groups approved the ISER. |
| Fall 2018    | ● The evaluation team visits in October.                                                                                               |
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della Teraoka</td>
<td>ALO and Self-Evaluation Co-Chair</td>
<td>Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Donna Matsumoto</td>
<td>Self-Evaluation Co-Chair</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Susan Wood</td>
<td>Editor</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Jayne Bopp</td>
<td>Contributing Editor</td>
<td>Assistant Professor, Sociology, Women’s Studies</td>
</tr>
<tr>
<td>Brent Hirata</td>
<td>Standard I</td>
<td>Associate Professor, Educational Technology Developer</td>
</tr>
<tr>
<td>Eiko Kosasa</td>
<td>Standard I</td>
<td>Assistant Professor, Political Science</td>
</tr>
<tr>
<td>Jenny Watada</td>
<td>Standard I</td>
<td>Associate Professor, Mathematics</td>
</tr>
<tr>
<td></td>
<td>Standard II (Summer Team) Data and Evidence Reviewer</td>
<td></td>
</tr>
<tr>
<td>Kathryn Fujioka-Imai</td>
<td>Standard II</td>
<td>Associate Professor, English</td>
</tr>
<tr>
<td>Junie Hayashi</td>
<td>Standard II</td>
<td>Associate Professor, Librarian</td>
</tr>
<tr>
<td></td>
<td>Standard III (Summer Team)</td>
<td></td>
</tr>
<tr>
<td>Pi‘ikea Hardy-Kahaleo‘umi</td>
<td>Standard II</td>
<td>Assistant Professor, Counselor</td>
</tr>
<tr>
<td>Helmut Kae</td>
<td>Standard III</td>
<td>Associate Professor, Biology</td>
</tr>
<tr>
<td>Warren Kawano</td>
<td>Standard III</td>
<td>Assistant Professor, Business Technology</td>
</tr>
<tr>
<td></td>
<td>Standard IV (Summer Team)</td>
<td></td>
</tr>
<tr>
<td>Jan Shimabukuro Lee</td>
<td>Standard III</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>William Albritton</td>
<td>Standard IV</td>
<td>Associate Professor, Information and Computer Science</td>
</tr>
<tr>
<td>Lexer Chou</td>
<td>Standard IV</td>
<td>Associate Professor, Student Life Coordinator</td>
</tr>
<tr>
<td></td>
<td>Standard I (Summer Team)</td>
<td></td>
</tr>
<tr>
<td>Tracie Losch</td>
<td>Standard IV</td>
<td>Associate Professor, Hawaiian Studies</td>
</tr>
<tr>
<td></td>
<td>Standard II (Summer Team) Data and Evidence Reviewer</td>
<td></td>
</tr>
</tbody>
</table>
Self-Evaluation Contributors

The College received input and feedback from over 150 contributors during the fall 2017 and spring 2018 semesters.

**Name, Division/Unit/Area**

- Martine Aceves-Foster, Language Arts
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- Mapuana Antonio, Social Sciences
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- Denise Araki, Academic Services
- Randall Araki, Academic Services
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- Eunice Brekke, Social Sciences
- Merissa Brown, Language Arts
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- Rose Bumanglag, Business
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- Manny Cabral, Chancellor
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- Katie Cashman, Business
- Cara Chang, Language Arts
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Tasha Williams, Language Arts
Frances Won, Language Arts
Evelyn Wong, Business
Naiad Wong, Arts and Humanities
Danny Wyatt, Waiʻanae Moku Education Center (Coordinator)
Brennan Yamamoto, Math and Sciences
Irwin Yamamoto, Professional Arts and Technology
Carleen Yokotake, Language Arts
Organizational Information

Organization of Leeward Community College

Leeward CC most recently reviewed and updated its organization charts and functional statements on July 1, 2017 (L3, L4).
Functional Responsibilities of the UH System, the UHCC System, and the College by Major Accreditation Topic

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Mission</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.B. Academic Quality</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.B. Institutional Effectiveness</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.C. Institutional Integrity</td>
<td>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.</td>
<td>Colleges are primarily responsible for communicating accurate information including accreditation information to students, prospective students, and the general public.</td>
</tr>
<tr>
<td>II.A. Instructional Programs</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
<td>College</td>
</tr>
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</tr>
<tr>
<td>II.B. Library and Learning Support</td>
<td>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.</td>
<td>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.C. Student Support Services</td>
<td>The UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.</td>
<td>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.</td>
</tr>
<tr>
<td>II.A. Human Resources</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.B. Physical Resources</td>
<td>Development of long-range physical plans and implementation of capital improvement plan projects are the responsibility of the UH System and the UHCC System.</td>
<td>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.</td>
</tr>
<tr>
<td>III.C. Technology Resources</td>
<td>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.</td>
<td>Colleges are responsible for on-campus networks, technology resources, and technology support.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
<td>College</td>
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</tr>
<tr>
<td>III.D. Financial Resource Planning</td>
<td>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. 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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.D. Financial Resource Stability</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.D. Financial Resource Liabilities</td>
<td>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.</td>
<td>Colleges monitor loan default rates and implement action plans as appropriate.</td>
</tr>
<tr>
<td>III.D. Financial Resource Contractual Agreements</td>
<td>The UH System establishes and manages all contracts in accordance with state procurement laws.</td>
<td>Colleges adhere to UH System policies and practices in the procurement of all contracts for goods, services, and professional services.</td>
</tr>
<tr>
<td>IV.A. Decision-Making Roles and Responsibilities</td>
<td>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.</td>
<td>Colleges implement shared governance policies and processes for internal college decision-making.</td>
</tr>
</tbody>
</table>
### IV.B. Chief Executive Officer (CEO)

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The UH System and the UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### IV.C. Governing Board

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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. 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.</td>
<td>Colleges submit action items to the BOR through the vice president for the UHCC System and the UH System.</td>
</tr>
<tr>
<td></td>
<td>The vice president for the UHCC System acts as the liaison to the BOR for all UHCC matters including accreditation.</td>
<td></td>
</tr>
</tbody>
</table>

### IV.D. Multi-College Districts or Systems

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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. 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.</td>
<td>Colleges operate within the policy and planning framework established by the UH System and the UHCC System.</td>
</tr>
</tbody>
</table>

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 fall 2017, the College enrolled 6,805 credit students down from 7,976 students enrolled in fall 2013. The College awarded 770 degrees and certificates in 2013 with an increase to 1,019 in 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 in Liberal 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 (L13). 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 (L14). 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 (L15). 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 (L16).

Eligibility Requirements 6 through 21 are addressed in the responses to the following Accreditation Standards:

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Certification of Continued Institutional Compliance with Federal Regulations and Commission Policies

### Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation Citation: 602.23(b)]

Leeward Community College has made an appropriate and timely effort to solicit third-party comment in advance of its comprehensive evaluation visit.

- The College posted a draft of its institutional self-evaluation report on the College website in spring 2018 (I-17).
- The College’s accreditation webpage also includes the visit dates and provides a link to an online feedback form (I-17).
- See responses to Standards LC.12, LC.13, IV.B.4, and Eligibility Requirement 21.

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.

- 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.
- See responses to Standards LC.5, LC.12, and Eligibility Requirement 21.

### Standards and Performance with Respect to Student Achievement

[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

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.

- 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 UHCC Strategic Directions 2015-2021 (I-1, I-18). These standards are aligned with the College’s mission statement and Strategic Plan 2015-2021 (I-19).
- Successful course completion is one of the institution-set measurements.
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standards LA.1, LB.3, and Eligibility Requirement 11.

The College has defined other elements of student achievement performance for measurement that have been determined as appropriate to the College mission.

- 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 (I-1). See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standard LB.3 and Eligibility Requirement 11.

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
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).

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).

### 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 LC.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.
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

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 Laulima, a Sakai-based learning management system, for online, hybrid, and web-enhanced classes. Laulima 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. The website also identifies program accreditation information and provides contact information for filing complaints with such entities (I-17).
- The Catalog contains the same accreditation information as the College website.
- 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 LC.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 (1-51, 1-52).

- 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 (1-17).
- 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 (1-53).
- 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 (1-15).
- 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 (1-16).
- 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

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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 Intrnet Webpage for Institutional Research (IR) Data
I-12 Office of Workforce Development and Continuing Education Catalog, Jan.-Apr. 2018
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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 (I.A-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 Nuʻukia
Ma ke Kulaniu Kaiaulu o ‘Ewa, alu like mākou ma ka mālama a me ke kīpapai 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 makaʻāinana pono ma ke kaiāulu, ma ke aupuni, a ma ke kauʻāina. Kākoʻo o ‘ia nā pahuhopu hoʻonaʻauao a nā haumāna a pau me ke kūpa’a nō hoʻi i nā ‘ōiwi Hawaiʻi.
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.

Nā Kahua Hana

Kaiāulu: He mea nui loa ke alu a me ka hana like me ka mālama nō hoʻi i ke kanaka ma ke kūkulu kaiāulu i loko a i waho aʻe o ke kahua kulanui.

Kākoʻo a Hōʻihi i nā kānaka like ‘ole: He mea nui loa ke kākoʻo i nā kuanaʻike like ‘ole a he waiwai nō ia ‘ike i ke aʻo pono. Pōmaikaʻi nā haumāna i ke komo i ke kaiāulu o nā ‘ike like ‘ole, o nā ‘ike moʻomeheu like ‘ole o ke ao nei nō hoʻi kekahi, a me ka launa pū me nā poʻe o nā moʻolelo like ‘ole.

Kūpono: He mea nui loa ka hana pono o neʻi nei a hōʻike ‘ia ma o ka hoʻomōhala a hoʻoikaika mau i nā ala pono hele ‘ia e ka haumāna. Hoʻohiki ‘ia nō ka pōʻaiapili aʻo pono loa.

Kūākea: He mea nui loa nā huamāna a pau. Hoʻokō ʻia nā mea e pono ai ka haumāna a me ke kaiāulu ma o ka hoʻomākaukau i ka papa, ke kekelē, a me ka papahana palapala ma ke aʻo ‘ana i ke kahua kula a ma o nā ‘enehana like ‘ole. (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 Pūkoʻa 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 Waiʻanae-Nānākuli Education Center in 1972. This center, which was relocated and renamed the Waiʻanae Moku Education Center in 2017, is located in the heart of the Waiʻanae 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, Waiʻanae 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 ʻIke o Puʻuloa (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 Pūkoʻa no na ʻEwa Council (Nā ʻEwa Council), which represents the College at the UH System’s Pūkoʻa Council. The mission of Nā ʻEwa Council is to “provide advocacy, leadership, and support for Native Hawaiians through higher education” (IA-7). An ad hoc committee of Nā ʻEwa Council is focusing on ways to indigenize the College, including cultural training through the creation of a College oli (chant) (IA-8, Item VI). For a detailed discussion of the role of the Nā ʻEwa 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, an Academic Subject Certificate 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 (26.1 percent), Filipino (22.9 percent), Other Asian (17.3 percent), mixed ethnicities (15.7 percent), Caucasian (10.3 percent), other Pacific Islander (2.7 percent), and other ethnicities (5.0 percent) (IA-9).

The College has 26.1 percent Native Hawaiian students enrolled in its overall student population with 1,779 students in fall 2017. 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 enrollment (duplicated counts) at the College is in DE courses, which translates to approximately 40 percent of total student headcounts (unduplicated) enrolling in at least one DE class each semester. (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 2017, 73 percent of its classified students were enrolled in transfer programs, and 27 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 LB.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, assessment 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. 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 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 by 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 year. 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. Additionally, the College offers one CTE certificate program in Substance Abuse Counseling. 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 12 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, Television Production, and Substance Abuse Counseling.

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 a certificate in Hawaiian language (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. They also 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 a program 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. 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, Item 5.a). 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, Item a). 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, Item III.B.1). 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, p. 17).

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 VI
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, p. 17
## Changes and Plans Arising Out of the Self-Evaluation for Standard I.A

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
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<tbody>
<tr>
<td>I.A.4</td>
<td>Reviewed the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Spring 2017</td>
<td>The mission statement was reviewed and approved without changes.</td>
</tr>
<tr>
<td>I.A.4</td>
<td>Perform a comprehensive review of the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Estimated Fall 2020</td>
<td>Use institutional assessment data and seek broad campus input to update the mission statement.</td>
</tr>
</tbody>
</table>
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 LB.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 Makaʻala, the University of Hawaiʻi 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 ʻIke O Puʻuloa (Hālau), the Pacific Islander summer cohort program, and focused efforts at the Waiʻanae Moku Education Center.

The Waiʻanae 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, Item V.D.3). 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 VCAA’s updates, see Standard IV.A.6.) Additionally, in spring 2017, the Campus Council made recommendations for improving the planning process and forwarded the recommendations to the Ad Hoc Planning Process Review Committee.

Another campus event that provides an opportunity for dialogue on academic quality and institutional effectiveness is the campus forum with the University of Hawaiʻi (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, administration later meets to discuss the information provided by the VPCC and develop strategies for improvement. For further discussion of the VPCC’s forums, see Standards LB.3 and LB.6.
Governance groups including the Campus Council, the Faculty Senate, the Pūkoʻa no na ʻEwa Council (Nā ʻEwa 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*

<table>
<thead>
<tr>
<th>Roundtable Discussion Topic</th>
<th>Accreditation Standard and Eligibility Requirement (ER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue and Continuous Improvement</td>
<td>I.B.1</td>
</tr>
<tr>
<td>Campus Communication and Priorities</td>
<td>I.B.8</td>
</tr>
<tr>
<td>Integrated Planning and Budgeting Process</td>
<td>I.B.9</td>
</tr>
<tr>
<td>Mission and Instructional Programs</td>
<td>II.A.1 and ER 9</td>
</tr>
<tr>
<td>Faculty and Curriculum Development</td>
<td>II.A.2</td>
</tr>
<tr>
<td>Course and Program Assessment</td>
<td>II.A.3</td>
</tr>
<tr>
<td>Library and Learning Support Services</td>
<td>II.B.1 and ER 17</td>
</tr>
<tr>
<td>Mission and Support Services</td>
<td>II.B.2, II.C.1, and ER 15</td>
</tr>
<tr>
<td>Library and Learning Support Services Program Review</td>
<td>II.B.3</td>
</tr>
</tbody>
</table>
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 mini-retreat to review the proposed planning template and timeline, and they 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 dialogue 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, pp. 1-2).
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 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.

![Diagram of learning outcomes hierarchy](image)

*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 Kuali 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 ILA.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 PLOs 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 learning outcomes. 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 assesses its performance against those standards. Each instructional credit 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 learning outcomes and/or SAOs. Non-credit programs also regularly assess learning outcomes.

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 determine 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 administrators, faculty, and other support positions. 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

<table>
<thead>
<tr>
<th>UHCC Performance-Based Funding Metrics</th>
<th>Weight Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>35%</td>
</tr>
<tr>
<td>Native Hawaiian Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>10%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Math (STEM) Graduates (UHCC Associate Degrees and Certificates of Achievement and UH STEM baccalaureate graduates)</td>
<td>10%</td>
</tr>
<tr>
<td>UHCC Performance-Based Funding Metrics</td>
<td>Weight Percentage</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Federal Pell Grant Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>10%</td>
</tr>
<tr>
<td>Annual Transfers to Baccalaureate Colleges</td>
<td>35%</td>
</tr>
</tbody>
</table>

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 [IB-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 [IA.2](#) and [IB.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 analysis in Part II of the template. 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.
**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 Waiʻanae 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 support 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 institutional priorities list for resources.

**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 analyze and discuss 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. 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 Hawaiʻi Promise scholarships (IB-71, IB-72). Hawaiʻi 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.4

The College publishes its policies on the College website (IB-75). Table 47 identifies the College policies and their effective 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). During 2017-2018, 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 have not been recently reviewed. 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

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.101</td>
<td>Policy on the Policy Development Process</td>
<td>02-20-2018</td>
</tr>
<tr>
<td>L1.201</td>
<td>Policy on Shared Governance</td>
<td>03-18-2003 (Under review)</td>
</tr>
</tbody>
</table>

4 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.
<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.202</td>
<td>Policy of Nondiscrimination and Affirmative Action</td>
<td>August 2017</td>
</tr>
<tr>
<td>L4.100</td>
<td>Policy on Institutional Mission</td>
<td>02-16-2010 (Under review)</td>
</tr>
<tr>
<td>L5.190</td>
<td>Policy on Administrative Disenrollment for Failed Prerequisites</td>
<td>05-03-2018</td>
</tr>
<tr>
<td>L5.200</td>
<td>Policy on Course and Program Prerequisites</td>
<td>02-1992</td>
</tr>
<tr>
<td>L5.201</td>
<td>Policy on Curriculum Review and Revision</td>
<td>03-22-2017</td>
</tr>
<tr>
<td>L5.202</td>
<td>Policy on Annual Program Review</td>
<td>03-02-2012 (Under review)</td>
</tr>
<tr>
<td>L5.210</td>
<td>Policy on Assessment</td>
<td>03-02-2017</td>
</tr>
<tr>
<td></td>
<td>Student Conduct Code</td>
<td>05-01-2010 (Waiting for system review)</td>
</tr>
<tr>
<td></td>
<td>Student Conduct Code Procedures</td>
<td>05-01-2010 (Waiting for system review)</td>
</tr>
<tr>
<td>L10.201</td>
<td>Facilities Use Guidelines and Procedures</td>
<td>08-2012</td>
</tr>
<tr>
<td>L10.901</td>
<td>Facilities Access Control Policy and Procedures</td>
<td>04-10-2017</td>
</tr>
<tr>
<td>L11.102</td>
<td>Animals on Campus Policy</td>
<td>03-06-2017</td>
</tr>
</tbody>
</table>
**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 weaknesses 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 some 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 program-specific pages on the website current (IB-21, pp 2-3).

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 continue using the Resource Request template, but to discontinue using 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, Item 4.a). 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 LB.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. 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, Item 4.b).

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

<table>
<thead>
<tr>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Used comprehensive Annual Program Review (APR) template.</td>
<td>● Introduced ARRA template.</td>
</tr>
<tr>
<td>● Created an ad hoc committee to review and make recommendations for improving the planning process.</td>
<td>● Decided to make additional changes based on confusion with ARRA and ARPD templates.</td>
</tr>
<tr>
<td>● Conducted a survey of the planning process in April 2013.</td>
<td>● The Campus Council approved the revised planning process.</td>
</tr>
<tr>
<td>Year</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2014-2015  | ● Continued to use the Resource Request template combined with the ARPD template.  
            | ● Developed the CRE template.                                               
            | ● The Campus Council approved the revised Integrated Planning and Budgeting Process. |
| 2015-2016  | ● Introduced the revised process including the ARPD template and/or CRE template.  
            | ● Continued to use the Resource Request template.                           |
| 2016-2017  | ● Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD. 
            | ● All remaining programs, units, and areas completed the CRE template.       |
| 2017-2018  | ● New cycle of the CRE template to begin.                                    
            | ● Move towards better use of data in the ARPD process with less reliance on UHCC System data. 
            | ● An ad hoc committee will review and evaluate the Integrated Planning and Budgeting Process. |

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 [IB-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 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 revision 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, pp. 3-4).
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 Breakout 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
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IB-64 Hālau Newsletter
IB-65 Ke Ala ‘Ike Webpage
IB-66 Ke Ala ‘Ike Brochure
IB-67 Waipahu High School Status Report
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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
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IB-78 Faculty Senate Minutes, Feb. 21, 2018, Item III.D.2
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IB-82 Fall 2014 Employee Satisfaction Survey Report
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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-93 Email Update on Ad Hoc Planning Committee, Nov. 24, 2012
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IB-95 2013 Leadership Retreat Feedback
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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
IB-102 Timeline of 2017-2018 Integrated Planning and Budgeting Process
IB-103 2016-2017 Instructional Priorities List
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<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.1</td>
<td>Provided feedback to improve the College’s Integrated Planning and Budgeting Process and increase transparency.</td>
<td>Faculty Senate and Administration</td>
<td>Fall 2016-present</td>
<td>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.</td>
</tr>
<tr>
<td>I.B.1 II.A.7 IV.A.4</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
<tr>
<td>I.B.1</td>
<td>Conducted breakout sessions during convocation to seek feedback on specific Accreditation Standards and Eligibility Requirements (ERs).</td>
<td>Self-Evaluation Core Team</td>
<td>Spring 2018</td>
<td>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 ISER and shared with appropriate decision makers.</td>
</tr>
<tr>
<td>I.B.1 I.B.7 I.B.9 IV.A.3</td>
<td>Improve the Integrated Planning and Budgeting Process.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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</tr>
<tr>
<td>I.B.1</td>
<td>Review L5.202, Policy on Annual Program Review.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.</td>
</tr>
<tr>
<td>I.B.7</td>
<td></td>
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<tr>
<td>I.B.9</td>
<td></td>
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<tr>
<td>IV.A.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B.2</td>
<td>Clarify the relationship between GELOs and ILOs.</td>
<td>Faculty Senate Assessment Committee</td>
<td>Fall 2017-present</td>
<td>Faculty Senate Assessment Committee will make recommendations in 2018-2019.</td>
</tr>
<tr>
<td>I.B.3</td>
<td>Initiated the College’s WIG to increase student retention and persistence by ten percent over the previous year.</td>
<td>VCAA</td>
<td>Fall 2017-present</td>
<td>WIG Design Team was convened in Fall 2017. Work continues and planned activities are included in Quality Focus Essay (QFE).</td>
</tr>
<tr>
<td>I.B.5</td>
<td>Published the College’s Institutional Effectiveness Report.</td>
<td>OPPA</td>
<td>Spring 2018</td>
<td>Administration is reviewing the report and will use the results to inform decisions.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Reviewed L4.100, Policy on Institutional Mission.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017-Fall 2018</td>
<td>Faculty Senate and Campus Council reviewed. Both groups to review the revised policy for final approval in fall 2018.</td>
</tr>
<tr>
<td>IV.A.2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I.B.7</td>
<td>Review L1.201, Policy on Shared Governance.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017-Fall 2018</td>
<td>Revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.</td>
</tr>
<tr>
<td>IV.A.2</td>
<td></td>
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</tr>
<tr>
<td>I.B.7</td>
<td>Reviewed L5.201, Policy on Curriculum Review and Revision.</td>
<td>Faculty Senate Ad Hoc Committee</td>
<td>Fall 2016-Spring 2017</td>
<td>Revised policy approved in spring 2017.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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</tr>
<tr>
<td>I.B.7</td>
<td>Reviewed L5.210, Policy on Assessment.</td>
<td>Faculty Senate Assessment Committee</td>
<td>Fall 2017-Spring 2018</td>
<td>Revised policy approved in spring 2018.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Conducted the Program Review and Planning Survey.</td>
<td>Campus Council</td>
<td>Fall 2017-present</td>
<td>Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee convened in fall 2017 to make recommendations.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Conducted the Employee Satisfaction Survey.</td>
<td>Leadership Excellence Cohort</td>
<td>Fall 2016</td>
<td>Institutional strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Conducted the Administrative Services Customer Satisfaction Survey and used the results to make improvements.</td>
<td>Office of the VCAS</td>
<td>Fall 2017-present</td>
<td>Administrative Services strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>I.B.9</td>
<td>Communicated more clearly the results of program reviews, resource requests, and institutional priorities to the campus community in response to the Employee Satisfaction Survey.</td>
<td>VCAA and Ad Hoc Planning Process Review Committee</td>
<td>Fall 2016-present</td>
<td>For 2016-2017, the VCAA shared regular updates with the campus during the prioritizing process. For 2017-2018, an Ad Hoc Planning Process Review Committee was convened to continue to explore ways to improve the planning and budgeting process.</td>
</tr>
</tbody>
</table>
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 IC-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
The 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**

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<tr>
<th>Catalog Requirements</th>
<th>Page(s) in Catalog 2017-2018</th>
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<tr>
<td>Official Name, Addresses, Telephone Numbers, and Website Address of the</td>
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<tr>
<td>Institution</td>
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<tr>
<td>Educational Mission (Vision, Mission Statement, Core Values, and</td>
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<tr>
<td>Institutional Learning Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Representation of Accredited Status with ACCJC and with Programmatic</td>
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<td>Accreditors</td>
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</tr>
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<td>Course, Program, and Degree Offerings</td>
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<td>Learning Outcomes for Programs and Degrees</td>
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<td>Academic Calendar and Program Length</td>
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<tr>
<td>Catalog Requirements</td>
<td>Page(s) in Catalog 2017-2018</td>
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<td>Academic Freedom Statement</td>
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<td>Available Student Financial Aid</td>
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<td>Available Learning Resources</td>
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<td>Names and Degrees of Administrators and Faculty</td>
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<td>Names of Governing Board Members</td>
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<td>Requirements</td>
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<td>Admissions</td>
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<td>Student Fees and Other Financial Obligations</td>
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<td>Degrees, Certificates, Graduation, and Transfer</td>
<td>24-26, 122-125</td>
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<td>Major Policies Affecting Students</td>
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<td>Academic Regulations, Including Academic Honesty</td>
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<td>Acceptance and Transfer of Credits</td>
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<td>Transcripts</td>
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<td>Grievance and Complaint Procedures</td>
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<td>Sexual Harassment</td>
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<td>Refund of Fees</td>
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</table>

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, Kuali 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 LB.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. The AA degree requirements also include four foundation courses and five focus courses. 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, p. 36).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the Certification of Continued Institutional 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 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 College Planning Reports 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 2017, the College awarded 1,019 degrees and certificates. Of those, 67 percent were transfer degrees. The remaining 33 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 the Pearl City campus and Wai‘anae Moku Education Center 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, an Academic Subject Certificate 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, administration later meets 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, Article II.D.2.a).

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 a range of associate degrees and certificates through various 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, pp. 4-5).

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 Kuali Student Curriculum Management (KSCM) database, an online curriculum management system, which 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 Laulima, 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 Federal Regulations and 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, pp. 5-7).

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 2018 ACCJC 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.

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses in Catalog</th>
<th>Number of Courses Assessed</th>
<th>Percentage of Courses Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>126</td>
<td>93</td>
<td>73.8%</td>
</tr>
<tr>
<td>Business</td>
<td>65</td>
<td>46</td>
<td>70.8%</td>
</tr>
<tr>
<td>Counseling</td>
<td>9</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>81</td>
<td>69</td>
<td>85.2%</td>
</tr>
<tr>
<td>Math and Science</td>
<td>143</td>
<td>125</td>
<td>87.4%</td>
</tr>
<tr>
<td>Professional Arts and Technology</td>
<td>67</td>
<td>53</td>
<td>79.1%</td>
</tr>
<tr>
<td>Social Science</td>
<td>67</td>
<td>63</td>
<td>94.0%</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>453</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

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 a separate 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 AA degree task force revised the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences (IIA-27). The task force plans to assess the PLOs in the next academic year.

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 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, pp. 7-9). 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 regard 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 within one year. The College expects 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.

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, English 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. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program is improving (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 significant improvements in the program (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 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 IIA-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, pp.2-3). 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 IIC.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-minutes 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, pp. 5-6). 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 online. At the Pearl City campus, face-to-face courses account for 70 percent of all course offerings in a semester. The College has emphasized the development of DE courses and programs with 24 percent of course sections offered online and six percent offered in a hybrid format. 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 course offerings 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 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 iTeach 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 TGIF: 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.

**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, 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 IIB for more information on the College’s learning support services and Standard IIC 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 (II.A-79, II.A-80). The PLA Manual Committee has met several times in 2017-2018 to continue updating the PLA Manual and PLA scoring guide (II.A-81). The PLA Manual Committee has met with the Counseling and Advising unit to inform them of the PLA process and options (II.A-79). In addition, the committee developed a portfolio-based assessment course on Laulima 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 (II.A-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 LB.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. 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

<table>
<thead>
<tr>
<th>GELO</th>
<th>GELO Statement</th>
<th>Competency in Standard II.A.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Make critical judgments and apply critical reasoning to address challenges and solve problems.</td>
<td>Analytic inquiry skills</td>
</tr>
<tr>
<td>Technology and information literacy</td>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
<td>Information competency Ethical reasoning</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
<td>Communication competency</td>
</tr>
<tr>
<td>GELO</td>
<td>GELO Statement</td>
<td>Competency in Standard II.A.11</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.</td>
<td>Quantitative competency</td>
</tr>
<tr>
<td>Written communication</td>
<td>Use writing to discover, develop, and communicate ideas appropriately.</td>
<td>Communication competency</td>
</tr>
<tr>
<td>Arts, humanities, and sciences</td>
<td>Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</td>
<td>Ethical reasoning</td>
</tr>
<tr>
<td>Cultural diversity and civics</td>
<td>Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</td>
<td>Ethical reasoning</td>
</tr>
</tbody>
</table>

All students in a degree program at the College must meet minimum general education credit requirements. 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 15 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 external accrediting agency and those that are not. Table 52 indicates the accreditor for credit and non-credit programs that have an external accrediting body.
Table 52.  
**Accreditation of CTE and Workforce Development Programs**

<table>
<thead>
<tr>
<th>Credit Program</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>National Automotive Technicians Education Foundation</td>
</tr>
<tr>
<td>Culinary Arts (Exemplary Program Recognition)</td>
<td>American Culinary Federation Education Foundation Accrediting Commission</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>Commission on Accreditation for Health Informatics and Information Management Education</td>
</tr>
<tr>
<td>Teacher Education Alternative Certification for Career and Technical Education</td>
<td>Council for the Accreditation of Educator Preparation.</td>
</tr>
<tr>
<td>Noncredit Workforce Development Program</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>International Certification Accreditation Council</td>
</tr>
<tr>
<td>Medical Billing</td>
<td>American Medical Billing Association</td>
</tr>
<tr>
<td>Medical Coding</td>
<td>American Health Information Management Association</td>
</tr>
<tr>
<td>Patient Services Representative</td>
<td>National Association of Healthcare Access Management</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>Pharmacy Technician Certification Board</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>State Licensure</td>
</tr>
<tr>
<td>Adult Residential Care Home</td>
<td>State Licensure</td>
</tr>
<tr>
<td>Commercial Motor Vehicle and Forklift</td>
<td>State Licensure</td>
</tr>
</tbody>
</table>

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 II.B.5 and II.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 Waiʻanae 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 complied 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; this is based on the 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. As improvements are made, the College conducts the evaluation process again to ensure the improvements had the intended result.
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 2018 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, pp. 5-6
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  Kaʻieʻie Webpage
IIA-91  Mānanawai Agreement
IIA-92  UH System Articulation Agreements Webpage
IIA-93  Articulation Agreement for Plant Bioscience Technology
## Changes and Plans Arising Out of the Self-Evaluation for Standard II.A

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A.3</td>
<td>Conduct the AA in Liberal Arts Assessment.</td>
<td>AA Degree Program Review Task Force</td>
<td>Fall 2016-present</td>
<td>The assessment of the AA in Liberal Arts program and GELOs is an ongoing process that will continue in 2018-2019.</td>
</tr>
<tr>
<td>II.A.7</td>
<td>Revise and implement the DE peer evaluation form to provide feedback on regular and substantive interaction.</td>
<td>DE Committee</td>
<td>Fall 2018-Spring 2019</td>
<td>Revised DE peer evaluation form will be implemented by Fall 2019.</td>
</tr>
<tr>
<td>II.A.7 IV.A.4 I.B.1.</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
</tbody>
</table>
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 Kākoʻo ‘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 Waiʻanae 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 Waiʻanae 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

<table>
<thead>
<tr>
<th>Learning support service</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Wai‘anae Moku Education Center</th>
<th>Services available online, via phone, or at another UH location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Content Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kāko‘o ‘Ike Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Help Desk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Test Center</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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](#)).
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 students (IIB-27). The LRC 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 Laulima 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.

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).

Kāko‘o ‘Ike Program
The Kāko‘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, Item 13.3d). 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, Waiʻanae Moku Education Center
The Testing Center at the Waiʻanae 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 Waiʻanae Moku Education Center for testing. Likewise, Waiʻanae 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 Waiʻanae 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 (IIB-59, pp. 9-12).

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 30 iPads. Students can also use two scanners and three printers that are 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.

**LRC Content Tutoring Center**
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-
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 support for them to advance their educational goals.

Writing Center

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. 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. 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. 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.
Kāko‘o ‘Ike Program
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.

Help Desk and Test Center
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 Lab
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 Hub
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.

Student Resource Center at Wai‘anae Moku Education Center
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 computers. The new computer lab/classroom has 30 desktop computers whereas the previous location had 17 computers. 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, p. 12).

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 learning outcomes when appropriate. (For further discussion of the assessment of SAOs, see Standard LB.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 learning outcomes (IIB-76). In 2016, the Library updated its mission and learning outcome 2 and converted the previous goals to support area outcomes (IIB-77). The Library also identified measurements for attainment of the learning outcomes (IIB-78).

The Library uses the Information Literacy Exam to assess students in English 100 and English 24 for learning outcome 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 learning outcome 2 using 63 anonymized research papers collected from English 100 instructors. The assessment revealed that just 67 percent of the papers achieved learning outcome 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 learning outcomes. 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, Items 13.1d, 13.2d, 13.3d). 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 learning outcomes 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 learning outcome has been met consistently. The other learning outcome 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 learning outcomes. 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).

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, Item 13.2).

**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, pp. 12-13).

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 regularly 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.

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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
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## Changes and Plans Arising Out of the Self-Evaluation for Standard II.B

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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 (IIIC-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 request resource needs. In the years that Student Services units complete a Comprehensive Review and Evaluation (CRE), they do not complete a separate 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 LB.5 and LB.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, Items 13.1, 13.2, 13.2). 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 fourth 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 Waiʻanae 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 Waiʻanae 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, pp. 13-15).

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 or 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 LB.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 learning outcomes 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, Items 13.1g, 13.2g, 13.3g). 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 LB.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 MySuccess 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 OPPA 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. Then the position was filled for a year, but the recruiter moved to another position at the College. 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, pp. 15-16).

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

<table>
<thead>
<tr>
<th>Student Support Services Unit</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Wai‘anae Moku Education Center</th>
<th>Services available online or via phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>✓</td>
<td>✓ (Drop-off service provided)</td>
<td>✓</td>
</tr>
<tr>
<td>Counseling and Advising</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>✓</td>
<td>✓ (Peer mentors provide assistance)</td>
<td>✓</td>
</tr>
<tr>
<td>Job Prep Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Recruitment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Life</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Veterans Resource Center</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Office of International Programs</td>
<td>✓</td>
<td>**</td>
<td>✓</td>
</tr>
</tbody>
</table>

* 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.

Admissions and Records
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.

_Counseling and Advising_
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 III.C.5.

_Financial Aid_
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.

_Job Prep Services_
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).
Recruitment

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).

Student Life

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.

Student Health Center

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).

Mental Health Services

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.

Veterans Resource Center

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 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.

**Wai‘anae Moku Education Center**
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.

**Office of International Programs**
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.

**Office of Continuing Education and Workforce Development**
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 two partner schools, 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.

The Early College program acts as the liaison between the various student services 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.

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. 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.

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-42). Approved resource request for 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, p. 9).

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. The student services units regularly evaluate services to ensure equitable access 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.

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

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 implemented 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 Makaʻala
to support student success and to help facilitate communication between instructional faculty
and the Counseling unit. Makaʻala 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. This initiative will be repeated for fall 2018.

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 IIC.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 learn about 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 Waiʻanae Moku Education Center may attend NSO Live, NSO Online, or NSO Welcome to Waiʻanae 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.

The Pathway model helps us design “just-in-time” support for students throughout their academic journey.

![Pathway Model](image)

*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 major (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. STAR and STAR GPS ensure students have a defined pathway to completion so they can attain their educational 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 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 13.1g, 13.2g, and 13.3g
IIC-7 2016 ARPD - Student Services
IIC-8 2014-2016 CRE - Hālau
IIC-9 2016 ARPD - Office of International Programs
IIC-10 2014 CCSSE Frequency Distributions Report, Item 13
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
Blog Post on Express Counseling
MyLeeward Student Handbook
Financial Aid Webpage
Job Prep Services Webpage
Blog Post for Employment Expo
Discover Leeward Webpage
Flyer for Leeward Open House
List of Recruitment Employee Expectations
Student Life Website
Student Health Center Website
Student Health Center Newsletter
UH Mānoa Counseling and Student Development Center Website
Mental Health Counseling Brochure
Announcement of Veteran Resource Center Opening
For Our Military Webpage
Blog Post on Military Friendly Recognition
VetSuccess on Campus Program Webpage
Email on Veteran Students Workshop, Feb. 21, 2018
Wai‘anae Moku Services Webpage
Going to Finish On-Time Webpage
OIP Mission Webpage
OIP Short-Term Program Handout
OIP Advising Webpage
Study Abroad Webpage
Flyer for International Education Week
Early College Programs Chart
Early College Logic Model
UH News Article on Federal Pell Grant Pilot Project
Fiscal Year 2017-2018 Operational Expenditure Plan, p. 9
Student Government Webpage
ASUH – Leeward CC Constitution and Operating Rules
Student Activities Board Webpage
Student Activities Board Charter
Student Organizations Webpage
Registered Independent Student Organizations Handbook
Budget and Finance Committee Webpage
Budget and Finance Committee Operating Rules
IM LeeSports Webpage
IM LeeSports Handbook
Wo Endowment Letter, Apr. 30, 2016
Flyer for Jamaica Heolimeleikalanlani Osorio’s Lecture
Flyer for Kalei Laimana’s Lecture
Flyer for Andre Perez’s Lecture
Alpha Lambda Gamma Chapter Webpage
Announcement of the Spring Fair
Calendar Event for the Fall Fair
Flyer for Dress for Success Clothing Campaign
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-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
Changes and Plans Arising Out of the Self-Evaluation for Standard II.C

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STANDARD III: RESOURCES

Student Spotlight
Kristina Nip

The new facilities at Waiʻanae 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 Waiʻanae 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) (III-A-1, III-A-2, III-A-3, III-A-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 (III-A-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 (III-A-2). The class specifications broadly describe the functionality, responsibility, and authority of positions in the class (III-A-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 (III-A-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-10). 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.

**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,
This job description states that the academic advisor provides "outreach [in order to] recruit, retain, and facilitate the success of Native Hawaiian students engaged in the Science-Technology-Engineering-Math (STEM) fields and career preparation" and "assists in the provision of holistic counseling to students, addressing both academic and other concerns related to Native Hawaiian students" (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 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 eventually be completely 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 (III.A.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 (III.A.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 (III.A.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-39). 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 as part of the lecturer pool (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. Depending on the division, the division chair works with either the discipline coordinator or the division personnel committee to 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, p. 8).

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 Waiʻanae 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 (IIIA-61, IIIA-62, IIIA-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 and one representative to Campus Council (IIIA-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 participating in 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, 2017, the organization charts for the College had 351 positions (IIIA-65). Table 55 shows the distribution of those positions.

**Table 55.**

*Positions at Leeward Community College.*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Positions</th>
<th>Percentage of Total Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>210</td>
<td>60.0%</td>
</tr>
<tr>
<td>Administrative, Professional, and Technical</td>
<td>55</td>
<td>15.6%</td>
</tr>
<tr>
<td>Clerical</td>
<td>41</td>
<td>11.7%</td>
</tr>
<tr>
<td>Civil Service</td>
<td>37</td>
<td>10.5%</td>
</tr>
<tr>
<td>Executive and Managerial</td>
<td>8</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
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 maintains a sufficient number of qualified staff. The College uses the ARPD to evaluate program staffing levels.

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 College’s compliance and training officer held sessions during the fall 2016 and spring 2017 convocations (IIIA-87, p. 2; IIIA-88, p. 5). 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 Kākoʻo ʻIke 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 College 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**

<table>
<thead>
<tr>
<th>ICTL Program Type</th>
<th>ICTL Program Title</th>
</tr>
</thead>
</table>
| General Programs        | ● New Hire Orientation (campus and online)  
● Service 101 (Customer Service for Student Assistants)  
● Service 102 (Customer Service for Faculty and Staff)  
● Supervisory skills workshops  
● Convocation  
● Safety and legal liability workshops  
● Leadership Excellence Program |
| Teaching and Learning Programs | ● Hawai‘i National Great Teachers Seminar  
● Hawai‘i Great Leaders Seminar  
● Mid Semester Assessment  
● Teaching Squares  
● Power Mentor Program  
● Teaching Guidelines and Issues for Faculty  
● Teaching Excellence Program  
● New Lecturer Training  
● Lecturer Mentor Program |
| Staff Group Programs    | ● Operations and Maintenance Summer Seminar  
● Administrative Support Group Summer Institute  
● Learning and Mentoring Program |
| Funding Programs        | ● Travel Grant Program  
● Professional Development Award  
● Staff Development Fund |

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 ([IIA-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 Committee Mini-Grant Awards and Innovation Fund 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 ([III-115](#III-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**

<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
</table>
| Learning with Technology for Teaching (classroom) | • Starter Instructional Technologies  
  - Syllabus Makeover Challenge  
  - Laulima Challenge  
  - Smart Classroom Challenge  
  - SMART Board Basics Challenge  
  - Gmail Challenge  
  - Google Docs Challenge  
• Course Design (for Classroom)  
• Flipped Classroom  
  - Stop Lecturing and Flip Your Classroom  
  - Engage Your Audience with Educanon  
  - Assess Paperlessly with Google Forms and Flubaroo  
  - Capture It with Snagit  
  - Putting the You in YouTube  
• Go Open, Go Free Using Open Educational Resources  
• Other Workshops  
  - Google Classroom Challenge  
  - Blackboard Collaborate Moderator Challenge  
  - Transform Your Course Schedule Using Google Calendar  
• Technology One-On-One Consultation  
• Self-Paced Online Tutorials  
• Learning with Technology for Teaching Blog |

| Learning with Technology for Teaching Online | • iTeach  
  - Laulima@Leeward  
  - Laulima Challenge  
  - Teaching Online Challenge  
  - The Art of Teaching Online  
  - Online Discussion Challenge  
  - Universal Design Learning Online Activity Challenge  
  - Creating an Online Course  
• This Week in iTeach Blog |
<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
</table>
| Institutional Programs | • Innovative Teaching Program  
|                     | • Teaching Excellence Program  
|                     | • Tech It Out Day  
|                     | • Pacific Region Learning Summit  
|                     | • Summer Fun  
|                     |   • Instagram 21 Day Challenge  
|                     |   • Twitter 21 Day Challenge |

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 Waiʻanae Moku Education Center participate in the College’s professional development activities. They have also held professional development activities at the Waiʻanae 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 (IIA-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 (IIA-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 (IIA-126, Item 9, p. 5).

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 the law and collective bargaining agreements (IIA-127, IIA-128). In spring 2018, the UH Institutional Data Governance Program held an information briefing at the College on data governance and information security (IIA-129, IIA-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 (IIA-131, IIA-132, IIA-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 Hawaiʻi 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-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-10 2018 State of Hawai‘i Compensation Plans
III-A-11 Fall 2017 Convocation Handout
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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, p. 1
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-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-43 Sample Email on 360 Assessment, Apr. 2, 2018
III-A-93 LGBTQ+ Webpage
III-A-94 LGBTQ+ Commission Webpage
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III-A-96 EP 7.302 Preferred Name
III-A-97 Student Data Change Form
III-A-98 Bridge to Hope Webpage
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III-A-100 VCAS Email Announcements, Jan. 8, 2018
III-A-101 For Our Military Webpage
III-A-102 Kākoʻo ‘Ike Program Webpage
III-A-103 Commission on the Status of Women Commissioners Webpage
III-A-104 Hawai‘i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community
III-A-105 RP 12.201 Ethical Standards of Conduct
III-A-108 AP 5.504 Procedures for Disclosing and Addressing Conflicts of Interest
III-A-109 AP 8.025 Fiscal Responsibilities within the University
III-A-110 UHCCP 5.211 Statement of Professional Ethics (Faculty)
III-A-111 Ethics Commission Website
III-A-112 Hawai‘i State Ethics Guide
III-A-113 Hawai‘i Revised Statutes, Section 84 Standards of Conduct
III-A-114 Flyer for ICTL Fundraiser
III-A-115 EMC Website
III-A-116 UH Employee Tuition Waivers Webpage
III-A-117 Sabbatical Leave Application
III-A-118 Faculty Sabbatical Reports Webpage
III-A-119 2016 ARPD - ICTL
III-A-120 Self-Assessment for Teaching Online Form
III-A-121 2016 Professional Development Programs Report
III-A-122 Wo Learning Champions Winners Webpage
III-A-123 2017 ICTL Needs Survey Form
III-A-124 2017 ICTL Needs Survey Results
III-A-125 2016 ARPD - EMC
III-A-126 Fall 2016 Employee Satisfaction Survey Report, Item 9, p. 5
III-A-127 AP 9.025 Fair Information Practice (Confidentiality of Personal Records)
III-A-129 UH Institutional Data Governance Website
III-A-130 Chancellor Email on Data and Security, Mar. 6, 2018
III-A-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” (IIB-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 accessible evacuation points and routes (IIB-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 Kākoʻo ʻIke (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. The LRDP 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 campus and Waiʻanae 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, which 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 (III.B.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 repair and maintenance data. Administrative Services uses this data to prioritize the repair and maintenance requests. The College uses its strategic plan and LRDP as guides when making decisions about physical resources (III.B-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 (III.B-24, III.B-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 equipment 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
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 Operational Expenditure Plan for fiscal year 2017-2018 (IIIB-29, p. 9).

Taking a balanced approach to facility-related improvements ensures that the College reduces operating costs wherever possible and supports the sustainability initiatives of 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 proposed 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.”
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 (III-B-26, Items 10-11, pp. 5-6).

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.

Planned science labs at the Waiʻanae Moku Education Center provide an example of using data to plan for future needs. The Waiʻanae 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 Waiʻanae 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, Item 12, pp. 6-7). 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 Waiʻanae 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.

III.B-1 Disability and Communication Access Board Website
III.B-2 Emergency Operations Plan Webpage
III.B-3 KI Program Webpage
III.B-4 Nondiscrimination and Affirmative Action Webpage
III.B-5 LRDP Webpage
III.B-6 LRDP 2016 (Condensed Version)
III.B-7 LRDP Approval Recommendation Letter, Mar. 15, 2018
III.B-8 LRDP Presentation to the BOR
III.B-9 Screenshot of eFacilities AiM Login Page
III.B-10 Academic and Institutional Support Committee Webpage
III.B-11 2016-2017 Academic and Institutional Support Committee Report
III.B-12 Smoking Policy Webpage
III.B-13 UH Tobacco Products Policy Webpage
III.B-14 Waiʻawa Mile Fitness Trail Webpage
III.B-15 Lactation Support Guidelines
III.B-16 VCAS Email Announcements, Jan. 8, 2018
III.B-17 EP 1.205 Policy and Guidelines on Inclusive Facilities
III.B-18 Health and Wellness Committee Website
III.B-19 Flyer for Health and Wellness Fair
III.B-20 Email on Great Aloha Run, Jan. 4, 2018
III.B-21 Flyer for Healthy Lunch Instagram Challenge
III.B-22 Campus Security Webpage
III.B-23 Fiscal Year 2019 Operating Budget Requests
III.B-24 RP 10.201 Interests in Real Property
III.B-25 RP 10.202 Planning and Management of Real Property
III.B-26 Fall 2017 Budget and Facilities Update
III.B-27 Sample Email on Construction Advisory, Oct. 27, 2017
III.B-28 Rail Turnover of Facilities Letter, June 22, 2016
III.B-29 Fiscal Year 2017-2018 Operational Expenditure Plan
III.B-30 Leeward CC Strategic Plan 2015-2021
III.B-31 Fall 2016 Budget and Facilities Update
III.B-32 Vision, Mission, Core Values in Catalog 2017-2018
III.B-33 Blog Post on Title III Grant
III.B-34 Office of the Dean of Arts and Sciences Webpage
III.B-35 Title III Part F Project Narrative
III.B-36 Fall 2016 Employee Satisfaction Survey Report
III.B-37 2016 ARPD - Waiʻanae Moku Education Center
III.B-38 Fall 2016 Employee Satisfaction Presentation
III.B-40 Capital Project Information and Justification Sheet
III.B-41 UHCC Strategic Directions 2015-2021
III.B-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 Kākoʻo ‘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, p. 10). 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 LB.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 LB.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 Waiʻanae 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 (III.C-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 Waiʻanae 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 Waiʻanae 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 serving as the EMC coordinator and another 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 professional development of 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, Laulima (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 Laulima 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.

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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 (III.D-1, p. 8). 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 (III.D-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” (III.D-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 LB.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 Kuali 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 LB.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. 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 (IID-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 (IID-16, IID-17, IID-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 (IID-19). These documents include general operating budget allocations, CIP projects, and consolidated financial statements (IID-20, IID-21, IID-22).

The College uses the Integrated Planning and Budgeting Process described in Standard LB.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 list 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 list. An example is the Operational Expenditure Plan for fiscal year 2017-2018.
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‘u‘ula, 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 Kuali 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 ([III.D.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 (UHCPCP) 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 ([III.D.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 ([III.D.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 LB.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”.

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 (IIIID-30, IIIID-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 LB.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 (IIIID-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 ([IID-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 ([IID-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 Kuali 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 ([IID-39], [IID-40]).

The projected unrestricted Tuition and Fees Special Fund cash balance of the College is $2,418,871 for fiscal year 2017-2018 ([IID-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 ([IID-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 Kuali 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 (IIIID-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 Waiʻanae 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 (III.D.34, III.D.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 Waiʻanae 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 Kapiʻolani 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-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-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-37  2016 ARPD - Administrative Services
IIID-38  Tables of Historical Cash Balance Reserves
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
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

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 spring 2016, Sharon Narimatsu, former Leeward CC provost, created the Sharon S.
Narimatsu Faculty and Staff Development Award for faculty and staff to have access to the
latest developments in their fields and incorporate new ideas and practices in their positions
to maintain excellence across the campus. The award provides for professional development
funding to support one faculty or staff member each year. The first awardee was able to
participate in a fellowship by the CubaOne Foundation, which was founded to host
“birthright” trips to Cuba for young, Cuban-American professionals. The Anthropology
faculty member traveled with nine other young Cuban-Americans to collaborate with Cubans
in related fields and connect with the local culture.

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 Pūkoʻa no na
ʻEwa Council (Nā ʻEwa 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 ʻEwa 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 students 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, Item 18, p. 8).
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 (IV.A-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 IB.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 VCAS, 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, the Operational 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, Items 6 and 7, pp. 3-4).

**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, Item III.D.5, p. 4). 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 Waiʻanae 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 Campus Council and Faculty Senate provided additional revisions to the policy, and both groups will finalize the policy in fall 2018.

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, p. 6). 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, p. 16).

**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 ʻEwa 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 agendas, minutes, and supporting documents in order to keep the campus community current on the business being considered (IVA-71). The Nā ʻEwa 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 MySuccess 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 MySuccess 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 Waianae 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 of most ARPDs on the UHCC ARPD website (IVA-85). ARPDs for all of the College’s programs are available to the public on the College’s website. The College also requires each academic program, educational unit, and support area to complete a CRE every four years, which is available to the campus community on the College’s website. For discussion of how the College communicates the program reviews to the public, see Standard I.B.8.

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, pp. 16-17).

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 LB.7, 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, Items 14-15, pp. 7-8).

Given that 38 to 56 percent of respondents were unsure about the effectiveness of these governing group, 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 shared the results on the Student Life website.

**Analysis and Evaluation**

Surveys are 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 surveys 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 governance bodies share results of campus surveys with the campus community at large and provide 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 UHCC College Plan 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
Email on Online Teaching Survey, Mar. 1, 2018
Online Teaching Survey Form
DE Committee Minutes, Mar. 12, 2018, Item 4
Faculty Senate Ad Hoc Committees Webpage
Faculty Senate Minutes, Feb. 21, 2018, Item III.E.1
Sample Division Chairs Meeting Minutes
Timeline of Five-Week Online Course Development
Online Teaching Survey Form
DE Committee Minutes, Mar. 12, 2018, Item 4
Faculty Senate Ad Hoc Committees Webpage
Faculty Senate Minutes, Feb. 21, 2018, Item III.E.1
Sample Division Chairs Meeting Minutes
Timeline of Five-Week Online Course Development
## Changes and Plans Arising Out of the Self-Evaluation for Standard IV.A

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.A.2</td>
<td>Review L1.201, Policy on Shared Governance.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017 - present</td>
<td>The revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.</td>
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<tr>
<td>I.B.7</td>
<td></td>
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<tr>
<td>IV.A.3</td>
<td>Conducted the Program Review and Planning Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee was convened to make recommendations for changes.</td>
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<td>I.B.7</td>
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<tr>
<td>IV.A.4</td>
<td>Reviewed L5.201, Policy on Curriculum Review and Revision.</td>
<td>Faculty Senate Ad Hoc Committee</td>
<td>Fall 2016-Spring 2017</td>
<td>Revised policy approved in spring 2017.</td>
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<tr>
<td>I.B.7</td>
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<tr>
<td>IV.A.4</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
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<tr>
<td>I.B.1</td>
<td></td>
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<td>II.A.7</td>
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<tr>
<td>IV.A.7</td>
<td>Conducted the Campus Council Members Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Feedback from survey used to improve Campus Council meetings and communication with the campus.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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<tr>
<td>IV.A.7</td>
<td>Conducted the Faculty Senate Campus Satisfaction Survey.</td>
<td>Faculty Senate</td>
<td>Spring 2018</td>
<td>Feedback from survey used to improve Faculty Senate meetings and communication with the campus.</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Created the Faculty Senate Blog.</td>
<td>Faculty Senate</td>
<td>Spring 2017</td>
<td>News from the Faculty Senate provides timely updates to the campus community.</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Conducted the Student Government Effectiveness Survey.</td>
<td>Student Life</td>
<td>Spring 2018</td>
<td>Feedback from survey used to improve Student Government effectiveness.</td>
</tr>
<tr>
<td>IV.A.3 I.B.1 I.B.7 I.B.9</td>
<td>Improve the Integrated Planning and Budgeting Process.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.</td>
</tr>
<tr>
<td>IV.A.3 I.B.1 I.B.7 I.B.9</td>
<td>Review L5.202, Policy on the Annual Program Review.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.</td>
</tr>
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</table>
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 (IV-B-1, p. 15). 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 (IV-B-2). On March 29, 2017, the Native Hawaiian Education Association honored him as Native Hawaiian Educator of the Year 2017 (IV-B-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 institution-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 LB.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, Item 16, p. 8).

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 College has two vice chancellors – one for Academic Affairs and one for Administrative Services. The Academic Affairs area includes a dean of arts and sciences, a dean of career and technical education, a dean of student services, and an interim dean of academic services. The vice chancellor for academic affairs (VCAA) also supervises the director of the Office of Planning, Policy, and Assessment (OPPA), a position that is currently vacant.

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 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 LB.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 guide the development of the Operational Expenditure 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 LB.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 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 L.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 VCAA who is also 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 is also the VCAA. 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 ensures 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 Operational 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‘ealoa 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’eloa 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 in the UH Strategic Directions 2015-2021, 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, IVC-42).

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.
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 September 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 dialogue 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 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-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-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.](image_url)

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). For more detailed discussion, see 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 (JVD-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, 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 College 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 OVPC 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 OVPC (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 in Standard IV.D.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.

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-42, IVD-43, IVD-44). For further discussion of the College’s strategic plan and its alignment with the UHCC strategic plan, see Standard LA.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 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 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 of current initiatives 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.

| IVD-1  | RP 3.201 Major Organizational Units of the University of Hawai‘i |
| IVD-2  | RP 4.207 Community College System |
| IVD-3  | UHCC Organization Chart 1 |
| IVD-4  | UHCC Organization Chart 3 |
| IVD-5  | UHCC Organization Chart 4 |
| IVD-6  | UHCC Organization Chart 2 |
| IVD-7  | UH System Leadership Webpage |
| IVD-8  | UHCC Functional Map by Major Accreditation Topic and Detailed Functional Map by Accreditation Standard |
| IVD-9  | OVPCC Academic Affairs Office Webpage |
| IVD-10 | OVPCC Administrative Affairs Office Webpage |
| IVD-11 | UH System Office of Project Delivery Webpage |
| IVD-12 | Leeward CC Long Range Development Plan (Condensed Version) |
| IVD-13 | UHCCP 1.101 Council of Community College Chancellors |
| IVD-14 | UHCCP 1.102 Community College Council of Faculty Senate Chairs |
| IVD-15 | UHCCP 1.104 Community College Council of Native Hawaiian Chairs |
| IVD-16 | Sample Council Meeting Minutes |
| IVD-17 | Sample VCAA and VCAS Meeting Minutes |
| IVD-18 | OVPCC Student Success Council Webpage |
| IVD-19 | EP 4.202 System Sustainability |
| IVD-20 | RP 4.208 Sustainability Policy |
| IVD-21 | OVPCC Sustainability Webpage |
| IVD-22 | Hawai‘i Revised Statutes, Section 37 Budget Planning and Preparation Materials |
| IVD-23 | Crosswalk of UH System, UHCC System, and Campus Strategic Plans |
| IVD-24 | OVPCC Strategic Planning Council Webpage |
| IVD-25 | UHCCP 4.101 Strategic Academic Planning |
| IVD-26 | UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation |
| IVD-27 | UHCCP 8.201 Unrestricted Fund Reserve – General, Special, Revolving Funds |
| IVD-28 | Tables of UHCC Revenue Summaries |
| IVD-29 | Crosswalk of UH System and UHCC System Performance Funding Measures |
| IVD-30 | UHCCP 9.495 Long-Term Vacancy Policy |
| IVD-31 | Kapi‘olani CC and Leeward CC Culinary Arts Programs Status of Corrective Action, Mar. 2015 |
| IVD-32 | Committee on Independent Audit Minutes, May 12, 2015, Item IV.A.2 |
| IVD-33 | Committee on Independent Audit Minutes, Dec. 15, 2016, Item IV.B.1 |
| IVD-34 | 2017 UH System Annual Report on Material Weakness and Fraud |
| IVD-35 | UHCCP 8.200 Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs |
| IVD-36 | BOR Minutes, June 21-22, 2005, pp. 8-11 |
| IVD-37 | Memo on System-Level Reorganization, July 8, 2005 |
| IVD-38 | EP 1.102 Authority to Manage and Control the Operations of the Campus |
| IVD-40 | UHCCP 9.202 Executive Employees Performance Evaluation |
| IVD-41 | Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.4 |
| IVD-42 | *UH Strategic Directions 2015-2021* |
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 and persistence.

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.”

Action Projects

1. Increase student retention and persistence 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 and persistence 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 student achievement data indicated that retention and persistence are areas that have shown little movement despite the implementation of these system initiatives (See Student Achievement Data chapter for further discussion.). 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.5 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 (Q1, Q2).

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.
- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the three-year graduation rate from 16 percent to 22 percent by 2020-2021.

Timeline

<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to meet and develop plans for the implementing the WIG at the unit and division levels.</td>
<td>WIG Design Team</td>
</tr>
<tr>
<td>Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.</td>
<td>Counseling and Advising Unit</td>
</tr>
<tr>
<td>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.</td>
<td>Faculty Communication Committee</td>
</tr>
<tr>
<td>Create a workshop series on how the College can improve student retention and persistence 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.</td>
<td>Olin Summer Institute Team</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>2019-2020 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team</td>
</tr>
<tr>
<td>Work with Student Services to further implement <em>The Four Disciplines of Execution</em> principles in the other Student Services’ units such as Admissions and Records, Financial Aid, Student Life, and Job Prep Services.</td>
<td>WIG Design Team and Student Services Unit Heads</td>
</tr>
<tr>
<td>Work with Academic Services to implement <em>The Four Disciplines of Execution</em> principles in Academic Services’ units such as the Library, the LRC Content Tutoring, the Writing Center, and the Kāko’o ‘Ike Program.</td>
<td>WIG Design Team and Academic Services Unit Heads</td>
</tr>
<tr>
<td>2020-2021 Strategies</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Work with Administrative Services to implement The Four Disciplines of Execution principles in Administrative Services’ units such as the Business Office, Human Resources, Operations and Maintenance, and Facilities Management.</td>
<td>WIG Design Team and Administrative Services Unit Heads</td>
</tr>
<tr>
<td>Evaluate efforts and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team</td>
</tr>
</tbody>
</table>

**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 (Q-3). 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**

<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop more individualized training sessions for faculty and staff.</td>
<td>Assessment Specialist and Faculty Senate Assessment Committee</td>
</tr>
<tr>
<td>Create a one-stop website for assessment policies, procedures, and tutorials.</td>
<td>Assessment Specialist and Faculty Senate</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Parties</td>
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<tr>
<td>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.</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td>Pilot an alternative assessment collection database with a clear, easy-to-use interface.</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td>Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.</td>
<td>Assessment Think Tank</td>
</tr>
<tr>
<td><strong>2019-2020 Strategies</strong></td>
<td><strong>Responsible Parties</strong></td>
</tr>
<tr>
<td>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.</td>
<td>Ad Hoc Planning Process Review Committee</td>
</tr>
<tr>
<td>Fully implement the alternative assessment collection database or identified assessment software by May 2020.</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td>Implement initiative to create a culture of learning founded on motivational interest and active engagement.</td>
<td>Assessment Specialist and Faculty Senate Assessment Committee</td>
</tr>
<tr>
<td>Continue to train faculty and staff on assessment strategies that are engaging and meaningful.</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td><strong>2020-2021 Strategies</strong></td>
<td><strong>Responsible Parties</strong></td>
</tr>
<tr>
<td>Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.</td>
<td>OPPA</td>
</tr>
<tr>
<td>Develop a long-term plan for program review and assessment that engages the campus community and focuses on long-term goals for continuous improvement.</td>
<td>Ad Hoc Planning Process Review Committee</td>
</tr>
</tbody>
</table>
Evidence for the Quality Focus Essay

Q-1 Email on #IGotClass, Nov. 14, 2017
Q-2 Blog Post on #IGotClass Winners
Q-3 Leeward CC Assessment Plan 2013
Q-4 Assessment Organization Chart
Q-5 Assessment Committee Webpage
EXTERNAL EVALUATION REPORT

University of Hawaii – Leeward Community College
96-045 Ala Ike
Pearl City, HI 96782

This report represents the findings of the evaluation team that visited
Leeward Community College from October 15 – 18, 2018

Patrick U. Tellei, Ed.D
Team Chair
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## Leeward Community College
### Comprehensive Evaluation Visit

## Team Roster

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<th>Institution</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Dr. Patrick U. Tellei</td>
<td>Palau Community College</td>
</tr>
<tr>
<td>President</td>
<td>Ms. Deikola Olikong</td>
<td>Palau Community College</td>
</tr>
<tr>
<td>Chair</td>
<td>Dr. Steven Reynolds</td>
<td>ACCJC</td>
</tr>
<tr>
<td>ACCJC Vice President</td>
<td>Dr. Judy Kasabian</td>
<td>El Camino College</td>
</tr>
<tr>
<td>Head Librarian</td>
<td>Ms. Evelyn Lord</td>
<td>Laney College</td>
</tr>
<tr>
<td>President</td>
<td>Dr. Henry Shannon</td>
<td>Chaffey College</td>
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<tr>
<td>Executive Assistant</td>
<td>Ms. Julie Sanchez</td>
<td>Chaffey College</td>
</tr>
<tr>
<td>Interim Associate Vice President for Education Pathways</td>
<td>Mr. Paul Wickline</td>
<td>College of the Canyons</td>
</tr>
<tr>
<td>Dean, School of Social and Behavioral Sciences</td>
<td>Dr. Monica Flores-Pactol</td>
<td>Folsom Lake College</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>Dr. Mark Sanchez</td>
<td>Cuesta College</td>
</tr>
<tr>
<td>Instructor, English and Business</td>
<td>Mr. Brian Thiebaux</td>
<td>Palo Verde College</td>
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<tr>
<td>Folsom Lake College</td>
<td>Dr. Kay Nguyen</td>
<td>Golden West College</td>
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<tr>
<td>Vice President of Student Services</td>
<td>Ms. Eloisa Briones</td>
<td>Skyline College</td>
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<tr>
<td>Vice President of Instruction</td>
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Summary of Evaluation Report

INSTITUTION: Leeward Community College

DATES OF VISIT: October 15 – 18, 2018

TEAM CHAIR: Patrick U. Tellei, Ed.D

A 10-member Evaluation Peer Review Team visited Leeward Community College on October 15 – October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team evaluated how well the College is achieving its stated mission, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for the Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the campus visit, the team chair attended a team chair training on August 2, 2018 in Los Angeles, California. The evaluation team attended team training on September 5, 2018 in Los Angeles, California. The team chair and team chair assistant pre-visited Leeward Community College on September 7, 2018 where tours of the main campus in Pearl City and the Waianea Moku Center were made available by the College.

The evaluation team received the College’s Institutional Self Evaluation Report (ISER) and related evidence in August 2018, well in advance of the team training and campus visit. The team found the ISER to be well-written and comprehensive with related supporting evidence. The ISER appropriately addressed the Accreditation Standards, Eligibility Requirements, Commission Policies, as well as USDE regulations. The team confirmed that the ISER was created through a broad process of College participation and was well examined prior to submission to Accrediting Commission for Community and Junior Colleges (ACCJC). The team found the ISER to be a thoughtful and largely accurate reflection of the current status of the College with the inclusion of an Institutional Quality Focus Essay outlining two overarching action projects to support the College Institution Set Standards for Student Achievement.

Prior to the campus visit, team members completed their team assignments from the team chair. The team assignment identified areas for further investigation and provided a list of interview requests, as well as additional evidence to review. On October 15 – 18, 2018, the team first visited the Waianea Moku Center that has more than 500 students. The team visited the Waianea Moku Center on the first day of the visit where the Center welcomed the team with a Hawaiian chant and provided a tour of the center. Two forums with students and with faculty and staff were also scheduled that day. Both forums were well attended by students, faculty and staff. The main campus hosted a welcoming reception on October 16th followed by a campus tour.

During the visit, team members held more than 35 individual/group meetings and interviews with approximately 100 students, faculty, classified staff, and administrators. The team also
reviewed comments provided by internal and external community members. The team visited classrooms, labs, tutoring center, student support center, library, bookstore, cafeteria, Culinary Arts restaurant, and different programs and service areas of the College. The team members were also invited to sit-in scheduled Campus Council Meeting, Curriculum Committee Meeting, Financial Management Group Meeting, and Faculty Senate Meeting. Three team members visited the campus during one evening to re-affirm the services provided to students attending evening classes, and to confirm the safety and security of students who are in the campus at night.

The team found the College was well prepared for the team visit and the team felt the warm “Ohana” welcome by the entire College. The outstanding support provided to the team during the College visit was acknowledged by the entire team.

The team found that the College satisfies all Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations, but provided one recommendation to meet standards, two recommendations to improve institutional quality and effectiveness, and seven commendations.
Major Findings and Recommendations of the
2018 External Evaluation Team

Team Commendations

Commendation

1. The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission’s core values throughout the curriculum, services and culture of the college. (I.A)

2. The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)

3. The team commends the College for the development of the innovative learning support program “The Hub”, which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)

4. The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

5. The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)

6. The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

7. The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)
Team Recommendations

Recommendations to Meet Standards:

Recommendation

1. In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

Recommendations to Improve Quality:

Recommendation

2. To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)

3. In order to improve effectiveness, the team recommends that the College develop a mechanism to inform the College community about the college governance structure, membership and responsibilities of committees, pertinent policies and the college decision-making process. (IV.A.6)

4. In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
Introduction

Leeward Community College 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 Community College 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 Community College 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 Community College - 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. During the visit in October 2018, the center had a headcount enrollment of 548 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 Community College. One constant over the past 50 years has been Leeward’s focus on student learning as its motto makes clear: “To help people learn.”

Leeward Community College 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. The Board of Regents approved this program for established status in June 2018.

Leeward Community College 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 Community College’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.
Eligibility Requirements

1. Authority
The Team confirmed that Leeward Community College is a comprehensive two-year institution authorized to operate under the authority of the state of Hawaii and the UH Board of Regents to award academic degrees and certificates. This is also confirmed based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets Eligibility Requirement.

2. Operational Status
The Team confirmed that Leeward Community College is operational and provides educational services to approximately 6,800 students each year who are enrolled in degree applicable credit courses. The College awarded 1,019 degrees and certificates in 2017.

The College meets Eligibility Requirement.

3. Degrees
The Team confirmed that majority of courses offered by the College lead to a degree and/or transfer. The majority of the College’s students are enrolled in one of 15 associate degree programs. All of the degree programs are two years in length where significant proportion of the students at Leeward CC are enrolled in them.

The College meets Eligibility Requirement.

4. Chief Executive Officer
The Team confirmed that Leeward Community College has an institutional CEO (interim chancellor) who was appointed by the Board of Regents in July, 2018 who has the authority to administer Board policies, and whose full-time responsibility is to the institution. This CEO does not serve as the chair of the Governing Board.

The College meets Eligibility Requirement.

5. Financial Accountability
The UH system outlines policies and procedures for internal controls; an independent accounting firm audits the UH systems; and major campus audits are annually taken place to ensure financial accountability. Results of audit reports are made available to college constituents and communities it serves.

The College meets Eligibility Requirement.
Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

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<tbody>
<tr>
<td>X</td>
<td>The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.</td>
</tr>
<tr>
<td>X</td>
<td>The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.</td>
</tr>
</tbody>
</table>

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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</table>

Narrative:

The College informed its constituents by posting a link to the ACCJC third-party comments on its college website prior to the accreditation site visit. The College informed its students, faculty, staff and the communities it served through students meetings, faculty and staff meetings, as well as information to the community and leadership constituents. As a result, all open forums were
well attended by students, faculty, classified staff, management, and community officials and leaders.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

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<thead>
<tr>
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<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

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**Narrative:**

The UHCC System has set institutional-set standards for student achievement where it is implemented at the College campus level. The College uses data to determine how well it is accomplishing its mission through the UHCC System’s institutional-set standards for student achievement. The set standards are reviewed regularly where administrators use the results to
identify institutional priorities for the coming year. Each institutional-set standard has a minimum level of achievement and an aspirational target for improvement. The College has not set its own specific institutional-set standards; however, the College has set College goals under the umbrella of the UHCC System’s institutional-set standards for student achievement.

Credits, Program Length, and Tuition

Evaluation Items:

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<tbody>
<tr>
<td><strong>X</strong></td>
<td>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.</td>
</tr>
</tbody>
</table>

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

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Narrative:

Course credit hours are consistent with courses offered at colleges throughout the United States meeting program lengths required by higher education. Degrees are at least 60 credit hours in length and laboratories classes are appropriately structured.
Transfer Policies

Evaluation Items:

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<tr>
<td>X</td>
<td>Transfer policies are appropriately disclosed to students and to the public.</td>
</tr>
<tr>
<td>X</td>
<td>Policies contain information about the criteria the institution uses to accept credits for transfer.</td>
</tr>
<tr>
<td>X</td>
<td>The institution complies with the Commission Policy on Transfer of Credit.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

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Narrative:

The College adheres to Executive Policy (EP) 5.209 – Student Transfer and Inter-Campus Articulation. The policy states that student who has 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. The College is a liberal arts institution with strong transfer programs that are aligned with the four-year degree programs at the University of Hawaii four-year institutions. The 15 associate degree programs offered by the College are transferable degree programs to the University of Hawaii four-year institutions or other colleges and universities in the United States.
**Distance Education and Correspondence Education**

**Evaluation Items:**

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</td>
</tr>
<tr>
<td></td>
<td>The institution demonstrates compliance with the Commission <em>Policy on Distance Education and Correspondence Education</em>.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

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**Narrative:**

Although Distance Education (DE) is not specifically named in Leeward’s Mission Statement, DE courses and programs offered through the college are consistent with the educational objectives expressed in the Mission Statement. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments.
## Student Complaints

### Evaluation Items:

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

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</table>

### Narrative:

The College has a clear procedure for student complaints which is outlined in the college catalog, college website, and several publications from the College Student Services. Student complaints are dealt with accordingly and confidentially. Results of student complaint are shared amongst appropriate constituents and are also used for institutional improvement when deemed necessary.
Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<table>
<thead>
<tr>
<th></th>
<th>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</td>
</tr>
<tr>
<td></td>
<td>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

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Narrative:

Leeward Community College provides accurate, timely, and appropriate detailed information to current students, potential students and the public regarding its programs, locations, and policies through college catalog, college website and other college publications.
### Title IV Compliance

**Evaluation Items:**

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
</tbody>
</table>

[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.]

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**Narrative:**

The College is in compliance with the Federal Title IV regulations and USDE requirements.
Standard I

Mission, Academic Quality and Institutional Effectiveness

IA. Mission

General Observations:

As part of the University of Hawaii system, the Leeward Community College mission aligns with the university mission’s commitment to open, accessible, quality learning, and includes language affirming active support for the participation of Native Hawaiians. The college mission plays an integral role in institutional planning, prioritization and resource allocation. The college follows a regular mission review process that culminates in approval by the Board of Regents.

Findings and Evidence:

Leeward Community College (LCC) directs its mission of providing high-quality liberal arts and CTE (career and technical education) to all students. In alignment with the University of Hawaii, the college also makes a special commitment to Native Hawaiians. To emphasize this point, the mission and values statements appear side-by-side in English and Hawaiian. The mission emphasizes a student-focused, collaborative and supportive approach to learning and student success. (I.A.1)

The college uses a strategic planning process to determine its effectiveness in meeting its mission and the educational needs of students. The LCC Strategic Plan 2015-2021 aligns five goals with the college mission and the UHCC Strategic Directions 2015-2021. As part of the process, the college reviews data targeted at these goals including data to determine if it is accomplishing its mission to Native Hawaiian students. Departments also review program-level data annually as part of the program review cycle. Additionally, the college analyzes data connected to the UHCC institution-set standards, which also serve as the college’s institution-set standards, to identify institutional priorities. (I.A.2)

The institution engages in an Integrated Planning and Budgeting Process that uses the college mission as a central component of the Comprehensive Review and Evaluation (CRE) program review template. Each program and student service aligns its program mission with that of the college. The CRE and Annual Report of Program Data (ARPD) identify resource requests, which the divisions and Campus Council prioritize. In turn, the college develops a budget based on these priorities. (I.A.3)

The college mission appears in key college publications, including the catalog, the website, the strategic plan and employee handbooks. It is also posted throughout classrooms, labs and other campus spaces. The college adopted a Policy on Institutional Mission in January 2010. The policy calls for review of the mission at least every six years. The Board of Regents (BOR) approved the current mission statement in May 2012, following a two-year process. The campus conducted an abbreviated review of the mission in 2017 and made no changes. (I.A.4.)
Conclusions:

The College meets Standard 1A.

Commendation 1: The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission’s core values throughout the curriculum, services and culture of the college. (I.A)

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College’s response to standard IB in the Institutional Self Evaluation Report (ISER) demonstrates dialogue on student learning, equity, and academic quality throughout college program and services. The college provides sufficient evidence that it meets the standard. Site team interviews with campus personnel confirm the College engages in an annual program review process which includes Annual Report of Program Data (ARPD) and comprehensive / long-range planning (Comprehensive Review and Evaluation or CRE) occurring every four years, led by the Office of Planning, Policy and Assessment (OPPA). Additionally, the integrated planning process could be clearer and the college indicated that it is working to improve the planning process. Another area that needs to be addressed is the cycle of when policies are reviewed and evaluated. The college acknowledges that while the college evaluates its policies and procedures every five years, there are certain policies that have not been touched since 2012. The policy on course and program perquisites had an effective date of February 1992. In conversation with the Vice Chancellor of Academic Affairs, the College indicated that it is working to fully staff the Office of Planning, Policy, and Assessment which would provide OPPA with the capacity to complete the review/evaluation of policies and developing an evaluation calendar of when policies are reviewed and revised.

Findings and Evidence:

Dialogue concerning outcomes, equity, and institutional effectiveness and efforts to address continuous improvement of learning and achievement occur in multiple groups across the College. The Assessment Committee facilitates dialogue regarding learning outcomes and coordinates efforts to institutionalize assessment policies and practices and train faculty and College personnel to use the homegrown assessment database (“KNACK”). The institution supports an assessment technician who works with all constituencies to develop, implement, and improve the functionality of the new assessment database. While assessment results from Service Area Outcomes (SAOs) are available in Tk20, most are more than 10 years old. SAOs are not accessible by the site team in KNACK and appear to be submitted to division, program, and support area representatives. However, assessment data and dialogue is captured in the ARPD.
Dialogue on student equity takes place in informal administrator-led Talk Story sessions and at specific locations like the Wai‘anae Moku Education Center. According to the ISER, dialogue on academic quality and institutional effectiveness takes place at vice president for community colleges (VPCC) campus forums, in governance groups, and at bi-annual convocations. However, with the exception of the convocation and its use of table top discussions, little evidence is provided to demonstrate sustained, substantive and collegial dialogue is taking place around outcomes assessment at the course, program, GE or Institution-level. Team interviews confirmed the institution can improve dialogue on outcomes assessment and implications for assuring academic quality. (1.B.1)

The College defines and assesses student learning outcomes within instructional and learning support service. The College has developed instructional course learning outcomes (CLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), institutional learning outcomes (ILOs) and support service area outcomes for all programs and services (SAOs). CLOs are identified in the Curriculum Management Database and assessed directly by the instructor. CLOs are linked to PLOs through the assessment database Tk20. Currently, the College assesses PLOs through the mapping process in Tk20 and personnel reflect on results within the ARPD; however, the institution presented minimal evidence of meaningful assessment at the program level. As confirmed through interviews, the new outcomes assessment database (KNACK) does not yet have mapping capabilities. GELOs are assessed on a rotating cycle led by a faculty task force that developed and normed rubrics for its GELOs. They are finalizing a rubric for “ethical reasoning” and working with Writing Intensive course instructors to begin the next round of GE assessment. ISLOs are assessed through attitudinal student surveys, not direct measures of assessment. GELO assessment is reported in the ARPD and discussed at Faculty Senate.

The College provided data that shows 71% of courses in Catalog have been assessed. While the College is discussing assessment results in individual programs and areas, it can better engage in College-wide dialogue about academic quality and institutional effectiveness, particularly related to student learning. With the exception of an example of PLO assessment informing changes to instruction in the AA in Teaching Program and the aforementioned GELO assessment, dialogue is not college-wide. The same could be said for SAOs with an example of assessment training provided as evidence of assessing the learning outcomes using qualitative and quantitative data and only one example provided of an ARPD using data to request additional personnel. (I.B.2; ER11)

The College uses the UHCC System established institution-set standards based on the UHCC Strategic Directions 2015-2021 and regularly assesses performance against these standards. These standards are aligned with the College’s Strategic Plan 2015-2021, mission, and College goals including its goal of increasing retention and persistence by ten percent within a year. In pursuit of continuous improvement, each standard has baseline and target values, which the College annually assesses, shares with the campus community through VPCC presentations and its intranet, and publishes on the college and system websites (I.B.3).

The College has established a clear culture of assessment in which faculty and others identify, enter and reflect upon data entered into the assessment database (Tk20) and now KNACK. The
ARPD requires data, analysis, and reflection. OPPA staff, program coordinators, and unit heads utilize assessment data via ARPD and the four-year Comprehensive Review and Evaluation (CRE) to support student learning and achievement. The Institutional Effectiveness Report (IER), published every four years, incorporates data on student achievement and institution-set standards and disseminates this report widely across the campus. (I.B.4)

Through its use of the ARPD and CRE, the College effectively analyzes and assesses its ability to accomplish its mission using student achievement and student outcomes data. Data on key performance indicators regarding student achievement is disaggregated at the program level. Budget requests are integrated into the CRE and all planning and budget requests move through a cycle referred to as the College’s Integrated Planning and Budgeting Process. Planning and budgeting documents include the ARPD, a Resource Implications Template, the CRE, and the IER. All of these documents require an identification and analysis of data. (I.B.5)

Currently, the College is only disaggregating and analyzing student achievement data, not learning outcomes data. The College is using the UHCC identified performance gaps for Federal Pell Grant recipients and three underrepresented student populations: Native Hawaiian, Filipino, and Pacific Islander and disaggregating the achievement data to evaluate the impact on these populations. The IER identifies and communicates the equity gaps to the campus community. One effort to address the equity gaps is the UH system-wide Acceleration Initiative. Through collegial consultation, the College has shortened and accelerated developmental course sequences and adopted a co-requisite model and funded requests for equipment, support and professional development. The College engages in various efforts to monitor and address performance gaps for its Native Hawaiian students. Team’s visit to the Wai’anae Moku Education Center validates the efforts that the College has made to allocate resources to support Native Hawaiian students. Additionally, the College continues to monitor DE student success noting continued success rates similar to those taking face-to-face courses. (I.B.6)

The Office of Planning, Policy, and Assessment (OPPA) is charged with reviewing institutional policies and practices. But according to the ISER, OPPA has been understaffed leading to a delay in reviewing some policies. For example, L5.200, the Policy on Course and Program Prerequisites, has not been reviewed since 1992. L1.201, Policy on Shared Governance, had not been reviewed since 2003, but is under review. Interview with OPPA staff indicated that the College recognizes that it needs to establish a calendar to regularly evaluate its policies and will work to review and update policies once it has filled vacancies in OPPA. In spring 2017, the College reviewed the program review process noting strengths and areas for improvement which will be presented by an ad hoc committee. The College regularly administers employee satisfaction surveys to determine effectiveness of policies and practices across all areas of the institution. However, it is unclear if this invitation is extended to students. (I.B.7)

The primary methods for communicating assessment and evaluation results are the ARPD, the CRE, and the IER, which the college makes available on its website. The team learned from interviews that limited functionality of TK-20 has been a significant barrier to effective dissemination and discussion of assessment results. The college is transitioning to KNACK which should allow for easier reporting, dissemination and discussion of results. (I.B.8)
The College demonstrates a commitment to and an engagement in a well-established, institution-wide, systematic and integrated process of evaluation and planning. In 2012, the College determined that the planning and budgeting process needed revision and engaged in comprehensive analysis and inquiry to develop, approve, revise and institute the existing process. Throughout this process, the College engaged all those involved in the planning process through surveys and discussions at the Campus Council to ensure broad-based involvement in the new planning and budgeting process. The current process involves an annual leadership retreat, dissemination of an overview and timeline for the Integrated Planning and Budgeting Process, resource requests and prioritization of those requests, and resource allocation. In 2017, the College updated, published and disseminated its Integrated Academic, Facilities, and Enrollment Plan 2015 – 2021 to communicate updates to the planning process. Additionally, in an interview with site team members, College Council representatives cited the Integrated Planning Handbook as an effective means of communicating to campus personnel the planning and budget allocation process. Internal planning documents (ARPD, CRE) are used to determine needed resources and to recommend resource prioritization.

Through the annual program review (ARPD) process and the larger four-year CRE, all institutional programs engage in planning that informs resource requests and allocations addressing both short-term and long-term needs necessary to accomplishing the mission of the College. However, as acknowledged in the ISER and supported by findings from the team’s interviews, the College can more effectively communicate the improvements in programs and services to its stakeholders as a result of the integrated planning process. The College recognizes this need and is working to address it through an ad hoc committee. (I.B.9)

Conclusions:

The College meets Standard IB, with the exception of I.B.7.

Recommendation 1:
In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

Recommendation 2:
To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)

IC. Institutional Integrity

General Observations:

The college provides a significant amount of information to all its constituents (students, prospective students, faculty, staff, administrators, board of regents, and the community) regarding the college, courses, programs, degrees and certificates, and policies and procedures pertinent to the stakeholders in print and electronic means. Through its programs and services and underlying philosophy, the college demonstrates that students and their education are at the forefront of all that it does. Regular self-examination and reflection provides the college will the
mechanism to continue on a cycle of self-improvement. As part of this cycle, the college has moved to a culture of assessment as it guides institutional policy, teaching and learning, and resource allocation.

Findings and Evidence:

The college catalog, provided in print and electronic forms, is examined annually and revisions are made should they needed. The Office of Planning, Policy, and Assessment (OPPA), the entity which takes on role of updating the catalog, readily seeks input from faculty, staff, administrators, and students about the necessary revisions that need to be made. Careful attention is paid to ensure that all information published in the catalog is accurate and current. (I.C.1; I.C.2)

College wide communication is also the responsibility of Creative Services. As part of its work, it ensures that the communication to all constituents – students, faculty/staff, administrators, and the community is accurate and informative. It maintains the college website, social media sites, and other communication means so that information offered both internally at the institution and externally to the UH system and community accurately reflects the college’s mission and its work to best serve its students. (I.C.1)

The collection and analysis of assessment data and the thoughtful reflection of its implications is an integral part of the college’s work to ensure the academic quality of its educational programs and services. All courses have learning outcomes (CLOs), all programs have learning outcomes (PLOs), and the general education program has learning outcomes (GELOs) and they are vetted and approved by the college curriculum committee and housed the Kauli Student Curriculum Management System. Data from learning outcomes and other pertinent information is collected, analyzed, and reported in the Annual Report of Program Data (ARPD) and the six-year cycle of Program Review. (I.C.3)

The college catalog provides accurate information to students and prospective students about the institution, programs, courses, degrees and certificates, costs and fees, the code of conduct (published in the catalog and Student Handbook), the policies pertaining to academic honesty, responsibility, and academic integrity, and the consequences of dishonesty. (I.C.1; I.C.6; I.C.8; I.C.10) Students and prospective students are well-informed about the college’s degree programs, certificates of achievement, and certificates of competency with regard to the purpose, content, course requirements, and learning outcomes. (I.C.4) The College continues to examine ways in which it can make the cost of education more affordable. The use of the Open Educational Resources (OER) when available continues to be an effective way for students to minimize the cost of textbooks. (I.C.6)

The college catalog provides accurate information to faculty, staff, and administrators regarding Board of Regents policies and procedures pertaining to academic freedom and responsibility and professional accepted views to ensure that all constituents are treated fairly and equitably. (I.C.7; I.C.9; I.C.10)
The college respectfully complies with external entities which govern the accreditation of the college and its programs. Specifically, the college adheres to the Eligibility Requirements (Department of Education) and Accreditation Standards (ACCJC) as well as the agencies which accredit the Automotive Technology Program (National Automotive Technician Education Foundation), Culinary Arts Program (American Culinary Federation Foundation Accrediting Commission), Health Information Technology Program (Commission on Accreditation for Health Informatics and Information Management Education), and the Teacher Education Program (State Approved Teacher Education Program). The college website has a link which offers information about the accreditation process, the timeline for completion, and the Institution Self Study Report. The college website provides accurate information about the institution’s status of accreditation by ACCJC. The status of accreditation for the Automotive Technology Program, Culinary Arts Program, Health Information Technology Program, and the Teacher Education Program are provided on the respective webpages for each of these programs. The college continues to work with external agencies respectfully and adheres to their requirements and deadlines in a professional manner. (I.C.12; I.C.13)

The Strategic Plan 2015-2021 is the guiding document used by the college to ensure that its programs and services align with the institution’s mission and goals. This collaborative effort reflects the varied viewpoints of its constituents and clearly demonstrates that students and their education receive the highest priority. (I.C.14)

The college utilizes the L1.101 Policy on Policy Development Process as its mechanism to determine how policies are made. The college’s governance groups and appropriate administrators are responsible for determining if policies and procedures continue to reflect the college’s mission. Creative Services is responsible for examining and updating the college wide publications. (I.C.5)

The college has no foreign locations. (I.C.11)

Conclusion:

The College meets the Standard IC.
Standard II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

Leeward Community College provides consistent, high quality liberal arts and CTE education through a variety of modalities. Faculty ensure quality course content and instructional methods through a rigorous curriculum approval process. All courses have student learning outcomes which faculty assess regularly. The College has taken significant steps to meet the changing needs of students, including aligning pre-collegiate level curriculum with college-level curriculum through an accelerated learning program and developing strong support for distance education. The institution follows standard practices with regard to awarding credit and degree requirements. The College Catalog provides guidance on program completion and transfer requirements. Program learning outcomes align with General Education Learning Outcomes. CTE degrees and certificates lead to appropriate technical and professional competencies. The College regularly evaluates instructional programs. If the College eliminates a program, students are allowed up to two years to complete the program. If the College identifies a need for additional program resources, the program review process provides a means of allocating resources for this purpose.

Findings and Evidence:

The college’s programs of study are consistent with its mission in terms of content, targeted student population and delivery modes. Leeward offers 15 associate degrees and 12 certificates of achievement in the liberal arts and career and technical education (CTE), enabling students to transfer and pursue careers. The college offers programs through the main campus, at the Wai‘anae Moku Education Center and at several high school locations. It also provides special academic programs for native Hawaiians. Students can take courses in face-to-face, hybrid and distance education modalities. The college evaluates its programs annually through the Annual Report of Program Data (ARPD). DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments. (IIA.1)

The curriculum development and review process is systematic, with extensive involvement of faculty to ensure courses meet acceptable professional standards. Courses and programs are evaluated in the Annual Report of Program Data (ARPD) and in Comprehensive Review Evaluation (CRE) reports. In its review of a sampling of ARPD and CRE reports, the team found that the reports adhere to the required templates, and that the reports establish goals for improvement. The team was not able to follow up on the eventual results of stated goals in the ARPD and CRE reports reviewed. (IIA.2)

The College discussed the assessment of SLOs, summarized in the document, during spring 2018 Convocation Roundtable Discussions. In that report, faculty expressed the need for better
faculty training in Tk20, the database program that stores and reports SLO data. The subject also emerged as one of the two key activities recommended in the Quality Focus Essay. In interviews with college personnel, the team learned the college has recently transitioned to a home-grown assessment database called KNACK; however, because the program is so new, there has not been enough time to evaluate its effectiveness. The team’s examination of a sampling of face-to-face and DE course syllabi indicated that essential elements, including course SLOs, are included in syllabi. (II.A.3)

The college has taken an early lead in thoughtfully developing its accelerated programs in mathematics and English. Their work began in 2012 in English for classes that were one and two levels below transfer level and have expanded this effort so that students can complete a transfer level course along with a class that precedes it, as evidenced by the 2016 ARPD in Remedial/Developmental Writing. The mathematics department began its work in accelerated courses shortly thereafter by addressing courses that were one to three levels below transfer. A collaborative climate among faculty occurs regularly along with ongoing professional development. Both departments regularly examine the work on the accelerated courses, student retention and success rates, and make adjustments when needed. Consistent with this standard, the college distinguishes clearly between pre-college and college levels in its course numbering system. The College develops and assesses pre-college curricula in the same manner that college-level courses and programs are developed and assessed. (II.A.4)

The college’s policies and practices ensure “appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning” in its courses. Moreover, the college requires that distance education course proposals demonstrate “timely and effective interaction” between instructor and student, and identify technological skills required to complete the course, as defined in the Leeward CC DE Guidelines. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. The team examined a sampling of twenty-six DE courses through Laulima and found all to be compliant with each of the policy elements stated in the ACCJC Policy on Distance Education and Correspondence Education, July 2011. (II.A.5)

The college uses the STAR system, enabling students to track their progress toward a degree or certificate. The system also enables faculty and administrators to evaluate space utilization, fill rates and other course characteristics to improve effectiveness in scheduling and to facilitate student progress. (II.A.6)

The college is effective in evaluating and meeting the changing needs of a diverse population of students. It does so through various means: accelerated learning programs in math and English, a variety of DE courses (including an AA in Teaching that can be earned primarily via DE), professional development workshops for faculty to enhance teaching skills including the use of technology, five-week long DE courses designed for working adults, and the use of open educational resource materials. The College’s DE courses and programs are consistent with the core values of open access and meeting the needs of students, as expressed in the College mission. (II.A.7)
Since the college does not use department-wide course or program examinations, this standard does not apply. However, in a related activity, the college has started pilot programs to award academic credit for incoming students’ life experience through portfolio-based assessment and other efforts. (II.A.8)

The two system-wide policies relevant to this standard are UHCCP 5.203 (Program Credentials: Degrees and Certificates) which sets graduation requirements and UHCCP 5.228 (Credit Hour) which defines credit hours. The college faculty conduct learning assessments of all course and program outcomes. (II.A.9)

The College publishes transfer-of-credit policies via the college Catalog and website. Equivalency information within the UH system is searchable by students through the UH System Course Transfer Database. The College certifies the comparability of learning outcomes of courses from outside institutions with its own courses through syllabus review by academic advisors and, when needed, transcript review by faculty. There are numerous course and program articulation agreements between the College and the UH system. (II.A.10)

Program learning outcomes, PLOs, have been established for each of the College’s programs, and they are published in the College Catalog. Based on the team’s review of a sampling of instructional and learning support ARPDs and CREs produced over multiple years, it is evident the College performs assessments of PLOs in those reports. Furthermore, the College has established seven specific learning outcomes in all its instructional programs in addition to program-specific outcomes; the seven learning outcomes align with the outcomes delineated in Standard II.A.11, thereby ensuring that GELOs meet that accreditation standard. The College has named these outcomes General Education Learning Outcomes, or GELOs; each GELO provides for specific skill standards, which are listed in the College Catalog. The College requires that each course in the general education program be mapped to PLOs, and to at least one GELO specific skill standard. The team examined the SLOs listed in the course outlines of record for six courses in the general education program, namely, ANTH 151, GEOG 101, PSY 260, ENG 100, HIST 152, and ENG 272, and found that each course has at least one SLO that addresses at least one GELO skill standard. This analysis demonstrates that general education course outcomes are mapped to general education outcomes, which, in turn, are consistent with the skills delineated in Standard II.A.11. (II.A.11)

The College publishes a carefully considered general education philosophy in the college catalog. All associate degrees require core courses categorized as “foundations” or “diversification.” Additionally, associate degrees require “focus” courses identified as writing intensive; Hawaiian, Asian and Pacific issues; contemporary ethical issues; and oral communication. Faculty-led boards review and approve courses proposed as foundation, diversification or focus. Degree program outcomes align with the learning outcomes identified in Standard II.A.12. (II.A.12)

College degree programs require focused study in at least one area of inquiry or an established interdisciplinary core. Faculty identify the specialized courses that make up the focused study based on appropriate learning outcomes and competencies. (II.A.13)
All CTE programs, both credit and noncredit, require learning outcomes and are subject to the same assessment process as other courses offered by the college. Every CTE program has an advisory board made up of industry representatives to provide guidance on professional competencies and emerging industry needs. Additionally, many of the college’s CTE programs are accredited by external agencies that require their own competencies. (II.A.14)

UH policy RP 5.201 (Instructional Programs) includes a section on handling program termination. The policy stipulates that the College will meet commitments for up to two years for students enrolled in programs designated for termination and will not admit new students. (II.A.15)

The Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE) (completed every four years) are the principal means by which the college evaluates its programs. The ARPD requires an analysis of the previous year’s performance and current data that informs an action plan for program improvement. The College prioritizes resource requests for program improvements based on this evaluation. (II.A.16)

Conclusions:

The College meets Standard IIA.

Commendation 2:
The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)

IIB. Library and Learning Support Services

General Observations:

The College supports student learning and achievement by providing a comprehensive set of library and instructional support services to students, regardless of location. The college relies on the expertise of librarians and other learning support professionals in developing its resource collections and implementing programs and services. The College continuously assesses its library and learning support services, including analysis of program effectiveness and student satisfaction. In addition, the college demonstrates that it is open to making changes as necessary to support students and the communities served by the college system.

Findings and Evidence:

Centrally located on the main campus, the three-story Learning Commons houses the library and an assortment of academic support services, including tutoring, a writing center, the Kākoʻo ʻIke Program (support for students with disabilities), an IT help center and a test center. Staffed by six librarians and five support staff, the library is open Monday-Friday for 60.5 hours per week. The library offers a wide assortment of print, media and electronic resources. The online library system (Hawaii Voyager) allows students to request items from anywhere in the University of Hawaii system for delivery at Leeward or the Waiʻanae Moku Education Center. Librarians teach several-hundred library orientations every year focusing on a range of information literacy
The Learning Commons offers students access to computers and a variety of study spaces. Students may also borrow iPads. Tutoring is available in a variety of formats (appointment, drop-in, group, workshops, in-class) and for a range of content areas. Outside of the Learning Commons, Computer Science students provide individual technology assistance to students at the Hub, an innovative grant-funded help desk. The Math Lab provides additional tutoring options in the Math and Science Building. Tutoring options are also available at the Wai‘anae Moku Education Center, and online through Brainfuse. (II.B.1)

The library maintains a collection of print, electronic and audiovisual materials. Librarians follow a collection development policy that includes both selection and deselection criteria. Recently, the library adopted a zero-growth policy for its book collection. Each of the librarians serves as a liaison to a different instructional division in order to solicit suggestions and engage faculty in the development of the collection. The library also offers students the use of computers, laptops, iPads, study rooms, scanning, printing and device charging. Other instructional support areas also provide a wide array of equipment (computers, laptops, calculators), adaptive software and textbooks based on the recommendations of the learning support professionals in the respective areas. (II.B.2)

The Library conducts an annual evaluation through the ARPD, which includes assessment of learning outcomes. Other library assessment activities include an annual survey of students and analysis of a wide range of usage and inventory statistics. Librarians use the Information Literacy Exam to assess students enrolled in English 100 and English 24. The LRC, Test Center and KI Program all conducts ARPDs. The LRC’s Content Tutoring Center and Writing Center both assess learning outcomes by comparing pass rates and persistence rates for student who have used their services versus those who have not. The College also uses the CCSSE survey of students to assess learning support services. (II.B.3)

As a member of the Hawaii Library Consortium, the College provides system-wide electronic resources and lending services for students. The Library is also part of the UH Library Council which shares an integrated library system Hawaii Voyager, as well as support tools such as Primo and the SFX link resolver. The Library also maintains contracts for its printing services and security gates. The KI Program contracts with several services to meet interpreting and alternative text needs. The College is able to leverage collaborative discussions with professional organizations such as the UH Library Council and the Association of Higher Education and Disability to inform its evaluation of supplementary learning support services. The college has a two-tiered system of network security support. The UH system provides security for the main network while the college has an additional system to protect the local network. (II.B.4)

Conclusions:

The College meets Standard IIB.
Commendation 3:
The team commends the College for the development of the innovative learning support program “The Hub”, which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)

IIC. Student Support Services

General Observations:

Leeward Community College provides comprehensive student support services that are aligned with the college’s mission and core values to meet the ever changing needs of its student population and to ensure that students meet their educational, transfer and career goals. Each of the Student Services units use student satisfaction surveys, program review and the Annual Report of Program Data to evaluate demand, effectiveness and efficiency of support services to make continuous quality improvements.

Findings and Evidence:

Leeward Community College has well-established processes for the annual and periodic assessment and evaluation of the adequacy and effectiveness of student support services. As part of the college integrated planning and budgeting process, each student support services unit evaluates its services annually and reports the results through the Annual Review of Program Data (ARPD), and the Comprehensive Review & Evaluation (CRE) at least once every four years. The College also administers the Community College Survey of Student Engagement (CCSSE) and integrates data from the survey into the ARPD and CRE. (II.C.1)

Student services units assess learning and Support Area Outcomes (SAOs) and report the results in the ARPD or CRE. Students complete surveys to provide feedback regarding services received, which the units use to improve student support services. (II.C.2)

Student Support units provide online, phone and in-person services at both the main campus and the Wai’anae Moku Education Center. The Counseling and Advising unit offers a range of options for academic advising during the day and evening, including a new Express Counseling service available in the Learning Commons. In addition to general and program counseling, counselors work with specific populations such as dual enrollment students, Native Hawaiian students and veteran students. Some services, particularly back office support services (A&R File Drop and Financial Aid), are centralized to provide more consistent and efficient service to students. Where appropriate, system-wide support services are provided to ensure consistency of services to both on-campus and off-campus students. (II.C.3)

Leeward Community College co-curricular programs advance the college’s mission and core values of diversity and respect. The College supports a variety of co-curricular programs through the Student Life office, including Student Government, the Student Activities Board, campus clubs, the Budget and Finance Committee, Ka Mana‘o (the student magazine), New Student Orientation (NSO) and intramural sports. Policies and procedures are in place to oversee the effective operation of Student Life co-curricular programs and to ensure the College conducts these programs with sound educational policy and standards of integrity, including fiscal
accountability. The Student Government organizes and engages students in a wide range of creative, informative and meaningful activities allowing the students opportunities to participate in the college communities. (II.C.4)

The college has twenty-two counselors assigned to general or specific programs and special student populations. The Counseling and Advising unit conducts an annual professional development retreat. The UH System also provides regular training and updates for counselors and academic advisors. The College follows a Counseling Process model that guides every incoming student from recruitment to commencement, including mandatory New Student Orientation and mandatory New Student Advising, with counselor responsibilities identified for each stage of the student’s college experience. The College uses technology tools such as Maka’ala (the campus wide early alert system) and MySuccess (student retention software) to facilitate communication between students and faculty/counselors and to ensure that students stay on track. (II.C.5)

The UHCC System implemented exploratory majors in Fall 2016 and tasked all UHCC System campuses to create an exploratory model and major selection system for their students declaring a Liberal Arts major. By spring 2018, Leeward students had four exploratory Liberal Arts major options, with guidance from Liberal Arts Counselors who now operate with specific major groups in mind. In summer 2017, the UHCC System also implemented the Integrated Student Support (ISS) initiative whereby Student Services units collaborated to invite students who were close to graduating to return to complete their degree. As a financial incentive, students could take one class at no cost upon their return. The College guided pathways provides support to its students from students first semester at the College to completion of their degree program. This support had increased degree completion rate. (II.C.5)

Regents Policy 5.211 specifies the qualifications of students appropriate for the College’s programs and publishes admissions information in the Catalog and College website. The College fully implemented the UHCC Student Success Pathway framework, designed as a clear and structured pathway from point of interest through graduation to transfer or career completion. As part of the New Student Orientation, students learn how to use Laulima (course management system) and STAR GPS (academic pathway guidance). (II.C.6)

The College uses multiple measures for placement of all students regardless of intended course enrollment. The College regularly evaluates admissions and placement instruments and practices to ensure consistency and to validate their effectiveness while minimizing biases. (II.C.7)

The College follows an established process to maintain student records permanently, securely and confidentially. The College keeps physical copies of student records in locked cabinets for five years post-enrollment. Admissions and Records backs up records in Banner. The College Catalog states policies and procedures regarding the release of student information. (II.C.8)

Conclusions:

The College meets Standard IIC.
Commendation 4:
The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

Commendation 5:
The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)
Standard III

Resources

III.A. Human Resources

General Observations:

The College is keenly aware that the employees at the institution are essential to support the academic and career pursuits of the student population. The College has well-developed and well-implemented protocol and policies to request new positions, develop job descriptions, post job opening, and hire highly qualified employees. As part of the UH system, the College integrates the UH board policies, UH executive policies, and UHCC policies with regard to all aspects of the human resources endeavors. The College ensures that all personnel are highly qualified for the positions they seek, a sufficient number of employees are secured, and a systematic evaluation process is in place. A variety of professional development activities are an integral part of the continual cycle of professional growth and improvement.

Findings and Evidence:

The 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 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. 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. The College accurately details the job qualifications and specifies how each position aligns with the institution’s mission and core values. Job announcements are widely distributed through postings and other venues. The protocol indicating which entity (LCC, UHCC, UH, BOR) makes the final decision on hiring employees (faculty, APT, administrators, civil service employees) is in place. (III.A.1)

The UH system provides the College with a comprehensive set of requirements and criteria used for faculty hiring and rank and tenure. The College has a mechanism to ensure that faculty are qualified and vetted through formal means. (III.A.2)

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. The College vets administrators and employees responsible for academic programs and services to ensure they have the necessary qualifications to perform their professional duties. (III.A.3)

The College ensures that 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.4)
All personnel at the College are evaluated on a regular basis and the process and frequency varies for each classification. The guidelines and processes for the evaluation are well-documented, include evaluation criteria, and are made available to personnel for review. The process for evaluation is collegial and feedback is provided to ensure that individuals are effective as employees. The continual improvement and growth for employees is encouraged. The processes for employee evaluation are formal, timely, well-documented. (III.A.5)

The College is mindful that student learning is of the utmost importance as evidenced in the formal evaluation process for those individuals who work directly with students. Assessment data, analysis, and findings focusing on student learning and success are observed and reported which also provides personnel with the opportunity for a continual cycle of examination and improvement. (III.A.6)

The College maintains an adequate number of qualified faculty, full- and part-time, to ensure that all educational programs and services are meeting the needs of students. The ARPD is the vehicle used to request full- and part-time faculty should they be needed. (III.A.7)

Adjunct faculty are welcomed into the college community through the orientation process, a variety of professional development activities, and mentoring services. Adjunct faculty are readily sought after to become active members on department and college committees. (III.A.8)

The College continues to have sufficient staff who are well-qualified as viable members of the academic programs and services. These individuals play a salient role in the educational, administrative, physical, and technological operations at the College to ensure student learning and success remains a high priority. (III.A.9)

The College recognizes that a sufficient number of qualified administrators is important to ensure that educational programs and services remain in alignment with the institution’s core values and mission and are effective, efficient, and ultimately meeting the needs for the student population. (III.A.10)

As part of a larger educational body, the College systematically implements UH board policies, UH executive policies and UHCC policies and develops and implements other policies when appropriate. These policies are vetted to ensure that each are fair and administrated consistently and readily available to all interested parties. (III.A.11)

The College continues to be keenly aware of the importance of a diverse employees many of whom are a reflection of the communities they serve. Special attention is given to ensure that these individuals have the essential qualifications, experience, education, and mentoring to be a successful part of the college community. The Director of the EOO/AA at the Office of the Vice President for Community College plays a key role in this effort. (III.A.12)

The College adheres to the policies for the code of conduct regarding professional ethics provided by the UH system. Consequences for infractions to this policy are clearly stated. (III.A.13)
The College provides its employees with a robust professional development program. The Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC) play key roles in the professional development efforts. The ICTL takes on the role of an advisory entity to guide and oversee the work and the EMC determines the needs and interests of the employees so that the professional development activities are meeting the needs its employees. A campus survey indicates a high level of satisfaction (83%) by employees indicating that the professional development activities are meaningful, efficiently implemented, and helpful to improve teaching and learning. (III.A.14)

The College has a mechanism in place to ensure that the confidentiality and privacy of personnel documents are secure and available to employees for their review. (III.A.15)

Conclusions:

The College meets Standard IIIA.

Commendation 6:
The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

IIIB. Physical Resources

General Observations:

The College provided a comprehensive explanation of the responsibilities that the UH System, the UHCC System and Leeward Community College have with regards to immediate, near and long-term planning for the physical facilities to ensure that the College has adequate facilities that are safe, reliable and efficient to meet the needs of all students, faculty, staff and the general public. The institution has policies, processes and procedures for the development of the Long Range Development Plan at the college and its submission to the Board of Regents.

Facilities planning & management is shared with the UH System managing major capital projects and the UHCC managing minor projects, including repairs & maintenance. The institution is very cognizant and responsive to meeting the needs of its students, particularly Native Hawaiians, in accordance with the institutional mission, vision and core values. The College uses primarily its Annual Report of Program Data (ARPD) to identify facilities and space needs. The College Strategic Plan and Long Range Development Plan guide facilities expansion and renovation decisions in the immediate, near and long term. The College is committed to sustainability and minimizing adverse impact on the environment by implementing methods to increase energy efficiency.
Findings and Evidence:

The College meets the standard and its subsections. The institution is committed to promoting sustainable practices in constructing/renovating its physical resources resulting in significant savings both in terms of dollars and energy consumption.

Leeward Community College primarily serves students in the Leeward coast and Central O‘ahu, a geographical region where approximately a third of the state’s population reside, in addition to students from all parts of the island. The College supports learning programs and services and provides safe, accessible, and secure learning environment to achieve its mission. The campus infrastructure includes 18 primary buildings and several clusters of portables located on 49 acres of land as well as an education center located in Ma‘ili. The institution provides sufficient physical facilities at the Pearl City campus and the Wai‘anae Moku Center to meet the needs of one of the largest service areas of the UHCC campuses. (III.B.1)

The College provides security and maintenance and operations services at Pearl City and Wai‘anae Moku to ensure that campus facilities are clean and safe for students, faculty and staff. In coordination with the UHCC System, the College undergoes periodic assessment and evaluation of facility accessibility. The College has sufficient staffing for their Campus Security Office to meet the current needs of students, faculty and staff at the Pearl City campus and Wai‘anae.

The College develops and administers a variety of health and safety training and awareness programs to familiarize students, faculty and staff and maintain a safe learning and working environment. The College regularly updates and distributes its Emergency Operations Plan and Emergency Guides to ensure that the campus community is informed of accessible evacuation points and emergency response procedures and protocols should the need arise.

Facilities planning is aligned with the institutional mission. The UH System and the UHCC System are responsible for the development of long-range physical plans and the implementation of capital improvement program projects. The Strategic Plan and Long Range Development Plan guide decision-making about the college’s physical resources, including capital improvement projects, in adherence with Regents Policies. The UHCC System Office of Facilities & Environmental Health prioritizes projects based on the needs of the UH System & UHCC System. Through the Annual Report of Program Data and the planning and budgeting process, the College evaluates program and services needs when planning for and maintaining physical resources. Stakeholders in new construction or facility improvement projects actively participate in the development of Leeward’s Long Term Development Plan that links the physical planning process with the college’s programmatic and institutional goals.

The College utilizes equipment replacement funds from the UHCC System to support equipment upgrades, technology, smart classrooms and library acquisitions to bolster its programs and services and achieve the college mission. The College is strategic in its effective and efficient use of physical and financial resources, exemplified firstly by the acquisition and renovation of a facility to house the Wai‘anae Moku Education Center, resulting in lease cost savings that were reallocated to meet other college budget priorities, and by leveraging Title III grant dollars to
fund Phase II renovation costs; secondly, for allowing the expansion of the City & County of Honolulu’s rail project resulting in the construction of the College’s new rail station and the construction of the Office of Continuing Education & Workforce Development (OCEWD) complex at no cost to the college; and lastly for the UH System and Leeward’s commitment to sustainable practices demonstrated through the establishment of a net zero energy goal. The UH system (including the UHCCs) is expected to be net zero by the year 2035. Leeward has already generated significant verifiable energy cost savings from the implementation of its Energy Conservation Measures and Alternative Energy projects, and is close to meeting its net zero goal well in advance of the UH System goal. (III.B.2)

The institution regularly assesses the use of its facilities to identify current and projected needs by programs and departments, and uses the results of the evaluation to improve facilities and equipment to meet the changing needs of the campus. The College monitors all campus facilities on a regular maintenance schedule, including planning for deferred maintenance, utilizing computerized facilities management tools provided by the UHCC System and UH System. The College uses planning and assessment tools to ensure the efficient and effective use of clean and well-maintained facilities that support academic programs and services. (III.B.3)

The UHCC and UH System are responsible for planning for major new projects, including total cost of ownership. Long-range capital projects are linked to institutional planning: the Long Range Development Plan (LRDP), the UH System Integrated Long-Range Planning Framework (EP 4.201), and the Strategic Plan. The Leeward Community College Long Range Development Plan identifies the physical development needed to support the College mission and strategic goals within the near term and over the long term. The UH Board of Regents requires a Capital Project Information and Justification, which includes a needs assessment, scope of work and total cost projections to support any major CIP construction or renovation related project requests prior to approval and submission to the State of Hawai‘i for funding consideration. The UHCC System created a system wide equipment replacement fund that is allocated to the colleges to meet equipment replacement needs on campus. (III.B.4)

Conclusions:

The College meets Standard IIIB.

IIIC. Technology Resources

General Observations:

With 79 smart classrooms and an assortment of computer labs, Leeward Community College integrates a wide range of current technology resources into its educational programs and support services at both the Pearl City campus and Wai‘anae Moku Education Center. The college offers a range of technology services for students, staff and faculty, with a strong emphasis on distance education support. Using its program review process for prioritization, the college maintains and updates technology resources on a regular basis. The college follows recommended protocols to ensure reliable and secure networks. University of Hawaii policies provide primary guidance on the use of technology.
Findings and Evidence:

The college provides an extensive array of technology support services. The Information and Technology Group (ITG) maintains computers across the Pearl City campus and Waiʻanae Moku Education Center, including nine computer classroom labs. ITG also manages servers, the VOIP telephone system, printers, networking services and security. ITG staffs a Help Desk that provides online and phone support for students and employees, and a Student Test Center. The Educational Media Center (EMC) focuses its support on instructional technology, including the college’s 79 smart classrooms. The EMC also loans equipment, produces instructional videos, manages the Copy Center and provides extensive professional development opportunities in instructional technology. Assistive technology support for students with documented disabilities is available through the Kākoʻo ʻIke (KI) Program. The Information and Computer Science (ICS) program coordinates The Hub, an additional help desk, on its own network, that uses interns to provide technical assistance to students who need help with personal devices. (III.C.1)

The college uses the program review process to review, prioritize and update its technology infrastructure. ITG replaces network switches, battery backups and servers on a regular basis. A wireless network is available for 95% of indoor campus areas and many outdoor spaces as well. The college has a regular 4-year replacement cycle for most campus computers. The college has an annual Technology Support fund that is distributed based on prioritization by Academic Services and, for network-related needs, ITG. (III.C.2)

The ITG and EMC handle technology support at both the Pearl City campus and the Waiʻanae Moku Education Center. The University of Hawaii Office of Technology Infrastructure provides additional support for state connectivity between UH sites. The ITG houses servers in a secured room with uninterrupted power supply units and conducts daily backups of critical servers. Thirty percent of the servers have same-day replacement contracts and the college plans similar contracts for all new servers. ITG has a disaster-recovery plan that includes a gas-powered generator for extended power outages. (III.C.3)

With a dedicated staff of four full-time faculty, the EMC provides extensive support for faculty in instructional technology. It developed iTeach, a vibrant website designed for DE faculty. The website includes a variety of DE-themed online workshops and other useful resources. To support distance students, the EMC created iLearn, a website with online learning tools and resources. The ITG conducts some in-person workshops on technology topics for staff and students. (III.C.4)

As part of the University of Hawaii, the college adheres to all of the technology-related policies and procedures covered by the system’s Policies and Procedures Information System. In addition, the college follows a local Personal Equipment Use on Campus Network policy. The policies appear on the ITG website. (III.C.5)

Conclusion:

The College meets Standard IIIC.
Commendation 6:  
The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

IIID. Financial Resources

General Observations:

The college provided a comprehensive response to Standard III.D.1-III.D.16. A general observation is the college has implemented protocols and practices of checks and balances for ensuring their fiscal planning, responsibility and stability. In addition, to the required 5% reserves of cash balances, the system maintains a balance of 16% cash reserves as outlined in the system’s Board of Regents requirements. In addition, the college provided access to a broad range of internal college and public planning documents, which substantiated the response to the standard.

The college has systems and processes in place to ensure accuracy and credibility of financial and budget related documents at the institutional level. In addition, the College, in consultation and coordination with the University of Hawaii Community College System office, utilizes various multi-year financial projection tools (software), 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 Vice-Chancellor of Administrative Services perform internal and independent reconciliation procedures to ensure accuracy and to maintain integrity in financial and budgeting planning. Internal and external audits of the college is fiscal planning and expenditures have resulted in modifications and final reports verifying the college is using generally accepted practices for accounting practices.

Finally, the college has an integrated budget and planning process, which supports the adequate allocation of resources to student support, and learning programs.

The college has protocols for ensuring there are adequate resources and internal controls for how funds and expenditures are utilized to accomplish the mission of the college.

The college appears to have financial practices that encourage stability in resources in order for them to meet their institutional mission and goals. The college will need to enhance their process of gaining input from all constituent groups in the development of the annual budget.

Findings and Evidence:

The team's overall analysis of this standard and its subsections is that the college has processes and procedures in place to ensure they have adequate fiscal resources to meet the student support and learning needs of the college. These processes and procedures are aligned with an integrated
planning and budget structure, which allocates resources that supports the college’s mission and institutional effectiveness.

The college maintains sufficient financial resources to support and sustain student learning programs and services, thereby, improving institutional effectiveness. Financial planning at the college begins with a comprehensive operating financial plan submitted to the University of Hawai‘i, Board of Regents (BOR) for its approval prior to the start of each fiscal year. The financial plan provides the Board of Regents with oversight to ensure that the University of Hawai‘i System is managing its resources in a fiscally responsible manner. The college plans and manages its financial resources effectively, in a manner that ensures financial stability. (III.D.1)

The college demonstrates through strategic planning, the institution’s mission and goals drive financial planning. The college has policies and procedures for ensuring sound financial practices and resources. Financial updates are provided to the campus community at convocation, quarterly updates and posted on the college’s intranet site. (III.D.2)

The college provided documentation for this standard, which outlines the University of Hawai‘i and University of Hawai‘i Community College systems budget development process. The college provided evidence on the processes it utilizes to ensure college constituents develop institutional plans with requests for resources and how the allocation of these resources is decided. (III.D.3)

The college engages in institutional planning which takes into account available fund resources compared to college expenditure requirements. The University of Hawaii System and University of Hawai‘i Community College 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. (III.D.4)

The college has an internal control structure, which ensures financial integrity and the appropriate use of fiscal resources. The college provides fiscal reports hosted on the college’s website. The college has a system of evaluating its fiscal process through internal and external audits. (III.D.5)

The college has internal and external audit procedures in place to ensure accuracy and credibility in financial planning and budgeting documents. The college makes allocations based on their 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. An area for further review in this standard is how involved different college constituent groups are in this process. (III.D.6)

The college has not received any external audit findings or management letters of any material weaknesses or deficiencies during the last six years. (III.D.7)
The college’s financial and internal review systems are evaluated to determine effectiveness and area for improvement. The college appears to use this information to make improvements in their financial control systems. (III.D.8)

The college maintains sufficient cash flow and reserves to ensure operations. The college demonstrates they have appropriate procedures in place to account for unexpected financial occurrences. (III.D.9)

The college maintains effective practices in place ensuring appropriate oversight of finances. These processes including compliance with Federal Title IV requirements and regulations. The college has not been cited for material weaknesses or deficiencies in their internal processes for fiscal controls. (III.D.10)

The college provided evidence they participate in short-term and long-term fiscal planning. The college’s financial planning and resource allocation decisions take into account payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments. (III.D.11)

The state general fund pays the employer’s share of Other Post-Employment Benefits (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 covers 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. (III.D.12)

The college plans and budgets resources to repay locally incurred debt. The college funded several projects then repaid the incurred debt using the projections from their operating budget. (III.D.13)

The college has policies and procedures in place for ensuring financial resources are used according to their intended use. In addition, the college maintains a process of review for the use of these funds. (III.D.14)

The college projects financial resources for student assistance. The college monitors and manages their student loan default rates, and makes loans options available to students only when it is determined they do not qualify for other sources of financial support. The college has processes in place to ensure they are compliant with Federal Title IV requirements. The college’s loan default rate is below the thirty percent federal threshold. (III.D.15)

The college has policies and procedures in place to ensure contracts with external entities are appropriately reviewed, and there is a signatory process to ensure the contracts are aligned with the business of the college focused on the delivery of programs, services and operations. (III.D.16)
Conclusion:

The College meets Standard IIID.
Standard IV  

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations:

The college supports an engaged community of faculty, staff, administrators and students by providing both formal and informal opportunities for individuals and groups to participate and share new ideas and unique perspectives. Policies and procedures ensure that administrators, faculty, staff and students are able to participate in governance, including a substantive role for administrators and faculty in areas relating to their responsibility and expertise. The governance structure reflects the primary role of faculty, with key support from academic administrators, in curriculum and student learning. College governance leaders meet regularly with system leaders to ensure alignment of planning and curriculum. Governance bodies share updates, agendas and minutes through the campus communication network. In evaluating the effectiveness of its governance practices, the college discovered that despite the widespread availability of these informational resources, there remains significant uncertainty as to the effectiveness of the campus governance structure.

Findings and Evidence:

The college encourages innovation through a variety of special funding opportunities and award recognitions. The Vice Chancellor of Academic Affairs (VCAA) established a $60,000 innovation fund and solicited applications. The UHCC system provided funding through the Acceleration Initiative that led to innovations in the English and math curriculum. The institution recognizes individuals in all staff categories with a variety of awards for new ideas and contributions toward institutional excellence. The college governance structure provides formal opportunities for students and employees to bring forward ideas. For less formal conversational input, the VCAA conducts periodic Talk Story discussion sessions with faculty and staff. (IVA.1)

The Policy on Shared Governance (L1.201) explicitly states that any individual or group on campus has a right to participate in decision-making. The Student Government body is one of four established governance groups and is actively engaged on campus. The other governance groups - Faculty Senate, Pūko’a no na ʻEwa Council (Nā ʻEwa Council) and Campus Council all include student representation. In addition, the college committee structure includes ample representation by students. The Policy on the Policy Development Process (L1.101) documents procedures and responsibilities for developing policy. It illustrates the process from initiation to approval with a flow-chart and includes a template of elements to be included in new policy. (IVA.2)

Both the Policy on Shared Governance Policy and the Policy on the Policy Development Process address the distinct and significant roles of faculty and administrators in the governance process. The Integrated Planning and Budgeting Process also describes the responsibilities of faculty and administrators through the entire cycle. In terms of planning and prioritization, faculty and
administrators have particularly prominent roles, whether at the program, area or governance body level. (IV.A.3)

University of Hawaii Regents Policy (RP) 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development affirms that faculty have primary responsibility in “such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research.” A memorandum of agreement between the Board of Regents and the University of Hawaii Professional Assembly further clarifies the academic governance areas assigned to the Faculty Senate. Committees with an academic focus (such as curriculum, assessment and distance education) fall under the purview of the Faculty Senate. (IV.A.4)

The college operates within the University of Hawaii Community College system which in turn is part of the University of Hawaii, with a UH President and Board of Regents. The Vice President of Community Colleges meets with three governance councils: Chancellors, Faculty Senate Chairs and Native Hawaiian Chairs. Curriculum approval follows an established process that centers on faculty with final approval by the college. Faculty develop programs with administrative support at the colleges and receive final approval by the Board of Regents. (IV.A.5)

The college communicates decisions throughout the year via electronic communications and special reports at college-wide activities. The Campus Council, Faculty Senate, and Student Government all maintain websites with agendas, minutes and other relevant information. The college also provides via its website a committee information list that includes committee name, contact person, description/mission, and membership requirements and whether or not the committee is seeking members. The College does not have a central consolidated resource that documents the governance process, structure and decisions. Most committees do not have websites. At roundtable discussions during the spring 2018 convocation, faculty and staff expressed interest in learning more about the decision-making process. The Fall 2016 Employee Satisfaction Survey shows that 73% of respondents participate in college committees. However, the same survey indicates that more than 60% of respondents are unsure of or disagree with the notion that the Campus Council carries out its role effectively. (IV.A.6)

The college primarily relies on surveys for evaluation of its governance and decision-making process. The college conducted a survey of employees in fall 2016 that ultimately led Campus Council to conduct a self-evaluation and increase its college-wide communications about meetings. In response to survey results, the Campus Council also created an ad-hoc committee to review the Policy on Shared Governance (L1.201). A review of the results also led the institution to launch a college-wide discussion at its January 2017 convocation to solicit feedback on how to improve the effectiveness and communication methods of the Campus Council and Faculty Senate. In response to the discussion, the Campus Council conducted a self-evaluation by surveying its members in spring 2017. The Faculty Senate and Student Government also conduct surveys of their respective constituencies. (IV.A.7)

Conclusion:
The college has policies and structures in place to support vibrant, engaged involvement in decision-making. However, information about decision-making policy, governance bodies and
committees is not centralized. There are few committee websites. Although governance bodies post a wealth of documentation, the college lacks a single site or source that ties together the disparate components of the college governance process and structure.

The College meets Standard IVA.

Commendation 4:
The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

IVB. Chief Executive Officer

General Observations:

As part of the UH and UHCC systems, the roles and responsibilities of the CEO and the management structure of the college are clearly articulated and in place. Overseeing the process for institutional planning and resource allocation falls within the purview of the CEO and the process and responsibilities are clearly delineated.

Findings and Evidence:
The role of the CEO (chancellor) is clearly articulated in the job description and dictates that this individual will be the educational leader at the institution and responsible for the quality and the educational programs provided to students, the planning and resource allocation, selecting and developing personnel, and the overall effectiveness of the institution. The role of the CEO aligns with the accreditation standards and the process to select the CEO is described in UH Policy 9.210 (Recruitment, Selection, and Appointment of the Community College Chancellors). (IV.B.1)

The CEO manages seven executives including the VCAA and VCAS, and the Creative Services Office. The Vice Chancellor of Academic Affairs (VCAA) oversees the academic departments and supervises the college deans and the Office of Planning, Policy, and Assessment (OPPA). The Vice Chancellor of Administrative Services (VCAS) is responsible for all fiscal matters pertaining to the institution. The CEO meets weekly with the VCAA and VCAS and monthly with the entire administrative team. (IV.B.2)

The CEO is in charge of the institutional planning process. The annual Integrated and Planning Process utilizes the college’s Strategic Plan 2015-2021 and work begins with the summer leadership retreat. College constituents have the opportunity to provide their input which reflects the institutional mission, goals, and values. Information provided in the ARPD and the Institutional Effectiveness Report furnished by the OPPA play an important role in the decisions about resource allocation and the final decisions are made by the CEO. (IV.B.3)

The CEO is responsible for the overall accreditation process and delegates tasks to appropriate individuals and committees. The VCAA serves as the Accreditation Liaison Officer (ALO) whose major responsibility is the development of the Institutional Self-Evaluation Report.
(ISER). The VCAS addresses all fiscal matters including information presented in the ISER as well as the preparation of the Annual Fiscal Report sent to ACCJC. The Faculty Senate subcommittees on curriculum and assessment are responsible for compliance with the ACCJC standards that pertain to curriculum and student learning. (IV.B.4)

The CEO is responsible for making institutional decisions that comply with statutes, policies, and regulations set forth by the UH system and reflect the mission and goals of the college. The Policy on Policy Development Process (College L1.101) is used to make Institutional decisions. During the decision-making process, the Campus Council prioritizes potential expenditures reported in the ARPD and CRE and the CEO makes the final decision regarding resource allocation. The CEO participates in the Council of Community College Chancellors which serves as the entity to ensure compliance with state and federal laws. The VCAS, who bears the responsibility for all budget matters, works collaboratively with the Campus Council and Faculty Senate to ensure that monetary decisions reflect the mission and goals of the institution. (IV.B.5)

The former CEO has established a strong presence in the community by participating in a variety of partnerships and community groups and educational professional organizations and attending educational and community events. The institution expects that this will be an ongoing effort and expects that new partnerships should emerge. In July 2018, a change in leadership occurred as the chancellor retired and interim chancellor took the leadership role at the institution. The interim chancellor brings to the college her passion for education, her vast experience at the community college level and UH system, and a keen understanding that the institution plays in cultivating a climate which promotes student success. In the short time in this position, she has reached out to the high school principals to strengthen the pathway from secondary to post-secondary education for prospective students. She also works closely with UH Foundation to showcase the college’s endeavors and assist with fund raising. The CEO communicates regularly to faculty and staff during the convocation prior to each semester and through the faculty list serves. (IV.B.6)

Conclusion:

The College meets Standard IV.B.

IVC. Governing Board

General Observations

The College is part of the University of Hawaii system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.
The governing board for the college is established in Hawaii State statute and is appointed by the governor and confirmed by the Senate. The Board’s authority is also established in statute and the State constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services.

Findings and Evidence

The Board policy manual is organized under the UH System-Wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the Board’s accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of Regents with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a board self-assessment instrument. (IV.C.2)

Policies state that “the authority of the board reposes in the board as a whole.” The Board’s minutes and self-evaluation show that they are working collectively. Board of Regents meeting minutes of October 31, 2017, indicate that “acting as a unit” was included on the Board Self Evaluation Survey. The summary of results reflects three survey items related to this criterion supports the assertion that the board acts as a unit. One Regent commented, “Regents have been very good at representing as an individual and not speaking on behalf of the full board.” Regent Policy RP 1.202 states that “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.” (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212 and the selection of the College's chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the University of Hawaii president and the evaluation of the college chancellors is further delegated to the VPCC. Evaluations of the VPCC and the chancellors are governed by Executive Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)
The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) which establishes an annual review that includes a 360-degree assessment by the HCC Chancellor, as well as his or her peers, subordinates, and constituents of the Chancellors’ performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)

Article X of the State Constitution outlines the independent authority of the BOR and the autonomy of the University of Hawaii. The Article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. (IV.C.4)

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution’s mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

BOR policies related to the board size, responsibilities, structure and operating procedures are found on the Board of Regents’ home webpage. In addition, the bylaws of the BOR includes sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

The board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. (IV.C.6)
The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. There is a regular three-year cycle for policy review, and Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)

The BOR has established strategic goals for the University of Hawaii in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures are associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. (IV.C.8)

The board has established goals related to student success. It is kept informed of issues impacting student success through reports. The UH System, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the Board has staggered terms. The Board Bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the Bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices.
New members also are to be provided with a Reference Guide covering these and other topics. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

The Board has been conducting annual self-evaluations. The commitment to this process is codified in RP 2.204: Policy on Board Self-Evaluation. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the University of Hawaii are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission and those disclosures are made available to the public. (IV.C.11)

A review of Board minutes provided evidence that the Board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The Board is required to comply with Chapter 84 Part II Code of Ethics of the Hawaii Revised Statutes. The Board’s Code of Ethics is combined with its (State) Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH System President. The President’s authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Board Policy RP 2.202, Duties of the President, delegates responsibility and authority to the President to implement and administer Board policies and delineates the President’s authority to delegate to VPs and Chancellors. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents were actively engaged in dialog about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017, Board meeting minutes show an item related to the Permitted Action Group’s participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction
group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full Board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018 BOR meeting. (IV.C.13)

Conclusion:

The College meets Standard IV.C.

IVD. Multi-College Districts or Systems

General Observations

The University of Hawaii System is the sole provider of public higher education in the state of Hawaii. The overall structure of the University of Hawaii System is established in the Board of Regents Policy 3.201: Major Organizational Units of the University of Hawaii. The ten-campus system as a whole includes the University of Hawaii Community Colleges (UHCC), which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawaii 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 a multi-campus system.

The UH system is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC) who reports directly to the UH system President. The VPCC delegates authority for each college to a community college chancellor. The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

Findings and Evidence

The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the college. System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between colleges and the system is timely and accurate and ensures effective operations of the colleges. The process for evaluating system and college role delineation, governance and decision-making is described as “ongoing and organic.” (IV.D.1)
The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps shows alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The system re-organization in 2005 created a new organizational chart that established the VPCC as a member of the senior administration of the UH System, reporting directly to the UH system president. The UHCC office then oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The vice president for community colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting 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. (IV.D.2)

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 community college 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 a more refined assessment of the success of various programs and initiatives. (IV.D.2)

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. (IV.D.2)

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 4.202 and a new Board of Regents Policy 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 community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

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
accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level and the campus level organizational structure mirrors the system level support. The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH System has Hawaii state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH System President and College Chancellors. (IV.D.3)

Campuses have also had access to additional funds from the Office of the Vice President for Community Colleges, and more recently from the Office of the University of Hawaii President, providing additional incentive for meeting certain goals linked to performance measures focuses 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 Office of the Vice President for Community Colleges for other campus or system initiatives, such as those associated with student success. (IV.D.3)

The district/system has established methods 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. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds and also other funds through the VPCC. Reallocation of resources is most clearly demonstrated through the pool of vacant positions system-wide that can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, cash reserves). Additional funds have been made available to colleges through the OVPCC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the colleges to more effectively manage vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The University of Hawaii 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 VPCC is the CEO of the system of the seven UHCCs. Each college has a chancellor, the CEO of the
institution. Board of Regents Policy 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 Colleges System and created the new executive position of Vice President for Community Colleges. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH 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 Hawaii 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 UH Executive Policy 9.112. 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)

The community colleges in the Hawaii statewide system of public higher education operate within a three-tiered system: the University of Hawaii (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; 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 the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

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 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)

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 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 Hawaii 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 (p. 18).” (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in 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. There is a high degree of congruity and integration between the three tiers of the public education system in Hawaii (UH, CC system and individual CC). 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 also 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. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

Conclusion:

The College meets Standard IV.D.

Commendation 7:
The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)

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 Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for Board of Regent approval (e.g. strategic plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of Board of Regents committee and board meetings, the VPCC is provided with memos summarizing Board of Regents 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. (IV.D.6)

Established mechanisms for communication exist between the three tiered system of public higher education in Hawaii. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and also semi-annual visits to each community college campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance.

While assessment of system-wide role delineation, governance and decision-making is “organic and ongoing”, a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

Recommendation 4:
In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
Quality Focus Essay

As part of the College 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 Self-Evaluation Core Team remained open regarding what the Quality Focus Essay topics would be. The College allowed the self-reflective nature of the Institutional-Self Evaluation Report to uncover those larger areas of focus for the College. Through this process, the College identified two action projects.

**Action Project 1:**

Increase student retention and persistence by keeping the students the College already has. (Standard I.B.3)

- 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 and persistence.

**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 three-year graduation rate from 16 percent to 22 percent by 2020-2021.

**Action Project 2:**

Improve student learning by making assessment more meaningful for faculty. (Standard II.A.3)

- 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.

**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.
Timelines, responsible parties and resources are identified for each action project and goals. Outcomes are extensive, detailed and clear. The team recognizes the time and effort that has gone into systematically identifying areas of needed improvement. The two action projects were supported by a rationale for why they were selected. Following the timelines and monitoring progress toward their measurable outcomes should show improvement in each of the action projects.
Leeward Community College
Policy on Institutional Mission

Policy Number: L4.201
Effective Date: March 27, 2019
Review Date: March 27, 2024

Introduction

The broad educational purposes of Leeward Community College are expressed in the institutional mission statement. The mission statement communicates to students and the general public the commitment of the College to achieving student learning.

The mission statement for Leeward Community College is consistent with the broader mission statements established for the University of Hawaiʻi system and the community colleges as an integral component of the University system.

Specifically, the Board of Regents has established that:

*The primary mission of the University of Hawaiʻi system is to provide environments in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life.* (RP 4.201, III.C.1)

*As the only provider of public higher education in Hawaiʻi, the University embraces its unique responsibilities to the indigenous people of Hawaiʻi and to Hawaiʻi'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.* (RP 4.201, III.C.3)

*The University of Hawaiʻi Community Colleges are open-door, low-tuition institutions. Community colleges 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.* (RP 4.201, III.C.4.a.4)

Related University Policies

*Board of Regents Policy 4.201 Mission and Purpose of the University*

*University of Hawaiʻi Systemwide Executive Policy E4.201 Integrated Long-Range Planning Framework*

Policy
1. **Components of the Mission Statement**
   The Leeward Community College mission statement shall define the College's mission and incorporate the vision, purposes, and common values of the University system, emphasizing a fundamental commitment to access and quality. The mission statement shall also highlight the University and the College's special advantage and distinction in Hawaiian, Asian and Pacific affairs. In addition, the mission statement shall clearly differentiate Leeward Community College's “mission in terms of instruction, research and service roles, campus type, degree levels, populations served, student selectivity, and special campus distinctions.” *(RP 4.201, III.C.4.a.4.f)*

2. **Periodic Review of the Mission Statement**
   By Board of Regents policy, the mission statement must be reviewed at least every fifteen years. Leeward Community College policy is to review and revise, as needed, the mission statement each six years in conjunction with the creation of the new strategic plan.

   Under unusual circumstances, the mission statement may be reviewed more frequently in response to proposals for significant new programs or activities that are not included within the currently approved mission statement.

3. **Mission Statement Revision Process**
   The periodic review of the mission statement shall include a process that solicits broad input and consideration from among the faculty, staff, students, and community members. The review will be based on inclusive dialogue among all constituencies.

   The Chancellor will initiate the review in consultation with campus governance groups. A representative committee from these groups will be charged with conducting the review.

4. **Mission Statement Approval**
   The University Board of Regents must approve the mission statement. Prior to submittal to the Board of Regents, the following entities must approve the College mission statement:
   - Faculty Senate
   - Campus Council
   - Student Government
   - Na ‘Ewa Council
   - Chancellor

5. **Mission Statement Dissemination**
   The Leeward Community College mission statement shall be widely distributed, including, but not limited to, publication in the:
   - College catalog
• College website
• College strategic plan

Campus Approvals

Faculty Senate approval date: November 14, 2018
Campus Council approval date: May 7, 2018
Chancellor approval date: March 27, 2019
Welcome Back!

“Celebrating and Appreciating Our Leeward ‘Ohana”
August 18, 2021 | Fall 2021 Convocation | 9am - 12pm

Online Large Group and Breakout Sessions ~ “Grab and Greet” In-person Lunch Option

Join Convocation Zoom Meeting
https://hawaii.zoom.us/j/95371854364
Meeting ID: 953 7185 4364
Passcode: 764856

For Technical Support, call the Help Desk at 455-0271.

Time                  Convocation Agenda

9:00am - 9:05am  Halau Pu'uloa, Campus Oli
                 Ho'ooia ‘Āina (Land Acknowledgment)
                 “Where Is Convocation?”

9:05am - 9:15am  Welcome, Carlos Peñaloza, Chancellor

9:15am - 9:25am  Campus Community Accolades, Keala Chock, Vice Chancellor for Academic Affairs

9:25am - 9:35am  Budget and Facilities Updates, Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

9:35am - 10:00am Facing the Future Together: Chancellor Carlos Peñaloza
                 Closing and Commencement Video

10:00am - 10:10am Transition to Breakout Sessions - Round 1

10:10am - 11:00am Breakout Sessions - Round 1 (Choose one.)
                 Ho'ooia ‘Āina: Leeward’s Land Acknowledgment Statement
                 What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)
                 Faculty Senate Talk Story Session
                 How to Spot Fake, Biased, and Misleading News and Misinformation
                 A Brief Introduction to Tableau and Data Visualization
                 Creating Accessible Documents

11:00am - 11:10am Transition to Breakout Sessions - Round 2

11:10am - 12:00pm Breakout Sessions - Round 2 (Choose one.)
                 What's Going On? (Talking Story with Leeward’s Social Justice League)
                 Anthology: A Path to Meaningful Assessments
                 Introducing the Leeward CC Behavioral Intervention Team
                 Student Showcase: Leeward Students' Oceanography and Kilo ‘Āina Research
                 Got Funding?
| Session #1 | Hoʻoia ʻĀina: Leeward’s Land Acknowledgment Statement  
Presented by Piʻikea Hardy-Kahaleoumi (Council Chair), and NaʻEwa council members Kuʻuipo Losch, Kaleʻa Silva and Erin Thompson  
Land acknowledgments have been common practice among indigenous people for centuries. They pay homage to the relationship between the land upon which the college sits and its people. Join Leeward’s Pūko’a no nā ‘Ewa Council members as they share Leeward’s Hoʻoia ʻĀina, its purpose, and protocol in this interactive session. |
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<td>Zoom Host: Cara Chang</td>
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| Session #2 | What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)  
Presented by Kaian Torres (Student Government President), Alex Williamson (Secretary), and Kealohi Leleo (Senator)  
Join members of Leeward CC’s Student Government as they share and discuss students’ perspectives on their COVID-19 learning experiences. An open-forum Q&A session will follow the presentation. |
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| Session #3 | Faculty Senate Talk Story Session  
Presented by Michael Oishi (Senate Chair), Junie Hayashi (Vice Chair), and Kelsie Aguiler (Secretary)  
Join us for a talk story session to learn more about Leeward CC’s Faculty Senate: Who we are and what we have been and are doing to serve the faculty and the college. We would particularly like to hear the concerns and problems faculty have and discuss how and whether the Faculty Senate can help to resolve them. |
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<td>Zoom Host: Junie Hayashi</td>
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| Session #4 | How to Spot Fake, Biased, and Misleading News and Misinformation  
Presented by Natalie Wahl (Instructional Librarian)  
This is an active session that will define fake, biased, or misleading news and information, why it is created, how to spot it, how to stop it, and explore the future of junk info! |
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| Session #5 | A Brief Introduction to Tableau and Data Visualization  
Presented by Tao Feng (OPPA) and Peterson Gross (ICS)  
This session will cover the basics of Tableau, a program that allows you to connect to databases and Excel spreadsheets, drag and drop items to create visualizations, and share results with a click. Learn how to gain access to Tableau and the different access levels as well as its reporting capabilities. An overview of how to request a report that takes advantage of Tableau for any of your data needs will also be provided. If you work with data, grants, ARPDs, or reports, join us! |
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<td>Zoom Host: Donald Carreira Ching</td>
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| Session #6 | Creating Accessible Documents  
Presented by Allan Nebrija (Disabilities Specialist)  
Learn to create accessible text and images for your course. Apply what you learn immediately to your course syllabus, and learn about free accessibility tools to help you create accessible documents. |
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<td>Zoom Host: Meredith Lee</td>
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### Convocation Online Breakout Sessions (Round 2): 11:10am - 12:00pm

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<tr>
<th>Zoom Room</th>
<th>Session Descriptions</th>
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<tr>
<td><strong>Session #1</strong>  &lt;br&gt;<a href="#">Join Session Here</a>  &lt;br&gt;Zoom Host: Puaonaona Stibbard</td>
<td>“What's Going On?” (Talking Story with Leeward’s Social Justice League)  &lt;br&gt;<em>Presented by Piʻikea Hardy-Kahaleoumi (Co-Chair), Erin Thompson (Committee Advisor), Syreeta Washington (Co-Chair), and Jonathan Wong (Member)</em>  &lt;br&gt;Join Leeward’s Social Justice League members to learn about the origins and functions of this DEISJ (Diversity, Equity, Inclusion, and Social Justice) campus committee. In this engaging and supportive space, attendees will also explore their own definitions of social justice and implications of how we can best serve our campus community.</td>
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<td><strong>Session #2</strong>  &lt;br&gt;<a href="#">Join Session Here</a>  &lt;br&gt;Zoom Host: Robert Oshita</td>
<td>Anthology: A Path to Meaningful Assessments  &lt;br&gt;<em>Presented by Adam Halemano (OPPA)</em>  &lt;br&gt;Join our Institutional Assessment Specialist, Adam Halemano, as he provides an overview and demonstration of the new Anthology assessment software. The Anthology program is replacing previous assessment software solutions (e.g., TK20, Knack, Google forms) and will be used to track course and support area outcomes. This program will be launched in Spring 2022 so get your sneak peek today!</td>
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<td><strong>Session #3</strong>  &lt;br&gt;<a href="#">Join Session Here</a>  &lt;br&gt;Zoom Host: Anika Gearhart</td>
<td>Introducing the LCC Behavioral Intervention Team (BIT)  &lt;br&gt;<em>Presented by Tom Hirsbrunner (Title IX Coordinator and BIT Chair)</em>  &lt;br&gt;The Leeward CC BIT is a multi-disciplinary team that includes representatives from Student Services, Mental Health Services, Human Resources, Waiʻanae Moku Administration, Campus Security, Title IX, and Academic Counseling. Our mission is to promote a safe and effective learning and working environment by implementing best practice behavioral management and threat assessment techniques. Come and meet the team and learn more about how we can support you and your students.</td>
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<td><strong>Session #4</strong>  &lt;br&gt;<a href="#">Join Session Here</a>  &lt;br&gt;Zoom Host: Daniela Elliott</td>
<td>Student Showcase: Leeward Students’ Oceanography and Kilo ʻĀina Research  &lt;br&gt;<em>Presented by Anuschka Faucci (Biology) and Donn Viviani (Oceanography)</em>  &lt;br&gt;What do &quot;place-based&quot; and &quot;curiosity-driven&quot; research look like? Over the past several years, Leeward students have been investigating the hidden life of Pu'uloa. Building on that base, students have then worked on research projects in collaboration with nonprofit organizations, National Oceanic and Atmospheric Administration (NOAA), and University of Hawai'i scientists. See some of the cool work Leeward students have been doing and stick around for discussions about place-based student research.</td>
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<td><strong>Session #5</strong>  &lt;br&gt;<a href="#">Join Session Here</a>  &lt;br&gt;Zoom Host: Naiad Wong</td>
<td>Got Funding?  &lt;br&gt;<em>Presented by P. Jayne Bopp (Interim OPPA Coordinator) and Erin Matsuda (Grants Manager)</em>  &lt;br&gt;Do you have an idea for a program or initiative that could make a difference in the lives of our students? Extramural grants are viable funding sources that can support our ideas by providing personnel, equipment, supplies, renovations, and professional development opportunities. Join our OPPA staff as they cover grant basics and present an overview of the grant development process at Leeward CC.</td>
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Leeward Award Recipients

Wayde Oshiro
University of Hawai‘i Board of Regents Award for Excellence in Teaching

Alyssa MacDonald
Excellence in Online Teaching Award

Byron Watanabe
Outstanding Service Award

Gabriel Garduque
Outstanding Lecturer Award

Fa‘amaile Betty Ickes
Sharon Narimatsu Innovation Award (Faculty Recipient)

Cameron Rivera
Sharon Narimatsu Innovation Award (Staff Recipient)

2021 - 2022 Student Government Executive Board

Kaian Torres, President
Joseph Wargo, Vice President
Jayme Reyes, Treasurer
Alex Williamson, Secretary
Leinani Yahiku, LCCWM Senator

Kealohi Leleo, Senator
Maka Leleo, Senator
Thorne Africa, Intern
Andre Ochoa, Intern
* Lexer Chou, Advisor
Tenure and Promotion Recipients

Tenure and Promotion to Assistant Professor, CC (C3)

Reem Bassous, Arts and Humanities, Art
Kathleen Cashman, Business, HIT
Faustino Dagdag, Business, Sales & Management
LeeAnne Egan, Student Services, Counseling
Christopher Garnier, PAT, Food Service
Brian Ichida, Social Sciences, Teacher Education
Christina Keaulana, Social Sciences, Teacher Education
Nolan Miyahara, PAT, Auto Maintenance
Christopher Pokipala, Student Services, Counseling
Aaron Ruiz, Student Services, Counseling
Huijin Sergi, Outreach Waianae
Tasha Williams, Language Arts, English

Promotion to Associate Professor, CC (C4)

Douglas Choy, Business, Office Administration and Technology
Petersen Gross, Math and Sciences, Information and Computer Sciences
Nicole Keim-Fortuno, Student Services, Counseling
Andrea Lewis, Math and Sciences, Mathematics
Michael Oishi, Arts and Humanities, Literature
Evelyn Wong, Business, Accounting

Promotion to Professor, CC (C5)

Eunice Brekke, Social Sciences, Sociology
Michael Cawdery, Social Sciences, Teacher Education
Alexandra Scully Chou, Student Services, Student Life
Jiajia Garcia, Math and Sciences, Mathematics
Junie Hayashi, Academic Services, Library
Helmut Kae, Math and Sciences, Biological Science
Warren Kawano, Business, Office Administration and Technology
Tiana Loo, Student Services, Counseling
Position Changes

Lynn Fujikawa moved from Compliance and Training Officer to Interim HR Manager.
Tina Lee will serve as the Division Chair for the Business Division effective Fall 2021.
Nicole Ogawa moved from Interim HR Manager to UH System Interim Associate Human Resources Director.

Welcome to Our New Hires

Keala Chock, Vice Chancellor for Academic Affairs, Administration, earned a bachelor’s degree in Hawaiian Studies and a master’s degree in Public Administration from the University of Hawai‘i at Mānoa. In June 2005, he began his 16-year career as a faculty member at Honolulu Community College (Hon CC), where he developed and managed the Music and Entertainment Learning (MELE) program. He served as the Interim Dean of Communication and Services (2012-2013) and the Dean of Transportation and Trades (2013 - 2017). In his most recent position as Hon CC’s Dean for Career and Technical Education, Keala oversaw academic programs and workforce development training initiatives. These areas included the Skilled Trades, Information Technology, Apprenticeship Training, Early Childhood Education, and various community engagement projects.

Lorraine Gershun, Counselor for G2FO and ATE programs, Student Services/Leeward Wai‘anae Moku Education Center, earned a Bachelor of Science in English Literature and a teaching degree at the University of California, Los Angeles (UCLA) and also holds a Master of Science in Curriculum and Instruction. Lorraine has lived and worked in the Wai‘anae community for the past 30 years. She is passionate about access to education and student success.

Tom Hirsbrunner, Title IX Coordinator, Chancellor’s Office, is also serving as the Chair of Leeward’s Behavioral Intervention Team (BIT). He has previously worked in higher education compliance at UH West O‘ahu (Disability Services) and Lansing Community College in Michigan (Title IX Investigations). Tom is also an attorney, licensed in Michigan, and lecturer in Constitutional Law.

Toshiro Luab, UH Security Officer I, Administrative Services, has an Associate in Arts in Liberal Arts from Leeward Community College (Yay, Leeward alumus!). He has been with the state of Hawaii for five years, originally serving at the University of Hawai‘i at Mānoa’s Department of Public Safety.

Danielle Kauwila Tai, Recruitment and Retainment Specialist, PEEC II Grant, graduated with an AA in Liberal Arts from Leeward Community College (Yay, Leeward alumna!) and a BA in Public Administration from the University of Hawaii at West O‘ahu. She also has two subject certificates in Management and Disaster Preparedness Emergency Management. Danielle believes that academics is the key to success. As a Native Hawaiian, she would like to contribute her experience and enthusiasm to support other Native Hawaiians to invest into academics and become contributing leaders and mentors of their communities.
New Lecturers

Alyssa Alcos  
Business, MGT

Geuseppe Ayala  
Math & Science, MATH

Shanda Freitas  
Social Sciences, HDFS

Katherine Hardine  
Math & Science, ICS

Kelly Higa  
Social Sciences, HDFS

Patrice Jackson  
Business, HIT

Diana Kim  
Social Sciences, HDFS

Lucy Masa  
Social Sciences, HDFS

Colleen Rost-Banik  
Social Sciences, Sociology

Monica Vidal  
Language Arts, English

NOTE: The new hire lecturer list might not be comprehensive as lecturers may still be in the hiring process.

Updates from Leadership

Keala Chock, Vice Chancellor for Academic Affairs

Aloha kākou,

As we look ahead to the school year, I would first like to thank the entire Leeward Community College ‘ohana for welcoming me to the Pu’u‘aloa and Wai’anae Moku campuses. During the past month, I have spent time meeting and listening to Leeward faculty and staff share the unique attributes that make our college a high-quality educational institution. I am inspired by the dedicated, hard-working individuals from our instructional programs, Wai’anae Moku Education Center, Division Chair leadership, OCEWD, Student Services, Academic Support, and Kīpuka Native Hawaiian Center at Pu’u‘aloa, who are committed to the success of our students. As I continue to make my way around campus, I am looking forward to meeting you and learning more about your area.

Over the past 16 years, I have spent my career advocating for equitable student success as a faculty member and Dean at Honolulu Community College. My vision was simple and focused on ensuring that every student enrolled at the College would earn some type of college credential in a timely fashion. This proved to be a little more challenging than I had anticipated and ultimately motivated me to explore questions, which has led me to serve in various administrative capacities. As a first-generation Native Hawaiian college student, I know all too well the uphill battle many of our students face as they make the big decision to enroll in college. I have seen firsthand the significant role the community college plays in positively impacting students. Our open-door educational system, dedicated faculty, and guided pathways have provided unprecedented access, which has resulted in college graduates earning more than individuals who do not go to community college. I have also seen the same system, with the best of intentions, design practices that have negatively impacted students. As
your new Vice Chancellor for Academic Affairs, I would like to encourage you to remain vigilant and to reaffirm our collective commitment to supporting student learning and achievement. I would also like to challenge all of us to re-examine our approach through the careful use of student data, identifying opportunities that will remove barriers to student success, and investing in opportunities that will benefit our community.

In closing, I am excited to begin my journey at Leeward Community College and I look forward to working with you as we continue to build a brighter future for our students to thrive here in Hawai‘i.

Aloha,

Keala Chock

Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

Welcome to a new academic year. Administrative Services (Auxiliary Services, Business Office, Human Resources, Operations & Maintenance, and Security) has continued to operate throughout these challenging times with uninterrupted mail service, processing purchases, payments and payroll, procuring and distributing PPE, and maintaining and securing our facilities and property. Here are some events that have occurred earlier this year and a few of what’s planned in the near future…

● Our campus partnered with the City & County of Honolulu’s Department of Emergency Management and the Department of Health from December 2020 to May 2021 to administer over 50,000 doses of the COVID-19 vaccines to first responders, federal, state, and county employees, those providing critical services to our island’s infrastructure, UH employees and students, and the public.

● Three hundred twenty-nine (329) work orders were completed by our Operations & Maintenance team from January 1 to July 30, 2021. Requests included disposals of bulky items, minor electrical/plumbing work, floor maintenance, and minor maintenance (removing graffiti, installing interior furnishings, painting, and assisting employees with relocation of their offices). Twenty-five (25) work orders are outstanding due to delays of materials and labor shortages.

● The campus Facilities Use process has been upgraded, and you may now access a “view-only” feature to assist you in selecting rooms/spaces for events. Please contact your Division/Unit Secretary for assistance in requesting a room or space. Browse For Space

● Projects commencing this year are the AM Model Classroom/Art Gallery, the Wahiawa Product Development Center, and the Learning Commons Spall Repair.

● The PS/BS Model Classrooms are scheduled to be completed this year.

● Campus-funded projects in FY 2021 include the installation/relocation of eyewash stations and installation of emergency electrical shut-off switches at the Automotive complex, and the repair of five (5) fume hoods in PS-213 (chemistry lab).
• Projects scheduled to commence in 2022 are the re-roofing of the Learning Commons and the re-roofing and landscaping at Waiʻanae Moku.

• Please be attentive to our “Construction Advisory” messages you receive via email. Please respect the construction barricades and boundaries for your own safety and that of our construction company partners. We appreciate your patience and understanding.

• Health and safety of the campus community is always our highest priority and is a responsibility that falls on each and every one of us. No one person or unit can ensure your personal safety. In case of an active threat or emergency, the UH ALERT system is the primary means of communication by which notices will be sent to faculty, staff, and students. You MUST sign up to receive emergency messages through the UH ALERT system. PLEASE sign up for UH ALERT at: https://www.hawaii.edu/alert/

COVID-19 Resources and Information:

  Campus Guidelines
  UH Guidelines
  UH LumiSight - upload your vaccination information; self-attestation of your health
  Employee On-line Training - mandatory for all UH employees and UH student employees
  CARES Act Higher Education Emergency Relief Fund (HEERF) Reporting - expenditure reports

James Goodman, Dean of Arts and Sciences

Welcome back to the Fall 2021 semester! Here are a few highlights from Arts & Humanities, Language Arts, Math & Sciences, Social Sciences, the Kīpuka, Native Hawaiian Center at Puʻuloa, and the Office of International Programs.

Despite the challenges of having to put so much of our instruction and services online, there have been some notable successes, particularly in terms of degree awards compared to last year. For example, this past spring there was a 29% increase in the AA in Liberal Arts degrees, a 29% increase in the AA in Hawaiian Studies, a 9% increase in the AS in Natural Sciences, and a 49% increase in the AS in Teaching (AST).

In the Teacher Education Program (TEP) Jeffrey Judd, Christina Keaulana, and Brian Ichida led Leeward to be the first community college in the nation to receive a full seven-year accreditation from AAQEP (Association for Advancing Quality in Educator Preparation) for the Alternative Certification for Career and Technical Education (CTE) and the Advanced Professional Certificate in Special Education (SPED). In other TEP news:

• The 3+1 Leeward CC-Chaminade BS in SPED was approved by the HSTB to license teachers in Pre-K-3 Special Education – which currently has 90 students in the program.
• Leeward CC’s SPED programs were approved for a renewed UH-HIDOE Special Education Stipend that provides full tuition for any candidate who commits to teach special in a HIDOE school - awards of $389,307 have so far supported 64 licensed HIDOE SPED teachers.
• With 6 CTE Licensure grads this past spring and 11 more ready for the fall, 12 new candidates are entering the program from Hawai‘i Island, Kaua‘i, Maui, Moloka‘i, and O‘ahu.
In addition to coordinating the AST program, with almost 400 majors, Kaleʻa Silva has enrolled over 60 students in the Culturally Responsive Teaching Certificate (CRT) program. Last spring 20 students completed that certificate, supported by over $50,000 in scholarships.

Christina Keaulana secured a $50,000 grant, "Closing the Student Achievement Gap in Hawai'i: Designing Place-Based Professional Development to Support Culturally Responsive Teaching," to support Christina and Kale'a's development and delivery of six professional development CRT courses. In partnership with the Hawaii State Teachers Association those courses focused on culturally responsive teaching practices for Hawai'i public school teachers--reaching over 200 teachers state-wide and strengthening community partnerships with various DOE complex areas throughout the islands.

As the incoming TEP Coordinator, Michael Cawdery brought in $210,000 from the Governor's Emergency Education Relief (GEER) fund to conduct a workforce needs assessment leading to an innovative design for "teacher-in-training" pathways to reduce turnover and attrition in the HIDOE schools. Intended project partners include Waipahu High School, Kūlia and Ka Lama Education Academy, UH Maui College, and Hawai'i CC.

From Math & Sciences, 7 students participated in this summer’s INBRE and B2B undergraduate research programs under the supervision of Kabi Neupane and Helmut Kae. This year was the first for a cross-campus partnership with UH-West Oahu, which provided students the opportunity to visit both campuses, and present their work to a group of peers and faculty from both campuses. The work culminated with the Leeward CC Undergraduate Research Symposium, where student researchers from both campuses shared the efforts of their summer’s work. For the Pre-Engineering Education Collaborative (PEEC II), 9 students participated this summer, where they completed calculus online and engineering research in person. Bryson Padasdao and Jennifer McFatridge advised students with the research projects, which included developing a digital hand dynamometer as well as a motion capture suit. A poster and video of their research will be presented at a system-wide online symposium in mid-August.

From Arts & Humanities, the Theater program led by Loretta Chen hosted Leeward CC’s Virtual Pau Hana featuring students from both the Pearl City and Early College at James Campbell High School. Students commemorated the end of their semester by musing on the theme, “Let’s Get Real” based off an engaging bystander training provided by Lexer Chou. Students also got to showcase their talents and digital theater creations to St. Andrew’s Priory and to the Department of Public Safety. Through a partnership with Kaiser Permanente’s West O’ahu Medical Office at Kapolei, Leeward CC students and faculty will be able to display their artwork at Kaiser Permanente’s newest state-of-the-art facility. Mike Harada was the first to exhibit his prints when the clinic opened in April 2021. Articles on that can be found at UH News and Pacific Business News.

The Kūpuka, Native Hawaiian Center at Pu‘u‘ola, which supports all of our Leeward CC students, is the recipient of a grant from Kamehameha Schools to support our Kahua Ho’omau Ola (13th Year) Initiative. In addition, Aulii Silva secured a 5-year $1.3 million US DOE Native Hawaiian Career and Technical Education Program grant which will support Native Hawaiian students in pathways to in-demand and living-wage careers such as Cybersecurity, Digital Media, Information & Computer Sciences, Natural Sciences, Sustainable Agriculture, Pre-Engineering, and Transfer Business. As part of June’s Hawai‘i Papa O Ke Ao Cultural Webinar series He Ukana Aloha Kā Kīlauea, which features music, dance, storytelling and a cooking demonstration
through the Office of the President of the University of Hawai‘i, Leeward CC’s current and alumni faculty, staff, and students were showcased in Awawaleiākea (Pū‘uloa).

The Office of International Programs resumed its short-term program in June 2021 by hosting a group of 9 students and 2 chaperones from Wabash High School in Wabash, Indiana. This group of Japanese language students had planned on visiting their partner school in Yokohama, Japan in 2020 but the trip was suspended due to the pandemic, so the group decided to visit Hawaii because of its strong connection to Japan. These students participated in several educational activities such as visiting Hawaii's Plantation Village, the Byodo-in Temple, and volunteering with a local non-profit organization.

Thank you to all of the Arts & Sciences division chairs Jim West, Kathryn Fujioka-Imai, William Albritton, Eiko Kosasa and program coordinators Eric Matsuoka, Jenny Watada, Brandi Reyes, Ann Inoshita, I-Chia Shih, Mike Bauer, Jeff Judd, Lu‘ukia Archer, Momi Kamahele, Jeremiah Boydstun, and all the faculty and staff for their great work and commitment to student success!

Ron Umehira, Dean of Career, Technical, and Education (CTE)

The following are highlights from the Business Division, Professional Arts and Technology Division, the Office of Continuing Education and Workforce Development (OCEWD), Wai‘anae Moku, and the Wahiawa Value-Added Product Development Center.

Business Division

Congratulations to Associate Professor in Accounting - Tina Lee in her new position as Business Division Chair effective fall 2021. Also, congratulations to former Business Division Chair – Warren Kawano who started a new position on August 2 as the Career Pathways Strategy Director at Hawai‘i P-20.

The Business Division and OCEWD created a Memorandum of Agreement where students that successfully complete a 90 hours non-credit Office Administration & Technology course can apply for transfer credits for two Business Technology courses.

Professional Arts and Technology Division

The faculty (Don Maruyama, Matt Egami, Chris Garnier, Abigail Langlas, Lee Alan Dung, Jaylene Duarte), staff (Fabi Castellano, Jason Fernandez), and students of the Culinary Arts program successfully executed a “May Day Lu‘au To Go” event where over 1,600 plates of delicious Hawaiian foods were purchased by the many supporters of the program. This event was in lieu of the program’s annual fundraising event - L‘ulu Culinary Arts Gala.

Television Production (TVPR) program coordinator, Bob Hochstein’s dream finally came true as the TVPR program has a Mobile Video Training Lab which will be used by the students to shoot, edit, and produce events and activities at off-campus locations. The mobile van was purchased through the generous donation from Eye Productions (Hawai‘i Five-O) and the equipment was purchased through Perkins funds.

Office of Continuing Education and Workforce Development (OCEWD)

OCEWD has been the college’s rapid response unit for over 25 years serving unemployed, underemployed, and dislocated workers in our community. In fall 2020, the O‘ahu Back to Work (OBTW1) Initiative was launched to
provide job training for eligible residents whose employment was disrupted by COVID-19 economic impacts. OCEWD led the way among all other community colleges in the number of referrals and the number of residents (450) participating in training opportunities such as Pharmacy Technician, Medical Receptionist, Forklift Certification, Office Administration & Technology, MS Excel and Word 2019, Certified Nurse Aide, and Commercial Driver’s License program.

This fall 2021, another round of OBTW2 will be launched on August 16 and will run through the end of December. Congratulations to the OCEWD coordinators and staff (Patrick Leddy, Will Castillo, Bill Labby, Michael Scullly, Grace Yoshimura, Elyse Matsumoto, Lisa Daelson, Dayna Lapina, Jarissa Lum, Amy Amper, and all of the instructors) that provided these valuable and essential training opportunities.

Waiʻanae Moku Campus in Māʻili
Welcome back to Jennifer Wharton, Assistant Professor in English who was on personal leave as she was greatly missed by the students, faculty, and staff. Welcome also to new counselor Lorraine Gershun as she provides support to the students in the “Going to Finish On-Time” (G2FO) and “Access to Education” (ATE) programs.

Wahiawa Product Development Center (WPDC) Update
A lease agreement was approved in May 2021 between the Agribusiness Development Corporation and the University of Hawai‘i for the long-term use of the 69,000 square-foot parcel of land located in Wahiawa. Renovations of the WPDC began on July 1 with completion anticipated by Spring 2023. The WPDC will provide research, testing, production, packaging, and educational services in the development of value-added products for the local, national, and international markets.

A Value-Added Product Development Workshop Series will be offered in fall 2021 to summer 2022 to the community on various topics such as Introduction to Entrepreneurship, Starting a Business, Creating a Business Plan, Orientation to Hawai‘i Agriculture Industry, Sanitation & Safety, Food Safety & Post-Harvest Handling, Turning Off-Grade Products into Value-Added Products, How to Launch and Market Value-Added Products, and “Getting Your Value-Added Product to Market”.

Leanne Riseley, Interim Dean of Academic Services

Welcome back to a new academic year! I’m excited to see you in-person! We are still wearing masks, but it is really good to see and talk to some of you, live, not through a computer screen. Academic Services, made up of the following units: Disability Services, Educational Media Center, Information Technology Group, Innovation Center for Teaching and Learning, Learning Resource Center, Library, Theatre, Tutoring and Writing Center has and will continue to provide services through the pandemic.

The biggest news and cause for celebration is our campus has hired the Osaki Creative Group to work with us to redesign our campus website and Intranet! A huge thank you to all involved in making this possible! A special shout out to Tad Saiki, Kay Ono, Lori Lei Hayashi, Carlos Peñaloza, Cori Wakamura, and Stella Yamamoto who worked diligently to make this happen. The work is just starting and is projected to continue through next year. This is a big project and individual areas will be contacted throughout the process for interviews and input.
Throughout the last year, Academic Services has strategically planned and is using CARES/CRRSAA funding to purchase about $2M worth of technology. While much of the technology is unseen, this investment will help us to future-proof our campus in the years ahead. The purchases include upgraded classroom technology allowing for hybrid teaching, improving the network (including wireless), and providing virtual desktop infrastructure (more info on VDI will be shared later).

Disability Services
Our Disability Services (formally KI) office continues to provide services to students with documented disabilities at both Pu’uloa and Wai’anae locations. We are continuing to use Clockwork to securely provide student accommodations. If you receive an email from Clockwork, please be sure to acknowledge it. Disability Services information may be found at http://www.leeward.hawaii.edu/ki

Educational Media Center
The EMC is in the process of purchasing and installing equipment for newly upgraded, modular-designed classrooms called Technology Enhanced Classrooms (TECs). TECs will have additional equipment such as a video recorder on a tripod, document camera, and graphics tablet to support socially-distanced in-person and hybrid teaching. View the technology classrooms list. EMC information may be found at http://www2.leeward.hawaii.edu/emc/. Be on the lookout for emails on professional development events being offered to support teaching and learning using technology.

Information Technology Group
ITG will be implementing a new Technology Replacement Plan. Please contact your Division Chair/Unit Head or Secretary for details. The goal of the plan is to provide technology to meet employee and student needs with planned replacement cycles. Information will be widely communicated throughout the year.

ITG is asking for your cooperation. If you took computers from your office home during telework, it is critical to bring it back to the Help Desk before returning the computer to campus. DO NOT PLUG IT BACK INTO THE NETWORK. We need to keep the campus’ network safe from viruses and other nasty stuff. Remember these three numbers X271 (Help Desk) for any IT issues. ITG information may be found at http://www2.leeward.hawaii.edu/itg/

LC-102 was taken off-line as a classroom lab this summer. It will remain that way for the foreseeable future so that the Help Desk staff will have the workspace needed to address the increased computer support demand. BE-227 will replace LC-102 as a Campus Computer Lab (CCL). It was previously used by Language Arts. It may be scheduled through the CCL.

Innovation Center for Teaching and Learning
ICTL has coordinated over 50 professional development workshops during the pandemic. A link to the flyer has sessions by topic if you would like to view them on your own.

ICTL has coordinated CARES/CRRSAA professional development awards totaling nearly $15,000 so far. For more information on the ICTL offerings, please visit http://www.leeward.hawaii.edu/innovation
Learning Commons (Library, Learning Resource Center and Writing Center)
The Learning Commons is open M - F from 8 am - 4 pm. Computer and study table reservations can be made online or in-person. Laptops, iPads, WiFi hotspots, and accessories are available for loan to students. Loan periods vary from 4-hours to a full semester.

The Library website, a portal to online book, journal, and video collections, is available 24x7. Our new Overdrive Magazine collection includes over 3,000 titles. Call x210 or live chat with librarians and circulation staff during hours of operation. Schedule a consultation with a librarian to discuss library support and resources for your classes. View a short orientation video of our services.

We are happy to announce that Tasha Williams will serve as our Interim Tutoring Services Coordinator for the Fall semester. Tasha will oversee both the Learning Resource Center and Writing Center tutoring services. This summer, Tasha implemented Penji, an app-based scheduler for online and in-person writing and subject tutoring support. Go to the LRC and Writing Center websites, or call x409, for more information about tutoring services.

Theatre
Our Theatre remains closed for events and productions. However, classrooms in the Theatre are being used for instruction. Theatre information may be found at http://lcctheatre.hawaii.edu/

Kami Kato, Interim Dean of Student Services

Welcome to Fall 2021! Here are some updates from your Student Services colleagues—Admissions & Records, Counseling, Early College, Financial Aid, Health Center, HINET, Job Prep Services, Recruitment, Student Life, Veterans Resource Center…

CHECK OUT OUR NEW WEBPAGES!
We have rolled out/are working to roll out several new webpages. Check them out!

- Our Enroll (www.leeward.hawaii.edu/enroll) webpage helps to guide students through their enrollment process and informs them of their next steps.
- Our Costs (www.leeward.hawaii.edu/costs) webpage helps students understand the resources we have available at the College to help defray their educational costs. In addition to financial aid and scholarships, the page mentions resources like Hānai iā Leeward, OER, HINET, free Microsoft Software, Discounted Bus Passes, etc.
- Our Financial Aid pages (www.leeward.hawaii.edu/finaid) have been refreshed and revised so that they are more navigable by students.
- Our Welcome Center page (www.leeward.hawaii.edu/welcomecenter) outlines the personalized services that can be received by phone or in-person.

Soon to come: our Explore webpage, introducing prospective students to Leeward CC as an excellent educational choice. Stay tuned!
THE WELCOME CENTER
The Welcome Center opened on January 4, 2021 and is now the main hub for students seeking assistance from Student Services. Student Associates have received 121 visitors and countless phone calls even during the COVID-19 shutdown. Our Student Associates are also the primary engine behind our new live chat service, available during business hours.

OUR CHATBOT, ‘ULU, HAS CHATTED WITH LOTS OF VISITORS! 🎉
In February 2021, Student Services launched a new ChatBot service. It is available as a pop up on Leeward CC’s Student Service’s pages 'Ulu is available 24/7, and links folks to offices if it can’t answer the question posed. In June, the live chat mentioned above was added for anyone who wants to speak with a “live” person. Since February, 'Ulu has logged 7,400 visitors and, since June, our Associates have fielded 34 live chat sessions.

OUR RECRUITMENT OFFICE NEEDS YOUR HELP
Our Outreach and Recruitment Office needs your help! Here are some ways you can assist us:

- Participate in filming a 360 Virtual Tour! O and R is joining forces with the EMC to showcase our most requested programs.
- Participate in an informational session hosted by the Outreach and Recruitment Office. Talk with prospective students about your program, job prospects, and alumni experiences.
- Help us connect with community partners Help us to market and showcase our special programs

HĀNAI IĀ LEEWARD
Leeward CC’s Food Pantry has continued to be an important source of student support during the pandemic. We hold bimonthly food distributions at the Pu‘uloa campus and weekly distributions at the Wai‘anae Moku campus. We have served over 135 students. One student said, "As a mother of three young children, the lockdowns of 2020 meant that there was no school or daycare for my children…. With my children out of school I could no longer work and this stressor put a great strain on my family financially. I am humbled and grateful for Leeward Community College and the Hanai ia Leeward for providing for my family when I wasn’t able to." Students interested in this service can visit https://hanaiia.wixsite.com/leewardcc.

LOVE PONO
Love Pono students created an educational series, "Talk Tuesdays," focused on a monthly theme including Harmful messages from Disney, How to End Relationships in a Healthy Way, and Love is Learned. Follow their IG for future posts: https://www.instagram.com/lovepono/.

STUDENT LIFE’S STOP THE HATE CAMPAIGN
Student Lifers from various programs shared a powerful message on active bystanding. Their video was highlighted on https://www.weareoceania.org/ and Act to Change social media outlets. View their video, “Don’t Wait, Stop the Hate” here: http://go.hawaii.edu/8PP.

COUNSELING…ROCKING AND ROLLING ONLINE
Even though our Counseling services have gone mostly remote, our Counselors are still actively supporting students’ entry, continuation and completion. They have supported the entry and registration of 793 new Fall 2021 students, held individual appointments with 5,755 continuing students in Spring 2021 alone, and reviewed and audited 1,478 graduation records. Over the next year, Counseling will be looking to help increase student retention by intentionally intervening with students placed on Academic Warning.
PARTICIPATION VERIFICATION (PV)
In Spring 2021, Leeward CC rolled out its Participation Verification process. Via PV, instructors were asked to identify students who were not attending/not participating in their classes. “No Shows” were then administratively disenrolled from their classes and received a 100% tuition refund. PV is part of a system-wide initiative that:

- Helps to release students who registered but did not intend to come from a financial obligation and failing grade.
- Improves our course success rates by eliminating F grades assigned to students who never came.
- Puts us in compliance with federal financial aid guidelines.

In Summer 2021, all of Leeward CC’s classes were subject to PV. This will continue in Fall 2021. For more information, please feel free to visit the Participation Verification website (www.leeward.hawaii.edu/participation), or ask your Division Chair. The dates and deadlines for reporting and student disenrollment can be found at http://go.hawaii.edu/P4K.

Finally...

A special mahalo needs to be said to a group of Leeward volunteers who helped our Marketing and Communications Office yesterday. To prepare for some new directory signs, this group cleaned the walls where the old signs were and mounted new backing boards and temporary directories in almost 20 locations around campus. It was a very hot day, but they worked hard and efficiently and completed their tasks by lunchtime! Also, a special shout out to Tad Saiki who organized the event and Joy Soma and the Operations and Maintenance staff who provided cleaning supplies, protective gear, and ice cold water for our volunteers.

Leeward’s Super Volunteer Heroes are Annemarie Paikai ~ Audrey Villanueva ~ Bill (Boleslaw) Wright ~ Bruce Lindquist ~ Camden Barruga ~ Cameron Rivera ~ Cisley Ancheta ~ Darci Francis ~ Eileen Sakamoto ~ Feebe Cabulera ~ Heather McCafferty ~ I-Chia Shih ~ Igor Nikitin ~ Jennifer Sunada ~ Joy Soma ~ Jue Wang ~ Junie Hayashi ~ Karla Noa ~ Paras "Tami" Williams ~ Tasha Williams ~ Wayde Oshiro ~ and William Albritton! Mahalo!

Have a great semester!
Meet the Team

Three working groups of diverse faculty and staff selected for their skill sets, expertise, and interest in the project are organized in the following to help develop the strategic plan.

Mission & Vision Review Committee

- Review Leeward’s existing Mission and Vision and that of other institutions.
- Provide prompts for College input.
- Draft revisions, allow for feedback.

MORE

Strategic Planning Design Team

- Review plans from various other institutions.
- Analyze information collected from the campus and research.
- Draft the Strategic Plan and incorporate feedback.

MORE

Facilitating Team

Gather broad campus input for the Mission & Vision Review Committee and Strategic Planning Design Team via focus group sessions, campus events, and asynchronous platform.

MORE
Project Coordinator

Summer Barrett has served as the Community Outreach & Transition Specialist for the Wai‘anae Moku Education Center for the past 13 years. Born and raised on the Wai‘anae Coast, her passions include working with Native Hawaiian communities, empowering student leaders, and helping first-generation students transition to college. Always wanting to grow professionally and work collaboratively with diverse colleagues, Summer has participated in the Wo Learning Champions program, Leadership in Excellence program, and Faculty Senate. Since 2019, she began to write Title III grants for the College to support cohort retention programs, capital improvement projects, and the expansion of our mental health services. The year 2022 brings an exciting new endeavor for her in the form of learning about Strategic Planning. In her spare time, Summer loves to spend time with her three children, husband, rabbit, and four chickens at their home in Wahiawa.

Mission & Vision review committee
Meet the Team

- **Jayne Bopp**, Office of Planning, Policy & Assessment, Interim Coordinator
- **Michelle Igarashi**, Student Services, Program Officer
- **Momi Kamahaele**, Kīpuka, Native Hawaiian Center at Pu’uloa Coordinator
- **Edward Meyer**, ICS, Instructor
- **Wayde Oshiro**, Learning Commons and Library, Interim Coordinator
- **Leilani Puchalski**, Student Services, Native Hawaiian Success Counselor
- **Erika Marie Ramirez**, Student Government, Vice President
- **Erin Thompson**, Innovation Center for Teaching & Learning, Coordinator

strategic planning design team

- **Kepa Badis**, Hawaiian Language, Assistant Professor
- **Jessica Choi**, Music, Assistant Professor
- **Adam Halemano Jr.**, Office of Planning, Policy, & Assessment, Institutional Assessment Specialist
- **Lori Lei Hayashi**, Human Resources Office, Human Resources Manager
Facilitators

Cara Chang

Facilitator

Cara was born in Honolulu and raised in ‘Aiea, O‘ahu. She holds a Bachelor of Arts degree in English and Sociology from the University of San Diego, a Master of Arts degree in English with an emphasis in Cultural Studies in Asia and the Pacific from the University of Hawai‘i at Mānoa. She is currently working on her Doctorate of Philosophy in Education at the University of Hawai‘i at Mānoa. After lecturing at multiple campuses on the island, she is proud to finally call Leeward Community College her home and has been teaching English courses (ENG 24, ENG 22, ENG 100, ENG 200, ENG 209) at Leeward Community College since 2013. In her spare time, Cara loves traveling (she’s been to 37 countries!), running (she’s run 4 marathons!), swimming, gardening, reading, trying new recipes, and playing with her two children. She is excited to be working on this campus-wide project with the team!
Loretta Chen, PhD

Facilitator

Hailed as “a force of nature”, “Asia’s Anna Wintour” and “100 Most Inspiring Women”, Loretta is an award-winning creative director, The Straits Times bestselling author, Nominated Member of Parliament, and educator. She is also co-founder of Smobler Studios, a leading metaverse builder. Loretta is known for her innovative theatrical productions and even hosted the World Cities Summit. Her film, Secrets to Happiness won numerous awards in the international film circuit. Before exiting to pursue her dream in Hawaii, her media agency, The Activation Group counts Samsung, Louis Vuitton, Nike, etc as key clients. She chose to return to her first love, higher education, and teaches leadership, theater & correctional education at Leeward Community College. She sits on the board of the Hawaii Technology Academy and was inducted into Patsy Mink Center for Business Leadership. Loretta’s personal tagline is People, Purpose, Possibilities. She is on a mission to use her 24 years of hard-won, diverse experience to educate and accelerate the next generation of leaders and changemakers. She is a doting mom to fifteen fur babies.

Kelly Kennedy

Facilitator

Kelly McClanahan Kennedy signed up for this project to give back to Leeward CC, where she has loved teaching, learning, and supporting students for fifteen years. Kelly was born in Chapel Hill, North Carolina. She comes from a family of educators who raised her with a passion for reading, writing, language learning, and community service. In 2003, Kelly moved to Honolulu to pursue a degree in Second Language Studies at the University of Hawai‘i at Mānoa. After graduating in 2005, she taught at the University of Hawai‘i English Language Program and McKinley Community School. Since 2007, Kelly has been teaching English as a Second Language at Leeward Community College, where she has had the privilege of working with diverse students from Hawai‘i and around the world.
Tracie Kuʻuipo Losch

Facilitator

Tracie Kuʻuipo Losch is a professor of Hawaiian Studies in the Arts & Humanities Division. As an educator, Kuʻuipo is focused on finding practical, place-based solutions paying particular attention to the well-being of the Native Hawaiian people through education. She is a firm proponent of servant-leadership and works well with others. She thrives in collaborative environments, enjoys a sense of community, and seeks to empower her team members to support collective goals.

I am grateful to Leeward for having nurtured me professionally for the last 16 years. I have had the privilege of working with fabulous students and being mentored by talented educators. I want to give back to the college beyond the classroom, and see this strategic planning project as an opportunity to serve our college in a new capacity.
Welcome and Introductions

Attending: Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Cecilia Lucas, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Della Teraoka, Donna Matsumoto (guest)

Understand the charge and timeline

Della reviewed the charge, timeline, and provided a brief history of the planning process at Leeward.

Background

Charge: The work of the committee will be to 1) make recommendations for improvements on the College’s integrated planning and budgeting process, and 2) review and update the Leeward Policy on Annual Program Review (L5.202).

Timeline: Committee formed by September 1. Work will commence shortly thereafter and have recommendation to Campus Council by April 2018 meeting.

History

Discussion of the ARPD process which has been around more than 15 years. The ARPD was created as a separate system process that has been incorporated into the Leeward planning and budgeting process since 2013. A short review of how the process changed from 2006 with the comprehensive Annual Program Review (APR) to the current process which uses the ARPD as the core planning document with a less frequent Comprehensive Review and Evaluation (CRE) every 3-4 years.

Process starts with Mission, Strategic Plan, and College Goals. Ongoing assessment at the course, program, and unit levels is conducted and recorded in Tk20. Annual Report of Program Data (ARPD) is completed each year and the same template is used for those programs and units not required by the UHCC system. The CRE is completed at least every 4 years. The Resource Request template is completed annually and follows the prioritization process. Decisions are made at the beginning of the next academic year, after campus funding is finalized at the system level.

The committee came up with the following goals:

Goals

- Clarify role of Faculty Senate in the budgeting process
- Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
● Clarifying Program Review process and what is included, and how to complete it
● Institutionalizing communication protocol
● Training and support for completion of ARPD
● Engaging faculty and staff in the process
● Increasing transparency about who reads it and what happens

We will prioritize the goals at the next meeting as we may need more than one year to complete all of the goals.

There was discussion about including student voices in the planning process. We do not currently have a place for students to provide input. What about whether the schedule is meeting the “demands” of the students? Can we keep a record of how many students were not able to get a course at the time they wanted? Some of this information will be available with the new STAR GPS system.

We also discussed having programs include more surveys and data points beyond the system required data measures.

There was some discussion about the ARPD process and whether it is “misunderstood”. Some training may be required. We will also find out if we can change the benchmark language, such as “Unhealthy”.

We will get more input from the campus on their participation in the process.

Possible survey question:
Have you been allowed input into the process?
Describe your participation in the planning process in the past.
   1. I was asked for input.
   2. I participated in writing the report.
   3. I have no idea how the planning process works.

We will ask the deans to read reports and give feedback to programs/units. It was also noted that funding information in an email from Mark is good, but it needs to be placed on the Budget website.

Other comments:
● Program outcomes should drive the process – not the data from the system. PLOs are at the end – can we move this section to the beginning so it is referenced throughout the report.
● Issue of relationship between ARPD and resource requests template.

Next meeting: Monday, November 6 from 1:00-2:30 pm in BE 229A.

Ad Hoc Planning Process Review Committee
Meeting Notes
November 6, 2017
12 – 1:30 pm in BE 229A

Attending: Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Mark Lane, Cecilia Lucas, Cindy Martin, Don Maruyama, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Aulii Silva, Della Teraoka, Gregg Yoshimura

Review of Previous Meeting Minutes
Review Goals - Placed in priority order

- Clarify roles of stakeholders
  - Clarify role of Faculty Senate in the budgeting process
  - Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  - Providing a voice for students in the planning process
  - Clarify role of all groups on campus
- Develop a planning and budgeting website
- Clarifying the process, improving efficiency, and making improvements
  - Clarifying Program Review process and what is included, and how to complete it
  - Increasing transparency about who reads it and what happens
  - Enhancing the ARPD format and data to better support the process
  - Closing the loop - improving programs and reporting on that
- Review of policy
- Communication of process
  - Institutionalizing communication protocol
  - Engaging faculty and staff in the process
  - Increasing transparency in budget and planning documents (trend analysis)
- Professional development and training
  - Training and support for completion of ARPD

Discussion:

Need to develop a more robust website with information on program reviews, previous budgets, and other reports. What is the best way to keep the site up to date?

Opportunity to create stronger communication with use of website and online tools so stakeholders can access information and training tools when they want.

Group agreed to wait on a survey until some changes have been implemented.

Issue of role of Faculty Senate as per BOR policy.

Aulii and James spoke with John Morton on this issue.

The Chancellor has delegated authority over non-academic policies and college budgeting. He has created the Campus Council as a recommending authority to him.

Executive boards of Campus Council and Faculty Senate have worked collaboratively to consider the issue of roles in the budgeting process.

There was some discussion of asking the BOR to provide interpretation for its policy, however the BOR is currently reviewing the policy. Some also suggested it would not be within the appropriate lines of authority to directly ask them for an interpretation.

General issue to be resolved is to clarify and document the roles of governance groups in the planning and budgeting process. The issue of the Faculty Senate role in the process has been of particular concern to the Budget and Planning Standing Committee of the Faculty Senate.

Next Steps
Each of the members of the committee are asked to bring forth their questions and concerns regarding clarification of roles to the next committee meeting. We will tackle these issues at that meeting. Della will upload appropriate policies regarding budgeting and planning.

**Next meeting:**

Monday, November 27, 2017 at 1:00 pm in BE 229A

**Ad Hoc Planning Process Review Committee**

**Meeting Notes**

**November 27, 2017**

**1 – 2:30 pm in BE 229A**

**Attending:**

Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Mark Lane, Cecilia Lucas, Cindy Martin, Don Maruyama, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Aulii Silva, Della Teraoka, Gregg Yoshimura

**Review of roles in current process**

Discussion of current process and roles. Della presented a visual of the planning process and explained how the current process works.

- Campus Council is the one group that includes every group as a voting member as it was created out of the concept of shared governance. Campus Council formed after the 1994 accreditation visit with recommendation to create a representative body that reviews the budget. It was formed from the Provost Advisory Council.

- Question about administrative presence at Campus Council meetings. Response is that Campus Council is a representative body that reviews budget and requires administration presence. Council membership is evaluated periodically. Administration has no vote. Campus Council has improved over time and is a good system for shared governance. Charge of this committee is not to reorganize Campus council but focus on what role people/groups have in the planning process.
● Question about what happens if when reviewing someone wants to make a change to the priorities; has this happened before? Response is timeline for process is that the ARPD’s completed during the fall and reviewed by OPPA to ensure completeness. Resource lists prioritized by different areas and submitted to Administration for review and prioritization. Governance groups review priorities in April and make final recommendations to Chancellor in May. Chancellor can adjust list and has funded items out of the prioritization. This may be due to numerous factors including the amount of money available.

● The Student Government would like to be involved in the process if possible. Student Government will be included when the shared priorities are sent to the campus; student feedback will be solicited at this point. Student Government may also be included during the program review process. Students would voice their opinions through this committee and through Campus Council.

● Discussion about improvement to streamline the process and remove Division from the Resource Requests process. Question as to how the Liberal Arts AA folds into a Division under the Resource Requests. Problem is the system and accreditation want “program” review and we want “instructional” review. Trying to serve two masters through this process.

● Suggestion to divorce the budget from the program review process. Possible to run two parallel systems and somehow find a way to link the review process to the budget. Treat both systems in a more real world way.

● Discussion on the role of Faculty Senate in power sharing with Campus Council. Clarification of role of the Faculty Senate is “for academic affairs.” Request of “accountability” from administration.

● Discussed creating “Campus Request” level during the Resource Requests process. This request used to meet institutional goals with specific priorities and would need to include approval(s) for resources/management of request. Vote for “Campus Request” form to be inserted into process: Yes: 6

Next meeting: tba

What about removing the Division level? How to prioritize?

Can we divorce the program review from the budgeting process? But still show the connection?

Ad Hoc Planning Process Review Committee
Notes
February 7, 2018
1 – 2:00 pm in BE 229A

Attendees: Guy Nishimoto, Adam Halemano, Jeff Judd, Terry Richter, Gregg Yoshimura, Don Maruyama, Della Teraoka, James Fujita

Review of Previous Meeting Minutes

Review of Institutional Resource Request Form

Group reviewed the form and made edits for final distribution.

Review Goals - Placed in priority order
- Clarify roles of stakeholders - Adam will create a visual document based on previous meetings' discussion of planning process and roles.
  - Clarify role of Faculty Senate in the budgeting process
  - Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  - Providing a voice for students in the planning process
  - Clarify role of all groups on campus
- Develop a planning and budgeting website
  - Let's work on this at the next meeting.

**Set regular meeting day/time**

Doodle for Mondays or Wednesday at 1 pm or 2 pm

How often? Monthly

**Next Steps**
- Adam will create a visual document based on previous meetings' discussion of planning process and roles.
- Della to talk to Kathleen about how to proceed on creating a website.
- Della to send out Doodles for upcoming meetings.

**Next meeting:** tba

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**Ad Hoc Planning Process Review Committee**

**Meeting Notes**

**March 19, 2018**

12:00 pm – 1:00 pm in BE 229A

Attendees: Della Teraoka, Mark Lane, Cecilia Lucas, Grant Okamura, Stanley May, Don Maruyama, Jeff Judd, Aulii Silva, James Fujita

**Set regular meeting day/time** - Mondays at 1:00 pm

**Institutional Resource Requests - Received 2018**

Review of 2 requests received
Need to include sending this form to Student Government next year

**Visual of Prioritization Process**

Delete Governing Groups
Consider how visual represents meetings
Add box for decision at Chancellor level
Add ARPD at beginning
Change “Resource Requests” to “Prioritization Meeting”
Change middle box to Resource Request List
Can we create people of the same color?

**Annual Program Review Policy**

Feedback by April 10 on this policy

**Discuss System plans**
- New: [https://uhcc.hawaii.edu/varpd/](https://uhcc.hawaii.edu/varpd/)
Develop a planning and budgeting website
- Discussion of what information is needed
- Need to have a site that provides an overview of the process, visual, tutorials, resources, and previous reports.
- Place most information in a public location with as much information as possible.
- Place to store resources that were funded.
- Include “models” for what the ARPD should look like.
- Research sites that we like.
- Can we create a way to update more easily? Possibly 2 - 3 people.

Next Steps
Review the APR policy draft
Bring a sample website for program review and planning.
Next meeting: tba

Ad Hoc Planning Process Review Committee
Agenda/Notes
April 16, 2018
12 – 1:00 pm in BE 229A

Attendees: Don Maruyama, Cecilia Lucas, Stanley May, Adam Halemano, Guy Nishimoto, James Fujita, Tommylynn Benavente, Della Teraoka, Grant Okamura, Mark Lane

Review of work so far
- Review and clarification of roles in planning process
- New visual document of prioritization process
- Added institutional level resource request step and form
- Enhanced communication of planning process to the campus
- Review of Annual Program Review Policy completed and forwarded to Faculty Senate and Campus Council

Visual of Prioritization Process

Develop a planning and budgeting website
- Discussion of what information is needed
  - Functional classification of expenses for the budget (program expenses)
  - Comparison of functional classification of expenses between campuses over time
  - System dashboard - Not in place yet. Working on it, but issues with eThority extraction tools. May need to hire a consulting group on how to do this.
  - Add links to the reports that exists on UHCC system site, UH system site, or IR site.
  - Present the information with graphics and in easy to read format.
  - Add trend reports to show data over time.
- Review of other college’s websites
- Review of main categories
Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
- Review and revise the ARPD template
- Review and revise the process including closing the loop
- Enhance engagement of faculty and staff in the planning process
- Training and support for faculty and staff with completion of ARPD
- Institutionalize communication protocol
- Continue to develop planning and budget website
- Follow up on UH financial dashboard project
- Create visual personnel analysis of faculty/staff categories and trend over time
- Clarify Faculty Senate role in academic planning and budgeting issues

Set regular meeting day/time - Mondays at 1:00 pm

Proposed meeting dates: September 10, October 8, November 19, December 10

Ad Hoc Planning Process Review Committee
Agenda/Notes
September 10, 2018
1 – 2:00 pm in BE 229A

Attendees: Cecilia Lucas, Jeff Judd, Kristina Nip, Adam Halemano, Guy Nishimoto, Michael Cawdery, Della Teraoka

The committee reviewed the meeting notes from the April 2018 meeting. Della brought forward the items from the April notes that still need to be worked on.

Visual of Prioritization Process

Adam revised the visualization based on feedback from the April meeting. Della will put the revised visual in the team drive.

Develop a planning and budgeting website

- OPPA is working on the website.
  - The committee reviewed the proposed OPPA website and made some suggestions including having everything come from a central point.
  - It was recommended that some of the specific links on the Faculty/Staff page (footer of Leeward site) be removed. Jeff will communicate to faculty and staff that all assessment resources can be found from the OPPA/Assessment webpage.
  - Need to add links to Faculty Senate assessment site and training tutorials.
  - Della will share the slideshow so the committee can provide additional feedback.

This list is from the April meeting notes. We discussed what information is still needed.

- Functional classification of expenses for the budget (program expenses)
- Comparison of functional classification of expenses between campuses over time
- System dashboard - Mark or Della will need to follow up on this item.
- Leeward dashboard - OPPA is working on some basic data points on their website. See the OPPA website slides for sample.
• Add links to the reports that exists on UHCC system site, UH system site, or IR site. Done! A new Planning Reports webpage has been added that includes links for all APRDs and CREs (system and campus). [http://www.leeward.hawaii.edu/planning-reports](http://www.leeward.hawaii.edu/planning-reports)

• Present the information with graphics and in easy to read format. Some suggestions are in the OPPA website slides.

• Add trend reports to show data over time. Some of this information is in the Visual ARPD. [https://uhcc.hawaii.edu/varpd/visual_arpd.php](https://uhcc.hawaii.edu/varpd/visual_arpd.php) This should be discussed at a future meeting.

The committee discussed what could be accomplished in the next year. Next steps are below. Some items will need to be worked on in the following year.

**Next Steps**

• Need to further institutionalize student voice in planning process
  o Della to add Kristina to her emails to campus. Should students have a separate form? Can they use the Institutional Resource Request form?
  o Kristina will follow up on the program level input issue as well.

• Develop a planning and budgeting website - Some of this information is available. This is something we can finish up this year.

• Review and revise the ARPD template - The UHCC system will not be updating the template this year, but Leeward will work on making revisions for 2018-2019.

• Review and revise the process including closing the loop - This item should be worked on this year as part of ARPD template revision.

• Enhance engagement of faculty and staff in the planning process - This action item should be further discussed so some enhancements can be made this year.

• Training and support for faculty and staff with completion of ARPD - Guy provides training, but a survey of needs might be helpful.

• Follow up on UH financial dashboard project - Mark or Della will find out if this is happening.

• Create visual personnel analysis of faculty/staff categories and trend over time - This will likely fall in 2019-2020.

• Clarify Faculty Senate role in academic planning and budgeting issues - Additional work is needed.

Della also mentioned to Cecilia that Administrative Services needs to complete the template this year.

**Set regular meeting day/time** - Mondays at 1:00 pm in BE 229A

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

**Ad Hoc Planning Process Review Committee**

**Agenda/Notes**

**October 15, 2018**

1:00 – 2:00 pm in BE 229A

Attendees: Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Mark Lane, Grant Okamura, Adam Halemano, Aulii Silva, Guy Nishimoto, Jeff Judd, Michael Cawdery

Visualization of Prioritization Process - Discuss date; Adam will add “approved” or “effective date”.  

9
Develop a planning and budgeting website - Plan to work on this after accreditation visit.

Review and revise the ARPD template - Have Guy share his thoughts on this.

- Idea was to flip the PLOs to the top, but it might be confusing since the system ARPD template is not changing.
- Guy went through the ARPDs for last year, and he was pleasantly surprised with the improvements in the reports.
- Guy will ask them to start by focusing on the program learning outcomes first. Data from UHCC system is about program outcomes, and it will come later.
- Guy will send out the reports this week.

Training and support for faculty and staff with completion of ARPD - Guy will provide training and met with the program coordinators to discuss the change in thinking for APRD completion.

Jeff talked about providing training to program coordinators on program assessment. Discussion was around having the training in the spring semester. Maybe we intentionally focus on program learning outcomes and their assessment in March/April every year.

Enhance engagement of faculty and staff in the planning process - Let’s generate ideas on this topic.

- Review survey results
  - Last employee satisfaction survey for awareness of planning process.
  - System survey results also.
  - Campus Council survey
- Send out short survey on planning process to get a temperature check now.
  - Perceptions of the process
  - How the process works for resource allocations
  - What do you know about the planning process?
  - Do you have any concerns about the planning process?

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

Ad Hoc Planning Process
Review Committee
Update October 2018

2017-2018 Accomplishments

- Review and clarification of roles in planning process
- New visual document of prioritization process
- Added institutional level resource request step and form
- Enhanced communication of planning process to the campus
- Review of Annual Program Review Policy completed and forwarded to Faculty
- Senate and Campus Council

Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
- Review and revise the ARPD template
- Review and revise the process including closing the loop
- Enhance engagement of faculty and staff in the planning process
- Training and support for faculty and staff with completion of ARPD
- Follow up on UH financial dashboard project
- Create visual personnel analysis of faculty/staff categories and trend over time
- Clarify Faculty Senate role in academic planning and budgeting issues

**Ad Hoc Planning Process Review Committee**  
**Agenda/Notes**  
**December 10, 2018**  
**1:00 – 2:00 pm in BE 229A**

Attendees: Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Adam Halemano, Guy Nishimoto, Shuqi Wu, Jeff Judd, Michael Cawdery, Tiffany Kasoga, Kathryn Fujioka-Imai, Tommylynn Benavente, Grant Okamura

Outcome: Enhance engagement of faculty and staff in the planning process

- Sent out short survey on planning process to get a temperature check now.
  - Perceptions of the process

This meeting was largely focused on reviewing the survey data and generating ideas to improve faculty and staff engagement in the planning process.

Those responsible for the process probably understand it, but those not involved in the process may not have a good understanding.

Budget end - Need the financial statements to include graphics and charts to help people interpret the financials. Administrative positions have increased - more information about APT positions, non-instructional positions. Mark is working on a website.

Faculty Senate is working on getting financial reports into the minutes and include some interpretation.

We are currently earning around a C as some understand the process, but still improvement to be made.

- What do you know about the planning process? - range of responses on this question
- How the process works for resource allocations - pretty well.
- What suggestions do you have for the planning process?

Seeing a simple visual diagram - This has been done and need to get that out so people see it.

Feedback on ARPD - Could give feedback from ARPD writer and faculty, process for review by peers, OPPA feedback, leadership review, relationship of ARPD and future allocations. Recommendation that Dean give feedback to each ARPD. Recommendation that faculty committee can get a third party to provide feedback on whether the health call is accurate.

Concern that data is driving the program instead of informing how well the program is meeting PLOs. System metrics are looking at the economic side. Also need to focus ARPD on analyzing the program and not just driving resource requests.
Issue of unexpected expenses and how to get that funded - what is the process?

Representative groups or unit head should communicate better with their unit about the process.

Create a short handbook with information on planning process and ask divisions/units to discuss with their groups.

Send announcements and actively solicit feedback from faculty/staff at large. Consider monthly updates with info on where we are in the process (what step).

Consolidate information on one website.

Share information about what is funded, what isn’t, and rationale through email and website.

Strengthen communication with website, handbook, timeline, steps, etc.

Host a convocation workshop on this topic and/or during the semester.

More communication about how items are prioritized.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: February 4, March 4, April 1, April 29

Ad Hoc Planning Process Review Committee
Agenda/Notes
March 4, 2019
1:00 – 2:00 pm in BE 229A

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Adam Halemano, Jeff Judd, Tiffany Kasoga, Don Maruyama, Stan May, Della Teraoka, Shuqi Wu

Review what needs to be done.

Spring 2019

- Need to further institutionalize student voice in planning process - Institutional Resource Request form sent to SG
- Institutionalize communication protocol - In process
  - Send out visual for prioritization process - Della Teraoka
- Enhance engagement of faculty and staff in the planning process - Part of communication protocol - Della Teraoka and Shuqi Wu
- Clarify Faculty Senate role in academic planning and budgeting issues - This is part of the review process of the Shared Governance Policy.
- Have Campus Council reps communicate with their constituent groups about the process - Kathryn Fujioka-Imai
- Develop a planning and budgeting website - Della Teraoka
  - Review proposed content
  - Identify missing content
  - Update website by May 2019

Summer 2019

- Review and revise the ARPD template - OPPA
- Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
- Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

Fall 2019

- Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
- Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
- Follow up on UH financial dashboard project - Mark Lane
- Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Get feedback on the planning website

- Use landing page as jumping off point with links to other pages.
- Add a menu item for Resources and Templates (or Handbook and Templates).
- Are there other resources? Consider adding exemplars.
- Add Timeline.
- Mention that additional data can be requested from IR.
- Add Mission to the Strategic Plan page.
- Add link to old reports
- Add link to the system org chart site and update what is on Leeward’s site

Adam is also working on the Assessment website. He will also work on a handbook for assessment.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: April 1, April 29

Ad Hoc Planning Process Review Committee
Agenda/Notes
April 29, 2019
1:00 – 2:00 pm in BE 229A

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Jeff Judd, Stan May, Della Teraoka, Cecilia Lucas

Review updated website. Feedback included:

- Adam will have responsibility for updated the Assessment website.
- Shuqi will take responsibility for Program Review website.
- Mark will be adding more information on the Operational Expenditure Plan website.

Recent updates:

- Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
- Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Summer 2019
- Review and revise the ARPD template - OPPA
- Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
- Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

Fall 2019

- Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
- Follow up on UH financial dashboard project - Mark Lane
- Develop and post an institutional level dashboard that can be filtered easily - Shuqi Wu

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm
Employee Satisfaction Survey

Results from Fall 2019 and Fall 2016

Summary Report

OVERVIEW & PURPOSE
The college strives to provide valued employees with the facilities, tools, and support needed to excel in their positions. We conducted this survey to acquire a better understanding of employee morale, satisfaction, and engagement at Leeward Community College.

This survey was created by the 2nd Cohort of the Leadership Excellence Program (William Albritton, Kathryn Fujioka-Imai, Lori Lei Hayashi, Tracie Losch, and Grant Okamura) in collaboration with the Leeward Community College Office of Planning, Policy and Assessment.

DATA SUMMARY
Overall
The survey had 176 respondents in 2019 and 200 respondents in 2016. There are approximately 500 recipients that were emailed the survey. (Note that this list included active employees and retirees.)
Results

1. Which of the categories below best describes your work status and location at Leeward CC?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Leeward CC - Pearl City</td>
<td>115</td>
<td>65%</td>
<td>132</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty Leeward CC - Wai‘anae Moku</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Staff Leeward CC - Pearl City</td>
<td>54</td>
<td>31%</td>
<td>59</td>
<td>29.5%</td>
</tr>
<tr>
<td>Staff Leeward CC - Wai‘anae Moku</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Are you full-time or part-time?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>180</td>
<td>91%</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>

3. How long have you been employed at Leeward?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>10</td>
<td>6%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>50</td>
<td>28%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>36</td>
<td>20%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>11 – 20 years</td>
<td>45</td>
<td>26%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35</td>
<td>20%</td>
<td>36</td>
<td>18%</td>
</tr>
</tbody>
</table>
4. I know the mission, major goals, initiatives, and priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54</td>
<td>31%</td>
<td>69</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>63%</td>
<td>116</td>
<td>58%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>6%</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>82</td>
<td>47%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>43%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>7.5%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>20%</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>45%</td>
<td>74</td>
<td>37%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>20%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
7. I participate in the planning processes of my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51</td>
<td>29%</td>
<td>57</td>
<td>28.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>78</td>
<td>44%</td>
<td>79</td>
<td>39.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>7%</td>
<td>27</td>
<td>13.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>4%</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>7%</td>
<td>10</td>
<td>5%</td>
</tr>
</tbody>
</table>

8. The College planning process results in improvement of programs and services.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>12%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>88</td>
<td>50%</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>54</td>
<td>31%</td>
<td>68</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>73</td>
<td>42%</td>
<td>82</td>
<td>41%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>1.5%</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>8.5%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
10. I have the materials and equipment I need to do my work.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>60</td>
<td>34%</td>
<td>67</td>
<td>33.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>81</td>
<td>46%</td>
<td>107</td>
<td>53.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>5%</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>13%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

11. The resources provided for my division/department/unit are adequate.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>22%</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>47%</td>
<td>99</td>
<td>49.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>15</td>
<td>9%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>18%</td>
<td>28</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>4%</td>
<td>7</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
12. Rate the adequacy of the following aspects of the buildings and grounds.

**Cleanliness - 2019**

<table>
<thead>
<tr>
<th></th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>46 (26%)</td>
<td>87 (50%)</td>
<td>2 (.5%)</td>
<td>22 (13%)</td>
<td>15 (9%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>23 (13%)</td>
<td>79 (45%)</td>
<td>10 (6%)</td>
<td>24 (14%)</td>
<td>9 (5%)</td>
<td>30 (17%)</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>58 (33%)</td>
<td>87 (50%)</td>
<td>12 (7%)</td>
<td>5 (3%)</td>
<td>2 (1%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>(Library, labs, tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities (air-conditioning,</td>
<td>36 (21%)</td>
<td>96 (55%)</td>
<td>5 (2.5%)</td>
<td>22 (12.5%)</td>
<td>14 (8%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>lights, restrooms, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>37 (21%)</td>
<td>99 (57%)</td>
<td>5 (3%)</td>
<td>16 (9%)</td>
<td>16 (9%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open</td>
<td>60 (34%)</td>
<td>86 (49%)</td>
<td>0 (0%)</td>
<td>19 (11%)</td>
<td>7 (4%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>areas, walkways, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Services (Cafeteria,</td>
<td>40 (23%)</td>
<td>105 (60%)</td>
<td>5 (3%)</td>
<td>13 (7.5%)</td>
<td>5 (2.5%)</td>
<td>7 (4%)</td>
</tr>
<tr>
<td>Bookstore, Theater, etc.)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Cleanliness - 2016**

<table>
<thead>
<tr>
<th></th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>54 (27%)</td>
<td>108 (54%)</td>
<td>1 (0.5%)</td>
<td>25 (12.5%)</td>
<td>10 (5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>37 (18.5%)</td>
<td>89 (44.5%)</td>
<td>9 (4.5%)</td>
<td>28 (14.0%)</td>
<td>11 (5.5%)</td>
<td>26 (13%)</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>70 (35%)</td>
<td>97 (48.5%)</td>
<td>10 (5%)</td>
<td>6 (3%)</td>
<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
<tr>
<td>(Library, labs, tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities (air-conditioning,</td>
<td>31 (15.5%)</td>
<td>126 (63%)</td>
<td>5 (2.5%)</td>
<td>27 (13.5%)</td>
<td>10 (5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>lights, restrooms, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>94 (47%)</td>
<td>4 (2%)</td>
<td>46 (23%)</td>
<td>45 (22.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open</td>
<td>52 (26%)</td>
<td>113 (56.5%)</td>
<td>4 (2%)</td>
<td>17 (8.5%)</td>
<td>6 (3%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>areas, walkways, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Services (Cafeteria,</td>
<td>28 (14%)</td>
<td>125 (62.5%)</td>
<td>6 (3%)</td>
<td>23 (11.5%)</td>
<td>7 (3.5%)</td>
<td>11 (5.5%)</td>
</tr>
<tr>
<td>Bookstore, Theater, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Maintenance (Is everything in working order?) - 2019

<table>
<thead>
<tr>
<th>Service</th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>50 (28.5%)</td>
<td>87 (50%)</td>
<td>1 (.5%)</td>
<td>21 (12%)</td>
<td>13 (7.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>26 (15%)</td>
<td>76 (43.5%)</td>
<td>14 (8%)</td>
<td>21 (12%)</td>
<td>9 (5%)</td>
<td>29 (16.5%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>44 (25%)</td>
<td>78 (45%)</td>
<td>23 (13%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (18%)</td>
<td>91 (52%)</td>
<td>5 (3%)</td>
<td>23 (13%)</td>
<td>22 (12.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>39 (22.5%)</td>
<td>95 (54%)</td>
<td>9 (5%)</td>
<td>15 (9%)</td>
<td>13 (7.5%)</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>50 (29%)</td>
<td>90 (51%)</td>
<td>8 (4.5%)</td>
<td>15 (8.5%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>29 (16.5%)</td>
<td>105 (60%)</td>
<td>17 (10%)</td>
<td>9 (5%)</td>
<td>5 (3%)</td>
<td>10 (5.5%)</td>
</tr>
</tbody>
</table>

### Maintenance (Is everything in working order?) - 2016

<table>
<thead>
<tr>
<th>Service</th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>61 (30.5%)</td>
<td>111 (55.5%)</td>
<td>5 (2.5%)</td>
<td>17 (8.5%)</td>
<td>5 (2.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>38 (19%)</td>
<td>88 (44%)</td>
<td>12 (6%)</td>
<td>22 (11%)</td>
<td>13 (6.5%)</td>
<td>27 (13.5%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>60 (30%)</td>
<td>89 (44.5%)</td>
<td>21 (10.5%)</td>
<td>7 (3.5%)</td>
<td>2 (1%)</td>
<td>21 (10.5%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (15.5%)</td>
<td>115 (57.5%)</td>
<td>7 (3.5%)</td>
<td>34 (17%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>77 (38.5%)</td>
<td>9 (4.5%)</td>
<td>50 (25%)</td>
<td>49 (24.5%)</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>53 (26.5%)</td>
<td>108 (54%)</td>
<td>7 (3.5%)</td>
<td>17 (8.5%)</td>
<td>7 (3.5%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>28 (14%)</td>
<td>114 (57%)</td>
<td>18 (9%)</td>
<td>23 (11.5%)</td>
<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
</tbody>
</table>
13. My division/department/unit is adequately represented at Campus Council.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>26%</td>
<td>37</td>
<td>18.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>44%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>41</td>
<td>24%</td>
<td>64</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

14. Campus Council effectively carries out its role in governance.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>15%</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>57</td>
<td>33%</td>
<td>57</td>
<td>28.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>79</td>
<td>46%</td>
<td>111</td>
<td>55.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>1%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

15. Pūkoʻa no nā ʻEwa Council effectively carries out its role in governance. (2019 survey only)

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>22%</td>
</tr>
<tr>
<td>Not sure</td>
<td>96</td>
<td>56%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>7%</td>
</tr>
</tbody>
</table>
16. The Faculty Senate effectively carries out its role in governance.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>13%</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>75</td>
<td>43%</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>58</td>
<td>34%</td>
<td>76</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>3%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>8</td>
<td>5%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

17. The Chancellor provides effective leadership to the campus.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>23%</td>
<td>61</td>
<td>30.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>95</td>
<td>47.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>48</td>
<td>28%</td>
<td>31</td>
<td>15.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>.5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

18. The Administrative Team provides effective leadership to my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>23%</td>
<td>44</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>88</td>
<td>44%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>21%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
19. The Administrative Team encourages an open exchange of ideas that foster institutional improvement.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>20%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>20.5%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>8%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

20. I feel that I can freely express my opinions.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>16%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37</td>
<td>21.5%</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.5%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>6%</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>29%</td>
<td>62</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>43%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>5%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>12%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
</tbody>
</table>
22. Please rate the following aspects of your work environment. 2019 Results

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>107 (61%)</td>
<td>638 (36%)</td>
<td>4 (2.5%)</td>
<td>1 (.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>115 (66%)</td>
<td>55 (31%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>87 (50%)</td>
<td>68 (39%)</td>
<td>10 (5.5%)</td>
<td>8 (4.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>75 (43%)</td>
<td>68 (39%)</td>
<td>17 (9.5%)</td>
<td>13 (7.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>54 (31%)</td>
<td>75 (43%)</td>
<td>19 (10%)</td>
<td>226 (13%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>71 (41%)</td>
<td>60 (34%)</td>
<td>21 (12%)</td>
<td>18 (10%)</td>
<td>5 (3%)</td>
</tr>
</tbody>
</table>

22. Please rate the following aspects of your work environment. 2016 Results

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>119 (59.5%)</td>
<td>68 (34%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>138 (69%)</td>
<td>54 (27%)</td>
<td>4 (2%)</td>
<td>3 (1.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>106 (53%)</td>
<td>73 (36.5%)</td>
<td>11 (5.5%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>87 (43.5%)</td>
<td>81 (40.5%)</td>
<td>19 (9.5%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>57 (28.5%)</td>
<td>80 (40%)</td>
<td>18 (9%)</td>
<td>36 (18%)</td>
<td>9 (4.5%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>85 (42.5%)</td>
<td>63 (31.5%)</td>
<td>19 (9.5%)</td>
<td>23 (11.5%)</td>
<td>10 (5%)</td>
</tr>
</tbody>
</table>
23. Overall, how satisfied are you working for Leeward Community College?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>68</td>
<td>39%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>46%</td>
<td>86</td>
<td>43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>11%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>2%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>3</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
Hi Leeward Faculty and Staff,

The Campus Council invites all members of the Leeward CC community to attend its monthly meetings and welcomes suggestions for agenda items. Below is the agenda (with the zoom link and sign-in sheet). Please see the Campus Council website for meeting dates, membership, and other information about Campus Council.

Mahalo,
William Albritton, chair
Genai U’ilani Kelii’ikuli and Warren Kawano, vice chairs

Campus Council Agenda

May 7, 2021
1pm - 2pm
Online via Video Conference

Zoom Meeting: https://us02web.zoom.us/j/85787382115
Meeting ID: 857 8738 2115
Passcode: campus

See the Campus Council website for meeting dates and membership information

I. Call to Order
II. Roll Call - Please sign-in on the Sign-in Sheet Google Doc
III. Approval of Minutes (April 9, 2021) by unanimous consent
IV. Unfinished Business
   A. Voting item: Institutional Priorities Draft (not approved) for AY 2021-2022 (Kay Ono)
      This year’s list was handled differently due to CARES funding. Kay shared a copy at the April meeting and distributed it to the entire campus. According to our current Planning Process, the Faculty Senate can present a campus-wide item to be added onto the Institutional Priorities List; if they do, it should be discussed prior to the CC vote in May. The Campus Council units should
discuss the Institutional Priorities with their units; then be prepared to vote on it at the May meeting.

**B. Voting item: Annual Planning Process_Suggested edits for AY 2021-2022 (Kay Ono and Jayne Bopp)**

Jayne and Kay proposed some changes for next year's process. We presented the information in April, had Campus Council discuss it with their units in April; then we are voting on the changes at the May meeting. OPPA webpage should be reviewed: [http://www.leeward.hawaii.edu/institutional-priorities](http://www.leeward.hawaii.edu/institutional-priorities). See the proposed motion below.

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**Motion**
Modify the Leeward CC Integrated Planning and Budgeting Process to allow the Pūko’a no nâ ‘Ewa Council, Student Government (Associated Students of University of Hawai‘i - Leeward Community College), and Campus Council to submit one resource request each to the Integrated Planning and Budgeting Process. This request process will be similar to the one that is currently extended to the Faculty Senate. All organizations allowed to make requests through this process will abide by the same deadline.

**Rationale**
This change will make the campus Planning Process more inclusive. This will also help with including resource requests that are campus wide. Also, Campus Council should also be included, as there really isn't any other mechanism for APT, ASG, and janitorial staff to share their mana'o. Working out the details of the dates is a separate process that we will leave up to Jayne Bopp.

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**V. New Business**

A. Chancellor’s Report
B. Faculty Senate Report
C. Pūko’a no Nā ‘Ewa Council Report
D. Student Government Report
E. Campus Announcements

1. Leeward’s Land Acknowledgment Statement. (Nā ‘Ewa member U‘i Keli‘ikuli will be presenting.)

**VI. Notice of Next Meeting – Friday, September, 17th, 2021 (1 pm - 2pm) on zoom**

**VII. Adjournment**

William McDaniel Albritton, M.S.
Professor, Information and Computer Science
Math and Sciences Division Chair
Leeward Community College, 96-045 Ala Ike, Pearl City, HI 96782
Office: MS 211
Phone: (808) 455-0252
[http://www2.hawaii.edu/~walbritt](http://www2.hawaii.edu/~walbritt)
COVID-19 Info (/covid19)  MyUH (http://myuh.hawaii.edu)

Classes (https://www.sis.hawaii.edu/uhdad/avail.classes?i=LEE)  About Leeward (/about)

Map & Directions (/campus-map)

Enter terms then hit Search...

READY TO APPLY? CLICK HERE TO CHOOSE LEEWARD CC.  (HTTPS://UHCC2022.LIAISONCAS.COM/APPLICANT-UX/#/LOGIN)

Be sure to submit your application by the Application Deadline (/app-deadlines)

INTEGRATED PLANNING & BUDGETING PROCESS
The College's integrated planning and budgeting process is designed to collect input from all levels of the College. It starts at the program, unit, or area level when faculty and staff are encouraged to review and evaluate data metrics and other assessment information for their respective areas. Faculty and staff are encouraged to collaborate on an analysis and evaluation of the data in order to make recommendations for improvements including the need for any additional resources. Resource Request Lists are reviewed and prioritized at varying levels until a final institutional resource priority list is developed and recommended to the Chancellor who approves and then shares the resource priority list at convocation.

The driver of the planning and budgeting process is the College mission (https://www.leeward.hawaii.edu/mission) and strategic plan (https://www.leeward.hawaii.edu/strategic-plan). The University of Hawai‘i Community College (UHCC) system developed the Annual Report of Program Data (ARPD), a requirement for programs and support areas, to meet University of Hawaii (UH) Board of Regent (BOR) and UH system policies on program review (https://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202). Since this process is mandatory, Leeward’s planning process utilizes the ARPD as the central planning document for the campus.

In addition to the ARPD, a Comprehensive Review and Evaluation (CRE) document is required every five years, per UH BOR and UH system policies on program review. The CRE template incorporates information from the ARPDs, to provide a big picture analysis for programs and units.

INSTITUTIONAL PRIORITIES

As part of the planning process, all programs, divisions, units, and areas developed Resource Requests based on the results of their assessments and program reviews. These resource requests are prioritized within the four main areas of the college: Instruction, Student Services, Academic Services, and Administrative Services. Each area prioritizes the resource requests that were submitted from their respective units and departments. During this part of the planning process, governance groups may submit an Institutional Resource Request form to include a request for resources that benefit the entire campus or multiple units.

The Administrative Team (i.e., Vice Chancellor of Academic Affairs, Vice Chancellor of Administrative Services, Dean of Arts and Sciences, Dean of Career and Technical Education, Dean of Student Services, and Dean of Academic Service) combines all of the resource requests and creates draft Institutional Priorities for the campus. These priorities are shared with the College's governance groups: Student Government, Pūko'a no Nā ‘Ewa Council, Campus Council and Faculty Senate. These bodies are responsible for sharing the Institutional Priorities with their constituents and gathering feedback on the recommended priorities. Campus Council provides a final recommendation on the Institutional Priorities to the Chancellor. A comprehensive Operational Expenditure Plan is developed for the following academic year using the Institutional Priorities as a guide for allocating available funds (for more information see the Administrative Services Budget Information website.) (https://www.leeward.hawaii.edu/adminservices-budget).

PLANNING PROCESS GENERAL TIMELINE

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Event Description</td>
<td>Date</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>September</td>
<td><strong>Planning Process Cycle Begins</strong></td>
<td>September 1</td>
</tr>
<tr>
<td></td>
<td>• OPPA initiates planning process activities.</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td><strong>Planning Process Guidelines and Tools Distributed by OPPA and Vice Chancellor for Academic Services (VCAS)</strong></td>
<td>October 15</td>
</tr>
<tr>
<td></td>
<td>• ARPD data and template released by UHCC System and information is distributed to Program Coordinators by OPPA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Planning template and new Revenue Generating Account template are distributed to Account Holders by VCAS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Program Review discussions occur at the program level.</td>
<td></td>
</tr>
<tr>
<td>October thru November</td>
<td><strong>Training Provided by OPPA</strong></td>
<td>November 30</td>
</tr>
<tr>
<td></td>
<td>• Training sessions are offered to program coordinators, unit heads, division chairs and those submitting an ARPD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Special work days may be scheduled and requests for one-on-one training is available.</td>
<td></td>
</tr>
<tr>
<td>October thru November</td>
<td><strong>ARPDs, Planning Lists, and Revenue Generating Account Templates Completed</strong></td>
<td>November 30</td>
</tr>
<tr>
<td></td>
<td>• Campus programs, units, and areas complete ARPD or CRE (if required). This collaborative process involves all members of the program, unit, or area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Final ARPD or CRE submitted to OPPA, and ARPDs are uploaded to UHCC System site.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Revenue Generating Account templates are submitted to VCAS.</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td><strong>Review of APRDs by Deans and Vice Chancellors</strong></td>
<td>December 15</td>
</tr>
<tr>
<td></td>
<td>• Deans write Executive Summary for their respective areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• OPPA ensures all required documents are completed and submitted by the deadline to the UHCC System site for public viewing (<a href="https://uhcc.hawaii.edu/varpd/">https://uhcc.hawaii.edu/varpd/</a>).</td>
<td></td>
</tr>
</tbody>
</table>
### January
**Instructional Areas Prioritize Resource Request Lists**

- Each of the Instructional Areas prioritize their own resource requests.
- Instructional areas include six instructional divisions, Wai‘anae Moku, Office of Continuing Education & Workforce Development, and Native Hawaiian Student Support Program.
- Instructional Resource Request Lists are submitted to OPPA.
- Instructional Resource Request Lists are shared with support areas and campus governance groups.

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### February
**Prioritization of Resource Request Lists by Area and Governance Groups**

- Each support area creates an overall prioritized resource request list: Academic Services, Student Services, and Administrative Services.
- Governance groups: Faculty Senate, Student Government, Pūko’a no Nā ‘Ewa Council, and Campus Council each finalize their single, top priority.
- Support area and governance group Resource Request Lists are submitted to OPPA.

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### March
**CREs Reviewed**

- Appropriate Dean and/or Vice Chancellors review and provide feedback to the submitted CREs.
- OPPA posts ARPDs and CREs on the campus website to share with the campus community.

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### March
**Create Draft Institutional Priorities List**

- Administration reviews and prioritizes all of the resource requests, including institutional requests, into a draft Institutional Priorities List.
- VCAA shares the four area prioritized Resource Request Lists and the draft Institutional Priorities List with the campus community.

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### April
**Governance Groups Review Draft Institutional Priorities List**

- Governance Groups distribute the draft Institutional Priorities List to their members for review and dissemination to their constituencies. If a recommendation will be added to the priorities by a governance group, it must be submitted to Campus Council.
April

Campus Council Reviews Institutional Priorities List

- VCAA adds governance groups' requests to the existing draft Institutional Priorities List and resends the revised list to Campus Council.

April 30

May

Campus Council approves Institutional Priorities List

- Campus Council reviews governance groups’ recommendations.
- Campus Council votes on the recommended Institutional Priorities List at the last meeting of the academic year.
- Campus Council makes final recommendation for Institutional Priorities List to Chancellor.

May Meeting

May

Review and Approval of Institutional Priorities List

- Chancellor reviews recommendations and approves final Institutional Priorities List.

May 15

August

Budget Decisions and Details Communicated

- Chancellor or VCAS provide campus updates at convocation and distribute the annual budget through email.

Fall

Convocation
RESOURCES & INFO FOR

Future Students (/prospective-students)

Military & Veterans (/military)

International Students (/ipo)

Faculty & Staff (/facstaff)

Apply Now! (/enroll)

CURRENT STUDENTS

MyUH (http://myuh.hawaii.edu)

Academic Deadlines (/academic-calendar)

Financial Assistance (/finaid)

Library & Learning Resources (/academic-resources)

Transcript Request (/transcript-request)

Student Life (http://studentlife.leeward.hawaii.edu/)

Social Media pages (/connect)

All Services... (/services)

QUICK LINKS

Accreditation (http://www.leeward.hawaii.edu/accred)

Administration (/administration)

Consumer Info - Student Right to Know (/consumerinfo)

Continuing Education (https://ocewd.org/)
Provided required training on faculty-initiated interaction in DE courses.

Fall 2017 - Present

- 2017-2018
  - The DE Committee created the “DE Federal Requirements Training,” which was mandatory for all instructors teaching online. The majority of instructors completed the required training during the Fall 2018 Convocation. The DE Committee facilitated five additional training sessions throughout the Fall semester. In Spring 2018, the DE Committee developed an online version of this training for instructors who were identified by their division chairs as unable to complete an in-person training session. A total of 138 instructors completed this training in the 2017-2018 academic year.
  - EMC Workshops
    - Fall 2017: The Art of Teaching Online
    - Fall 2017: The Teaching Online Challenge
    - Spring 2018: Infusing Critical Thinking in Online Discussions
    - Summer 2018: Create Your Online Course w/ Critical Thinking

- 2018-2019
  - DE Committee
    - Created new DE Guidelines, DE Guidelines Self-Assessment, and DE Peer Evaluation created.
Hosted two DE Guidelines info sessions for the campus.

- **2019-2020**
  - DE Committee
    - Hosted several DE Guidelines and Self-Assessment info sessions.
  - EMC & DE Committee
    - Summer 2020: Classroom and Distance Online (CanDO) Professional Development workshop series. (Refer to the announcement flyer.) Five, two-week long workshops. Aligned to DE Guidelines.

- **2020-2021**
  - DE Committee
    - Several members participated on campus working groups in response to COVID-19. See DE Committee Report to Faculty Senate 2020-2021.
    - A few members helped to create the Leeward CC Baseline Recommended Actions as guidelines for “Distance-Delivered” (not Distance Education) courses.
  - EMC
    - Fall 2020 - In response to COVID-19, the EMC developed several workshop series and sessions to assist instructors in moving their courses online (distance-delivered). *(I didn’t list all the workshops, just the ones for moving online and that were related to interaction. Lemme know if you want me to include all the workshops.)*
      - Classroom and Distance Online (CanDO) Professional Development workshop series. Five, two-week long workshops. Aligned to Leeward CC Baseline Recommended Actions and DE Guidelines. - Repeated workshop series
      - Class-Zoom Essentials workshop
      - From Zoom to Breakout Room workshop
      - Zoom Beyond Basics workshop
      - Screen Recording with Loom workshop
  - Fall 2020 - Equipment for the new Technology Enhanced Classrooms (TECs) were purchased.
  - Spring 2021 - In response to COVID-19 and the shift back to some in-person, the EMC supported technologies for hybrid modality. Laulima had a few new updates as well.
    - TECs installation started.
    - Hybrid Classroom Orientation and workshops featuring new technologies in classrooms for hybrid modality.
    - Laulima Rubrics workshop
    - Laulima Gradebook workshop
- Summer 2021 - Encouraged instructors to enhance their distance-delivered (remote) classes, hybrid classes, and DE classes. Move off of Baseline Recommended Actions and onto DE Guidelines.
- DE Guidelines Professional Development Workshop Series (Announcement Flyer). Five, one-week long workshops to train instructors on applying the DE Guidelines to their online courses.

- Workshop Survey Results *(for workshops mentioned above)*

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Practice and apply - Strongly Agree or Agree</th>
<th>Format of Training - Strongly Agree or Agree</th>
<th>Resource s - Strongly Agree or Agree</th>
<th>Value - Strongly Agree or Agree</th>
<th>Survey Respondents</th>
<th>Participants who attended/participated</th>
<th>Participants who earned badge(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA17 The Art of Teaching Online</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>9</td>
<td>37</td>
<td>9</td>
</tr>
<tr>
<td>FA17 The Teaching Online Challenge</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>SP18 Infusing Critical Thinking in Online Discussions</td>
<td>100</td>
<td>92</td>
<td>100</td>
<td>100</td>
<td>13</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>SU18 PRLS - Create Your Online Course w/ Critical Thinking</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>5</td>
<td>5</td>
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<tr>
<td>SP20 Tech Fun Fridays</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>43</td>
<td>74</td>
<td>n/a</td>
</tr>
<tr>
<td>SU20 CanDO Teaching Approaches (1,2)</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>16</td>
<td>54</td>
<td>19</td>
</tr>
<tr>
<td>SU20 CanDO Learning Outcomes</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>5</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td>SU20 CanDO Assessment</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>8</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>SU20 CanDO Laulima Lessons</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>24</td>
<td>70</td>
<td>27</td>
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<tr>
<td>SU20 CanDO Communicating</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>14</td>
<td>56</td>
<td>17</td>
</tr>
<tr>
<td>FA20 CanDO Teaching Approaches</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FA20 CanDO Learning Outcomes</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>FA20 CanDO Assessment</td>
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<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FA20 CanDO Communicating</td>
<td>100</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
<td>2</td>
<td>11</td>
<td>1</td>
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<td>100 100 100 100 8 12 n/a</td>
<td>100 100 100 100 4 11 n/a</td>
<td>100 100 100 100 4 11 n/a</td>
</tr>
</tbody>
</table>

Revise and implement the DE Peer Evaluation form to provide feedback on regular and substantive interaction.

*Note: We went beyond just updating the DE Peer Evaluation form to address RSI. We created the DE Guidelines, Self-Assessment form and review process, and Peer Evaluation form aligned to the DE Guidelines.*

Fall 2018 - Spring 2019
In the 2018-2019 academic year, the DE Committee has created new DE Guidelines, DE Guidelines Self-Assessment, and DE Peer Evaluation to reflect best practices and provide instructors with a framework for creating a quality DE course. The "Leeward CC Distance Education (DE) Guidelines" provide standards for designing a DE course. In particular, DE Guideline 5 addresses interaction.

Included with the new DE Guidelines is a new DE Self-Assessment and revised DE Peer Evaluation. The Self-Assessment will be completed by DE instructors every 3 years and serve as a tool for ensuring quality DE courses at Leeward CC. The revised DE Peer Evaluation replaces the previous version (from 2012) and is aligned directly to the new DE Guidelines but focuses on course delivery components. Sub-guidelines of DE Guideline 5 are included in the peer evaluation. The previous DE Federal Regulations Self-Evaluation (from 2017-2018) has been included in the new DE Peer Evaluation and Self-Assessment.

The development of the new DE Guidelines, DE Peer Evaluation, and DE Guidelines Self-Assessment went through many revisions throughout the academic year, obtained the support of the Division Chairs, and was presented for Faculty input at two breakout sessions during the Spring 2019 convocation. The Faculty Senate unanimously approved the new DE Guidelines and Evaluations for adoption at its March 13, 2019 meeting.

DE Self-Assessment process will be rolled out over three years (three groups) as a pilot.

DE Committee Annual Report AY 2018-2019

Fall 2019 - Spring 2020
- First group for the DE Guidelines Self-Assessment
- DE Committee Annual Report AY 2019-2020

Fall 2020 - Spring 2021
- Second group for DE Guidelines Self-Assessment
- DE Committee Annual Report AY 2020-2021
- Most current DE Guidelines Self-Assessment results (as of November 10, 2021): 68 instructors cycled into the DE Guidelines Self-Assessment process over the course of AY 199-20 and AY 2020-21. 64 instructors have completed a Self-Assessment, giving the process a current 94% completion rate.

Fall 2021 - Spring 2022
- Third (and final) group for DE Guidelines Self-Assessment pilot (for the first round of DE instructors)
The “Leeward CC Distance Education (DE) Guidelines” provide standards for designing a DE course. Refer to the annotations under each guideline for further information and examples. (Related: DE Guidelines Self-Assessment and DE Peer Evaluation.)

### COURSE DESIGN

#### 1 COURSE OVERVIEW AND INFORMATION

**1.1 Provide welcome, getting started.**
- Welcome students and provide context for what they will be learning, setting a tone for success from the start of the course.
  - Establish instructor presence and model voice and tone of interaction.
  - Provide guidance to ensure students will get off to a good start in the online space.
- Explain how students are to proceed when they first access the course.
- Guide students through course learning materials and activities through visual clues and simple notations, like “start here”, and “before you move on” help.

**1.2 Provide course orientation, module orientations.**
- Clarify content rationale as well as the scope of work and expected time commitment.
- Provide an overview of the online course including what, when, where and why they will be learning, and an overview of each course module that provides information on what content, interaction, and assessment will take place within a specific period of time.
- Include a module orientation with at least a short introduction to the module topic and indicate what materials need to be reviewed, and what activities and assignments need to be completed.
- Include due dates for every assignment and activity in the module.

**1.3 Provide an online/printable version of syllabus.**
- Keep students on track with information provided, in advance, alleviating the possibility for problems and obstacles.
- Syllabus is in an accessible format available for online download and printing. ([Syllabus template](#))

**1.4 Include mandatory Leeward CC syllabi information and campus policies.**

Policies need to be communicated to online students, with course links to associated student services offices at the institution. Links should bring the student to:
- The policy, in clear language.
- Guidelines on the policy, including how the policy is enforced.
- Contact information for policy related offices and personnel.
- Where to go for additional resources.
- Campus policies should address [student conduct and academic integrity](#).

**1.5 Explain course policies.**
- A clear explanation of course policies is provided and easy to understand.
- Course policies may include:
  - Grading policy
  - Late work submission
  - Student conduct
  - Communication

**1.6 Provide access to campus resources (technical help, orientation, tutoring).**

Link to [campus resources for Distance Education students](#).

**1.7 State whether the course is fully online or blended.**

Provide students with information about online readiness; for example:
1.8 Explain communication methods.
Instructor communication policy is clearly stated.
- How will your students communicate with you?
- What is your response time?
- How will students communicate with each other?
- What is your preferred way for students to contact you?

1.9 Ensure objectives/outcomes are easily located, clearly stated, measurable, and written from a student's perspective.
- Objectives should be measurable and express some level of mastery that students will need to demonstrate as a result of participating fully in the course.
- All course content, learning activities, interactions and assessments should be in alignment with these objectives/outcomes.
- Objectives should address what students need to know when they complete the module, course, or program, and aligned activities and assessments should showcase how students will achieve those objectives.
- Objectives are written from a student’s perspective to make it easy for students to understand.
- Objectives for the course or module are easy for students to locate in the course.

1.10 Provide instructor, department, and program contact info.
Instructor, department, and program (if applicable) contact information is easy to find.

1.11 Explain distinction between required and optional materials.
The course contains an explanation of required and optional resources and materials. It is clear to students which resources are required to complete course activities and assignments. Optional resources are clearly indicated.

1.12 Provide instructor self-introduction.
Examples include: a self-introduction video, forum post, email, infographic

1.13 Ask students to do self-introductions.
Examples include: a self-introduction video, forum post, email, infographic

2 COURSE TECHNOLOGY AND TOOLS

2.1 State technology skills and minimum technology requirements.
Any hardware, software, or technology applications that are required for successful participation in the course need to be introduced along with resources that support a full range of learner mastery. This information needs to be communicated to students early on, and reinforced throughout the term.

2.2 Include orientation/tutorials for technology skills required for learning activities.
Instructor may create a personalized tutorial or provide links to existing tutorials.

2.3 Link to tools' privacy and accessibility policies.
- Students entrust the university with their personal information and expect that information to be protected. Web-based applications and other technology tools may be collecting data in the background, and students need to be advised and know that their data is safeguarded.
- Links to privacy policies are provided for all external websites and services that require students to create a username and password.
- Link to the privacy policy of the Learning Management System (LMS) is provided. (e.g. Laulima use is subject to the University of Hawai'i Executive Policy E2.210.)
- Links to accessibility policies are provided for all tools used in the course. (Note: If a tool isn’t accessible, provide an equivalent alternative tool or activity if you move forward with using it.)
- Tools used are approved by UH ITS. Check the UH ITS' third-party tools or microservices commonly used by instructors. If a tool you use is not listed, submit the form for review and approval.
2.4 Ensure course tools promote student engagement and active learning.
Tools available within the LMS are used to facilitate learning by engaging students with course content, each other, and the instructor.

2.5 Ensure course technologies are current.
- Course technologies are up-to-date
- Examples include:
  - Synchronous web conference tools
  - Mobile application that supports learning and/or interaction
  - Web-based collaborative platform (i.e. Google Docs, wiki)
  - Blogs
  - Online simulation software
- The course utilizes tools in the LMS that supports learning objectives

2.6 The technology and tools used in the course support the course learning objectives/outcomes.
The technology tools utilized in the course actively engage students in the course material, facilitate interaction, and help students achieve the course learning objectives and outcomes.

3 DESIGN AND LAYOUT

3.1 Ensure course layout and navigation is logical, consistent, and uncluttered.
- The online course should be designed so that students can easily navigate and progress through a logical sequence and pace. This is achieved through consistency in layout and delivery of information types in regular order within learning modules.
- Organization is one of the most important parts of an online course. The key factor in the organization of an online course is consistency — from the overall color scheme and page design to the layout and structure of learning modules, assignments, and rubrics.
- Redundancy (the same documents appearing in several locations) is recommended because repetition helps students navigate easily to relevant information without having to search extensively.

3.2 Ensure information is divided into manageable sections.
- Reduce content to smaller “chunks”
- Organize course content into sections
- Utilize white space

3.3 Write clear, unambiguous instructions.
- Clear instructions help students to function in the online environment without having to repeatedly ask for clarification.
- Instructions can be communicated in many different forms in an online course, including orientations, introductions, announcements, guidelines, rubrics, etc.

3.4 Text is easily readable.
- Recommended: sans-serif, 12 pt or larger font used
- Ensure text can be zoomed
- Ensure enough contrast between text and background

3.5 Where applicable, use simple tables to display information.
- Ensure all tables have a title and description
- Ensure table header rows and columns are assigned
- Avoid using merge-cells or complex tables

3.6 Course materials are accessible to meet the needs of diverse learners.
- Videos are captioned or text transcripts are available
- All text (page, PDF, images) is readable by a screen reader
- Alt tags, captions, and transcripts are provided for all non-text content
- All text, graphics, and images do not use color as the only means of conveying meaning
3.7 Ensure tools meet accessibility standards.
- Link to Laulima Accessibility
- Link to third party tools’ accessibility statements
- If no accessibility statement exists, it is stated as such

4 CONTENT AND ACTIVITIES

4.1 Provide a variety of activities and resources that facilitate communication, collaboration, learning, and engagement.
- Students benefit more from activities than from simple presentation of content. External readings, assignments, discussions, interactive web sites, online assessments (formative and summative) should all be connected clearly to mastering course concepts, and aligned with module, course, and program objectives.
- Relevancy to the course content is clear to students.
- Students need to know why they are required to read, review, discuss or create materials in the course. When they know the reasoning behind what they need to complete, they will be more engaged.

4.2 Ensure course content and resources use proper citations, copyright, permissions, and licensing info (including Creative Commons).
Ask a librarian for guidance on how to properly cite and use fair use materials.

4.3 Course content and activities are aligned with course objectives.
All course content, learning activities, and interactions should align with course objectives/outcomes.

5 INTERACTION

5.1 Explain all instructor interaction and feedback.
The course provides students with information on instructor response times, which include, but are not limited to: discussion postings, feedback on assignments, and grades. This information is easily accessible for students.

5.2 Explain all student interaction expectations.
A clear explanation of the instructor’s expectations and requirements of student interaction is provided to the students (frequency, length, response time, content, etc.). This includes, but are not limited to: discussion postings, assignments, peer evaluations, self-assessments, group projects, etc.)

5.3 Provide activities and/or opportunities that build community.
- Activities and/or opportunities which foster social presence (a sense of belonging and feeling comfortable to participate/interact and respect opposing views), promote student engagement, and open up avenues for communication.
- Examples may include: icebreaker/self-introduction discussion forum where instructor and students participate and engage with each other, students share their insights and opinions about an article or course topic, study groups, team/group projects, “cyber cafe”/“hallway” discussion forum or virtual meeting/chat space where students and the instructor can meet informally to chat about course-related (or other) topics.

5.4 Provide opportunities for student-to-student interaction.
- Instructor as facilitator, moderating and evaluating the quality and quantity of interaction between students.
- Group and peer-review assignments support social, teaching, and cognitive presence in the online space.
- Collaborative exercises enabling more advanced students to help other students to maximize their abilities, and help construct new knowledge together.

5.5 Provide opportunities for regular and substantive interaction between instructor and student.
- ACCJC Policy on Distance Education and Correspondence Education
- Examples of instructor-student interaction:
5.6 Learning activities provide interaction that support active learning.
Active learning involves students engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding students to increasing levels of responsibility for their own learning.

6 ASSESSMENT AND FEEDBACK

6.1 Assessments measure course and/or module objectives.
Assessments are linked to course activities and measure learner mastery of course and/or module objectives.

6.2 Provide regular and appropriate assessments.
- Assessments are included at regular intervals
- Formative assessments that lead to summative assessments
- Assessments used are appropriate for the course content

6.3 Provide clear assessment criteria for assignments.
Rubrics are recommended as a best practice for communicating criteria and achievement levels for assignments in online courses. They:
- Make learning targets clearer;
- Guide the design and delivery of instruction;
- Normalize the assessment process; and
- Give students self- and peer-assessment guidelines.

6.4 Provide opportunities for self-assessment.
- Students have opportunities to assess their own learning throughout the course determining what they’ve mastered, and detailing what needs improvement. It is a multi-faceted method of determining learner mastery, by asking students to explore their own work, and determine a level of performance or mastery.
- Self-assessment plays a role in learner self-efficacy, fosters learners’ abilities to construct meaning, and promotes metacognition. By asking students to check their skill mastery levels, or reflect on their own work, they learn to examine their own reasoning and decision making process (Cukusic et al, 2014).

6.5 Setup online gradebook for students.
By providing easy access to an up-to-date gradebook, the instructor gives students the ability to check in on their progress continuously throughout the term. The added functionality and reporting features enable the instructor to review and analyze the gradebook, as well as create reports on student progress and course completion.

6.6 Provide at least one opportunity for descriptive feedback on all aspects of course.
This may include, but is not limited to the course evaluation via Course Evaluation System (CES).

The "Leeward CC Distance Education (DE) Guidelines" were based on recognized best practices from:
- Quality Matters
- SUNY Center for Online Teaching Excellence
- UHM College of Education, Department of Learning Design and Technology
Leeward CC Distance Education (DE) Guidelines Self-Assessment

INSTRUCTIONS: The "Leeward CC Distance Education (DE) Guidelines" provide standards for designing a DE course. This is intended to help you self-reflect and improve your course design, and must be submitted once every three years for each DE course you teach (except for 5-week courses that have gone through a UH System review process) for the current academic year. Refer to the annotations under each guideline for further information and examples.

STEP 1: Use this Google Doc http://go.hawaii.edu/wIG to compose your answers since you won't be able to save your answers mid-way through. For each guideline, indicate if you've MET it and how you've met it, or if you've NOT MET it and how you plan to meet it.

STEP 2: Copy/Paste your responses from your Google Doc into this form. Click Submit.

Once completed, the DE Committee Chair will forward your submitted DE Self-Assessment to your Division Chair. For details see http://go.hawaii.edu/GIE.

Note: The "Leeward CC Distance Education (DE) Guidelines" were based on recognized best practices from: Quality Matters, SUNY Center for Online Teaching Excellence, and the UHM College of Education, Department of Learning Design and Technology.
Short link to this form: http://go.hawaii.edu/qrG | Last updated on: 5/28/21

pbopp@hawaii.edu Switch account
* Required

Email *
Your email

First Name *
Your answer

Last Name *
Your answer
Arts & Humanities
Business
Language Arts
Math & Sciences
Professional Arts & Technology
Social Sciences
Other:

Course Alpha and Number *
e.g. ENG 100

Your answer
Would you be willing to share your Self-Assessment with the DE Committee who may use select responses as examples for the DE Guidelines that will help other DE instructors? *

- Yes, sharing is caring.
- No, thank you.

**COURSE DESIGN**

**1: COURSE OVERVIEW AND INFORMATION**

1.1 Provide welcome, getting started. *

Welcome students and provide context for what they will be learning, setting a tone for success from the start of the course. Establish instructor presence and model voice and tone of interaction. Provide guidance to ensure students will get off to a good start in the online space. Explain how students are to proceed when they first access the course. Guide students through course learning materials and activities through visual clues and simple notations, like "start here" and "before you move on."

Your answer
1.2 Provide course orientation, module orientations. *
Clarify content rationale as well as the scope of work and expected time commitment. Provide an overview of the online course including what, when, where and why they will be learning, and an overview of each course module that provides information on what content, interaction, and assessment will take place within a specific period of time. Include a module orientation with at least a short introduction to the module topic and indicate what materials need to be reviewed, and what activities and assignments need to be completed. Include due dates for every assignment and activity in the module.

Your answer

1.3 Provide an online/printable version of syllabus. *
Keep students on track with information provided, in advance, alleviating the possibility for problems and obstacles. Syllabus is in an accessible format available for online download and printing.* (Syllabus template: https://docs.google.com/document/d/1MpuFK1JTvk5Xt3sz5asekoBG4kP_kLejFDUGZ3tSg/edit?usp=sharing)

Your answer

1.4 Include mandatory Leeward CC syllabi information and campus policies. *
Leeward CC mandatory syllabi info: http://go.hawaii.edu/Gjk. Policies need to be communicated to online students, with course links to associated students services offices at the institution. Links should bring the student to: the policy, in clear language; guidelines on the policy, including how the policy is enforced; contact information for policy related offices and personnel; where to go for additional resources; and campus policies should address student conduct and academic integrity - http://www.leeward.hawaii.edu/files/StuPol_StConductCode_May2010.pdf

Your answer
1.5 Explain course policies. *
A clear explanation of course policies is provided and easy to understand. Course policies may include: grading policy, late work submission, student conduct, and communication.

Your answer

1.6 Provide access to campus resources (technical help, orientation, tutoring). *
Link to campus resources for Distance Education students: http://blogs.leeward.hawaii.edu/ilearn/.

Your answer

1.7 State whether the course is fully online or blended. *
Provide students with information about online readiness; for example, "Are You Ready to Learn Online?" (self-assessment): http://go.hawaii.edu/XjG. The Online Learning Orientation @ Leeward CC: http://blogs.leeward.hawaii.edu/ilearn/olo/.

Your answer
1.8 Explain communication methods. *

Instructor communication policy is clearly stated. How will your students communicate with you? What is your response time? How will students communicate with each other? What is your preferred way for students to contact you?

Your answer

1.9 Ensure objectives/outcomes are easily located, clearly stated, measurable, and written from a student's perspective. *

Objectives should be measurable and express some level of mastery that students will need to demonstrate as a result of participating fully in the course. All course content, learning activities, interactions and assessments should be in alignment with these objectives/outcomes. Objectives should address what students need to know when they complete the module, course, or program, and aligned activities and assessments should showcase how students will achieve those objectives. Objectives are written from a student's perspective to make it easy for students to understand. Objectives for the course or module are easy for students to locate in the course.

Your answer

1.10 Provide instructor, department, and program contact info. *

Instructor, department, and program (if applicable) contact information is easy to find.

Your answer
1.11 Explain distinction between required and optional materials. *

The course contains an explanation of required and optional resources and materials. It is clear to students which resources are required to complete course activities and assignments. Optional resources are clearly indicated.

Your answer

1.12 Provide instructor self-introduction. *

Examples include: a self-introduction video, forum post, email, and infographic.

Your answer

1.13 Ask students to do self-introductions. *

Examples include: a self-introduction video, forum post, email, and infographic.

Your answer

2: COURSE TECHNOLOGY AND TOOLS
2.1 State technology skills and minimum technology requirements. *

Any hardware, software, or technology applications that are required for successful participation in the course need to be introduced along with resources that support a full range of learner mastery. This information needs to be communicated to students early on, and reinforced throughout the term.

Your answer

2.2 Include orientation/tutorials for technology skills required for learning activities. *

Instructor may create a personalized tutorial or provide links to existing tutorials.

Your answer
2.3 Link to tools' privacy and accessibility policies. *

Students entrust the university with their personal information and expect that information to be protected. Web-based applications and other technology tools may be collecting data in the background, and students need to be advised and know that their data is safeguarded. Links to privacy policies are provided for all external website and services that require students to create a username and password. Link to privacy policy of the Learning Management System (LMS) is provided. (e.g. Laulima use is subject to the University of Hawai'i Executive Policy E2.210 [https://www.hawaii.edu/policy/archives/ep/e2/e2210.pdf](https://www.hawaii.edu/policy/archives/ep/e2/e2210.pdf).) Links to accessibility policies are provided for all tools used in the course. (Note: If a tool isn't accessible, provide an equivalent alternative tool or activity if you move forward with using it.) Tools used are approved by UH ITS. Check the UH ITS' third-party tools or microservices commonly used by instructors. If a tool you use is not listed, submit the form for review and approval ([https://docs.google.com/forms/d/e/1FAIpQLSfHCQMZoq3d3MCl0oHChQhxICY3wCwg8HKa67w0PmAsuf4XVg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfHCQMZoq3d3MCl0oHChQhxICY3wCwg8HKa67w0PmAsuf4XVg/viewform)).

Your answer

2.4 Ensure course tools promote student engagement and active learning. *

Tools available within the LMS are used to facilitate learning by engaging students with course content, each other, and the instructor.

Your answer
2.5 Ensure course technologies are current.*
Course technologies are up-to-date. Examples include: synchronous web conference tools, mobile application that supports learning and/or interaction, web-based collaborative platform (i.e. Google Docs, wiki), blogs, and online simulation software. The course utilizes tools in the LMS that supports learning objectives.

Your answer

2.6 The technology and tools used in the course support the course learning objectives/outcomes.*
The technology tools utilized in the course actively engage students in the course material, facilitate interaction, and help students achieve the course learning objectives and outcomes.

Your answer

3: DESIGN AND LAYOUT
3.1 Ensure course layout and navigation is logical, consistent, and uncluttered. *

The online course should be designed so that students can easily navigate and progress through a logical sequence and pace. This is achieved through consistency in layout and delivery of information types in regular order within learning modules. Organization is one of the most important parts of an online course. The key factor in organization of an online course is consistency — from the overall color scheme and page design to the layout and structure of learning modules, assignments, and rubrics. Redundancy (the same documents appearing in several locations) is recommended because repetition helps students navigate easily to relevant information without having to search extensively.

Your answer

3.2 Ensure information is divided into manageable sections. *

Reduce content to smaller "chunks." Organize course content into sections. Utilize white space.

Your answer

3.3 Write clear, unambiguous instructions. *

Clear instructions help students to function in the online environment without having to repeatedly ask for clarification. Instructions can be communicated in many different forms in an online course, including orientations, introductions, announcements, guidelines, rubrics, etc.

Your answer
3.4 Text is easily readable. *
Recommended: sans-serif, 12 pt or larger font used. Ensure text can be zoomed. Ensure enough contrast between text and background.

Your answer

3.5 Where applicable, use simple tables to display information. *
Ensure all tables have a title and description. Ensure table header rows and columns are assigned. Avoid using merge-cells or complex tables.

Your answer

3.6 Course materials are accessible to meet the needs of diverse learners. *
Videos are captioned or text transcripts are available. All text (page, PDF, images) is readable by a screen reader. Alt tags, captions, and transcripts are provided for all non-text content. All text, graphics, and images do not use color as the only means of conveying meaning. Format all text with titles, headings, and styles for accessible reading. Avoid flashing or blinking text. Use descriptive hyperlinks - Avoid "Click here." Instead, identify the destination in the text. (e.g., Leeward Community College is a great school. (The words, "Leeward Community College" would be hyperlinked.))

Your answer
3.7 Ensure tools meet accessibility standards. *
Link to Laulima Accessibility: [https://confluence.sakaiproject.org/display/2ACC/Sakai+CLE+Current+Accessibility](https://confluence.sakaiproject.org/display/2ACC/Sakai+CLE+Current+Accessibility). Link to third party tools' accessibility statements. If no accessibility statement exists, it is stated as such.

Your answer

4. CONTENT AND ACTIVITIES

4.1 Provide a variety of activities and resources that facilitate communication, collaboration, learning, and engagement. *

Students benefit more from activities than from simple presentation of content. External readings, assignments, discussions, interactive web sites, online assessments (formative and summative) should all be connected clearly to mastering course concepts, and aligned with module, course, and program objectives. Relevancy to the course content is clear to students. Students need to know why they are required to read, review, discuss or create materials in the course. When they know reasoning behind what they need to complete, they will be more engaged.

Your answer
4.2 Ensure course content and resources use proper citations, copyright, permissions, and licensing info (including Creative Commons). *
Ask a librarian for guidance on how to properly cite and use fair use materials.

Your answer

4.3 Course content and activities are aligned with course objectives. *
All course content, learning activities, and interactions should align with course objectives/outcomes.

Your answer

5: INTERACTION

5.1 Explain all instructor interaction and feedback. *
The course provides students with information on instructor response times, which include, but are not limited to: discussion postings, feedback on assignments, and grades. This information is easily accessible for students.

Your answer
5.2 Explain all student interaction expectations.*
A clear explanation of the instructor's expectations and requirements of student interaction is provided to the students (frequency, length, response time, content, etc.). This includes, but are not limited to: discussion postings, assignments, peer evaluations, self-assessments, group projects, etc.

Your answer

5.3 Provide resources and activities that build community.*
Activities and/or opportunities which foster social presence (a sense of belonging and feeling comfortable to participate/interact and respect opposing views), promote student engagement, and open up avenues for communication. Examples may include: icebreaker/self-introduction discussion forum where instructor and students participate and engage with each other, students share their insights and opinions about an article or course topic, study groups, team/group projects, "cyber cafe"/"hallway" discussion forum or virtual meeting/chat space where students and the instructor can meet informally to chat about course-related (or other) topics.

Your answer

5.4 Provide opportunities for student-to-student interaction.*
Instructor as facilitator, moderating and evaluating the quality and quantity of interaction between students. Group and peer-review assignments support social, teaching, and cognitive presence in the online space. Collaborative exercises enabling more advanced students to help other students to maximize their abilities, and help construct new knowledge together.

Your answer
5.5 Provide opportunities for regular and substantive interaction between instructor and student. *

ACCJC Policy on Distance Education and Correspondence Education: [http://accjc.org/wp-content/uploads/Policy-on-Distance-Education-and-on-Correspondence-Education.pdf](http://accjc.org/wp-content/uploads/Policy-on-Distance-Education-and-on-Correspondence-Education.pdf). Examples of instructor-student interaction: follow-up questions on assignments, forum discussion posts that include instructor participation, instructor provides a summary post for forum discussions, instructor feedback on assignments, course announcements that provide general feedback to students, synchronous chat, and one-on-one synchronous meetings.

Your answer

5.6 Learning activities provide interaction that support active learning. *

Active learning involves students engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding students to increasing levels of responsibility for their own learning.

Your answer

6: ASSESSMENT AND FEEDBACK
6.1 Assessments measure course and/or module objectives. *
Assessments are linked to course activities and measure learner mastery of course and/or module objectives.

Your answer

6.2 Provide regular and appropriate assessments. *
Assessments are included at regular intervals. Formative assessments that lead to summative assessments. Assessments used are appropriate for the course content.

Your answer

6.3 Provide clear assessment criteria for assignments. *
Rubrics are recommended as a best practice for communicating criteria and achievement levels for assignments in online courses. They: make learning targets clearer, guide the design and delivery of instruction, normalize the assessment process, and give students self- and peer-assessment guidelines.

Your answer
6.4 Provide opportunities for self-assessment.

Students have opportunities to assess their own learning throughout the course determining what they've mastered, and detailing what needs improvement. It is a multi-faceted method of determining learner mastery, by asking students to explore their own work, and determine a level of performance or mastery. Self-assessment plays a role in learner self-efficacy, fosters learners' abilities to construct meaning, and promotes metacognition. By asking students to check their skill mastery levels, or reflect on their own work, they learn to examine their own reasoning and decision making process (Cukusic et al, 2014).

Your answer

6.5 Setup online gradebook for students.

By providing easy access to an up-to-date gradebook, the instructor gives students the ability to check in on their progress continuously throughout the course term. The added functionality and reporting features enable the instructor to review and analyze the gradebook, as well as create reports on student progress and course completion.

Your answer

6.6 Provide at least one opportunity for descriptive feedback on all aspects of course.

This may include, but is not limited to the course evaluation via Course Evaluation System (CES): https://www.hawaii.edu/ces/.

Your answer

A copy of your responses will be emailed to the address you provided.
Leeward CC Distance Education (DE) Peer Evaluation

Please use this form to evaluate an instructor’s course delivery. Note that evidence can be gathered via multiple methods (see suggested methods at the end of this form).

Instructor:  
Course:  
Semester:  
Peer Evaluator:  

## COURSE DELIVERY

### COURSE TECHNOLOGY AND TOOLS

Evidence that course tools are used to promote student engagement and active learning. (Guideline 2.4)

Tools available within the LMS are used to facilitate learning by engaging students with course content, each other, and the instructor.

Evidence & Comments:

### INTERACTION

Evidence of information explaining instructor interaction and feedback. (Guideline 5.1)

The course provides students with information on instructor response times, which include, but are not limited to: discussion postings, feedback on assignments, and grades. This information is easily accessible for students.

Evidence & Comments:

Evidence of activities and/or opportunities that build community. (Guideline 5.3)

- Activities and/or opportunities which foster social presence (a sense of belonging and feeling comfortable to participate/interact and respect opposing views), promote student engagement, and open up avenues for communication.
- Examples may include: icebreaker/self-introduction discussion forum where instructor and students participate and engage with each other, students share their insights and opinions about an article or course topic, study groups, team/group projects, “cyber cafe”/“hallway” discussion forum or virtual meeting/chat space where students and the instructor can meet informally to chat about course-related (or other) topics.

Evidence & Comments:

Evidence of student-to-student interaction. (Guideline 5.4)

- Instructor as facilitator, moderating and evaluating the quality and quantity of interaction
between students.
- Group and peer-review assignments support social, teaching, and cognitive presence in the online space.
- Collaborative exercises enabling more advanced students to help other students to maximize their abilities, and help construct new knowledge together.

Evidence & Comments:

Evidence of regular and substantive interaction between instructor and student. (Guideline 5.6)
- **ACCJC Policy on Distance Education and Correspondence Education**
- Examples of instructor-student interaction:
  - Follow-up questions on assignments
  - Forum discussion posts that include instructor participation
  - Instructor provides a summary post for forum discussions
  - Instructor feedback on assignments
  - Course announcements that provide general feedback to students
  - Synchronous chat
  - One-on-one synchronous meetings

Evidence & Comments:

Learning activities provide interaction that support active learning. (Guideline 5.6)
Active learning involves students engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding students to increasing levels of responsibility for their own learning.

Evidence & Comments:

ASSESSMENT AND FEEDBACK

The online gradebook is current. (Guideline 6.5)
By providing easy access to an up-to-date gradebook, the instructor gives students the ability to check in on their progress continuously throughout the course term. The added functionality and reporting features enable the instructor to review and analyze the gradebook, as well as create reports on student progress and course completion.

Evidence & Comments:

Methods of Evaluation | Checkmark
--- | ---

http://go.hawaii.edu/GrB | Last updated on 9/30/20
Viewed course syllabus.

Visited online course site (UH Learning Management System or other website).

Viewed streaming video or media content.

Observed asynchronous discussions, groups, blogs, etc.

Observed synchronous sessions, communications, etc.

Observed on-site laboratory instruction.

Observed instructors’ communication and interactions with students.

Conferenced with the instructor.

Additional comments:

______________________________  __________________________
Signature of Peer                Date

This evaluation has been discussed with me:

______________________________  __________________________
Signature of Instructor          Date

_It is recommended that each instructor and lecturer have two (2) peer evaluations each semester._

Related: [DE Guidelines](http://go.hawaii.edu/GrB) and [DE Guidelines Self-Assessment](http://go.hawaii.edu/GrB).

The "Leeward CC Distance Education (DE) Guidelines" were based on recognized best practices from:

- [Quality Matters](http://go.hawaii.edu/GrB)
- [SUNY Center for Online Teaching Excellence](http://go.hawaii.edu/GrB)
- [UHM College of Education, Department of Learning Design and Technology](http://go.hawaii.edu/GrB)
Report to Faculty Senate
For Faculty Senate Meeting April 13, 2022
Distance Education Committee

Submitted by Co-Chairs Kelsie Aguilera and Evelyn Wong

- The three-year Self-Assessment process pilot is ending
  - The past two years have had a 94% completion rate. This academic year, we are currently at a 80% completion rate and are working on improving it.
  - The committee along with the EMC, VCAA Chock, and Interim Dean for Academic Services Riesley, are considering how to move our campus forward with DE. New professional development programs and peer coaching models for online course support are being considered, especially since C19 designations have sunsetted. C19 was a temporary designation for courses that transitioned from F2F to online due to the pandemic.
    - Courses previously designated as C19 will now be considered fully DE by the ACCJC and Department of Education. Therefore, we need to reevaluate our current processes and practices, including the Self-Assessment process.
    - The EMC will be working closely with Danny Wyatt and Wai’anae Moku hybrid instructors this summer on a pilot professional development program and possibly peer coaching model to help support online/hybrid course design.

- DE Guidelines Updates
  - This academic year, the DE Committee has been working hard to update and revise the DE Guidelines. We hope to have an updated version for your review next week. We hope to vote on the revised guidelines at our last Faculty Senate meeting in May. The DE Guidelines outline best practices in online course design at Leeward Community College.
    - Thus far, no substantive changes have been made to the guidelines. In general, we updated and cleaned-up some language as well as removed redundancies (making it shorter).

- ACCJC Session - Changes in Distance Education Regulations (recording)
- WCET Quality Basics Workshop
The last Comprehensive Review and Evaluation (CRE) for this program was completed in 2016 and can be viewed here. The next CRE will be completed in 2021.

1. Program or Unit Description

The Associate in Arts (AA) degree program consists of at least 60 semester credits, entirely at the baccalaureate level (100 level and above), which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The AA degree program provides students with a solid liberal arts and sciences foundation in preparation for transfer to four-year colleges and universities. The AA degree program also develops critical thinking, information literacy, communication and problem-solving skills needed for a successful career.

The general education received in the program:

- Encompasses the common knowledge, skills, and attitudes needed by individuals to be effective as persons, family members, workers, and citizens.
- Provides opportunities to develop understanding, abilities, values, and personal attributes which should help students apply their knowledge, skills, and talents to make sound decisions and to analyze and solve problems in a multi-cultural community.
- Helps the students gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility.

The program learning outcomes are:

1. Develop, support, and communicate ideas to a particular audience through writing [written communication].
2. Develop, support, and communicate ideas to a particular audience through speech and writing [oral communication].
3. Apply quantitative reasoning to solve problems, interpret answers, and communicate results [quantitative reasoning].
4. Use critical thinking to address issues and solve problems [critical thinking].
5. Find, evaluate, and use information [information literacy].
6. Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences [arts, humanities, and sciences].
7. Describe and analyze the nature of culture and its variations, past and present [cultural diversity].

What is the target student or service population?

As stated in the 2019 – 2020 Course Catalogue, “While the Leeward coast and Central O‘ahu are the primary areas served by the College, students attend Leeward Community College from all parts of the island. We believe in the dignity and potential of each individual and the power of that belief to help people learn and grow. We are committed to providing an educational environment that accepts people as they are and fosters the development of each student's unique talents.”
2. Analysis of the Program/Unit

Overall program health is rated at a “cautionary” level, where it has remained for the past three academic years.

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Majors</td>
<td>2,520</td>
<td>2,198</td>
<td>2,232</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td>Number of Majors Native Hawaiian</td>
<td>732</td>
<td>634</td>
<td>678</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Fall Full-Time</td>
<td>55%</td>
<td>54%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Fall Part-Time</td>
<td>45%</td>
<td>46%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Spring Full-Time</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Spring Part-Time</td>
<td>49%</td>
<td>47%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>1g</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>* Percent Change Majors from Prior Year</td>
<td>-6%</td>
<td>-13%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SSH Program Majors in Program Classes</td>
<td>36,463</td>
<td>31,462</td>
<td>31,118</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SSH Non-Majors in Program Classes</td>
<td>27,934</td>
<td>28,113</td>
<td>26,610</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SSH in All Program Classes</td>
<td>64,397</td>
<td>59,575</td>
<td>57,728</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FTE Enrollment in Program Classes</td>
<td>2,147</td>
<td>1,986</td>
<td>1,924</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Total Number of Classes Taught</td>
<td>1,060</td>
<td>988</td>
<td>883</td>
<td></td>
</tr>
</tbody>
</table>

Although Demand was rated at an unhealthy level for the past two academic years, Demand is currently rated as cautionary. This can be attributed to the number of majors increasing by 1.55% from 2198 during the 2018 – 2019 AY to 2232 in the 2019 – 2020 AY as well as the increase in Percent Change Majors, which saw a 2% increase.

The number of classes taught over the past three academic years has steadily decreased for a net loss of 177 classes offered, a 16.7% difference. This can primarily be attributed to decreased enrollment over the past three academic years, as well as increased efforts within the system to streamline the path toward graduation, which dissuades students from taking classes that are not required for graduation. While this is a trend being seen on other UHCC Oahu campuses, with Kapiolani, Windward and Honolulu recording 13.6%, 7.7%, and 15.9% decreases, respectively, Leeward’s decrease is the highest in the UHCC system.

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Average Class Size</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>Healthy</td>
</tr>
<tr>
<td>9</td>
<td>* Fill Rate</td>
<td>81%</td>
<td>81%</td>
<td>81.7%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FTE BOR Appointed Faculty</td>
<td>100</td>
<td>82</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>* Majors to FTE BOR Appointed Faculty</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Majors to Analytic FTE Faculty</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>12a</td>
<td>Analytic FTE Faculty</td>
<td>119</td>
<td>114</td>
<td>104</td>
<td></td>
</tr>
</tbody>
</table>
The health call for Efficiency continues to rate as *healthy*. Class fill rates have remained steady over the past three academic years, seeing a 0.7% increase during the 2019 – 2020 AY.

The ratio of majors to FTE faculty has increased by one over the past two academic years and is currently measured at 27.

<table>
<thead>
<tr>
<th>#</th>
<th>Effectiveness Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>73%</td>
<td>74%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Withdrawals (Grade = W)</td>
<td>1,310</td>
<td>1,106</td>
<td>1,264</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Persistence Fall to Spring</td>
<td>70%</td>
<td>71%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>18a.</td>
<td>Persistence Fall to Fall</td>
<td>46%</td>
<td>46%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>635</td>
<td>575</td>
<td>571</td>
<td></td>
</tr>
<tr>
<td>19a.</td>
<td>Associate Degrees Awarded</td>
<td>621</td>
<td>532</td>
<td>532</td>
<td>Cautionary</td>
</tr>
<tr>
<td>19b.</td>
<td>Academic Subject Certificates Awarded</td>
<td>47</td>
<td>63</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>19c.</td>
<td>Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19d.</td>
<td>Difference Between Unduplicated Awarded and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Transfers to UH 4-yr</td>
<td>439</td>
<td>376</td>
<td>370</td>
<td></td>
</tr>
<tr>
<td>20a.</td>
<td>Transfers with degree from program</td>
<td>149</td>
<td>152</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>20b.</td>
<td>Transfers without degree from program</td>
<td>290</td>
<td>224</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>20c.</td>
<td>Increase by 3% Annual Transfers to UH 4-yr Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20d.</td>
<td>Difference Between Transfers and Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of students who were actively enrolled in program classes at the end of the semester and who earned a grade of ‘C’ or better has increased by 1% over the past two academic years and currently stands at 75%.

Overall Persistence from Fall to Spring has remained steady from the previous academic year, while Persistence from Fall to Fall has seen a 2% increase from the previous academic year. This is comparable to Kapiolani CC and Windward CC, with the former averaging 69% Fall to Spring Persistence and 45% Fall to Fall Persistence, and the latter averaging 71% and 46%, respectively.
According to the “Hawai’i Graduation Initiative” of the Strategic Directions 2015 -2021, “The goal is to increase the number of associate degrees by 5% per year in order to maintain progress toward the P-20 goal of having 55% of working age adults with a college degree by 2025.” During the previous academic year, the college saw an 14.3% decrease in the number of students earning degrees, dropping from 621 in 2017 – 2018 AY to 532 in the 2018 – 2019 AY, where it remained during the 2019 – 2020 AY. This follows the trend being experienced by other UHCC campuses on Oahu, with Kapiolani, Windward and Honolulu seeing decreases of 19.2%, 11.8%, and 8.7%, respectively, over the last three academic years.

3. Program Student Learning Outcomes or Unit/Service Outcomes

List of the Program Student Learning Outcomes or Unit/Service Outcomes

- Develop, support, and communicate ideas to a particular audience through writing.
- Develop, support, and communicate ideas to a particular audience through speech and writing.
- Apply quantitative reasoning to solve problems, interpret answers, and communicate results.
- Use critical thinking to address issues and solve problems.
- Find, evaluate, and use information.
- Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
- Describe and analyze the nature of culture and its variations, past and present.

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

The third PLO---Apply quantitative reasoning to solve problems, interpret answers, and communicate results---was assessed during the 2019 – 2020 AY.

Assessment Results.

Using student work from Fall 2019, several Math faculty members assessed MATH 100 (with developmental course as co-requisite) and MATH 103. Separate assessment tools were used to assess each of the Quantitative Reasoning (QR) criteria as stated in the QR General Learning Outcome:

1. Choose and apply appropriate models to solve quantitative problems.
2. Solve computational problems.
3. Select and/or use appropriate numeric, symbolic, graphical, and/or statistical reasoning to interpret, analyze, or critique information and draws a conclusion.
4. Express quantitative information symbolically and/or graphically, in written or oral language.

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Modeling Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 2</td>
<td>Functions Quiz</td>
</tr>
<tr>
<td>Criteria 3</td>
<td>Slope and Interpretation Quiz</td>
</tr>
<tr>
<td>Criteria 4</td>
<td>Parabola Quiz</td>
</tr>
</tbody>
</table>

For Math 103, 20 artefacts were scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:
For the MATH 100 assessment, two sections were assessed, one of which is a face-to-face emporium-style course with a co-requisite and the other an online five-week course without a co-requisite. Based on the assignments in the emporium-style course, only criteria 2 - 4 were assessed. All four criteria were assessed for the five-week course. For each section, 10 artefacts were assessed and scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:

### Emporium-style course (face-to-face)

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>70</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>30</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

### Five-week course (online)

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>60</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>40</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>50</td>
<td>40</td>
<td>0</td>
</tr>
</tbody>
</table>

Math faculty determined that, overall, the assessment results for QR were satisfactory.

For the next round assessment, Math faculty will work together to determine an appropriate assessment problem(s) for assessing criterion 1 for the MATH 100 emporium course.

In both of the sections of MATH 100 that were assessed only 60% of the students met criterion 4. Currently, only MATH 111 (Math for Elem Teachers I) has ENG 100 as a prerequisite. Because many MATH 100 and 103 students have not yet taken an English course, it can be challenging for them to express their solutions clearly in written format. Therefore, Math faculty are considering creating an ENG prerequisite for these courses.

### Division Assessment Analysis
Assessment has been ongoing within the four Arts and Sciences (A&S) divisions and results generally indicate that students are meeting or exceeding the proficiencies within the Student Learning Outcomes (SLOs) that are assessed. The tables below present aggregate assessment data for the ten highest enrolled courses in each of the four A&S. The far right column indicates which PLO correlates to the SLO that was assessed. Each PLO has been abbreviated according to its primary learning proficiency (see below). All of the assessment done across the four divisions was summative.

**Program Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Primary Learning Proficiency</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, support, and communicate ideas to a particular audience through writing</td>
<td>Written Communication</td>
<td>WC</td>
</tr>
<tr>
<td>Develop, support, and communicate ideas to a particular audience through speech and writing</td>
<td>Oral Communication</td>
<td>OC</td>
</tr>
<tr>
<td>Apply quantitative reasoning to solve problems, interpret answers, and communicate results</td>
<td>Quantitative Reasoning</td>
<td>QR</td>
</tr>
<tr>
<td>Use critical thinking to address issues and solve problems</td>
<td>Critical Thinking</td>
<td>CT</td>
</tr>
<tr>
<td>Find, evaluate, and use information</td>
<td>Information Literacy</td>
<td>IL</td>
</tr>
<tr>
<td>Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences</td>
<td>Arts, Humanities and Sciences</td>
<td>AHS</td>
</tr>
<tr>
<td>Describe and analyze the nature of culture and its variations, past and present</td>
<td>Cultural Diversity</td>
<td>CD</td>
</tr>
</tbody>
</table>

**Note:** Any SLO cell blocked in red indicates that the course was not assessed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>1010 (fall) 761 (spring)</td>
<td>Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling</td>
<td>83% successfully met WC</td>
<td>WC</td>
</tr>
<tr>
<td>SP 151</td>
<td>442 (fall) 598 (spring)</td>
<td>n/a</td>
<td>n/a</td>
<td>OC</td>
</tr>
<tr>
<td>ENG 200</td>
<td>244 (fall) 177 (spring)</td>
<td>n/a</td>
<td>n/a</td>
<td>WC, IL</td>
</tr>
<tr>
<td>ENG 22</td>
<td>179 (fall) 122 (spring)</td>
<td>Incorporate appropriate source material.</td>
<td>93% successfully met IL</td>
<td>IL</td>
</tr>
</tbody>
</table>
## Arts and Humanities – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
</table>
| HWST 107 | 488 (fall) 412 (spring) | Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania. | • Assignment: 73% of students met SLO  
• Quiz: 89% of student met SLO | CD |
| HIST 151 | 333 (fall) 292 (spring) | Compare and contrast historical experiences across cultures and time. | 90% of students received a C or better. | CD |
| REL 150 | 278 (fall) 195 (spring) | Describe the basic beliefs and practices of the world’s major religions. | 73% of students met SLO | CD |
| MUS 107 | 260 (fall) 234 (spring) | n/a | n/a | CD, AHS |
| ART 101 | 230 (fall) 242 (spring) | Describe the power of the visual arts as a means of human communication. | No data available. | AHS |

**Note:** For some assessments, multiple measures were used for individual SLOs. These measures are specified in the “Result” cell.
2020 Leeward Community College ARPD
Program: Liberal Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
</table>
| HIST 152 | 211 (fall)  
170 (spring) | • Compare and contrast historical experiences across cultures and time.  
• Analyze cause/effect relationships in history. | • 80% of students received a C or better.  
• 80% successfully met. | CD, CT |
| PHIL 100 | 170 (fall)  
128 (spring) | n/a | AHS |
| ART 112  | 96 (fall)  
107 (spring) | Apply successful problem-solving techniques utilizing industry standard applications in the creative digital art production process. | 83% of students received a C or better | CT |
| ART 107D | 78 (fall)  
96 (spring) | n/a | AHS |
| ART 113  | 61 (fall)  
55 (spring) | n/a | AHS |

### Social Sciences – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
</table>
| PSY 100 | 510 (fall)  
474 (spring) | Demonstrate an understanding of social influences on behavior. | 65% of students received a C or better. | AHS |
| SOC 100 | 268 (fall)  
192 (spring) | n/a | AHS |
| ECON 130 | 246 (fall)  
214 (spring) | n/a | AHS, QR |
| HDFS 230 | 232 (fall)  
241 (spring) | n/a | AHS |
| GEOG 101 | 191 (fall)  
183 (spring) | n/a | AHS |
| ECON 131 | 189 (fall)  
208 (spring) | n/a | AHS, QR |
| POLS 110 | 152 (fall)  
115 (spring) | n/a | AHS |
| ANTH 151 | 150 (fall)  
152 (spring) | n/a | AHS |
| GEOG 102 | 129 (fall)  
132 (spring) | n/a | AHS |
| ED 100  | 91 (fall) | n/a | OC, CT |
| HSER 100 | 86 (spring) | Design and apply an action plan to change an emotional, communication, or behavioral aspect of self in order to increase one’s well-being. | 85% of students received a C or better. | CT |

**Note:** For some assessments, multiple measures were used for individual SLOs. These measures are specified in the “Result” cell.

### Math and Science – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Section</td>
<td>Semester</td>
<td>Grade Distribution</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>MATH 103</td>
<td>404</td>
<td>Fall</td>
<td>94% C or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>245</td>
<td>Spring</td>
<td>89% C or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>83% C or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70% C or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70% C or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90% C or better</td>
<td></td>
</tr>
</tbody>
</table>

**Program: Liberal Arts**

- Apply contextual quantitative reasoning to the results of mathematical operations and procedures.
- Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results.
- Illustrate, analyze, and deduce properties of formal mathematical models and systems, including functions and graphs.
- Apply rules and algorithms to compare and analyze the formal representations of functions.
- Choose appropriate symbolic mathematical techniques and employ them to solve theoretical and applied problems.
- Demonstrate persistence in mastering course content and solving problems at course-appropriate levels of complexity.

- Mathematically model practical quantitative applications.
- Represent the parameter of variables in context in order to solve real-world problems.
- Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results.

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Semester</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 100</td>
<td>281</td>
<td>Fall</td>
<td>39% C or better</td>
</tr>
<tr>
<td></td>
<td>251</td>
<td>Spring</td>
<td>90% C or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70% scored 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment: 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project: 88% scored 70% or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment: 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project: 100% scored 100%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94% scored 100% on assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment: 85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project: 88% of students scored 70% or higher.</td>
</tr>
</tbody>
</table>

**QR, CT**
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Term</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
</table>
| MATH 115 | 273 (fall) 181 (spring) | • Calculate and interpret descriptive statistics, including the mean, median, mode, and standard deviation of single-variable data and the correlation and regression coefficients of paired-variable data.  
• Calculate and interpret probabilities for an event in a probability experiment.  
• Construct and interpret point and interval estimates.  
• Correctly classify data and variables.  
• Create and interpret various graphs.  
• *Perform and interpret the results of statistical hypothesis tests.*  
| Assignment: 90% of students received a grade of C or better;  
Capstone: 85% of students received a grade of C or better.  
Assignment: 87% of students received a grade of C or better;  
Assignment: 85% of students received a grade of C or better.  
Assignment: 95% of students received a grade of C or better;  
Discussion: 85% of students received a grade of C or better.  
Assignment: 95% of students received a grade of C or better;  
Assignment: 85% of students received a grade of C or better.  
Assignment: 100% of students received a grade of C or better;  
Discussion: 85% of students received a grade of C or better.  
Assignment: 85% of students received a grade of C or better.  
Assignment: 95% of students received a grade of C or better.  
<p>| QR, CT |
| MICR 130 | 233 (fall) 228 (spring) | n/a | AHS |
| ICS 101 | 219 (fall) | n/a | AHS |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>217 (spring)</th>
<th>164 (fall)</th>
<th>166 (spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 125</td>
<td></td>
<td>Correctly pronounce, spell, and define selected medical terms dealing with: anatomical planes and regions, body directions, and body systems (integumentary, cardiopulmonary, blood and lymphatic, digestive, musculoskeletal, nervous, endocrine). Correctly spell and use the specified word forms and their plural endings. Correctly use and define commonly used medical abbreviations. Define and give examples of the following word forms used in word building and word analysis: prefix, suffix, word root, and combing forms. Define the principal terms used in pharmacology.</td>
<td>86% of students received a grade of C or better. Quiz: 85% of students received a grade of C or better; Quiz: 77% of students received a grade of C or better. 76% of students received a grade of C or better. Quiz: 84% of students received a grade of C or better; Quiz: 79% of students received a grade of C or better. 79% of students received a grade of C or better.</td>
</tr>
<tr>
<td>OCN 201</td>
<td>158 (fall)</td>
<td>n/a</td>
<td>Assignment: 95% of students received a grade of C or better; Assignment: 90% of students received a grade of C or better.</td>
</tr>
<tr>
<td>OCN 201L</td>
<td>174 (spring)</td>
<td>Explain and apply geological oceanography principles.</td>
<td>Assignment: 95% of students received a grade of C or better; Assignment: 90% of students received a grade of C or better.</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>154 (fall)</td>
<td>n/a</td>
<td>Assignment: 100% of students received a grade of C or better; Assignment: 84% of students demonstrated full or partial mastery of SLO.</td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td>Analyze the symbolic, graphical, and/or tabular representation(s) of a function or relation to determine its properties, at a course-appropriate level of complexity. Apply appropriate algorithms necessary to solve equations and inequalities at course-appropriate levels of complexity. Apply theory to model and solve various real world application problems at course-appropriate levels of complexity. Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results. Synthesize appropriate theory, definitions and/or techniques to justify</td>
<td>Assignment: 100% of students received a grade of C or better; Assignment: 75% of students demonstrated full or partial mastery of SLO. Assignment: 100% of students received a grade of C or better; Assignment: 84% of students demonstrated full or partial mastery of SLO.</td>
</tr>
</tbody>
</table>
or prove properties of functions, at course-appropriate levels of complexity.

- Use properties to construct graphs of relations and functions in the Cartesian plane.

- Assignment: 100% of students received a grade of C or better;
Assignment: 83% of students demonstrated full or partial mastery of SLO.

- Assignment: 100% of students received a grade of C or better.

- Assignment: 100% of students received a grade of C or better;
Assignment: 90% of students demonstrated full or partial mastery of SLO.

- Assignment: 100% of students received a grade of C or better;
Assignment: 86% of students demonstrated full or partial mastery of SLO.

The aggregated and averaged results from the assessment that was done during the previous academic year is promising. These results provide a snapshot of how proficient students are in meeting PLOs vis-à-vis course SLOs. For courses that used multiple measures to assess, PLOs were mapped to correlating SLOs and the scores that pertained to those specific SLOs were included in the overall average for each PLO. Average Scores have been rounded up.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Courses Assessed</th>
<th>Number of SLOs Assessed</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WC</td>
<td>ENG 100, ENG 209</td>
<td>5</td>
<td>92%</td>
</tr>
<tr>
<td>IL</td>
<td>ENG 22, ENG 209</td>
<td>3</td>
<td>97%</td>
</tr>
<tr>
<td>OC</td>
<td>JPN 101</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>
This represents a significant difference in the PLO assessment data for WC, OC, IL, CT, and AHS that was presented in the ARPD for the previous academic year (see below). CD has not been assessed, and QR was assessed this academic year.

<table>
<thead>
<tr>
<th>Program Learning Outcomes Assessed in AY 2018 - 2019</th>
<th>Percentage Meeting or Exceeding Proficiency</th>
<th>Difference from SLO Assessment for AY 2019 – 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>62</td>
<td>92% = +30%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>81</td>
<td>97% = +16%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>60</td>
<td>83% = +23%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>61</td>
<td>97% = +36%</td>
</tr>
<tr>
<td>Arts, Humanities and Sciences</td>
<td>58</td>
<td>82% = +24%</td>
</tr>
</tbody>
</table>

Although there are many factors that can account for this significant difference in assessment scores, the difference underscores the need for regular division-level assessment, discussion regarding assessment practices, and the comparison of assessment results with pass rates. Regular, on-going course SLO assessment will allow for closer monitoring of PLO attainment.

4. Action Plan

The college is pursuing initiatives aimed at student retention and degree completion. College pathways have been introduced and counseling teams are focusing on how to better meet the needs of our students, many who are part-time students. In addition to traditional face to face classes, options such as hybrid and online courses are being offered. Leeward Community College is also offering five-week online courses in the Liberal Arts.

Below are objectives organized by the Leeward CC Strategic Plan, 2015-2021. The tables below present the five major goals of the Strategic Plan, which are each divided into specific objectives. The steps that each of the four academic divisions that offer classes for the Liberal Arts Program---Language Arts, Arts and Humanities, Social Sciences, and Math and Sciences---have taken for each objective and their proposed action plans for each objective have been provided. The same information for the Waianae Moku campus has been included within the table as well.

Note: “n/a” indicates that no data or response was reported for a particular objective.
**Goal 1: Hawai‘i Graduation Initiative: Increasing enrollment and completion rates while reducing time to completion**

**Objective:** Accelerate time to “college-ready” status for students at one or two levels below the college ready standard

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>• Offered the Accelerated Learning Program (ALP ENG 100/ENG 22) for students at one level below college ready&lt;br&gt;• Offered ENG 24 for students at two levels below college ready&lt;br&gt;• Offered ENG 98B and Transitional English Pathway (TEP ENG 22/ENG 100) for students at two levels below college ready&lt;br&gt;• Offered an accelerated course sequence for English language learners: ESL 18, 19, 21, and 22&lt;br&gt;• Provided embedded peer support for ENG 24, ENG 98B, and TEP ENG 22/ENG 100 students via the division’s Peer Mentor Program</td>
<td>• Continue offering the Accelerated Learning Program (ALP ENG 100/22) for students at one level below college ready&lt;br&gt;• Continue offering ENG 24 for students at two levels below college ready&lt;br&gt;• Continue offering ENG 98B and Transitional English Pathway (TEP ENG 22/100) for students at two levels below college ready&lt;br&gt;• Continue offering accelerated course sequence: ESL 18, 19, 21, and 22&lt;br&gt;• Continue providing support for Peer Mentor Program</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Arts &amp; Humanities instructors teach many courses in the Early College Program.</td>
<td>Continue to offer Early College courses based on requests.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Division offered courses in Early College Program at high schools in the college’s service area, plus any high school that Early College has agreements with such with Sacred Hearts Academy in Kaimuki. For AY, 10 courses were offered.</td>
<td>Increase participation in Early College offerings from 10 courses/sections in 2019-2020 to 15 courses/sections in 2020-2021.</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>Creation of a 3-credit MATH 78B (two levels below college-level) co-requisite companion course for designated college-level non-STEM courses starting in Fall 2019. Students who would have ordinarily enrolled in MATH 75 now enroll in MATH 78B</td>
<td>The Mathematics program will continue to offer content courses covering developmental algebra, quantitative methods, introductory college-level mathematics, and co-requisite companion courses that provide just-in-time support for</td>
</tr>
</tbody>
</table>
concurrently with a college-level math course in the same semester so that they can complete their college-level math course in one semester rather than two.

**Objective:** Establish clear structured pathways for each degree for both full-time and part-time students

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Art faculty have modified digital art certificates to help students progress.</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>M&amp;S Division has an Academic Subject Certificate in Information and Computer Science, which we have had for many years.</td>
<td>Keep as is.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Because federal financial aid only covers pathway courses, counseling ensures all courses students enroll in are in the appropriate pathway.</td>
<td>Counselors will continue ensuring students enroll in only pathway courses.</td>
</tr>
</tbody>
</table>

**Objective:** Institutionalize Open Educational Resources (OER) as campus wide initiative to reduce or eliminate cost of textbooks for students.

| Language Arts | • Encouraged division faculty and lecturers to learn about and utilize OER
  o Reached out to a lecturer who used textbooks in Early College courses, resulting in a transition to OER
  o Reached out to faculty who participate in the Interactive | Continue to offer sections designated for program participants based on requests |

<p>| Waianae Moku | Eliminated MATH 75 &amp; ENG 22 stand-alone courses. MATH 100, 103, 111, 115 all offered with corequisite courses. ENG 22/100 offered at least four sections each semester. | Continue offering corequisite courses in both Math and English programs. |</p>
<table>
<thead>
<tr>
<th>Program: Liberal Arts</th>
<th>Digital Access Program (IDAP), resulting in a transition to OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Arts &amp; Humanities strongly supports OER.</td>
</tr>
<tr>
<td></td>
<td>Strongly encourage more Arts &amp; Humanities faculty to adopt OER.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Sciences faculty are strong supporters of OER for our students. In both Fall 2019 and Spring 2020, 2/3s of our course offerings were OER.</td>
</tr>
<tr>
<td></td>
<td>Increase course offerings in OER. From spring 2020 to spring 2021, 10 more courses were offered as OER. Only two social sciences disciplines do not offer any OER courses. However, they are CTE type classes (HSER and SW) where technical textbooks may not be widely available.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Each instructional faculty member in the M&amp;S Division can choose if they want to use OER or not.</td>
</tr>
<tr>
<td></td>
<td>Continue with this policy.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>A Math 115 instructor is writing an OER textbook. All ENG 22/100 courses are TXT0 offerings. LSK 110 is a reduced cost online textbook. All physical science courses are OER offerings.</td>
</tr>
<tr>
<td></td>
<td>Continue to encourage faculty to adopt OER textbooks. On average the Waianae Moku campus offers 35-40% of its courses via OER.</td>
</tr>
<tr>
<td>Objective:</td>
<td>Continue to serve populations in geographic regions with large Native Hawaiian populations.</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Student demographics for Fall 2019 indicate that approximately 29.8% of Leeward CC’s student population is Hawaiian/Part Hawaiian or Pacific Islanders.</td>
</tr>
<tr>
<td></td>
<td>Continue to serve Native Hawaiian students.</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Arts &amp; Humanities teaches many courses at the Waianae Moku each semester.</td>
</tr>
<tr>
<td></td>
<td>Continue to offer courses at the Waianae Moku campus.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Although all courses are online, specific Social Sciences classes continue to be designated and identified as Wai’ane Moku campus. The Division also has several courses addressing Native Hawaiians or issues that pertain to Hawai’i like ED 237: Indigenous Perspectives in Teaching or</td>
</tr>
<tr>
<td></td>
<td>Continue to serve Wai’anae Moku students.</td>
</tr>
</tbody>
</table>
### Math and Science

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEOG 122</strong>: Geography of Hawai‘i or <strong>POLS 180</strong>: Introduction to Politics in Hawai‘i or <strong>SOC 250</strong>: Community Work Force in Hawai‘i. The Teacher Education Program’s student population is ¼ Native Hawaiian and continue its mission to produce teachers whose ethnicity and life experiences match the student population in this area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Math and Science

<table>
<thead>
<tr>
<th><strong>Math and Science</strong></th>
<th><strong>Student demographics for Fall 2019 indicate that approximately 29.8% of Leeward CC's student population is Hawaiian/Part Hawaiian or Pacific Islanders.</strong></th>
<th><strong>Continue to serve Native Hawaiian student population.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Waianae Moku</strong></td>
<td><strong>NH Student population Fall/Spring 2018/19</strong>&lt;br&gt;Sp: 207/66%, Fall 197/59%</td>
<td><strong>Continue to recruit through area high schools. Recruit non-traditional students through the Access to Education (ATE) and G2FO programs focused on serving Waianae Coast residents.</strong></td>
</tr>
</tbody>
</table>

### Objective

**Objective:** Eliminate achievement gaps for target populations – Pell recipients, Pacific Islanders, Native Hawaiians, Filipino – in enrollment, graduation, STEM degrees and transfer.

### Language Arts

<table>
<thead>
<tr>
<th><strong>Language Arts</strong></th>
<th><strong>Supported the Kahua Ho’omau Ola and Lanakila cohorts by offering ALP ENG 100/ENG 22 and SP 151 sections designated for program participants</strong></th>
<th><strong>Continue to offer sections designated for program participants based on requests</strong></th>
</tr>
</thead>
</table>

### Arts and Humanities

<table>
<thead>
<tr>
<th><strong>Arts and Humanities</strong></th>
<th><strong>Arts &amp; Humanities Supported the Online Associate of Arts degree program by offering five-week courses in History, Art, Philosophy, Music, and Hawaiian Studies.</strong></th>
<th><strong>Continue to offer five-week courses based on requests.</strong></th>
</tr>
</thead>
</table>

### Social Sciences

<table>
<thead>
<tr>
<th><strong>Social Sciences</strong></th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
</table>

### Math and Sciences

<table>
<thead>
<tr>
<th><strong>Math and Sciences</strong></th>
<th><strong>M&amp;S has offered the Associate in Science in Natural Sciences (ASNS) degree for many years now.</strong></th>
<th><strong>There are some curriculum updates to the ASNS that will take effect in fall 2021.</strong></th>
</tr>
</thead>
</table>

### Waianae Moku

<table>
<thead>
<tr>
<th><strong>Waianae Moku</strong></th>
<th><strong>Retention Fall 2018 to Spring at Waianae Moku: 53%</strong>.</th>
<th><strong>The robust Peer Mentoring and tutoring services provided at the Waianae Moku campus are aimed at</strong></th>
</tr>
</thead>
</table>
**Objective:** Collaborate and discuss with Na ‘Ewa Council and appropriate Native Hawaiian representatives regarding the recommendations from Hawai‘i Papa O Ke Ao.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Information</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>The Hawaiian Studies faculty collaborates with the college and Na ‘Ewa Council on an almost daily basis. We are home to the AA degree in Hawaiian Studies.</td>
<td>Continue to be leaders in the Na ‘Ewa Council to ensure Hawaiian concerns are known and addressed.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>One Social Sciences faculty is a member and former executive of Nā ‘Ewa Council. The Division has not had any formal discussions regarding the recommendations from <em>Papa O Ke Ao</em> but individual faculty have had discussions with the representatives of HPOKA.</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>The M&amp;S Division has been a part of the Kilo Aina: Place-Based Education Resources for the past 5 years, which supports instructors and students for place-based science. Last year Anuschka Faucci, was our Place-Based Learning Coordinator.</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>The chair of the Na ‘Ewa Council is the Waianae Moku Hawaiian Studies</td>
<td>The Waianae Campus will continue to work closely with Na ‘Ewa Council.</td>
</tr>
</tbody>
</table>
Objective: Continue services that support the achievement of the UHCC Performance Funding targets listed below.

<table>
<thead>
<tr>
<th>Division</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>High enrollment in liberal arts courses in art, history, religion, and philosophy.</td>
<td>The Social Science Division participates in many of the initiatives for increasing enrollment and graduation of targeted populations listed for Goal 2.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Goal 2: Increase Enrollment of Target Populations: Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students

Objective: Continue dual credit enrollment programs such as Early College, Jump Start, & Running Start

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
</table>
| Language Arts   | • Offered Early College courses, including ENG 100, ENG 200 (WI), ENG 204 (WI), SP 151, and SP 251 (WI) at Aiea HS, Campbell HS, Hawai‘i Technology Academy, Kapolei HS, Mililani HS, Pearl City HS, Sacred Hearts Academy, Wai‘anae HS, and Waipahu HS  

• Supported Running Start students enrolled in division courses                                                                                       | • Continue to offer Early College courses based on requests                                                                                     |
|                  |                                                                                                                                                                                                                                 | • Continue to support Running Start students enrolled in division courses                                                                  |
## Arts and Humanities

- **Courses offered:** Dual credit courses offered in Art, Asian Studies, History, Hawaiian Studies, Music, Philosophy, Religion and Theatre courses at various high schools, which include Aiea, Campbell, Leilehua, Waianae, and Pearl City.
- **Objective:** Continue to support dual credit programs in the early college program.

## Social Sciences

- **Courses offered:** Social Sciences courses participate in enrollment programs of Early College and On Track.
- **Objective:** Continue to offer classes for Early College and On Track students.

## Math and Sciences

- **Courses offered:** In fall 2020, M&S Division is offering 18 Early College classes. In spring 2021, M&S Division is offering 23 Early College classes.
- **Objective:** Continue to offer classes for Early College students.

## Waianae Moku

- **Courses offered:** Working with the Pu’uloa campus, the Early College Head Counselor based at the Waianae Moku campus organized and held information sessions at Waianae Coast high schools for students and parents. He also assisted in providing counseling services in conjunction with participating high schools.
- **Objective:** The head Counselor, Christopher Pokipala, will continue organizing informational sessions and work with the high schools in offering the appropriate courses.

### Objective: Coordinate programs with the DOE Adult Schools to align education and GED preparation courses with community college curricula.

<table>
<thead>
<tr>
<th>Area</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Corresponded with the Adult School in Waipahu to try and expand GED preparation courses which are only available at area high schools.</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Objective: Develop outreach programs to the Pacific Islander communities and related agencies.

<table>
<thead>
<tr>
<th>Area</th>
<th>Language Arts</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Objective: Provide support for programs that target working adults and fully implement the Prior Learning Assessment techniques.

<table>
<thead>
<tr>
<th><strong>Arts and Humanities</strong></th>
<th>Supported the Kahua Ho’omau Ola and Lanakila cohorts by offering HWST 107 for program participants.</th>
<th>Continue to offer sections designated for program participants based on requests.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Sciences</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>The M&amp;S Division has done some outreach to the community through Kilo Aina, such as the Kualiawaho Lo’i Workday on April 6, 2019.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Waianae Moku</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Language Arts
- Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for the returning adult cohorts
- Responded to inquiries about Prior Learning Assessment
- Continue to offer five-week courses based on requests
- Continue to respond to any inquiries about Prior Learning Assessment

<table>
<thead>
<tr>
<th><strong>Arts and Humanities</strong></th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Sciences</strong></td>
<td>The Division participates in the two of UHCC accelerated 5-Week programs: 1) cohort and 2) Returning Adult. Collectively, the Division offers 6 different courses for both programs.</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>The ICS program does give college credits for industry certifications that align with specific ICS courses. For example, if a student has a Security+ Certification then ICS 171 Introduction to Computer Security can be waived.</td>
</tr>
<tr>
<td><strong>Waianae Moku</strong></td>
<td>The ATE program recruits students from drug treatment facilities and those aging out of the foster youth program. Currently there are 28 participants. Peer Mentoring and tutoring services are explicitly provided for this student population.</td>
</tr>
</tbody>
</table>

### Waianae Moku
- Hybrid course offerings are attempting to be expanded as this student population often feels uncomfortable in an online environment. The Waianae Moku campus hired one student employee who works with students in learning how to utilize...
Objective: Implement the communication plan collaboratively created by UHCC Integrated Communications Task Force to connect and inform students in a more efficient manner.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>The IT specialist at the Waianae Moku campus advertises campus activities and recruitment activities to better advertise course and services offerings.</td>
</tr>
</tbody>
</table>

Objective: Continue to develop and expand programs that recruit and serve international students.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Served international students via the Office of International Programs’ English Language Institute (ELI) and short term programs (Aichi University) • Worked on collapsing the ELI course sequence, which included 20+ courses, into five essential reading, writing, listening, speaking, and college success courses for Spring 2020</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>The IT specialist at the Waianae Moku campus will continue to expand social media advertising.</td>
</tr>
</tbody>
</table>

| Objective: | Continue to offer and develop existing programs, particularly in light of health and safety protocols maintained due to the COVID-19 pandemic, which include distance education components and remote recruitment efforts |
### Goal 3: Hawai‘i Innovation Initiative: Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.

**Objective:** Increase access to STEM programs and provide distance and hybrid education opportunities in STEM education.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Takes (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>The Division offers two lecture and lab courses that fulfill STEM education: ANTH 215: Biological Anthropology and ANTH 215L (Lab) and GEOG 101: The Natural Environment and GEOG 101L: (Lab). The Geog 1010 and 101L are also in the 5-week program.</td>
<td>The Geog 101 and 101L are offered in the Early College program.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Before COVID-19 pandemic, only the ICS had a 100% online pathway through their degrees. Since April, all M&amp;S classes are online, except for a few labs.</td>
<td>M&amp;S Division will continue to be online except for several labs in spring 2021, and most likely in fall 2021.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>All Math 103 and Math 115 courses are offered via hybrid format.</td>
<td>Math 103 and 115 will continue to be offered via hybrid format.</td>
</tr>
</tbody>
</table>

**Objective:** Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and other demand fields using meta majors.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Takes (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
| Math and Science    | The ICS AS degree is articulated to transfer to UHWO’s Bachelor of Applied Science, Information Security and Assurance and UHMC’s Bachelor of Applied Science with a Concentration in Applied Business and | In fall 2021, M&S will offer two more Oceanography classes for students to transfer to UHM’s SOEST. These are courses are called Ocean & Earth Science & Tech (OEST) courses:  
• OEST 101, Natural Hazards |
### Information Technology (ABIT)

The ASNS degree is articulated to transfer to UH for ICS, Engineering, Biology, and Physical Science fields. The Sustainable Agriculture AS degree articulates to UHWO’s BAS in Sustainable Community Food Systems (SCFS). AS in Natural Science with a concentration in Biological Sciences articulates with UHWO's BS in Natural Science with a concentration in Health Sciences and BS in Natural Science with a concentration in Life Science.

- **Objective:** Increase credit and noncredit programs to prepare students for high-wage, high-demand jobs.

<table>
<thead>
<tr>
<th>Waianae Moku</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

| Math and Science | The M&S division has had the IIT program for several years now. Most students are hired before they graduate into working on the rail and other jobs for electronic, electrical, mechanical, and communications systems. | No new initiatives planned. |

| Waianae Moku | Renovation at the Waianae Moku campus was completed in mid-June. Space now allows for expansion of course offerings. | Waianae Moku is working with the OCEWD program on offering more noncredit employment centered course offerings. |

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Offered CTE sections of ALP ENG 100/22</th>
<th>Continue to offer CTE sections based on need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Objective:** Identify new programs and opportunities that align with the community needs and workforce demands.
The Teacher Education Program (TEP) addresses the state’s need for teachers in the DOE. Its Associate in Science in Teaching (AST) degree prepares paraeducators to be in the classroom. TEP also has two licensure programs for CTE and SPED teachers as well as two CTE and SPED transfer (3+1) programs where student take 3 years at Leeward and the final year at Chaminade University.

SPED’s transfer program (3+1) waiting for approval from UHM and UHWO.

IIT is newest program in division.

The ICS program is adding a Cloud Support Specialty consisting of ICS 131 Introduction to Virtualization, ICS 215 Introduction to Scripting and ICS 284 Cloud Security to the AS ICS degree.

A Business Advisory Council is being organized to identify employment trends in the Waianae Coast for the next 10 years. Campus expansion is being planned based on the EMSI employment report funded by the CTE Dean.

The Business Advisory Council will meet during the upcoming year to start long-range planning utilizing the current facilities and identifying best use of the remaining unrenovated portion of the campus.

Goal 4: 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

Objective: Continue to execute energy reduction strategies and sustainability programs.

| Social Sciences | The Teacher Education Program (TEP) addresses the state’s need for teachers in the DOE. Its Associate in Science in Teaching (AST) degree prepares paraeducators to be in the classroom. TEP also has two licensure programs for CTE and SPED teachers as well as two CTE and SPED transfer (3+1) programs where student take 3 years at Leeward and the final year at Chaminade University. | SPED's transfer program (3+1) waiting for approval from UHM and UHWO. |
| Math and Science | IIT is newest program in division. | The ICS program is adding a Cloud Support Specialty consisting of ICS 131 Introduction to Virtualization, ICS 215 Introduction to Scripting and ICS 284 Cloud Security to the AS ICS degree. |
| Waianae Moku | A Business Advisory Council is being organized to identify employment trends in the Waianae Coast for the next 10 years. Campus expansion is being planned based on the EMSI employment report funded by the CTE Dean. | The Business Advisory Council will meet during the upcoming year to start long-range planning utilizing the current facilities and identifying best use of the remaining unrenovated portion of the campus. |

Goal 4: 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

Objective: Continue to execute energy reduction strategies and sustainability programs.

| Language Arts | n/a | n/a |
| Arts and Humanities | n/a | n/a |
| Social Sciences | n/a | n/a |
| Math and Science | Most rooms have lights that automatically turn off if there is no motion for a while. We have the Sustainable Agriculture program. | Maintain |
| Waianae Moku | n/a | n/a |
**2020 Leeward Community College ARPD**  
**Program: Liberal Arts**

<table>
<thead>
<tr>
<th><strong>Objective:</strong> Enhance facilities with appropriate technology and ensure all facilities support 21st century learning and teaching environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
</tbody>
</table>
| **Math and Science** | Construction has been ongoing on the renovation of four (4) lecture-style classrooms located in our Physical Science (PS) and Biological Science (BS) buildings. Scope of Project: Complete demolition and renovation of classrooms PS 201A, PS 201B, BS 208A, and BS 208B. In addition, the project includes the renovation and construction of a covered lanai area that will span the existing walkway between the PS and BS buildings. Duration of Project: Onsite work will began June 1, 2020. Work is expected to take between 9- and 12-months to complete. Use of the new classrooms and lanai area scheduled for the Fall 2021 Semester. | The college has chosen three main projects for the Title III renovation project:  
1. New Shadehouse  
2. Accessibility on lower campus  
3. MS 102 lab space  
This will hopefully start in spring 2021. |
| **Waianae Moku** | 8 84” touch screens were purchased allowing for placement in each classroom. Training was provided to faculty in order to utilize the touch screens. | Faculty participate in EMC sponsored training during Summer breaks and when possible via online platforms. |

**Objective:** Develop a professional development and certification program for online instructors to master online teaching techniques and share best practices.
## 2020 Leeward Community College ARPD
Program: Liberal Arts

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Supported the Distance Education (DE) Committee in encouraging existing and emerging online instructors to participate in professional development and the DE Guidelines Self-Assessment</th>
<th>Continue to support the DE Committee’s initiatives to promote quality online instruction and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encouraged instructors to reach out the division’s DE liaisons</td>
<td>Continue to encourage instructors to consult the DE liaison</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Encouraged faculty to increase training with the use of assigned time off from teaching to improve online teaching.</td>
<td>Continue to support training for improving online teaching.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7 Division faculty completed the Quality Matters certification program to ensure appropriate training to teach 5-week courses.</td>
<td>Increase interest in the 5-week courses format. 1 more faculty took Quality Matters training.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>There is a campus-wide effort to provide instructors with training in online teaching.</td>
<td>Math and Science faculty will continue to be encouraged to participate in online training sessions.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>EMC generally takes care of this.</td>
<td>Waianae Moku faculty will continue to be encouraged to participate in online training sessions.</td>
</tr>
</tbody>
</table>

**Objective:** Develop professional development programs to encourage innovative practices for faculty and staff including the opportunity to experiment and test various teaching strategies to enhance student success.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Supported various division professional development efforts, such as the annual developmental English trainings and Shop Talk workshops</th>
<th>Continue to support professional development efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Science faculty have been encouraged to attend State, national, and international professional development conferences in their disciplines.</td>
<td>With the COVID-19 pandemic beginning in March 2020 and UH prohibiting travel, faculty are taking online workshops as well as exploring new innovative online tools (padlet,</td>
</tr>
</tbody>
</table>
2020 Leeward Community College ARPD  
Program: Liberal Arts

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps taken in 2019 – 2020 AY</th>
<th>Action plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and Science</td>
<td>Math and Science faculty have been encouraged to participate in campus-wide professional development initiatives.</td>
<td>Continue to encourage faculty to participate in these endeavors.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Waianae Moku initiated a “faculty committee” to address student problems inhibiting their success. They started meeting biweekly during Fall Semester.</td>
<td>Continue the Faculty Committee’s work on expanding faculty skills and techniques on Laulima and utilizing the touch screens.</td>
</tr>
</tbody>
</table>

**Goal 5: 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.**

**Objective:** Deploy STAR as the student registration interface as an engine to manage guided student pathways.

**Division** | **Steps taken in 2019 – 2020 AY** | **Action plan for upcoming AY** |
---|---|---|
Language Arts | Leeward has a STAR Team that offers training to faculty on the use of STAR GPS. | n/a |
Arts and Humanities | Leeward has a STAR Team that offers training to faculty on the use of STAR GPS. Currently working on improving art pathway in STAR. | During Spring 2020 semester, STAR Team offered training to Arts and Humanities faculty. |
Social Sciences | Leeward has a STAR Team that offers training to faculty on the use of STAR GPS. | n/a |
Math and Science | Leeward has a STAR Team that offers training to faculty on the use of STAR GPS. | n/a |
Waianae Moku | Counselors have been trained in and are currently using STAR to help map student pathways. | Faculty will receive training on STAR during the Spring 2021 semester. |

**Objective:** Develop services and information for students for use on mobile devices.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>The Waianae Moku Faculty Committee started examining alternative methods and apps for classroom use. EMS has also been providing training on new apps.</td>
<td>Continue current practices.</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td><strong>Expand partnerships with area high schools to continue to align programs with DOE pathways with the community college.</strong></td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td><strong>Objective:</strong> Expand partnerships with community organizations and employers in the local area.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>The Waianae Moku Coordinator is working with the P-20 on offering Early College classes for a cohort of students in an as yet unidentified CTE based program.</td>
<td>Offer courses and support services to the CTE cohort beginning Fall Semester 2021.</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td><strong>Expand partnerships with community organizations and employers in the local area.</strong></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>TEP to continue its work and how to handle its growth with hiring freeze.</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
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<tr>
<td>Language Arts</td>
<td>n/a</td>
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<td>Math and Science</td>
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<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td><strong>Expand partnerships with community organizations and employers in the local area.</strong></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>TEP has 2 licensure programs and thus works close with community organizations and public agencies in the area.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>Language Arts</td>
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<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>
The Dean of CTE funded an analysis and review of employment trends in the upcoming 20 years and is sharing that with appropriate academic programs.

The Business Advisory Council will meet during the upcoming year to start long-range planning utilizing the current facilities and identifying best use of the remaining unrenovated portion of the campus.

AA Program Review Committee

The previous assessment cycle, which concluded in 2018, focused on four General Learning Outcomes (GELOs): Written Communication, Critical Thinking, Information Literacy, and Arts, Humanities and Sciences. Since there were no areas of concern for the latter two outcomes, no action plan was formed.

AA Program Review Committee co-chairs Eunice Brekke and Jeremiah Boydstun and Accreditation Liaison Officer Jayne Bopp hosted a Fall 2019 Convocation break-out session “Assessing GELOs: What Did We Learn about Students and Their Learning?” in order to present assessment data to faculty and solicit ideas on how to make the data actionable. While a number of ideas and questions were shared, many of the faculty who attended the break-out session were more interested in learning about the assessment methodology that the AA Task Force used to assess GELOs. Ultimately the break-out session was effective in making the work of the AA Task Force transparent, but not very effective in garnering the type of feedback that could have led to useful, practical action plans for assessment data.

During the Spring 2020 semester, AA Program Coordinator co-chairs Eunice Brekke and Jeremiah Boydstun, in collaboration with Jayne Bopp, the Accreditation Liaison Officer, devised the Critical Thinking Cohort Initiative in order to address the relatively low aggregate score of the Critical Thinking GELO. Working with each of the Arts and Sciences division chairs, Jeremiah coordinated the formation of two-person, faculty-led cohorts for each of these divisions. The mission of these cohorts was to engage in inter- and cross-disciplinary discussion of and professional development on issues pertaining to critical thinking pedagogy ultimately as a means of improving our students’ abilities to practice critical thinking.

Jeremiah met with each of the cohorts during the Fall 2020 semester and is currently working with the Innovation Center for Teaching and Learning (ICTL) to plan professional development activities that put some of the ideas shared by the cohorts into action. Jeremiah will also be working with the ICTL to help plan professional development activities in order to address the lowest scoring measure of the Written Communication GELO (Develop appropriate content to support position, thesis or central idea).

During the Fall 2020 semester Jeremiah and Jayne, who had now taken over as the Interim Coordinator for the Office of Planning, Policy, and Assessment, met and devised an action plan for the AA Liberal Arts Program that will take future assessment activities in a new, much more efficient, direction. We will move away from assessing GELOs and instead focus assessment efforts on Program Learning Outcomes (PLOs),

\[1\] 57% of students were able to “Develop a position, thesis, or central idea on the issue or problem”; 55% were able to “Analyze the problem”; and only 49% were able to “Evaluate stated position, thesis or central idea on the issue or problem.”
which are more or less identical to the college’s GELOs. Jayne will work with administration to have the GELOs removed altogether since they are essentially redundant. The college’s PLOs already tie directly into the Institutional Learning Outcomes (ILOs), so having an extra layer of outcomes simply does not make sense.

The new method of assessment, which will take place during the 2021 AY, will rely on mapping, which will connect certain groups of courses to specific PLOs. Specifically, the mapping will focus courses that hold a Focus, Foundation, or Diversification designation, since these designations correlated directly with the PLOs. The rationale for this is simple: these courses are required to graduate with an AA Degree. To receive a designation, courses must go through an application process and regular review to ensure the meet designation hallmarks. Since designation hallmarks can be easily mapped to our PLOs, the assessment itself will use student pass rates for courses bearing these designations to assess the Liberal Arts AA degree.

As Jayne pointed out, this strategy will be more effective because it is so efficient; our current method of assessment on a five-year cycle is simply not efficient, requiring as it does the collection of artefacts, the creation and use of rubrics, the norming to those rubrics, and the assessment, etc. is, at least for program-level assessment, simply too much work. We can easily assess each PLO more often with this new method. Course mapping is also how most of the other UHCC campuses assess their Liberal Arts degree.

5. Resource Implications

The needs of the program are filtered through the Divisions and are articulated in the Planning Lists developed through the Annual Program Reviews.
Date: May 5, 2021

To: Michael Oishi, Leeward CC Faculty Senate Chair

From: Michele Mahi, Leeward CC Faculty Senate Assessment Committee Chair

Subject: Faculty Senate Assessment Committee 2020-2021 Academic Year Report

Assessment Committee Mission:

1. Communicate: Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment.
2. Facilitate: Work with the Administration and the Office of Planning, Policy, and Assessment to facilitate the assessment process and establish a culture of assessment.

Assessment Committee Membership:

1. Jayne Bopp, Interim Coordinator for the Office of Planning, Policy, and Assessment
2. Petersen Gross, Assistant Professor of ICS and Curriculum Committee Chair
3. Adam Helemano, Institutional Assessment Specialist
4. Michele Mahi, Assistant Professor of Speech and Assessment Committee Chair

Assessment Committee Meeting Dates:

1. Wednesday, September 23, 2020
2. Monday, January 4, 2021
3. Wednesday, January 6, 2021
4. Thursday, January 14, 2021
5. Tuesday, January 19, 2021
6. Monday, February 8, 2021
7. Wednesday, February 24, 2021
8. Thursday, March 4, 2021
9. Monday, March 8, 2021
10. Thursday, March 11, 2021
11. Thursday, March 18, 2021
12. Thursday, March 25, 2021
13. Thursday, April 1, 2021
14. Thursday, April 8, 2021

Motions Proposed to Faculty Senate:

During the March 10, 2021, regular meeting of the Faculty Senate, Michele Mahi, Chair of the Faculty Senate Assessment Committee, submitted the following Motion:

On behalf of the Assessment Committee, Senator Mahi moves to accept the proposed amendments to Policy L5.210.
Policy L5.210 (with strikeouts) and Policy L5.210 (amended clean copy).

The amended Policy L5.210 removed references to the General Education Learning Outcomes (GELOs). The Assessment Committee deleted GELOs references because the GELOs repeat the Program Learning Outcomes (PLOs) for the AA in Liberal Arts Degree. This duplication in Policy L5.210 created confusion and problems with assessment and accreditation.

The Faculty Senate approved the motion and accepted the amended policy on April 14, 2021.

Assessment Committee Accomplishments:

1. The Assessment Committee presented a workshop at the Spring 2021 Convocation: Teaching and Learning: Using Signature Assignments to Assess Student Learning. The workshop covered aligning learning activities to course and module learning outcomes and using signature assignments to assess student learning. Twenty-five faculty and staff members participated in the workshop.

2. The Assessment Committee revised the 2020-2021 Assessment Report. To better reflect Policy L5.210, courses were only marked as up to date on assessment reporting if a course had all student learning outcomes (SLOs) assessed in the past five years. Previously, if a course had one SLO assessed, the Assessment Committee marked the course as assessed. The change resulted in a decrease in the number of courses assessed; however, the report is now more accurate. Additionally, the Assessment Committee added the following information to the report:
   a. The number of SLOs listed on KSCM for each course
   b. The number of sections taught in the past five years for each course
   c. The instructors who taught the class in the past five years for each course
   d. The last semester the college offered each course
   e. Additional notes such as course missing from KSCM, no SLOs listed on KSCM, courses not taught in the past five years, and other pertinent information.

3. The Assessment Committee continued to use the Course Assessment Google Form to collect assessment data while waiting for Anthology. On the Google Form, instructors reported the following information: Name, division, course, academic term, delivery method, assessment measurement tools, number of students assessed, number of students meeting outcomes, and an analysis of the assessment process. From Fall 2020 to the date of this report, May 5, 2021, instructors submitted assessment data for 276 SLOs.

4. The Assessment Committee also created Discipline Assessment Google Docs for each discipline and emailed those documents to the discipline coordinators and their respective division chairs. The Google Docs included the following information:
   a. List of all courses in the discipline
   b. SLOs for each course as found on KSCM
   c. Number of sections offered for each course in the past five years
   d. List of instructors who taught each course in the past five years
   e. Last semester the college offered the course
   f. Notation whether the discipline assessed the course in the past five years.
For each course missing SLO assessment data, the Assessment Committee invited the discipline coordinator to work with course instructors to complete a table that includes the required SLO assessment information. Once Anthology, Leeward’s new assessment management software, runs, the Assessment Committee will hold training sessions and show instructors how to input the data from the Assessment Google Doc into Anthology. From the launch of these files in Spring 2021 to the date of this report, May 5, 2021, instructors submitted assessment data for 184 SLOs using these Google Docs. Using a combination of the Course Assessment Google Form and the Discipline Assessment Google Docs, the Assessment Committee collected assessment data for 460 SLOs. Last academic year, the Assessment Committee only collected data for 208 SLOs.

5. The Assessment Committee worked with Janel Oshiro, Leeward CC Banner Specialist, Tao Feng, Leeward CC Institutional Analyst, and members of Anthology Support to set up Anthology, the new assessment management software our campus will be using. The Assessment Committee expects Anthology to start operating in the Fall 2021 semester.

Table 1: 2020-2021 Course Assessment Progress by Division

<table>
<thead>
<tr>
<th>Division</th>
<th># of Courses Taught in the Past 5 Years</th>
<th># Courses Assessed in the Past 5 Years</th>
<th>% Courses Assessed in the Past 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>56</td>
<td>45</td>
<td>80.4%</td>
</tr>
<tr>
<td>Social Science</td>
<td>71</td>
<td>41</td>
<td>57.7%</td>
</tr>
<tr>
<td>Math and Science</td>
<td>146</td>
<td>67</td>
<td>45.9%</td>
</tr>
<tr>
<td>Prof Arts and Technology</td>
<td>60</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>63</td>
<td>22</td>
<td>34.9%</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>114</td>
<td>28</td>
<td>24.6%</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>517</strong></td>
<td><strong>229</strong></td>
<td><strong>44.3%</strong></td>
</tr>
</tbody>
</table>

Assessment Committee Goals/Priorities for the 2021-2022 Academic Year:

1. Launch Anthology, our new assessment management software.
2. Create training sessions for the campus on how to use Anthology.
3. Develop workshops on assessment to further encourage a campus culture of assessment.
4. Increase the percent of courses with all SLOs assessed in the past five years.
UH System-wide General Education Redesign

The University of Hawai‘i at Mānoa last revised its general education curriculum in 1999 and after more than 15 years, that curriculum has now been adopted system-wide. With one exception (the transition to quantitative reasoning), little has changed in either the structure or content of the curriculum. Meanwhile, the state of the world as well as higher education has substantially transformed. It is now time to envision a new general education curriculum for the entire University of Hawai‘i (UH) system to prepare our graduates for the world in which they will live.

UH Mānoa commissioned an external review of general education, which provides valuable insights and recommendations. And all ten UH campuses have agreed to participation in the (WICHE) Interstate Passport program, a multi-state faculty-developed approach to base general education transfer on learning outcomes and proficiencies rather than specific courses and credits. These both provide valuable background, and the Mānoa General Education Committee has begun work on recommendations for reform. It is clear to all today that this work has implications across the UH system. With the support of faculty governance groups, I am therefore charging a system-wide working group to develop a plan for reform of general education at UH both substantively, what skills and competencies comprise general education, as well as structurally, how general education is organized and the
Project Parameters

The starting assumption for a new general education curriculum must be how best to prepare our students for the uncertain future facing them. We must identify and articulate what our students need to know, be able to do, and value so they can be knowledgeable and contributing citizens in the complex, diverse, information-driven and interconnected world within which they will live and work. UH needs a general education curriculum that will prepare them for this world's challenges, and the many careers, not just jobs, and life experiences they are likely to face. From issues of civic engagement, sustainability, resilience, data analytics, critical thinking, effective communication, teamwork and much more, we need to ensure that we have created a general education curriculum that prepares our students to flourish and lead in the wide range of possible worlds before them.

The key guidelines that will structure the work of the UH General Education Curriculum Design Team, and shape our future General Education curriculum, are:

- To make the general education curriculum more understandable and efficient for students (fewer credits required) without diminishing its effectiveness.
- To make administration of the curriculum less bureaucratic, reducing the work required by faculty to manage general education coherently across the UH System.
- To design a curriculum that scaffolds learning throughout matriculation.
- To design a curriculum that ensures the key 21st-century competencies and knowledge necessary for all UH graduates to succeed in the workplace and society.
- To emphasize an interdisciplinary and integrated approach to learning, with consideration of project- and problem-based learning.

General Education Guiding Principles
(Guardrails)

The task of redesigning UH's General Education Curriculum will occur within a network of already existing guidelines, including the ILOs for each institution, and accreditation standards. When charging a faculty group to the redesign principle, the President established some guiding principles to help focus the work:

1. To make the general education curriculum more efficient without diminishing its effectiveness.

2. To make the curriculum less bureaucratic and more easily administered.

3. To design a curriculum that is intuitive for students.

4. To design a curriculum that scaffolds learning.

5. To focus on what the UH System believes are the key competencies necessary for all UH graduates.

6. To emphasize an interdisciplinary and integrated approach to learning.

7. To design a curriculum that is oriented towards 21st century knowledge and skills.
For more information about how participants for the Summer 2021 General Education Summer Institute were recruited and selected, see the UH General Education Curriculum Design Team: Recruitment and Selection Process page.

For more information about the Summer 2021 General Education Institute and general timeline and process for this Systemwide General Education Redesign initiative, please see the Summer Institute page.

- Summer Institute
- Curriculum Design Team Recruitment Process
- Consultations
- Final Proposal
- FAQs

BOR Meeting – March 3, 2021
Gen Ed redesign presentation

Contact

✉️ gedesign@hawaii.edu

Last modified: January 27, 2022
In its *Strategic Directions: 2015-2021*, the University of Hawaii Community College System (UHCC) has outlined the way it intends to continue “creating higher education opportunities for Hawai`i’s citizens.” Five goals are identified on page 3:

- **Hawai`i Graduation Initiative** - increasing the number of graduates and transfers and on 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 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.

In Fall 2015, the Strategic Plan Update Committee of Leeward Community College held “focused conversations” to start the process of updating our strategic plan. The conversations enabled the campus to align our planning with the system’s Strategic Directions and to generate broad campus input from a diverse group of Leeward faculty and staff on key topics that currently affect Leeward’s students and their ability to complete courses, programs and/or transfer successfully. ([Strategic Plan](#))

In Spring 2016, faculty, staff, and administrators were invited to “suggest strategies” for implementing the directions. And as a results of those discussions, in Fall 2016, the system directions were adopted, adapted and recast in Leeward’s *Strategic Plan 2015-2021*, and more specific goals integrated into the planning process.

Because the college’s strategies and goals are aligned with the system’s directions and performance requirements, data provided by the UHCC system indicate the progress of the college.

**Mission and Goals**

Leeward has aligned its mission and goals with the UHCC’s Hawai`i Graduation Initiative, and so continues to implement policies and practices that will increase enrollment and graduation rates while reducing time to completion.
One factor has dominated the prospect of the system: the enrollment decline. UHCC enrollment peaked in 2010 and has been slipping for seven years.

Although UHCC enrollment in Fall 2017 was still about 6% higher than the enrollment in Fall 2007, the net decrease since 2010 was about 20%.

Leeward’s enrollment leveled off between Fall 2010 and Fall 2013. But thereafter, its drop paralleled the system’s. The headcount in Fall 2017 was about 16% higher than in Fall 2007, but the net decrease since 2010 was about 14%.

To fulfill its mission and respond to the enrollment decline, the UHCC system has focused on five target groups:

- Recent high school graduates (those enrolling in the first fall after high school graduation)
- Working age adults (25-44)
- GED recipients
- Pacific islanders
- International students

University of Hawaii Community Colleges Strategic Directions 2015-2021
PowerPoint Presentation, Fall 2017, http://www.uhcc.hawaii.edu/ovpcc/vp-corner
Leeward has also focused on
- Dual enrolled students (students enrolled in college courses while still in high school)
- Distance education students (first-time, freshman)

Enrollment in the three largest groups has continued to fall.

<table>
<thead>
<tr>
<th>Enrollment: Large Target Groups</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Net%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent High School Graduates</td>
<td>965</td>
<td>848</td>
<td>722</td>
<td>657</td>
<td>-31.9%</td>
</tr>
<tr>
<td>Working Age (25-44) Adults</td>
<td>1,965</td>
<td>1,948</td>
<td>1,908</td>
<td>1,784</td>
<td>-9.2%</td>
</tr>
<tr>
<td>GED Recipients</td>
<td>375</td>
<td>358</td>
<td>343</td>
<td>298</td>
<td>-20.5%</td>
</tr>
<tr>
<td>Pacific Islanders</td>
<td>170</td>
<td>181</td>
<td>182</td>
<td>182</td>
<td>7.1%</td>
</tr>
<tr>
<td>International Students</td>
<td>95</td>
<td>117</td>
<td>134</td>
<td>138</td>
<td>45.3%</td>
</tr>
<tr>
<td>Dual Enrolled Students *</td>
<td>247</td>
<td>346</td>
<td>431</td>
<td>424</td>
<td>71.7%</td>
</tr>
<tr>
<td>DE Enrollees (First-Time Freshman) *</td>
<td>307</td>
<td>348</td>
<td>322</td>
<td>396</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

However, enrollment seems to have increased where people have assigned responsibility for clearly defined populations and efforts are directed toward building enrollment.
There has been a 7% net increase in Pacific Islanders since 2014. They are recruited locally. But currently only one faculty member is responsible, part-time, for recruiting.

![Enrollment: Small Target Groups](image)

The number of international students has increased 45% since 2014. The director of Leeward’s Office of International Programs noted that “a big part of the increase” comes from the efforts of agencies that represent Leeward in foreign countries and connect with students there. But she and her staff visit such agencies when they travel abroad. They also go to recruitment fairs, conferences and seminars, high schools, and talk directly to students, parents, and counselors.

While the Educational Media Center (EMC), which has responsibility for Distance Education (DE) classes, has not made any extraordinary efforts to market DE classes, it monitors and evaluates the performance of DE classes and trains DE instructors. This past year, its Annual Report of Program Data (ARPD) shows that the number of instructors EMC has trained has risen from 95 in 2014 to 131 in 2017, an increase of 38%. Increasing the number of trained instructors means that more DE classes will be available and that leads to growth in the number of DE students—a net increase of 29% over the last three years.
The Early College (EC), or dual-credit, program has had the largest growth: 72% in the last three years.

That growth has resulted partly from what is sometimes seen as “natural” demand arising in the high schools. But the college has invested personnel, time, and much energy in establishing memos of agreement with high schools on Oahu, arranging classes for the dual-enrolled high school students, maintaining course quality, expanding offerings, and providing support for the EC students (see the 2016 Comprehensive Review and Evaluation (CRE) for Student Services, pages 4, 7-8).

However, it has not produced two of the benefits hoped for:

- Influencing high school students who were “on the fence” about enrolling in college or university. Of interest were students who might be hesitating to enroll in post-secondary institutions, especially for economic reasons. We had hoped the early exposure to community college classes and the kinds of support—economic and academic—that high schools and colleges can provide would increase the going rate to post-secondary education.

- High school students enrolling in a UH community college—like Leeward—that had been offering dual-enrollment classes at the high schools or through reserved sections at the college.

Hundreds of high school students enrolled in Leeward classes. However, initial data (for the first fall enrollment of the Class of 2016) also show us that, compared to students who did NOT take dual-credit classes, EC students are

- 32% LESS likely to enroll in a UHCC as regular students,
- 30% MORE likely to enroll in a 4-year institution in Hawaii, and
- 19% MORE likely to enroll in a Mainland 4-year institution.
Many of the students who took dual-credit courses while still in high school intended to go to college anyway. They were using the program to accelerate their progress.

Leeward’s EC coordinator points out that EC has clearly benefited high school students, preparing them “so well that, upon matriculation, they feel more ready to go straight to a 4-year institution,” either in the UH system or on the Mainland. Accelerating progress of college-bound high school students is still a desirable outcome.

Some data indicate that a large proportion of dual-credit students were not economically disadvantaged. They may have come from families that could bring ample resources to bear on their children’s education.

An analysis based on information from the Department of Education (Hawaii DXP, LEE Tables 20170717-325 from Hawaii DXP.xlsx) shows that, the percentage of EC students not economically disadvantaged ranged from 52% (EC participants in the graduating class of 2013) to 61% (graduating class of 2015). But those numbers also mean anywhere from 39% to 48% of the participants were classified as economically disadvantaged. An average of 43%--not a small part of the population.

In other words, the Early College Dual-Credit program is not producing all the results which it was intended to produce. Nevertheless, the unintended results are still desirable and significant.
**Put a WIG on It**

The UHCC system also recognizes the importance of providing students with a “coherent and structured” educational experience, which greatly improves their chances of success. To that end, it has launched its Student Success Pathway model: “[It] is not the next step in a long line of reforms, but rather a framework that helps unify a variety of reforms” (from the home page of the [Student Success Council](https://studentsuccess.uhcc.edu) website).

In the past, large-scale reforms have generated a cloud of various goals, objectives, experiments, and innovations, in which effective reform gets lost. To prevent that from happening, Leeward has established a focus—a Wildly Important Goal. The current WIG is a much more intentional and focused resurrection of Leeward’s five-year Student Success Initiative, initially launched in 2010 and evaluated in 2014.

Complementing the effort to increase enrollment, WIG zeroes in on one thing: retention—keeping students who are already enrolled and steering them to completion and transfer.

Initially, retention may be seen as driven by economics, but as one researcher points out (Neal Raisman, “The Power of Retention” in *University Business*, 2008), retention is integral to accomplishing an institution’s mission:

> Retention is where the real revenue is created. Admissions costs money - significant amounts of money. Retaining students/clients costs from nothing to very little. Retaining students through graduation is also how colleges, universities and career schools meet their higher calling, their missions, their purpose and reason to exist and be supported. Students and learning are still the key publicly conceived rationale for higher education. Granted the old saying “this would be a great place to work if it weren't for the students” is still out there. But without the students, undergraduates primarily, there would be no place to work. Society supports higher education because it believes college prepares students for the economy, for society and for life.

To figure out how this goal will be implemented, a sixteen-member WIG Design Team has been formed, consisting of counselors, administrators, faculty, and staff. It began monthly meetings this semester. Its first task will be to gain a better understanding of how and where we lose students, then develop an integrated network of people, policies, processes, and practices that will increase retention and persistence by 10% in the coming year.
Strategic Directions, Performance

The UHCC System has identified various measures of outcome on which our funding is based. Comparing our actual outcomes with the “targets” set and the ultimately the fund awarded is one way to evaluate Leeward’s performance.

[NOTE: Unless otherwise indicated, the data come from University of Hawaii Community Colleges Strategic Directions 2015-2021, PowerPoint Presentation, Fall 2017, http://www.uhcc.hawaii.edu/ovpcc/vp-corner]

1. Graduation Outcomes: Numbers of Degrees and Certificates of Achievement Awarded in a Fiscal Year (targets based on an average of FYs 2013-2015, then a 5% increase every year)

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>661 *</td>
<td>953 **</td>
<td>1,001</td>
<td>1,051</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

* Old Target ** Revised Baseline

Overall, the performance appears weak. However, note the 44% jump in the Target number in 2015. The baseline was revised in 2015 because the policy of automatically awarding associate in arts degrees when students completed requirements after leaving the college—so-called Reverse Transfer—was implemented in 2014. Hundreds of AA degrees were awarded that year, many to students who had not been enrolled at the college for years. An unintended effect of the revised baseline will be discussed later in the section on Performance Funding.

When we disaggregate the various target groups, the results are, for the most part, encouraging:

<table>
<thead>
<tr>
<th>Native-Hawaiian</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>216 *</td>
<td>228</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
</tbody>
</table>

* Calculated from the revised baseline, set in FY 2015. The original target—126—appears to have been a typographical error.

<table>
<thead>
<tr>
<th>Filipino</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>209</td>
<td>219</td>
<td>230</td>
<td>242</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>250</td>
<td>236</td>
<td>249</td>
<td>253</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pacific Islander</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>20</td>
<td>14</td>
<td>24</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PELL Recipient</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>433</td>
<td>455</td>
<td>478</td>
<td>502</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>542</td>
<td>480</td>
<td>518</td>
<td>527</td>
</tr>
</tbody>
</table>
In three of the four groups—Native Hawaiians, Filipinos, and PELL Recipients—actual degree and certificate counts exceed the targets for the past four fiscal years.

The number of degrees and certificates falls below the target only in FY 2015 for Pacific Islanders, and they are a very small group.

2. **STEM Degrees and Certificates.** Completion is not an end in itself. Completion in STEM-related fields holds out the promise of better employment opportunities and higher wages, as well contributing to growing the economy of the state. The number of STEM-related degrees and certificates of achievement awarded has increased over 340% since 2014. Actual numbers have exceeded targets every year. The number of degrees and certificates awarded last year exceeded the target by 205%.

<table>
<thead>
<tr>
<th>STEM Degrees &amp; CAs</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>36</td>
<td>38</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>29</td>
<td>66</td>
<td>133</td>
<td>128</td>
</tr>
</tbody>
</table>

And, of course, those percentages indicate that the target numbers should be recalibrated.

3. **IPEDS Success Rate for First-Time, Full-Time Students.** Since 2008, time to completion has also become a major concern. The longer students delay completion, the less likely they are to complete. So the rate of completion or transfer is a key measure of effectiveness. The percentage of students completing or transferring to a four-year institution within three years (150% of time) should be 50% by 2021. Presently Leeward’s rates are falling behind the targets set by the system:
In FY 2014 and 2015, Leeward’s IPEDS Success Rate (percentage completing or transferring to a four-year institution within three years) almost met the targets. Then over the next two years, the gap increased to three or four percentage points.

Since this measure is based on a cohort of first-time, full-time students, it is not affected by the Reverse Transfer numbers. It is perhaps a more accurate reflection of what is happening institutionally in “real” time. The current numbers show us that student completion and transfer rates might be moving upward, but slowly and unsteadily.

4. Transfers to ALL Baccalaureate Institutions

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015 New Baseline</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE (Target)</td>
<td>1,175</td>
<td>1,234</td>
<td>1,296</td>
<td>1,316</td>
<td>1,358</td>
</tr>
<tr>
<td>LEE (Actual)</td>
<td>1,168</td>
<td>1,323</td>
<td>1,398</td>
<td>1,410</td>
<td>1,349</td>
</tr>
</tbody>
</table>

* FY 2013 and 2014 targets calculated from FY 2015 target, which is the average of FY 13, 14, & 15

Leeward’s transfers have been decelerating in terms of numbers of transfers and rates of increase.
Strategic Direction, Performance and Performance Funding 2017 - 2018

The following tables summarize how Performance Funding was allocated in fiscal years 2017 and 2018. The allocations are based on six measures, which are tied to the Strategic Directions of the UHCC System.

Two factors adjust how much of the total funds are actually allocated to the college:

1. The weight put on the category of performance. The number of degrees and certificates, for example, has more weight (35 out of 100 points) than the number of Pell Grant Recipients (10 out of 100 points). The weighting controls what percentage of the total funds can possibly be allocated for the category of performance. A total $1,000,000 might be allotted to the college, but 35/100 of that amount—$350,000—could possibly be allocated for number of degrees and certificates awarded.

2. The difference between the actual and baseline and the difference between the target and baseline, expressed as a percentage, then determines the amount of funds actually allocated to the college.

The formula is

\[
\frac{(\text{Actual} - \text{Baseline})}{(\text{Target} - \text{Baseline})} \times 100
\]

The Target will always be larger than the Baseline.

The upper limit is usually restricted to 100%. If the Actual is larger than the Target, the % defaults to 100%. All the funds allotted to the category would be allocated to the college.

If the Actual is equal to the Target, the percentage will be 100%, and all the funds allotted to a category of performance would be allocated.

If the Actual is less than the Target, the result will be a percentage less than 100%.

If the Actual should fall below the Baseline, the % will be 0%. In other words, negative percentages are not allowed.

In our hypothetical example, $1,000,000 is allotted to the college, 35/100 of that amount could possibly be allocated for number of degrees and certificates awarded. Then let’s say the baseline number is 900; the Target, 1,000; the Actual number of degrees and certificates, 975.

The amount actually allocated would be calculated in this way:

**Weighting:** $1,000,000 x (35/100) = $350,000

**%:** \((975 - 900) / (1000 - 900) = 75/100 = 75% \)

350,000 x 75% = 262,500

In this hypothetical example, the college will actually be allocated $262,500 for the performance category “Degrees and Certificates” awarded.
It will NOT receive $87,500. That is, $350,000 - $262,500 will be left behind. The UHCC system office labels that amount “unearned.”

[NOTE: There are two sources of funds each fiscal year—one from the UHCC system and one from the University of Hawaii (UH). Why?

The UHCC system started down the performance funding path in FY 2011, several years in advance of the UH system (FY 2016). With funds appropriated by the state legislature to fill the funding gap from the American Recovery and Reinvestment Act of 2009 (ARRA), the UHCC Vice-President set aside about $3.5 million of the appropriated funds from all community college campuses to create the performance funding pool. The colleges were then asked to meet performance funding targets to replenish the funding that had originally been part of their campus’ budget prior to the recession. The UH system didn’t begin implementing its model until the legislature appropriated funds specifically for that purpose. The UH system also examined what the UHCCs had done, but didn’t replicate the model 100%. The UH model is still evolving.

--Vice Chancellor of Administrative Services, Leeward Community College]

In FY 2017, Leeward was awarded nearly all of the money allotted by the UHCC and the UH systems, falling short in only one area: the IPEDS Success Rate.

### UHCC Funding FY 2017

<table>
<thead>
<tr>
<th>Measure</th>
<th>Base</th>
<th>Target</th>
<th>Actual</th>
<th>%</th>
<th>Weight</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>953</td>
<td>1,001</td>
<td>1,057</td>
<td>100</td>
<td>35</td>
<td>$649,267</td>
</tr>
<tr>
<td>Native Hawaiian Degrees &amp; Certificates</td>
<td>228</td>
<td>239</td>
<td>259</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>STEM Degrees &amp; Certificates</td>
<td>115</td>
<td>121</td>
<td>223</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>455</td>
<td>478</td>
<td>518</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>Transfers to ALL 4 Year</td>
<td>1,296</td>
<td>1,316</td>
<td>1,410</td>
<td>100</td>
<td>35</td>
<td>$649,268</td>
</tr>
<tr>
<td>Total Allocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,855,050</td>
</tr>
<tr>
<td>Unearned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

### UH Funding FY 2017

<table>
<thead>
<tr>
<th>Measure</th>
<th>Base</th>
<th>Target</th>
<th>Actual</th>
<th>%</th>
<th>Weight</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>953</td>
<td>1,001</td>
<td>1,057</td>
<td>200</td>
<td>30</td>
<td>$252,057</td>
</tr>
<tr>
<td>Native Hawaiian Degrees &amp; Certificates</td>
<td>228</td>
<td>239</td>
<td>259</td>
<td>200</td>
<td>10</td>
<td>$84,019</td>
</tr>
<tr>
<td>STEM Degrees &amp; Certificates</td>
<td>38</td>
<td>40</td>
<td>133</td>
<td>200</td>
<td>10</td>
<td>$84,019</td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>455</td>
<td>478</td>
<td>518</td>
<td>200</td>
<td>10</td>
<td>$84,019</td>
</tr>
<tr>
<td>Transfers to UH 4 Year</td>
<td>702</td>
<td>716</td>
<td>792</td>
<td>200</td>
<td>10</td>
<td>84019</td>
</tr>
<tr>
<td>IPEDS Success Rate</td>
<td>30.9%</td>
<td>37.0%</td>
<td>32.8%</td>
<td>31.2</td>
<td>30</td>
<td>$39,258</td>
</tr>
<tr>
<td>Total Allocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$627,391</td>
</tr>
<tr>
<td>Unearned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($95,708)</td>
</tr>
</tbody>
</table>
The shortfall was especially significant since the category of performance affected was time to completion and/or transfer. Leeward’s IPEDS Success Rate was indeed faltering, a little over 4 percentage points under the Targeted 37.0%.

For FY 2018, however, the college stands to lose not 3% of the total possible funds as it had in FY 2017, but 20% of the total possible funds. About 58% of the “Unearned” funding—$265,625—is being withheld because the college has fallen short of the targeted number of degrees and certificates awarded.

### UHCC Funding FY 2018

<table>
<thead>
<tr>
<th>Measure</th>
<th>Base</th>
<th>Target</th>
<th>Actual</th>
<th>%</th>
<th>Weight</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>953</td>
<td>1,051</td>
<td>1,019</td>
<td>67</td>
<td>35</td>
<td>$437,235</td>
</tr>
<tr>
<td>Native Hawaiian Degrees &amp; Certificates</td>
<td>228</td>
<td>251</td>
<td>264</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>STEM Degrees &amp; Certificates</td>
<td>38</td>
<td>42</td>
<td>128</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>455</td>
<td>502</td>
<td>527</td>
<td>100</td>
<td>10</td>
<td>$185,505</td>
</tr>
<tr>
<td>Transfers to ALL 4 Year</td>
<td>1,296</td>
<td>1,358</td>
<td>1,349</td>
<td>85</td>
<td>35</td>
<td>$555,031</td>
</tr>
<tr>
<td>Total Allocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,548,781</td>
</tr>
<tr>
<td>Unearned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($306,269)</td>
</tr>
</tbody>
</table>

### UH Funding FY 2018

<table>
<thead>
<tr>
<th>Measure</th>
<th>Base</th>
<th>Target</th>
<th>Actual</th>
<th>%</th>
<th>Weight</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>953</td>
<td>1,051</td>
<td>1,019</td>
<td>67</td>
<td>30</td>
<td>$89,968</td>
</tr>
<tr>
<td>Native Hawaiian Degrees &amp; Certificates</td>
<td>228</td>
<td>251</td>
<td>264</td>
<td>100</td>
<td>10</td>
<td>$44,528</td>
</tr>
<tr>
<td>STEM Degrees &amp; Certificates</td>
<td>38</td>
<td>42</td>
<td>128</td>
<td>100</td>
<td>10</td>
<td>$44,528</td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>455</td>
<td>502</td>
<td>527</td>
<td>100</td>
<td>10</td>
<td>$44,528</td>
</tr>
<tr>
<td>Transfers to UH 4 Year</td>
<td>702</td>
<td>752</td>
<td>698</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>IPEDS Success Rate</td>
<td>30.9%</td>
<td>39.3%</td>
<td>36.2%</td>
<td>63</td>
<td>30</td>
<td>$84,291</td>
</tr>
<tr>
<td>Total Allocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$307,843</td>
</tr>
<tr>
<td>Unearned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($137,435)</td>
</tr>
</tbody>
</table>

But perhaps the system needs to reconsider the way the Reverse Transfer (RT) program has affected funding.

The RT program was implemented in 2014. It automatically awards an AA degree to students who have not completed course requirements for a degree while they were enrolled at the college but who subsequently completed those requirements. The degrees are counted in the year they are awarded.

As a result, there was a surge in the number of degrees awarded in FY 2014. Leeward was credited with 224 additional RT degrees. But then that number was used to reset the baseline: the number with which future performance targets are computed. 953 was the target for FY 2015 and 1,001 the target for 2016, then 1,051 for 2017, etc. Each target 5% higher than the previous year’s.
The baseline is also used to compute the percentage of available funds the college will actually receive in performance funding. The percentage is the difference between the target and the baseline and the target and the actual number of credentials awarded.

The baseline went from 661 in FY 2013 to 953 (the average of the actual number of degrees and certificates awarded in FYs 2013-2015).

However, that average included the first two years of RT degrees, and those who set the targets seem to have assumed that the number of RT degrees awarded would remain fairly constant.

Actually, the number of RT degrees was bound to decrease. The first year RT was implemented would have swelled the number of degrees awarded because the system was awarding AAs to a decade or more of students who had not applied for AAs when they were enrolled at the college.

So Leeward got 224 additional degrees in 2014. And in 2015, 135 more RT AAs.

But after the initial swell, the number of RT degrees was bound to decline: in two years, we had caught up with 60% of a ten year backlog. The rest would be taken care of in 2016 and 2017.

And the number of RT degrees awarded shrank to 84 in FY 2017.

If the system had continued to use the AA degrees actually awarded during the Fiscal Years, even with an adjusted baseline in 2015 (the average of FY 2013-2015), the average annual gains over five years for Leeward would have been a little more than 5%, and the actual numbers would have exceeded the targets.

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Targets</td>
<td>630</td>
<td>661</td>
<td>833 *</td>
<td>875</td>
<td>918</td>
</tr>
<tr>
<td>Leeward Actuals</td>
<td>770</td>
<td>866</td>
<td>865</td>
<td>919</td>
<td>935</td>
</tr>
</tbody>
</table>

*Target adjusted: average of actual awarded in FYs 2013, 2014, 2015
But Still . . .

Even if the numbers of degrees and certificates might indicate satisfactory performance . . . Even if the disaggregated data show targeted sub-populations are being served . . . Even if STEM completions have exceeded expectations . . .

The performance funding outcomes clearly indicate that Leeward should be greatly concerned about two issues:

1. Transfers to four-year institutions
2. Time to completion and transfer.

What the Strategic Directions data—especially on enrollment—seem to indicate is that (unsurprisingly) we can make progress in areas that need improvement if we have

1. Clearly defined target populations,
2. People assigned responsibility for those populations, and
3. Efforts intentionally focused on producing specific results.

In other words, things don’t get better by themselves.
Goal & Objectives

The goal of the strategic planning team and affiliated committees is to guide the college in the revision of its vision, mission, and strategic plan.

1. Foster **renewed commitment** to the vision, mission, and each other.
2. Cultivate **collective direction** for successful implementation of the plan.
3. **Strengthen the capacity** of the campus community to implement the plan.

Planning overview

Strategic planning diagram

Click on the image to enlarge.
Strategic Planning 101

Click the image on the left to view the video.

(https://youtu.be/iNMOwugpQ3E)

Timeline

Keep track of the process with the timeline below. Use the scroll bar below to navigate the timeline.
Leeward Strategic Planning Timeline

The ultimate goal of this process is to prepare the college to make incredible advancements in achieving its mission over the next five years.

Leeward employees complete the College Readiness Survey: [http://go.hawaii.edu/x7V](http://go.hawaii.edu/x7V)

Leeward employees gather to share their perspectives on our shared purpose and hopes for Leeward’s future.

[https://padlet.com?ref=embed](https://padlet.com?ref=embed)
LEADERSHIP EXCELLENCE PROGRAM

Leadership Excellence Program

READY TO APPLY? CLICK HERE TO CHOOSE LEEWARD CC. (HTTPS://UHCC2022.LIAISONCAS.COM/APPLICANT-UX/#/LOGIN)

Be sure to submit your application by the Application Deadline (/app-deadlines)
**Purpose:** To prepare current faculty/staff for leadership positions at Leeward Community College.

**When:** Fall 2017 to Fall 2018 (18 month program)
Recruit participants in April.

**Format/Components**

1. Use a 360-evaluation tool for pre- and post-program assessment. Participants also complete a self-evaluation.
   Participants will:
   - Reflect on the results and identify leadership skills they want to improve.
   - Plan professional development sessions based on identified areas common to the group.
   - Complete Individual Development Plan template with plans for the participant’s future leadership development.

2. Plan, organize, and evaluate a leadership project.
   - Group will select a campus project from a list.
   - Conduct needs assessment by interviewing appropriate campus leaders.
   - Propose leadership project with plans and budget to administrators.
   - Plan, organize, and implement project.
   - Evaluate the project.

3. Participate in one-on-one mentoring sessions with University of Hawaii leader(s) of participant’s choice.

4. Program coordinators: Kay Ono, Business Division Chair and Cindy Martin, Professional Development Coordinator

**Selection Process:**

- Self-Nominate – application and approval of supervisor required.
- A committee selects four to six participants using a rubric.

**Cohort 2**
William Albritton, Assoc. Professor in ICS
Kathryn Fujioka-Imai, Assoc. Professor in English/Division Chair, Language Arts
Lori Lei Hayashi, Human Resources Manager, EEO/AA Coordinator and Deputy Title IX Coordinator for Employees
Tracie Losch, Associate Professor in Hawaiian Studies
Grant Okamura, Auxiliary Services Officer

**Project - Employee Satisfaction Survey**
Review, revise, administer, and report the results of an Employee Satisfaction Survey (similar to that conducted in 2011 and 2014). This project could also include open forums or other avenues for gathering employee feedback.

**Cohort 1**
Corey Adler, Asst. Professor in Sociology
Alicia Brown, Grants Coordinator
Lexer Chou, Student Life Coordinator
Michelle Igarashi, Instructor in English
Warren Kawano, Asst. Professor in Business
Christy Takamure, Assoc. Professor in Speech
Natalie Wahl, Librarian
Project - Leadership Retreat
Plan, organize, and evaluate a leadership retreat for campus leaders based on campus needs. Propose leadership workshop topics, venues, and budget to administrators. Develop and lead leadership retreat.

ICTL (/ictl)
- Leadership Excellence (/ictl-leadership-development)
- Learning and Mentoring Program (/ictl-lamp-program)
- Mid-Semester Teaching Assessment (/ictl-teaching-assessment)
- Power Mentoring (/ictl-power-mentoring-program)
- Teaching Excellence (/ictl-teaching-excellence-program)

Teaching Squares (/teachingsquares)
- Guidelines (/teachingsquares-guidelines)
- Benefits (/teachingsquares-benefits)
- Professional Development Award Program (/ictl-ProDevAward)
- Staff Development Funds (/ictl-StaffDevFund)
- Lecturer Mentor Program (/ictl-lecturer-mentor-program)
- Vision and Mission (/ictl-info)

Under the 'Ulu Tree (blog) (https://leewardinnovation.edublogs.org)

Current and Archived Workshops (https://docs.google.com/document/d/1R82Kbi7LiJq3q1mEjZxd20HNmFjJM1XJFfMFLy8xxNs/edit?usp=sharing)

PROFESSIONAL DEVELOPMENT EVENTS
No events found
RESOURCES & INFO FOR

Future Students (/prospective-students)
Military & Veterans (/military)
International Students (/ipo)
Faculty & Staff (/facstaff)
Apply Now! (/enroll)

CURRENT STUDENTS

MyUH (http://myuh.hawaii.edu)
Academic Deadlines (/academic-calendar)
Financial Assistance (/finaid)
Library & Learning Resources (/academic-resources)
Transcript Request (/transcript-request)
Student Life (http://studentlife.leeward.hawaii.edu/)
Social Media pages (/connect)
All Services... (/services)

QUICK LINKS

Accreditation (http://www.leeward.hawaii.edu/accred)
Administration (/administration)
Consumer Info - Student Right to Know (/consumerinfo)
Continuing Education (https://ocewd.org/)

4 of 5
3/30/22, 1:26 PM
Employee Satisfaction Survey

Results from Fall 2019 and Fall 2016

Summary Report

OVERVIEW & PURPOSE
The college strives to provide valued employees with the facilities, tools, and support needed to excel in their positions. We conducted this survey to acquire a better understanding of employee morale, satisfaction, and engagement at Leeward Community College.

This survey was created by the 2nd Cohort of the Leadership Excellence Program (William Albritton, Kathryn Fujioka-Imai, Lori Lei Hayashi, Tracie Losch, and Grant Okamura) in collaboration with the Leeward Community College Office of Planning, Policy and Assessment.

DATA SUMMARY

Overall
The survey had 176 respondents in 2019 and 200 respondents in 2016. There are approximately 500 recipients that were emailed the survey. (Note that this list included active employees and retirees.)
Results

1. Which of the categories below best describes your work status and location at Leeward CC?

<table>
<thead>
<tr>
<th>Location</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Leeward CC - Pearl City</td>
<td>115</td>
<td>65%</td>
<td>132</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty Leeward CC - Wai‘anae Moku</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Staff Leeward CC - Pearl City</td>
<td>54</td>
<td>31%</td>
<td>59</td>
<td>29.5%</td>
</tr>
<tr>
<td>Staff Leeward CC - Wai‘anae Moku</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Are you full-time or part-time?

<table>
<thead>
<tr>
<th>Status</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>180</td>
<td>91%</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>

3. How long have you been employed at Leeward?

<table>
<thead>
<tr>
<th>Experience</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>10</td>
<td>6%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>50</td>
<td>28%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>36</td>
<td>20%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>11 – 20 years</td>
<td>45</td>
<td>26%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35</td>
<td>20%</td>
<td>36</td>
<td>18%</td>
</tr>
</tbody>
</table>
4. I know the mission, major goals, initiatives, and priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54</td>
<td>31%</td>
<td>69</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>63%</td>
<td>116</td>
<td>58%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>6%</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>82</td>
<td>47%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>43%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>7.5%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
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<td>79</td>
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<td>74</td>
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<td>36</td>
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<td>Disagree</td>
<td>17</td>
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<td>18</td>
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</table>
7. I participate in the planning processes of my division/department/unit.

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<tr>
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<td>10%</td>
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<tr>
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<td>12</td>
<td>7%</td>
<td>27</td>
<td>13.5%</td>
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<tr>
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<td>7</td>
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<td>7</td>
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<tr>
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<td>12</td>
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8. The College planning process results in improvement of programs and services.

<table>
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<td>34</td>
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<tr>
<td>Agree</td>
<td>88</td>
<td>50%</td>
<td>87</td>
<td>43.5%</td>
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<tr>
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<td>54</td>
<td>31%</td>
<td>68</td>
<td>34%</td>
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<tr>
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<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
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<td>5</td>
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<td>1%</td>
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<td>1</td>
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</tbody>
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9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

<table>
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<td>80</td>
<td>46%</td>
<td>84</td>
<td>42%</td>
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<tr>
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<td>3</td>
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<tr>
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<td>15</td>
<td>8.5%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
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<td>3</td>
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10. I have the materials and equipment I need to do my work.

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<tr>
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<td>81</td>
<td>46%</td>
<td>107</td>
<td>53.5%</td>
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<td>5</td>
<td>2.5%</td>
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<tr>
<td>Disagree</td>
<td>22</td>
<td>13%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>5</td>
<td>2.5%</td>
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</table>

11. The resources provided for my division/department/unit are adequate.

<table>
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<td>50</td>
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<tr>
<td>Agree</td>
<td>83</td>
<td>47%</td>
<td>99</td>
<td>49.5%</td>
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<tr>
<td>Not sure</td>
<td>15</td>
<td>9%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>18%</td>
<td>28</td>
<td>14%</td>
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<td>7</td>
<td>4%</td>
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</table>
12. Rate the adequacy of the following aspects of the buildings and grounds.

### Cleanliness - 2019

<table>
<thead>
<tr>
<th></th>
<th>More Than Adequate</th>
<th>Adequate</th>
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<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>46 (26%)</td>
<td>87 (50%)</td>
<td>2 (.5%)</td>
<td>22 (13%)</td>
<td>15 (9%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>23 (13%)</td>
<td>79 (45%)</td>
<td>10 (6%)</td>
<td>24 (14%)</td>
<td>9 (5%)</td>
<td>30 (17%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>58 (33%)</td>
<td>87 (50%)</td>
<td>12 (7%)</td>
<td>5 (3%)</td>
<td>2 (1%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>36 (21%)</td>
<td>96 (55%)</td>
<td>5 (2.5%)</td>
<td>22 (12.5%)</td>
<td>14 (8%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>37 (21%)</td>
<td>99 (57%)</td>
<td>5 (3%)</td>
<td>16 (9%)</td>
<td>16 (9%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>60 (34%)</td>
<td>86 (49%)</td>
<td>0 (0%)</td>
<td>19 (11%)</td>
<td>7 (4%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>40 (23%)</td>
<td>105 (60%)</td>
<td>5 (3%)</td>
<td>13 (7.5%)</td>
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<td>7 (4%)</td>
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### Cleanliness - 2016

<table>
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<th>Not Adequate</th>
<th>Not Applicable</th>
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<td>My office space</td>
<td>54 (27%)</td>
<td>108 (54%)</td>
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<td>25 (12.5%)</td>
<td>10 (5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>37 (18.5%)</td>
<td>89 (44.5%)</td>
<td>9 (4.5%)</td>
<td>28 (14.0%)</td>
<td>11 (5.5%)</td>
<td>26 (13%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>70 (35%)</td>
<td>97 (48.5%)</td>
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<td>6 (3%)</td>
<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (15.5%)</td>
<td>126 (63%)</td>
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<td>27 (13.5%)</td>
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<td>1 (0.5%)</td>
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<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>94 (47%)</td>
<td>4 (2%)</td>
<td>46 (23%)</td>
<td>45 (22.5%)</td>
<td>1 (0.5%)</td>
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<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>52 (26%)</td>
<td>113 (56.5%)</td>
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<td>8 (4%)</td>
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<tr>
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<td>28 (14%)</td>
<td>125 (62.5%)</td>
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<td>23 (11.5%)</td>
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### Maintenance (Is everything in working order?) - 2019

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<td>87 (50%)</td>
<td>1 (.5%)</td>
<td>21 (12%)</td>
<td>13 (7.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>26 (15%)</td>
<td>76 (43.5%)</td>
<td>14 (8%)</td>
<td>21 (12%)</td>
<td>9 (5%)</td>
<td>29 (16.5%)</td>
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<tr>
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<td>44 (25%)</td>
<td>78 (45%)</td>
<td>23 (13%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (18%)</td>
<td>91 (52%)</td>
<td>5 (3%)</td>
<td>23 (13%)</td>
<td>22 (12.5%)</td>
<td>3 (1.5%)</td>
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<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>39 (22.5%)</td>
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<td>9 (5%)</td>
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<td>4 (2%)</td>
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<td>5 (3%)</td>
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### Maintenance (Is everything in working order?) - 2016

<table>
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<td>1 (0.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>38 (19%)</td>
<td>88 (44%)</td>
<td>12 (6%)</td>
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<td>13 (6.5%)</td>
<td>27 (13.5%)</td>
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<td>21 (10.5%)</td>
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<tr>
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<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
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<td>8 (4%)</td>
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13. My division/department/unit is adequately represented at Campus Council.

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<td>76</td>
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<td>81</td>
<td>40.5%</td>
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<tr>
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<td>41</td>
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<td>64</td>
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14. Campus Council effectively carries out its role in governance.

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<tr>
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<td>57</td>
<td>33%</td>
<td>57</td>
<td>28.5%</td>
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<tr>
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<td>46%</td>
<td>111</td>
<td>55.5%</td>
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<td>4%</td>
<td>8</td>
<td>4%</td>
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<tr>
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<td>1%</td>
<td>4</td>
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15. Pūkoʻa no nā ʻEwa Council effectively carries out its role in governance. (2019 survey only)

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</tr>
<tr>
<td>Agree</td>
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<td>22%</td>
</tr>
<tr>
<td>Not sure</td>
<td>96</td>
<td>56%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
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<td>0%</td>
</tr>
<tr>
<td>Not applicable</td>
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</table>
16. The Faculty Senate effectively carries out its role in governance.

<table>
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<td>Agree</td>
<td>75</td>
<td>43%</td>
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<tr>
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<td>34%</td>
<td>76</td>
<td>38%</td>
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<td>6</td>
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<tr>
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<td>2</td>
<td>1%</td>
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<tr>
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<td>8</td>
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17. The Chancellor provides effective leadership to the campus.

<table>
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<td>61</td>
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<td>79</td>
<td>46%</td>
<td>95</td>
<td>47.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>48</td>
<td>28%</td>
<td>31</td>
<td>15.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>.5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

18. The Administrative Team provides effective leadership to my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>23%</td>
<td>44</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>88</td>
<td>44%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>21%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
19. The Administrative Team encourages an open exchange of ideas that foster institutional improvement.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>20%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>20.5%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>8%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

20. I feel that I can freely express my opinions.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>16%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37</td>
<td>21.5%</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.5%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>6%</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>29%</td>
<td>62</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>43%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>5%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>12%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
</tbody>
</table>
## 22. Please rate the following aspects of your work environment. 2019 Results

<table>
<thead>
<tr>
<th>Area of Work Environment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>107 (61%)</td>
<td>638 (36%)</td>
<td>4 (2.5%)</td>
<td>1 (.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>115 (66%)</td>
<td>55 (31%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>87 (50%)</td>
<td>68 (39%)</td>
<td>10 (5.5%)</td>
<td>8 (4.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>75 (43%)</td>
<td>68 (39%)</td>
<td>17 (9.5%)</td>
<td>13 (7.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>54 (31%)</td>
<td>75 (43%)</td>
<td>19 (10%)</td>
<td>226 (13%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>71 (41%)</td>
<td>60 (34%)</td>
<td>21 (12%)</td>
<td>18 (10%)</td>
<td>5 (3%)</td>
</tr>
</tbody>
</table>

## 22. Please rate the following aspects of your work environment. 2016 Results

<table>
<thead>
<tr>
<th>Area of Work Environment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>119 (59.5%)</td>
<td>68 (34%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>138 (69%)</td>
<td>54 (27%)</td>
<td>4 (2%)</td>
<td>3 (1.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>106 (53%)</td>
<td>73 (36.5%)</td>
<td>11 (5.5%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>87 (43.5%)</td>
<td>81 (40.5%)</td>
<td>19 (9.5%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>57 (28.5%)</td>
<td>80 (40%)</td>
<td>18 (9%)</td>
<td>36 (18%)</td>
<td>9 (4.5%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>85 (42.5%)</td>
<td>63 (31.5%)</td>
<td>19 (9.5%)</td>
<td>23 (11.5%)</td>
<td>10 (5%)</td>
</tr>
</tbody>
</table>

**Graphs:**

- **I know what is expected of me at work.**
- **My work is meaningful.**
- **I enjoy coming to work.**
- **I feel safe on campus.**
23. Overall, how satisfied are you working for Leeward Community College?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>68</td>
<td>39%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>46%</td>
<td>86</td>
<td>43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>11%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>2%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>3</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
Program/Area/Unit Name: Administrative Services

Program/Area/Unit Description:
- This section should include a short paragraph that describes your program, area, or unit.
- Goals for your program, area, or unit should be listed in this section. A statement of purpose would also be appropriate.

The core purpose of Administrative Services is to provide quality services in support and advancement of the academic mission of Leeward Community College. Administrative Services primary responsibility is in providing stewardship over the human, financial, and physical resources of the College while maintaining a safe and healthy learning and working environment. As a comprehensive unit and at each departmental level, we continually strive to enhance the delivery of these services in a more efficient and effective manner.

Business Office: The mission of the Business Office is to maintain the College’s fiscal integrity through accurate record keeping and adherence to UH and State policies and procedures; to provide procurement, cashiering, fiscal, and payroll services to the campus; serve as campus liaison with the System Financial Management Office (FMO), Office of Procurement and Real Property Management (OPRPM), UH Foundation Office, and the Research Corporation of the University of Hawaii (RCUH); provide financial reports and analysis as required; and to safeguard the assets of the college.

Human Resources: The Human Resources Office is responsible for all aspects of personnel management and administration. The areas of responsibility are, but not limited to the following: recruitment and appointments; employee benefits; labor and employee relations; classification; position management, organizational charts and functional statements; worker’s compensation and temporary disability insurance; student employment; labor relations and collective bargaining contracts; EEO/AA and adverse actions.

Goals: provide excellent customer service; provide additional EEO trainings and workshops to the campus community; and encourage HR employees to attend EEO-related training and workshops off campus as allowable.

Enterprise Operations: The Enterprise Operations unit is responsible for a wide range of services that directly support the College and the public, to include; the management of all functions related to facility scheduling and usage, parking services, emergency operations and planning, lead liaison with state civil defense and FEMA-related matters, and campus security and safety.

Operations and Maintenance: The Operations and Maintenance unit is responsible for the day-to-day operations of the physical plant, parking lots, service roads, and grounds. The areas of responsibility include electrical, plumbing, carpentry, janitorial, grounds, mail service, and transportation services. The goal of the Operations and Maintenance unit is to provide a clean, safe, and welcoming environment for all students, faculty, staff, and visitors.
Part I. Quantitative Indicators:

- Identify 3-5 indicators for each of the following areas. These indicators should be measurable, useful data measures that will indicate how well your program, area, or unit is performing. Consult the IR staff if you need assistance identifying indicators.
- Each indicator should list three years worth of data, if available.
- Note: Administrative Services uses a variety of comparable measures and support area outcomes to manage and monitor the efficiencies and effectiveness of all areas and units. These measures and outcomes are highlighted below by area/unit.

UHCC Comparable Measures – Business Office

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Average no. of work days required to issue UH Purchase Order*</td>
<td>1.80</td>
<td>3.50</td>
<td>1.65</td>
<td>5.05</td>
<td>6.00</td>
<td>9.20</td>
<td>2.75</td>
<td>4.95</td>
<td>4.69</td>
<td>3.75</td>
</tr>
<tr>
<td>3. Average no. of work days required to submit PO payment documents to UH Disbursing Office #</td>
<td>5.33</td>
<td>5.10</td>
<td>3.62</td>
<td>3.13</td>
<td>7.80</td>
<td>-</td>
<td>2.50</td>
<td>4.00</td>
<td>3.22</td>
<td>4.95</td>
</tr>
<tr>
<td>5. Average no. of work days required to issue UH Dept Checks (discontinued in FY 2012)</td>
<td>5.50</td>
<td>4.18</td>
<td>5.07</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19. Business Office staff FTE (Civil Service, APT)</td>
<td>6.00</td>
<td>7.00</td>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
<td>7.00</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
</tr>
</tbody>
</table>

* FY 2004 data not available

# Effective FY 2013, no data, centralized invoicing system where vendors send invoices to Disbursing to start payment process.
# Effective FY 2014 average no of work days to pdf and email vendor invoices to Disbursing to start payment process.
# Effective FY 2014, decentralized invoicing system where vendors send invoices to AO, AO pdf invoices and email to Disbursing to start payment process.

FY 2017

<table>
<thead>
<tr>
<th>Document Type</th>
<th>HoCC</th>
<th>Kap CC</th>
<th>Lee CC</th>
<th>Win CC</th>
<th>Ham CC</th>
<th>Maui Cc</th>
<th>Kau CC</th>
<th>Campus Average</th>
<th>CCSWHS</th>
<th>Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Average no. of work days required to issue UH Purchase Order</td>
<td>10.00</td>
<td>6.30</td>
<td>3.76</td>
<td>3.00</td>
<td>4.00</td>
<td>7.06</td>
<td>1.00</td>
<td>4.86</td>
<td>10.00</td>
<td>6.44</td>
</tr>
<tr>
<td>% of Average</td>
<td>20%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>3. Average no. of work days required to submit PO payment documents to UH Disbursing Office #</td>
<td>9.00</td>
<td>3.20</td>
<td>4.95</td>
<td>6.00</td>
<td>5.00</td>
<td>18.62</td>
<td>4.00</td>
<td>7.82</td>
<td>10.00</td>
<td>8.15</td>
</tr>
<tr>
<td>% of Average</td>
<td>12%</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>14%</td>
<td>21%</td>
<td>17%</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>5. Average no. of work days required to issue UH Dept Checks (discontinued in FY 2012)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>% of Average</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>19. Business Office staff FTE (Civil Service, APT)</td>
<td>6.00</td>
<td>9.00</td>
<td>10.00</td>
<td>6.00</td>
<td>8.00</td>
<td>11.00</td>
<td>6.00</td>
<td>8.03</td>
<td>15.00</td>
<td>7.15</td>
</tr>
<tr>
<td>% of Average</td>
<td>75%</td>
<td>113%</td>
<td>125%</td>
<td>75%</td>
<td>100%</td>
<td>138%</td>
<td>75%</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

# Effective FY 2014 average no of work days to pdf and email vendor invoices to Disbursing to start payment process.
# Effective FY 2014, decentralized invoicing system where vendors send invoices to AO, AO pdf invoices and email to Disbursing to start payment process.
## LEEWARD CC

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Purchase Order</td>
<td>1,610</td>
<td>1,727</td>
<td>1,465</td>
<td>1,669</td>
<td>1,601</td>
<td>1,602</td>
<td>1,308</td>
<td>694</td>
<td>1,129</td>
<td>1,027</td>
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<tr>
<td>Purchase Order Amdt/Clear/Reopen/Void</td>
<td>881</td>
<td>1,855</td>
<td>841</td>
<td>1,087</td>
<td>971</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>P-Card</td>
<td>521</td>
<td>859</td>
<td>955</td>
<td>963</td>
<td>957</td>
<td>1,046</td>
<td>2,677</td>
<td>3,122</td>
<td>3,160</td>
<td>3,142</td>
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<tr>
<td>Auth for Payment</td>
<td>1,100</td>
<td>1,160</td>
<td>78</td>
<td>68</td>
<td>600</td>
<td>1,520</td>
<td>1,273</td>
<td>1,069</td>
<td>1,082</td>
<td>310</td>
</tr>
<tr>
<td>Auth for Payment - Payment Rec (PREQ)</td>
<td>3,048</td>
<td>2,903</td>
<td>2,467</td>
<td>2,346</td>
<td>2,634</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Departmental Checks</td>
<td>867</td>
<td>929</td>
<td>863</td>
<td>851</td>
<td>361</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll JV</td>
<td>440</td>
<td>704</td>
<td>605</td>
<td>650</td>
<td>165</td>
<td>86</td>
<td>112</td>
<td>69</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Non-payroll JV **</td>
<td>220</td>
<td>216</td>
<td>240</td>
<td>220</td>
<td>185</td>
<td>287</td>
<td>160</td>
<td>178</td>
<td>206</td>
<td>265</td>
</tr>
<tr>
<td>Non-Payroll JV - Internal Billing/Rev Billing</td>
<td>194</td>
<td>234</td>
<td>225</td>
<td>231</td>
<td>219</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-Island TCR</td>
<td>63</td>
<td>104</td>
<td>50</td>
<td>65</td>
<td>79</td>
<td>251</td>
<td>250</td>
<td>251</td>
<td>281</td>
<td>312</td>
</tr>
<tr>
<td>Out-of-State TCR</td>
<td>67</td>
<td>65</td>
<td>35</td>
<td>74</td>
<td>51</td>
<td>202</td>
<td>388</td>
<td>420</td>
<td>384</td>
<td>439</td>
</tr>
<tr>
<td>A/R invoices at FYE</td>
<td>462</td>
<td>364</td>
<td>357</td>
<td>357</td>
<td>354</td>
<td>53</td>
<td>67</td>
<td>76</td>
<td>67</td>
<td>43</td>
</tr>
<tr>
<td>UH FMIS/KFS Total</td>
<td>4,468</td>
<td>5,079</td>
<td>4,729</td>
<td>4,770</td>
<td>4,220</td>
<td>10,608</td>
<td>11,330</td>
<td>5,705</td>
<td>10,031</td>
<td>9,110</td>
</tr>
<tr>
<td>RCUH</td>
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For FY 2013 A/R count and dollar amount does not include A/R outstanding more than 2 years as of 09/30/12 (only data for A/R less than 2 years was input into KFS).

*Note: RCUH Direct payments include, AFP, mileage reimbursements, petty cash replenishments and other direct payment transactions.

RCUH Payroll and other JV entries are processed by RCUH accounting staff, therefore, this is not a workload issue for CC staff.

** FY09 Non-payroll JV entries include manual JV transactions which include general, payroll, and 12th month accrual JVs.

Departmental checking system discontinued during FY 2012

Effective FY 2013 PO amendment, close, reopen, and void counts are included.
Effective FY 2013 AFP count does include disbursement voucher for check payment (DV/INV), wire transfer (DIV/FW), and non-check disbursements (ND)
Effective FY 2013 AFP payment request counts are included (PREQ auth for payment from RO).
Effective FY 2013 Non-Payroll JV - Internal Billing/Rev Billing counts are included.
Effective FY 2013 Non-Payroll JV - Internal Billing/Service Billing counts are included.
Effective FY 2013 Out-of-State Travel counts include origin 01 edocs from KFS and origin TV edocs from eTravel, exclude travel transactions
Effective FY 2013 Out-of-State Travel counts include origin 01 edocs from KFS and origin TV edocs from eTravel, exclude travel transactions

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# UHCC Comparable Measures – Human Resources

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<th>2015-16</th>
<th>2016-17</th>
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<td>b. Faculty</td>
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<td>17</td>
<td>22</td>
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<td>c. APT</td>
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<td>d. Civil Service</td>
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<td>a. Executive/Managerial</td>
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<td>104</td>
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UHCC Comparable Measures – Enterprise Operations

There are no specific UHCC Comparable Measures that have been developed for the types of services that fall under the purview of Enterprise Operations. However, other sources of data provide a variety of measures that point to unit effectiveness and efficiencies. Examples include:

1. Annual Security Report for Clery Act crime data
2. Campus Security Incident Statistics
3. Facility Use requests for room and facility scheduling
4. Facility Use rental agreements

These measures, and others, will be reviewed for possible incorporation into future ARPD reviews.

UHCC Comparable Measures – Operations and Maintenance

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<th>Win CC</th>
<th>Hav CC</th>
<th>Maui Coll</th>
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Definitions:
2. Janitor FTE includes permanent and temporary positions, all funding sources, filed at fiscal year end (6/30/XX) - Campus records
4. Groundskeeper/Laborer FTE includes permanent and temporary positions, all funding sources, filed at fiscal year end (6/30/XX). Laborer FTE determined by campus based on percentage FTE assigned groundskeeping duties - Campus records
6. Building Maintenance FTE includes permanent and temporary positions, all funding sources, filed at fiscal year end (6/30/XX) - Campus records
8. Includes Head Maintenance Supervisor and clerical staff
Support Area Outcomes (SAO) and Assessment

- If assessment results have been entered in Tk20, please attach a copy of the report.
- If assessment results have not been entered in Tk20, please provide a summary of assessment activity and results for the past year.

### Business Office:

1. Training workshops for campus users on Travel, p-Card procedures, Requisitions and Purchase Orders, and Budget Reports.
2. Business Office provides quality service to both, Leeward campus and the campus community.
3. Consistent compliance with the UHCC Policy 8.200, Financial and Operational Oversight of Revenue Generating Programs.

### Enterprise Operations:

To be determined

### Human Resources:

1. EEO training and workshops presented on campus: 2016: 24; 2017: 49
2. EEO training and workshops HR employees attended: 2016: 12; 2017: 9

### Operations and Maintenance:

1. Random areas were assessed for cleanliness on a daily basis with the use of a janitorial cleanliness checklist. Monthly calculations were completed to compute the cleanliness percentage for FY 2017. The result was a 86% cleanliness average.
Other Measures or Indicators

**All Units:**
Business Office: survey of payments under $2,500.00 made by check versus p-Card.
Business Office: internal audit of campus revenue generating programs.

2016 Leeward CC Satisfaction Survey

2017 Administrative Services Satisfaction Survey
Part II. Analysis of Area(s) and Unit(s):

- Review each of the indicator categories above, and provide an explanation and analysis of the indicators. Review the trend in the data, unusual outlier data points, and compare results to other similar programs, areas, and units, if possible.
- This section should be a summary and should be no more than 3 pages of analysis. Reference other documents as needed to remain within the page limit.

All Units:

1. Past employee satisfaction surveys have noted comments related to improving relationships between specific administrative support units and the broader campus community. As a result of these survey results and to engage in continuous improvement efforts, the Administrative Services leadership team strategized on possible solutions in the area of customer service.

Business Office:

1. Processing time for UH Purchase Orders has improved compared to last year (FY 2016). Filling our vacant Account Clerk position was instrumental in achieving this. Our purchase order processing time was reduced by almost 1 day in FY 2017 compared to FY 2016.
2. A recent survey indicates that customers are satisfied with the current level of customer service. There is room for improvement in the area of user training workshops and plans are on the way to deliver this in 2018.
3. An audit conducted in December 2016, shows that the campus is in compliance with the requirements of the Revenue Generating Program policies.

Enterprise Operations:

1. Key staffing issue is the adequate number of security officer positions that have been authorized for the Pearl City and Waianae Moku campuses. A total of eight (8) security officers are authorized for LCC to provide 24/7 coverage at Pearl City and all operational hours at Waianae Moku. Strategies need to be developed to address the staffing shortage.

Human Resources:

1. Staffing Sufficiency decreased from 95.27% to 94.72%. Within an increase in the number of retirements of instructional faculty and the decrease in the number of students attending college, the filling of permanent instructional faculty was not warranted.
2. Training and workshops offered related to EEO and Title IX doubled (24 to 49) which may have led to an increase in awareness of the subject and an increase in reporting of complaints and investigations (4 to 16).
3. 2016 Leeward CC Satisfaction Survey had the following comment: “The Human Resources and Business Offices are excellent”

Operations and Maintenance:

1. Assess janitorial cleaning services to measure if we are at Ordinary Tidiness, 85% cleanliness, as established by APPA standards.
Part III. Action Plan:

- Using the analysis in the section above, identify the action plans to be pursued in the next year. Action plans should be specific and indicate implementation deadlines when appropriate.
- This section should be no more than 1 page in length.

All Units:

1. As a result of past employee satisfaction surveys and the goal of improving service levels and efficiencies, Administrative Services held a mandatory Customer Service or “People Service” training workshop with an external consultant for all Administrative Services personnel on March 30, 2017. The “Aloha Touch” training is the first in a series of continuous efforts to focus on “people service” skills.

Business Office:

1. Reduce the number of days required to submit PO payments to UH Disbursing Office from 4.95 to 3 days. Maximizing the use of pCcards for purchases under $2500 will help achieve this goal; there will be less PO payments to process, hence a reduction in the processing time.
2. Consistent compliance with the UHCC Policy 8.200, Financial and Operational Oversight of Revenue Generating Programs.
3. Improve the monitoring of Grants and Contracts to insure compliance with performance requirements, timely submission of travel documents and Purchase Orders; insure grant closeout procedures are followed and monitored.
4. Improve customer service experience in the Cashier’s Office by doing minor renovations to comply with ADA requirements. The renovations will also address fire code issues with the current layout.

Enterprise Operations:

1. A request to the UHCC system office for an additional security officer position for the Waianae Moku campus has been made via the vacant position reallocation pool. This position will also be included in the Resource Implications request. Other security officer vacancies are being processed in most expeditious manner to mitigate staffing shortages.

Human Resources:

1. Staffing Sufficiency – continue to fill vacant positions as allowable by budget and staffing requirements.
2. EEO Training – continue to provide training and workshops as required and needed; encourage HR employees to attend training and workshops.
3. Satisfaction Survey – continue to provide excellent customer service.

Operations and Maintenance:

1. Auxiliary & Facilities Services Officer will use a checklist to inspect random areas on a daily basis. This data will be calculated on a monthly basis to determine the cleanliness percentage. Auxiliary & Facilities Services Officer will review inspection outcomes with the janitorial supervisor on areas for improvement and what is being done well.
Part IV. Resource Implications:

- Provide a short summary of resources needed to implement the action plans identified above.
- Specific resource requests will be reported on the Request for Resource Allocations template.

All Units:

Business Office:
1. APT Band B, Bursar Position, 1.0 FTE. This position is currently temporary; the position is currently funded, hence, no funding is requested; the request is to convert this temporary position to permanent status.
2. APT Band A, Fiscal Specialist, 1.0 FTE. This position supports all campus Revenue Generating Programs which includes: cafeteria, culinary, Office of Continuing Education and Workforce Development, Summer Session, and Theatre.
3. APT Band A, .35 FTE. This is a fulltime position and currently funded 100% with Indirect Cost Recovery funds (RTRF). However, RTRF monies are declining and will only be able to fund 0.65 FTE of this position. The request is to fund 0.35 FTE of this position.
4. Renovation of the Cashier’s Office to meet students’ needs and comply with ADA and fire code requirements.

Enterprise Operations:
1. Security officer position for Waianae Moku campus is number one priority. Other security officer positions are requested for Pearl City campus.

Human Resources:
1. Staffing Sufficiency – N/A
2. EEO Training – N/A
3. Satisfaction Survey – N/A

Operations and Maintenance:
1. No additional funding is requested as the Auxiliary and Facilities Services Officer position is currently filled.
Leeward Community College
Annual Report of Program Data

Program Name: Administrative Services - Human Resources Office (Including EEO/AA)

Assessment Period: July 2018 - June 2019

College Mission:
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.

Part I. Brief Description
The Human Resources Office is responsible for all aspects of personnel management and administration. The areas of responsibilities are, but not limited to the following: recruitment and appointments; employee benefits; employee relations; classification; position management, organizational charts and functional statements; worker’s compensation and temporary disability insurance; student employment; labor relations and collective bargaining contracts; and equal employment opportunity/affirmative action.

The goal of the Human Resources Office is to recruit, renew, and retain qualified, effective, and a diverse faculty, staff and leadership.

Part II. Analysis of Program/Unit Data
Overall reviews and evaluation for the Human Resources Office are taken from the Administrative Services Survey administered in Spring 2017. Data used in the analysis of the Human Resources Office is from the Community Colleges Administrative Services Accreditation Comparable Measures for Human Resources and the Administrative Services Program Review for Equal Employment Opportunity/Affirmative Action.
Table 1: Leeward Community College Human Resources Comparable Measures

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of PNF Transactions Processed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Executive/Managerial PNF Transactions</td>
<td>1578</td>
<td>1627</td>
<td>2137</td>
<td>2210</td>
</tr>
<tr>
<td>b. Faculty PNF Transactions</td>
<td>460</td>
<td>447</td>
<td>660</td>
<td>691</td>
</tr>
<tr>
<td>c. APT PNF Transactions</td>
<td>391</td>
<td>430</td>
<td>307</td>
<td>354</td>
</tr>
<tr>
<td>d. Civil Service PNF Transactions</td>
<td>305</td>
<td>317</td>
<td>539</td>
<td>622</td>
</tr>
<tr>
<td>e. Lecturer PNF Transactions</td>
<td>400</td>
<td>412</td>
<td>610</td>
<td>526</td>
</tr>
<tr>
<td>2. Number of New Appointments on PNF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Executive/Managerial</td>
<td>160</td>
<td>151</td>
<td>271</td>
<td>166</td>
</tr>
<tr>
<td>b. Faculty</td>
<td>160</td>
<td>151</td>
<td>271</td>
<td>166</td>
</tr>
<tr>
<td>c. APT</td>
<td>22</td>
<td>21</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>d. Civil Service</td>
<td>460</td>
<td>447</td>
<td>660</td>
<td>691</td>
</tr>
<tr>
<td>e. Lecturer</td>
<td>391</td>
<td>430</td>
<td>307</td>
<td>354</td>
</tr>
<tr>
<td>3. Number of Form 6 Transactions Processed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Casual Appointments</td>
<td>1002</td>
<td>1058</td>
<td>966</td>
<td>1071</td>
</tr>
<tr>
<td>b. Overload Appointments</td>
<td>362</td>
<td>310</td>
<td>247</td>
<td>287</td>
</tr>
<tr>
<td>4. Number of New Appointments on Form 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Casual Appointments</td>
<td>454</td>
<td>469</td>
<td>486</td>
<td>557</td>
</tr>
<tr>
<td>b. Overload Appointments</td>
<td>138</td>
<td>126</td>
<td>116</td>
<td>123</td>
</tr>
<tr>
<td>5. On-Line Leave System – Corrections Processed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Number of HireNet Postings</td>
<td>56</td>
<td>63</td>
<td>116</td>
<td>63</td>
</tr>
<tr>
<td>7. Number of NeoGov/WorkatUH Postings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8a. Number of New Grievances/Investigations Filed</td>
<td>4</td>
<td>16</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8b. Number of Existing Grievances/Investigations</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 1: Leeward Community College Human Resources Comparable Measures (Cont.)

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Human Resources FTE</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>10. Total Employee Headcount</td>
<td>566</td>
<td>508</td>
<td>549</td>
<td>544</td>
</tr>
<tr>
<td>a. Executive/Managerial</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>b. Faculty</td>
<td>202</td>
<td>204</td>
<td>199</td>
<td>189</td>
</tr>
<tr>
<td>c. APT</td>
<td>79</td>
<td>75</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>d. Civil Service</td>
<td>78</td>
<td>71</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>e. Lecturers</td>
<td>103</td>
<td>104</td>
<td>113</td>
<td>122</td>
</tr>
<tr>
<td>f. Casual Hires</td>
<td>96</td>
<td>48</td>
<td>83</td>
<td>73</td>
</tr>
<tr>
<td>11. Student Employee Headcount</td>
<td>409</td>
<td>365</td>
<td>344</td>
<td>308</td>
</tr>
<tr>
<td>12. Student Employee Transactions</td>
<td>1839</td>
<td>1729</td>
<td>1969</td>
<td>1268</td>
</tr>
<tr>
<td>13a. Employees to HRO Staff Comparison (#10 ÷ #9 Employee Ratio)</td>
<td>113</td>
<td>102</td>
<td>110</td>
<td>109</td>
</tr>
<tr>
<td>13b. Employees to HRO Staff Comparison (#11 ÷ #9 Student Employee Ratio)</td>
<td>82</td>
<td>73</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>13c. Employees to HRO Staff Comparison (#10 + #11 ÷ #9 Employee &amp; Student EE Ratio)</td>
<td>195</td>
<td>175</td>
<td>179</td>
<td>170</td>
</tr>
<tr>
<td>14a. Number of New/Reopened Workers’ Compensation Claims Filed</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>14b. Number of Existing Workers’ Compensation Claims</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>15a. Number of New Temporary Disability Benefits Claims Filed</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15b. Number of Existing Temporary Disability Benefits Claims</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Professional Credentials</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Table 1: Leeward Community College Human Resources Comparable Measures (Cont.)

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Personnel Evaluations – Executive/Managerial</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>18. Personnel Evaluations – Faculty Tenure and Promotion</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>19. Personnel Evaluations – Faculty Five Year Review</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>20. Percentage of APTs Evaluated</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>21. Percentage of Civil Service Employees Evaluated</td>
<td>95%</td>
<td>97%</td>
<td>77%</td>
<td>100%</td>
</tr>
<tr>
<td>22. Staffing Sufficiency</td>
<td>95.27%</td>
<td>94.72%</td>
<td>95.04%</td>
<td>93.41%</td>
</tr>
</tbody>
</table>

Table 2: Leeward Community College Equal Employment Opportunity/Affirmative Action Measures (Standard, Comparable Measures Across Campuses)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of training and workshops presented on campus (fiscal year)</td>
<td>35</td>
<td>24</td>
<td>49</td>
<td>74</td>
<td>41</td>
</tr>
<tr>
<td>2.</td>
<td>Number of EEO related training and workshop sessions attended (fiscal year)</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Number of EEO complaints formally filed (fiscal year)</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Number of campus EEO investigations, including campus initiated investigations (fiscal year)</td>
<td>15</td>
<td>17</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Number of campus EEO Officers</td>
<td>1*</td>
<td>1*</td>
<td>1*</td>
<td>1*</td>
<td>1*</td>
</tr>
</tbody>
</table>

Note: Measure #3 Utilization/Goals: Access to data is restricted; contact campus EEO/AA Coordinator for more information.
* The Campus Personnel Officer also serves as EEO/AA Coordinator; not a full or dedicated position.
Chart 1: Leeward Community College Human Resources Service Survey Results

<table>
<thead>
<tr>
<th>Human Resources</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable contacting the offices identified below in order to get assistance, answer my questions, or address my concerns. [Human Resources]</td>
<td>77</td>
<td>42</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>When I have sought assistance, I was treated in a courteous and respectful manner. [Human Resources]</td>
<td>76</td>
<td>48</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>When I have sought assistance, my questions were answered in a timely fashion. [Human Resources]</td>
<td>63</td>
<td>56</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>When I have sought assistance, the information I received was accurate. [Human Resources]</td>
<td>63</td>
<td>61</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>When I have sought assistance, the staff clearly explains policies, procedures, or rationale that is applicable to my request. [Human Resources]</td>
<td>62</td>
<td>56</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Notices, announcements, and other campus information is disseminated to me in a timely manner. [Human Resources]</td>
<td>53</td>
<td>67</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Overall, I am satisfied with the service I received. [Human Resources]</td>
<td>65</td>
<td>53</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>My concerns are addressed in a way that respects my confidentiality.</td>
<td>68</td>
<td>48</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Equal Employment Opportunity (EEO) practices are promoted by the Human Resources Office.</td>
<td>66</td>
<td>49</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>The Human Resources Office provides adequate training.</td>
<td>45</td>
<td>67</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
Part III. Analysis of Major Functions/Services

The Administrative Services Survey administered in Spring 2017 received 128 responses from the college’s employees. One-hundred eighteen (65 strongly agree, 53 agree) employees are satisfied with the service they received from the Human Resources Office. One-hundred fifteen (66 strongly agree, 49 agree) employees feel that Equal Employment Opportunity practices are promoted by the Human Resources Office. One-hundred nineteen (77 strongly agree, 43 agree) employees feel comfortable contacting the Human Resources Office in order to get assistance, answer questions or address concerns. One-hundred twenty-four (63 strongly agree, 61 agree) feel that they received accurate information from the Human Resources Office.

The following are data from the Community Colleges Comparable Measures and Accreditation Program Review:

A. During the 2018-2019 assessment period, the college’s staffing sufficiency (percentage of filled, authorized positions [G-funded, permanent, and temporary]) was at a 93% fill rate as compared to the previous period of 95%.

B. The number of BOR ads posted for recruitment during this period was 63, compared to 116 in ‘17-‘18. In ‘17-‘18 the UH system “parallel tested” the NEOGOV on-line recruitment system, therefore requiring ads to posted in two different on-line recruitment systems simultaneously.

C. All college recruitments were in EEO/AA compliance to ensure diversified but best qualified faculty and staff were employed. There were no complaints pertaining to the employment process in the current assessment period.

D. BOR employees required to be evaluated annually were done so at 100% for the past four periods. Civil Service employees were at 100% this period, compared to 77% in the previous period.

E. There were no EEO complaints formally filed and no EEO campus investigations in this period.

F. The number of new grievances/investigations (including EEO) filed during this period was 10, compared to seven in the last period.

G. Forty-one EEO related workshops and training was provided to the campus this period as compared to seventy-four in the last period.

H. HR staff attended seven EEO related workshops and training during this period as compared to 10 in the last period.

I. The number of workers’ compensation claims have increased from 15 last period to 26 this period.

J. Unduplicated student employee headcount has decreased from 344 to 308 this period.
Part IV. Overview Analysis of Program/Unit

Overall, employees of Leeward Community College are satisfied that the Human Resources Office provides assistance and accurate information in addition to promoting Equal Employment Opportunity practices.

The following is an analysis of the data from the Community College Comparable Measures and Accreditation Program Review:

A. The decrease in staffing sufficiency could be attributed to the decline in enrollment, which led to a decline in hiring of permanent replacements.

B. Although our staffing sufficiency was lower than previous years, this percentage accounted for only general-funded positions. The number of ads posted included grant-funded positions, which has increased over the years.

C. The number of EEO/AA complaints related to employment decreased from one in 2016-2017 and one in 2017-2018 to zero in the current period.

D. All employees requiring an evaluation were evaluated.

E. The number of EEO complaints formally filed or investigated declined from the past four years (7, 6, 2, 0).

F. The number of new grievances increased from seven to 10 and may have been due to an awareness of Title IX and workplace non-violence policies as the UH system has been aggressively encouraging training for all employees and students.

G. The number of EEO related workshops and training provided to the campus decreased in part because employees are trained for interview committees every other year.

H. Training for EEO related workshops decreased due to either the timing of the workshop or staff attending to more pressing issues.

I. The number of workers’ compensation claims have increased possibly due to an increase in awareness to report accidents to supervisors in a timely manner.

J. Student employment numbers have been slowly decreasing over the past four years, which may be attributed to the decline in student enrollment.

Part V. Action Plan

The Human Resources Office will continue to hire the best qualified applicants through consistent equal employment opportunity practices so that students may receive high-quality education. Verification of employees’ qualifications must also be current to meet ACCJC requirements for Standard III.A.
Retain employees by continuing to provide accurate information, addressing concerns and questions, and provide training opportunities.

**Part VI. Resource and Budget Implications**

The addition of one employee (Human Resources Assistant IV; SR 11 - $52,000) would allow the current five Human Resources Office staff members time to focus on providing timely assistance to the campus regarding recruitment, onboarding, labor relations, benefits, training, etc.

With the introduction of the NeoGov online recruitment system for the UH system, our campus is receiving over 2,000 applications each year. Additional time is spent reviewing the applications for completeness, screening for required licenses, confirming accreditation of schools, preparing the applications for the interview committees, and closing out recruitments upon selection or non-selection.

Additionally, the new online employee forms component of NeoGov was released for the Spring 2019 semester. This component of NeoGov required more time spent reviewing forms for completeness and accuracy as each form must be accessed individually. Moreover, forms containing personally identifiable information (PII) must be manually deleted for each individual. In a one-year period, approximately 250 employees (regular, lecturers, casual) utilized this component and a number of those are temporary employees which are required to complete forms for each appointment (potentially four times a year).

The Human Resources Office is responsible for employment transactions for over 850 employees (including 300+ student employees). Recently, responsibilities of Deputy Title IX Coordinator for Employees and Behavioral Intervention Team (BIT) Co-Chair were added to Human Resources and EEO/AA management, leading to employees reallocating time spent on daily assignments.

Having a Human Resources Assistant would alleviate the current staff’s time being used toward the NeoGov recruitment system and will enable the Human Resources Office to provide better assistance to the campus in a timely manner.
Leeward Community College
Comprehensive Review and Evaluation

Program Name: Operations & Maintenance

Assessment Period: August 2015 to July 2019

College Mission:
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.

Part I. Brief Description
The Operations & Maintenance unit is responsible for the day to day operations of the physical plant, parking lots, service roads, and grounds. The areas of responsibility include electrical, plumbing, carpentry, janitorial, grounds, mail service, transportation services, and project design and management for construction projects on the Pearl City and off site campuses.

The goal of the Operations & Maintenance unit is to provide a clean, safe, and welcoming environment for all students, faculty, staff, and visitors.

Part II. Analysis of Program/Unit Data
Assess janitorial cleaning services to measure if we are at Ordinary Tidiness, 85% cleanliness, as established by APPA standards. Random areas were assessed for cleanliness on a daily basis with the use of a checklist. Monthly calculations were completed to compute the cleanliness percentage for each fiscal year. These are the cleanliness percentage results for the review period: FY 2016 – 89%, FY 2017 – 86%, FY 2018 – 85%, FY 2019 – 86%. These results show that we are cleaning at a satisfactory level.

Comparable Measures are submitted per request by the System Office each year. The measures tracked for Operations & Maintenance are total FTE for each position classification and total number of work orders completed. This is our position FTE for the review period:

FY 2016  Janitor – 18.00, General Laborer – 6.00, Building Maintenance Worker – 5.00
FY 2017  Janitor – 18.00, General Laborer – 6.00, Building Maintenance Worker – 5.00
FY 2018  Janitor – 18.00, Genral Laborer – 6.00, Building Maintenance Worker – 5.00
FY 2019  Janitor – 18.50, General Laborer – 6.00, Building Maintenance Worker – 5.00

The total number of work orders completed during the review period:
FY 2016 – 1,054    FY 2017 – 1,293    FY 2018 – 1,098    FY 2019 – 1,077
The consistent number of work orders we have completed yearly shows that we have a high demand for services and that this unit is critical in supporting the campus operations.

Part III. Analysis of Major Functions/Services
The Operations & Maintenance unit provides support services to the entire campus community to ensure the buildings are clean and well maintained, building systems are operational, the grounds are well kept, and provide daily mail service.

The Janitorial staff is responsible for cleaning the building interiors, lanais, disposal of trash; and providing services for moving and delivering furniture, and setting up for events. They respond to calls from the campus when urgent cleaning services are required.

The General Laborers main duties are to upkeep the campus grounds. This includes cutting of grass, trimming of trees and shrubs, cleaning the exterior walkways and parking lots. They also install and repair irrigation systems and assist the Building Maintenance Workers as needed.

The Building Maintenance Workers are responsible for repair and maintenance of the building interiors and exteriors, electrical, plumbing, and carpentry work. They respond to calls from the campus when urgent repairs are required.

The Mailroom provides in-coming and out-going mail service for the entire campus. This service consists of mail pick-up and delivery at each division/unit on campus, mail delivery to off campus sites (e.g. UH-Manoa, U.S. Post Office). Accepting mail and deliveries from USPS and other delivery companies.

In year 2017, Administrative Services conducted a Satisfaction Survey sent out to all faculty and staff. This is the results of the survey.

Janitorial Services
- Cleanliness of the walkways/lanais, covered areas, concourse – 88% satisfied
- Cleanliness of interior spaces (offices, classrooms, public spaces) – 75% satisfied
- Cleanliness of the restrooms – 79% satisfied

Grounds
- Upkeep of the exterior walkways – 91% satisfied
- Upkeep of the parking lots – 87% satisfied
- Upkeep of the campus grounds and courtyards – 92% satisfied

Building Maintenance
- Work orders are completed as requested – 85% satisfied
- Work orders completed in a timely manner – 86% satisfied

Operations & Maintenance Unit
- Overall satisfied with the service received – 94% satisfied

Part IV. Overview Analysis of Program/Unit
The Operations & Maintenance unit has been sufficiently staffed these past years. The janitorial unit has had to do building assignment changes as a few buildings that have been, and still are,
being renovated during this review period. With buildings being off-line, we have had enough staffing to cover all areas of the campus. When all buildings come back on line, and the recent addition of two buildings (ED building in 2014 and Diamond Head portables in 2017), we will have a staffing shortage to sufficiently provide cleaning services to the campus. A request for one full FTE Janitor position has been submitted through the ARPD each year. In February 2019, we hired a 0.50 FTE Janitor to work in the afternoon, to provide services after the full time janitorial staff ends their work shift.

Waianae Moku opened in Fall 2017, without any FTE to provide janitorial and grounds services. Since its opening, we have had to contract these services. These services are put out to bid, which resulted in changes in vendors providing the services. This has been problematic in the past, as each different vendor needs to trained on operating procedures of the campus, and upon transition between vendors supplies and equipment needs to be switched out from the storage room. A request for one full FTE Custodian position has been submitted through the ARPD each year.

The renovation of a building in Wahiawa is currently in the design stage. Leeward CC will be operating this building upon completion, which is expected to be in year 2021. This will require janitorial and grounds services also.

Part V. Action Plan
For janitorial assessment, the Auxiliary and Facilities Services Officer will continue to use the checklist to inspect random areas on a daily basis to ensure we are cleaning at acceptable standards. The results of these inspections will be reviewed with the Janitorial Supervisor on areas for improvement and what is being done well.

In the future, looking at sending out a Satisfaction Survey to the campus to see how we are doing in servicing the campus with our individual units (Janitorial, Grounds, Building Maintenance), and as Operations and Maintenance as a whole.

This unit will continue to request positions to provide satisfactory services at all Leeward CC campuses.

- The Pearl City - requesting one FTE janitor position, with square footage added with the opening of the Education building(24,253sf) and the Diamond Head portables(24,527sf).
- Waianae Moku – requesting one FTE Custodian position to provide janitorial and grounds services.
- Wahiawa – Planning on how to provide janitorial and grounds services for this building. May need to contract out services if an FTE is not provided with the completion of the building renovation.
Part VI. Resource and Budget Implications

The Operations and Maintenance unit procures service contracts for A/C, elevator, and trash disposal services. There are escalation clauses for the vendor in the Maintenance contracts, when renewing each year.

OPERATING BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Supporting Data</th>
<th>New Cost Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintenance Contracts</td>
<td>Increase in JCI A/C Maintenance Contract</td>
<td>$6,300.00</td>
</tr>
<tr>
<td>2. Waianae Moku Janitorial And Grounds Service Contract</td>
<td>Increase in interior square footage to clean starting January 2020</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>3. Maintenance Budget</td>
<td>Increase in materials needed to support addition of the ED building and Diamond Head portables</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

PERSONNEL

<table>
<thead>
<tr>
<th>Item</th>
<th>Supporting Data</th>
<th>New Cost Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Custodian – 1.0 FTE Waianae Moku</td>
<td>Provide janitorial and grounds services for the new campus opened in 2017. Additional interior square being opened in January 2020</td>
<td>$43,000.00</td>
</tr>
<tr>
<td>2. Janitor II – 1.00 FTE Pearl City</td>
<td>Provide janitorial services for additional 24,527 square feet at the Diamond Head portables</td>
<td>$43,000.00</td>
</tr>
<tr>
<td>3. Custodian – 2.0 FTE Wahiawa</td>
<td>Provide janitorial and grounds for 1.572 acre parcel and 33,220 interior square footage</td>
<td>$86,000.00</td>
</tr>
</tbody>
</table>
Program/Area/Unit Name: Enterprise Operations

Program/Area/Unit Description:

- This section should include a short paragraph that describes your program, area, or unit.
- Goals for your program, area, or unit should be listed in this section. A statement of purpose would also be appropriate.

The Enterprise Operations unit is responsible for a wide range of services that directly support the College and the public, to include; the management of all functions related to access control, emergency management, facilities use and scheduling, parking services and campus security and safety.

**Access Control:** The purpose of this unit is to minimize the risk of unauthorized access to physical systems. The campus employs two types of access for its facilities. The primary is through the use of Medeco’s X4 mechanical key patented system specifically for Leeward. The second means of access to campus facilities employs the use of access cards on doors most frequently used or requiring an additional layer of secured access. All mechanical keys and access cards are distributed through this office. In addition, this office provides first line service, maintenance and/or repairs to campus locks. The goal of this unit is to fulfill the appropriate access needs of Leeward personnel while maintaining proper physical security measures for all campus assets.

**Emergency Management:** The Enterprise Operations Officer serves as Emergency Management coordinator for Leeward Community College. This position helps to develop procedures and plans to respond to natural disasters or other emergencies to minimize the risk to the campus community. Additionally, the emergency management coordinator will assist senior campus administrators during an emergency to conform with the mandated National Incident Management System (NIMS) and Incident Command System (ICS). The goal of this unit is to ensure that all required Leeward personnel receives the proper training in the National Incident Management System as mandated by Homeland Security Presidential Directive 5 and Hawaii State Civil Defense memo to comply to UH President David McClain (April 24, 2009).

**Facilities Use:** This unit coordinates the use and scheduling of all campus facilities with exception of the theatre and of credit courses. Revenue generation is achieved through the rental of campus facilities to non-affiliated college and/or university organizations. Use by non-affiliated organizations is permissible at the convenience of the college and will be prioritized after all needs of the campus have been met. The goal of Facilities Use is to provide the campus community with the needed space in a timely manner to facilitate student learning and to generate revenue when appropriate taking into consideration all needs and wants of the campus have been fulfilled.

**Parking:** This unit is still in its infancy for the college. With the anticipation and start up of Honolulu’s rail system, Leeward Community College is expected to be significantly impacted due to the location of
an on-campus station. Impacts to Leeward’s free parking designated for students, faculty, staff, administration, and authorized visitors will be diminished by the general public utilizing the rail. A parking program for Leeward is to be developed in the very near future.

**Campus Security:** The Campus Security unit is responsible for providing security services. Security officers are on duty 24-hours a day, 7 days a week, 365 days a year. The unit is staffed by a Security Chief, two Security Supervisors and six officers. Campus security officers conduct vehicle and foot patrols on campus. They are charged with the enforcement of federal, state, and local laws and regulations of the University of Hawaii and Leeward Community College. Officers conduct a full range of services dealing with incident reports, campus investigations, medical and fire emergencies, traffic accidents, enforcement of laws regulating the use of alcohol, drugs, and weapons, inspection of lighting and shrubbery, and all other situations requiring campus security assistance. The goal of campus security is to ensure the security and safety of the campus community by reporting all potential safety and security hazards observed for corrective action.

**Part I. Quantitative Indicators:**

- Identify 3-5 indicators for each of the following areas. These indicators should be measurable, useful data measures that will indicate how well your program, area, or unit is performing. Consult the IR staff if you need assistance identifying indicators.
- Each indicator should list three years worth of data, if available.
- Note: Administrative Services uses a variety of comparable measures and support area outcomes to manage and monitor the efficiencies and effectiveness of all areas and units. These measures and outcomes are highlighted below by area/unit.

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**UHCC Comparable Measures – Enterprise Operations**

There are no specific UHCC Comparable Measures that have been developed for the types of services that fall under the purview of Enterprise Operations. However, other sources of data provide a variety of measures that point to unit effectiveness and efficiencies. Examples include:

- Annual Security Report for Clery Act crime data
- Campus Security Incident Statistics
- Facility Use requests for room and facility scheduling
- Facility Use rental agreements
- Department of Homeland Security National Incident Management System training, personnel tracking for Leeward CC.

These measures, and others, will be reviewed for possible incorporation into future ARPD reviews.

**Other Measures or Indicators:**

- 2016 Leeward CC Satisfaction Survey
- 2017 Administrative Services Satisfaction Survey
Part II. Analysis of Area(s) and Unit(s):

- Review each of the indicator categories above, and provide an explanation and analysis of the indicators. Review the trend in the data, unusual outlier data points, and compare results to other similar programs, areas, and units, if possible.
- This section should be a summary and should be no more than 3 pages of analysis. Reference other documents as needed to remain within the page limit.

1. Past employee satisfaction surveys have noted comments related to improving relationships between specific administrative support units and the broader campus community. As a result of these survey results and to engage in continuous improvement efforts, the Administrative Services leadership team strategized on possible solutions in the area of customer service.

2. Key staffing issue is the adequate number of security officer positions that have been authorized for the Pearl City and Waianae Moku campuses. A total of eight (8) security officers are authorized for LCC to provide 24/7 coverage at Pearl City and all operational hours at Waianae Moku. Strategies need to be developed to address the staffing shortage.

Part III. Action Plan:

- Using the analysis in the section above, identify the action plans to be pursued in the next year. Action plans should be specific and indicate implementation deadlines when appropriate.
- This section should be no more than 1 page in length.

1. As a result of past employee satisfaction surveys and the goal of improving service levels and efficiencies, Administrative Services held a mandatory Customer Service or “People Service” training workshop with an external consultant for all Administrative Services personnel on March 30, 2017. The “Aloha Touch” training is the first in a series of continuous efforts to focus on “people service” skills.

2. A request to the UHCC system office for an additional security officer position for the Waianae Moku campus has been made via the vacant position reallocation pool. This position will also be included in the Resource Implications request. Other security officer vacancies are being processed in most expeditious manner to mitigate staffing shortages.

Part IV. Resource Implications:

- Provide a short summary of resources needed to implement the action plans identified above.
- Specific resource requests will be reported on the Request for Resource Allocations template.

Security officer position for Waianae Moku campus is number one priority. Other security officer positions are requested for Pearl City campus.
Welcome and Introductions

Attending: Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Cecilia Lucas, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Della Teraoka, Donna Matsumoto (guest)

Understand the charge and timeline

Della reviewed the charge, timeline, and provided a brief history of the planning process at Leeward.

Background

Charge: The work of the committee will be to 1) make recommendations for improvements on the College’s integrated planning and budgeting process, and 2) review and update the Leeward Policy on Annual Program Review (L5.202).

Timeline: Committee formed by September 1. Work will commence shortly thereafter and have recommendation to Campus Council by April 2018 meeting.

History

Discussion of the ARPD process which has been around more than 15 years. The ARPD was created as a separate system process that has been incorporated into the Leeward planning and budgeting process since 2013. A short review of how the process changed from 2006 with the comprehensive Annual Program Review (APR) to the current process which uses the ARPD as the core planning document with a less frequent Comprehensive Review and Evaluation (CRE) every 3-4 years.

Process starts with Mission, Strategic Plan, and College Goals. Ongoing assessment at the course, program, and unit levels is conducted and recorded in Tk20. Annual Report of Program Data (ARPD) is completed each year and the same template is used for those programs and units not required by the UHCC system. The CRE is completed at least every 4 years. The Resource Request template is completed annually and follows the prioritization process. Decisions are made at the beginning of the next academic year, after campus funding is finalized at the system level.

The committee came up with the following goals:

Goals
- Clarify role of Faculty Senate in the budgeting process
- Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
- Clarifying Program Review process and what is included, and how to complete it
- Institutionalizing communication protocol
- Training and support for completion of ARPD
- Engaging faculty and staff in the process
- Increasing transparency about who reads it and what happens

We will prioritize the goals at the next meeting as we may need more than one year to complete all of the goals.

There was discussion about including student voices in the planning process. We do not currently have a place for students to provide input. What about whether the schedule is meeting the “demands” of the students? Can we keep a record of how many students were not able to get a course at the time they wanted? Some of this information will be available with the new STAR GPS system.

We also discussed having programs include more surveys and data points beyond the system required data measures.

There was some discussion about the ARPD process and whether it is “misunderstood”. Some training may be required. We will also find out if we can change the benchmark language, such as “Unhealthy”.

We will get more input from the campus on their participation in the process.

Possible survey question:
Have you been allowed input into the process?
Describe your participation in the planning process in the past.
1. I was asked for input.
2. I participated in writing the report.
3. I have no idea how the planning process works.

We will ask the deans to read reports and give feedback to programs/units. It was also noted that funding information in an email from Mark is good, but it needs to be placed on the Budget website.

Other comments:
- Program outcomes should drive the process – not the data from the system. PLOs are at the end – can we move this section to the beginning so it is referenced throughout the report.
- Issue of relationship between ARPD and resource requests template.

Next meeting: Monday, November 6 from 1:00-2:30 pm in BE 229A.
Review Goals - Placed in priority order

- Clarify roles of stakeholders
  - Clarify role of Faculty Senate in the budgeting process
  - Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  - Providing a voice for students in the planning process
  - Clarify role of all groups on campus
- Develop a planning and budgeting website
- Clarifying the process, improving efficiency, and making improvements
  - Clarifying Program Review process and what is included, and how to complete it
  - Increasing transparency about who reads it and what happens
  - Enhancing the ARPD format and data to better support the process
  - Closing the loop - improving programs and reporting on that
- Review of policy
- Communication of process
  - Institutionalizing communication protocol
  - Engaging faculty and staff in the process
  - Increasing transparency in budget and planning documents (trend analysis)
- Professional development and training
  - Training and support for completion of ARPD

Discussion:

Need to develop a more robust website with information on program reviews, previous budgets, and other reports. What is the best way to keep the site up to date?

Opportunity to create stronger communication with use of website and online tools so stakeholders can access information and training tools when they want.

Group agreed to wait on a survey until some changes have been implemented.

Issue of role of Faculty Senate as per BOR policy.

Aulii and James spoke with John Morton on this issue.

The Chancellor has delegated authority over non-academic policies and college budgeting. He has created the Campus Council as a recommending authority to him.

Executive boards of Campus Council and Faculty Senate have worked collaboratively to consider the issue of roles in the budgeting process.

There was some discussion of asking the BOR to provide interpretation for its policy, however the BOR is currently reviewing the policy. Some also suggested it would not be within the appropriate lines of authority to directly ask them for an interpretation.

General issue to be resolved is to clarify and document the roles of governance groups in the planning and budgeting process. The issue of the Faculty Senate role in the process has been of particular concern to the Budget and Planning Standing Committee of the Faculty Senate.

Next Steps
Each of the members of the committee are asked to bring forth their questions and concerns regarding clarification of roles to the next committee meeting. We will tackle these issues at that meeting. Della will upload appropriate policies regarding budgeting and planning.

Next meeting:

Monday, November 27, 2017 at 1:00 pm in BE 229A

**Ad Hoc Planning Process Review Committee**  
**Meeting Notes**  
**November 27, 2017**  
**1 – 2:30 pm in BE 229A**

Attending:

Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Mark Lane, Cecilia Lucas, Cindy Martin, Don Maruyama, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Aulii Silva, Della Teraoka, Gregg Yoshimura

**Review of roles in current process**

Discussion of current process and roles. Della presented a visual of the planning process and explained how the current process works.

- Campus Council is the one group that includes every group as a voting member as it was created out of the concept of shared governance. Campus Council formed after the 1994 accreditation visit with recommendation to create a representative body that reviews the budget. It was formed from the Provost Advisory Council.
- Question about administrative presence at Campus Council meetings. Response is that Campus Council is a representative body that reviews budget and requires administration presence. Council membership is evaluated periodically. Administration has no vote. Campus Council has improved over time and is a good system for shared governance. Charge of this committee is not to reorganize Campus council but focus on what role people/groups have in the planning process.
• Question about what happens if when reviewing someone wants to make a change to the priorities; has this happened before? Response is timeline for process is that the ARPD’s completed during the fall and reviewed by OPPA to ensure completeness. Resource lists prioritized by different areas and submitted to Administration for review and prioritization. Governance groups review priorities in April and make final recommendations to Chancellor in May. Chancellor can adjust list and has funded items out of the prioritization. This may be due to numerous factors including the amount of money available.

• The Student Government would like to be involved in the process if possible. Student Government will be included when the shared priorities are sent to the campus; student feedback will be solicited at this point. Student Government may also be included during the program review process. Students would voice their opinions through this committee and through Campus Council.

• Discussion about improvement to streamline the process and remove Division from the Resource Requests process. Question as to how the Liberal Arts AA folds into a Division under the Resource Requests. Problem is the system and accreditation want “program” review and we want “instructional” review. Trying to serve two masters through this process.

• Suggestion to divorce the budget from the program review process. Possible to run two parallel systems and somehow find a way to link the review process to the budget. Treat both systems in a more real world way.

• Discussion on the role of Faculty Senate in power sharing with Campus Council. Clarification of role of the Faculty Senate is “for academic affairs.” Request of “accountability” from administration.

• Discussed creating “Campus Request” level during the Resource Requests process. This request used to meet institutional goals with specific priorities and would need to include approval(s) for resources/management of request. Vote for “Campus Request” form to be inserted into process: Yes: 6

Next meeting: tba

What about removing the Division level? How to prioritize?

Can we divorce the program review from the budgeting process? But still show the connection?

Ad Hoc Planning Process Review Committee
Notes
February 7, 2018
1 – 2:00 pm in BE 229A

Attendees: Guy Nishimoto, Adam Halemano, Jeff Judd, Terry Richter, Gregg Yoshimura, Don Maruyama, Della Teraoka, James Fujita

Review of Previous Meeting Minutes

Review of Institutional Resource Request Form

Group reviewed the form and made edits for final distribution.

Review Goals - Placed in priority order
Clarify roles of stakeholders - Adam will create a visual document based on previous meetings’ discussion of planning process and roles.
  ○ Clarify role of Faculty Senate in the budgeting process
  ○ Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  ○ Providing a voice for students in the planning process
  ○ Clarify role of all groups on campus

Develop a planning and budgeting website
  ○ Let’s work on this at the next meeting.

Set regular meeting day/time

Doodle for Mondays or Wednesday at 1 pm or 2 pm

How often? Monthly

Next Steps
  ● Adam will create a visual document based on previous meetings’ discussion of planning process and roles.
  ● Della to talk to Kathleen about how to proceed on creating a website.
  ● Della to send out Doodles for upcoming meetings.

Next meeting: tba

Ad Hoc Planning Process Review Committee
Meeting Notes
March 19, 2018
12:00 pm – 1:00 pm in BE 229A

Attendees: Della Teraoka, Mark Lane, Cecilia Lucas, Grant Okamura, Stanley May, Don Maruyama, Jeff Judd, Aulii Silva, James Fujita

Set regular meeting day/time - Mondays at 1:00 pm

Institutional Resource Requests - Received 2018
Review of 2 requests received
Need to include sending this form to Student Government next year

Visual of Prioritization Process
Delete Governing Groups
Consider how visual represents meetings
Add box for decision at Chancellor level
Add ARPD at beginning
Change “Resource Requests” to “Prioritization Meeting”
Change middle box to Resource Request List
Can we create people of the same color?

Annual Program Review Policy

Feedback by April 10 on this policy

Discuss System plans
  ● New: https://uhcc.hawaii.edu/varpd/
Current: https://www.hawaii.edu/offices/cc/arpd/index.php
UHCCP 5.202 - Needs revision

Develop a planning and budgeting website
- Discussion of what information is needed
- Need to have a site that provides an overview of the process, visual, tutorials, resources, and previous reports.
- Place most information in a public location with as much information as possible.
- Place to store resources that were funded.
- Include “models” for what the ARPD should look like.
- Research sites that we like.
- Can we create a way to update more easily? Possibly 2 - 3 people.

Next Steps
Review the APR policy draft
Bring a sample website for program review and planning.
Next meeting: tba

Ad Hoc Planning Process Review Committee
Agenda/Notes
April 16, 2018
12 – 1:00 pm in BE 229A

Attendees: Don Maruyama, Cecilia Lucas, Stanley May, Adam Halemano, Guy Nishimoto, James Fujita, Tommylynn Benavente, Della Teraoka, Grant Okamura, Mark Lane

Review of work so far
- Review and clarification of roles in planning process
- New visual document of prioritization process
- Added institutional level resource request step and form
- Enhanced communication of planning process to the campus
- Review of Annual Program Review Policy completed and forwarded to Faculty Senate and Campus Council

Visual of Prioritization Process

Develop a planning and budgeting website
- Discussion of what information is needed
  - Functional classification of expenses for the budget (program expenses)
  - Comparison of functional classification of expenses between campuses over time
  - System dashboard - Not in place yet. Working on it, but issues with eThority extraction tools. May need to hire a consulting group on how to do this.
  - Add links to the reports that exists on UHCC system site, UH system site, or IR site.
  - Present the information with graphics and in easy to read format.
  - Add trend reports to show data over time.
- Review of other college’s websites
- Review of main categories
Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
- Review and revise the ARPD template
- Review and revise the process including closing the loop
- Enhance engagement of faculty and staff in the planning process
- Training and support for faculty and staff with completion of ARPD
- Institutionalize communication protocol
- Continue to develop planning and budget website
- Follow up on UH financial dashboard project
- Create visual personnel analysis of faculty/staff categories and trend over time
- Clarify Faculty Senate role in academic planning and budgeting issues

Set regular meeting day/time - Mondays at 1:00 pm

Proposed meeting dates: September 10, October 8, November 19, December 10

Ad Hoc Planning Process Review Committee
Agenda/Notes
September 10, 2018
1 – 2:00 pm in BE 229A

Attendees: Cecilia Lucas, Jeff Judd, Kristina Nip, Adam Halemano, Guy Nishimoto, Michael Cawdery, Della Teraoka

The committee reviewed the meeting notes from the April 2018 meeting. Della brought forward the items from the April notes that still need to be worked on.

Visual of Prioritization Process

Adam revised the visualization based on feedback from the April meeting. Della will put the revised visual in the team drive.

Develop a planning and budgeting website

- OPPA is working on the website.
  - The committee reviewed the proposed OPPA website and made some suggestions including having everything come from a central point.
  - It was recommended that some of the specific links on the Faculty/Staff page (footer of Leeward site) be removed. Jeff will communicate to faculty and staff that all assessment resources can be found from the OPPA/Assessment webpage.
  - Need to add links to Faculty Senate assessment site and training tutorials.
  - Della will share the slideshow so the committee can provide additional feedback.

This list is from the April meeting notes. We discussed what information is still needed.

- Functional classification of expenses for the budget (program expenses)
- Comparison of functional classification of expenses between campuses over time
- System dashboard - Mark or Della will need to follow up on this item.
- Leeward dashboard - OPPA is working on some basic data points on their website. See the OPPA website slides for sample.
● Add links to the reports that exists on UHCC system site, UH system site, or IR site. **Done!** A new Planning Reports webpage has been added that includes links for all APRDs and CREs (system and campus). [http://www.leeward.hawaii.edu/planning-reports](http://www.leeward.hawaii.edu/planning-reports)

● Present the information with graphics and in easy to read format. Some suggestions are in the OPPA website slides.

● Add trend reports to show data over time. Some of this information is in the Visual ARPD. [https://uhcc.hawaii.edu/varpd/visual_arpd.php](https://uhcc.hawaii.edu/varpd/visual_arpd.php) This should be discussed at a future meeting.

The committee discussed what could be accomplished in the next year. Next steps are below. Some items will need to be worked on in the following year.

**Next Steps**

- Need to further institutionalize student voice in planning process
  - Della to add Kristina to her emails to campus. Should students have a separate form? Can they use the Institutional Resource Request form?
  - Kristina will follow up on the program level input issue as well.

- Develop a planning and budgeting website - Some of this information is available. This is something we can finish up this year.

- Review and revise the ARPD template - The UHCC system will not be updating the template this year, but Leeward will work on making revisions for 2018-2019.

- Review and revise the process including closing the loop - This item should be worked on this year as part of ARPD template revision.

- Enhance engagement of faculty and staff in the planning process - This action item should be further discussed so some enhancements can be made this year.

- Training and support for faculty and staff with completion of ARPD - Guy provides training, but a survey of needs might be helpful.

- Follow up on UH financial dashboard project - Mark or Della will find out if this is happening.

- Create visual personnel analysis of faculty/staff categories and trend over time - This will likely fall in 2019-2020.

- Clarify Faculty Senate role in academic planning and budgeting issues - Additional work is needed.

Della also mentioned to Cecilia that Administrative Services needs to complete the template this year.

**Set regular meeting day/time** - Mondays at 1:00 pm in BE 229A

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

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**Ad Hoc Planning Process Review Committee**

**Agenda/Notes**

**October 15, 2018**

1:00 – 2:00 pm in BE 229A

Attendees: Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Mark Lane, Grant Okamura, Adam Halemano, Aulii Silva, Guy Nishimoto, Jeff Judd, Michael Cawdery

Visualization of Prioritization Process - Discuss date; Adam will add “approved” or “effective date”.
Develop a planning and budgeting website - Plan to work on this after accreditation visit.

Review and revise the ARPD template - Have Guy share his thoughts on this.

- Idea was to flip the PLOs to the top, but it might be confusing since the system ARPD template is not changing.
- Guy went through the ARPDs for last year, and he was pleasantly surprised with the improvements in the reports.
- Guy will ask them to start by focusing on the program learning outcomes first. Data from UHCC system is about program outcomes, and it will come later.
- Guy will send out the reports this week.

Training and support for faculty and staff with completion of ARPD - Guy will provide training and met with the program coordinators to discuss the change in thinking for APRD completion.

Jeff talked about providing training to program coordinators on program assessment. Discussion was around having the training in the spring semester. Maybe we intentionally focus on program learning outcomes and their assessment in March/April every year.

Enhance engagement of faculty and staff in the planning process - Let’s generate ideas on this topic.

- Review survey results
  - Last employee satisfaction survey for awareness of planning process.
  - System survey results also.
  - Campus Council survey
- Send out short survey on planning process to get a temperature check now.
  - Perceptions of the process
  - How the process works for resource allocations
  - What do you know about the planning process?
  - Do you have any concerns about the planning process?

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

**Ad Hoc Planning Process**

**Review Committee**

**Update October 2018**

2017-2018 Accomplishments

- Review and clarification of roles in planning process
- New visual document of prioritization process
- Added institutional level resource request step and form
- Enhanced communication of planning process to the campus
- Review of Annual Program Review Policy completed and forwarded to Faculty
- Senate and Campus Council

Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
• Review and revise the ARPD template
• Review and revise the process including closing the loop
• Enhance engagement of faculty and staff in the planning process
• Training and support for faculty and staff with completion of ARPD
• Follow up on UH financial dashboard project
• Create visual personnel analysis of faculty/staff categories and trend over time
• Clarify Faculty Senate role in academic planning and budgeting issues

**Ad Hoc Planning Process Review Committee**  
**Agenda/Notes**  
**December 10, 2018**  
**1:00 – 2:00 pm in BE 229A**

Attendees: Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Adam Halemano, Guy Nishimoto, Shuqi Wu, Jeff Judd, Michael Cawdery, Tiffany Kasoga, Kathryn Fujioka-Imai, Tommylynn Benavente, Grant Okamura

Outcome: Enhance engagement of faculty and staff in the planning process

- Sent out short survey on planning process to get a temperature check now.
  - Perceptions of the process

This meeting was largely focused on reviewing the survey data and generating ideas to improve faculty and staff engagement in the planning process.

Those responsible for the process probably understand it, but those not involved in the process may not have a good understanding.

Budget end - Need the financial statements to include graphics and charts to help people interpret the financials. Administrative positions have increased - more information about APT positions, non-instructional positions. Mark is working on a website.

Faculty Senate is working on getting financial reports into the minutes and include some interpretation.

We are currently earning around a C as some understand the process, but still improvement to be made.

- What do you know about the planning process? - range of responses on this question
- How the process works for resource allocations - pretty well.
- What suggestions do you have for the planning process?

Seeing a simple visual diagram - This has been done and need to get that out so people see it.

Feedback on ARPD - Could give feedback from ARPD writer and faculty, process for review by peers, OPPA feedback, leadership review, relationship of ARPD and future allocations. Recommendation that Dean give feedback to each ARPD. Recommendation that faculty committee can get a third party to provide feedback on whether the health call is accurate.

Concern that data is driving the program instead of informing how well the program is meeting PLOs. System metrics are looking at the economic side. Also need to focus ARPD on analyzing the program and not just driving resource requests.
Issue of unexpected expenses and how to get that funded - what is the process?

Representative groups or unit head should communicate better with their unit about the process.

Create a short handbook with information on planning process and ask divisions/units to discuss with their groups.

Send announcements and actively solicit feedback from faculty/staff at large. Consider monthly updates with info on where we are in the process (what step).

Consolidate information on one website.

Share information about what is funded, what isn’t, and rationale through email and website.

Strengthen communication with website, handbook, timeline, steps, etc.

Host a convocation workshop on this topic and/or during the semester.

More communication about how items are prioritized.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: February 4, March 4, April 1, April 29

Ad Hoc Planning Process Review Committee
Agenda/Notes
March 4, 2019
1:00 – 2:00 pm in BE 229A

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Adam Halemano, Jeff Judd, Tiffany Kasoga, Don Maruyama, Stan May, Della Teraoka, Shuqi Wu

Review what needs to be done.

Spring 2019

● Need to further institutionalize student voice in planning process - Institutional Resource Request form sent to SG
● Institutionalize communication protocol - In process
  ○ Send out visual for prioritization process - Della Teraoka
● Enhance engagement of faculty and staff in the planning process - Part of communication protocol - Della Teraoka and Shuqi Wu
● Clarify Faculty Senate role in academic planning and budgeting issues - This is part of the review process of the Shared Governance Policy.
● Have Campus Council reps communicate with their constituent groups about the process - Kathryn Fujioka-Imai
● Develop a planning and budgeting website - Della Teraoka
  ○ Review proposed content
  ○ Identify missing content
  ○ Update website by May 2019

Summer 2019

● Review and revise the ARPD template - OPPA
Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

Fall 2019

Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
Follow up on UH financial dashboard project - Mark Lane
Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Get feedback on the planning website

- Use landing page as jumping off point with links to other pages.
- Add a menu item for Resources and Templates (or Handbook and Templates).
- Are there other resources? Consider adding exemplars.
- Add Timeline.
- Mention that additional data can be requested from IR.
- Add Mission to the Strategic Plan page.
- Add link to old reports
- Add link to the system org chart site and update what is on Leeward’s site

Adam is also working on the Assessment website. He will also work on a handbook for assessment.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm
Meeting dates: April 1, April 29

Ad Hoc Planning Process Review Committee
Agenda/Notes
April 29, 2019
1:00 – 2:00 pm in BE 229A

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Jeff Judd, Stan May, Della Teraoka, Cecilia Lucas

Review updated website. Feedback included:

- Adam will have responsibility for updated the Assessment website.
- Shuqi will take responsibility for Program Review website.
- Mark will be adding more information on the Operational Expenditure Plan website.

Recent updates:

- Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
- Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Summer 2019
- Review and revise the ARPD template - OPPA
- Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
- Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

Fall 2019

- Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
- Follow up on UH financial dashboard project - Mark Lane
- Develop and post an institutional level dashboard that can be filtered easily - Shuqi Wu

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm
Employee Satisfaction Survey

Results from Fall 2019 and Fall 2016

Summary Report

OVERVIEW & PURPOSE
The college strives to provide valued employees with the facilities, tools, and support needed to excel in their positions. We conducted this survey to acquire a better understanding of employee morale, satisfaction, and engagement at Leeward Community College.

This survey was created by the 2nd Cohort of the Leadership Excellence Program (William Albritton, Kathryn Fujioka-Imai, Lori Lei Hayashi, Tracie Losch, and Grant Okamura) in collaboration with the Leeward Community College Office of Planning, Policy and Assessment.

DATA SUMMARY
Overall
The survey had 176 respondents in 2019 and 200 respondents in 2016. There are approximately 500 recipients that were emailed the survey. (Note that this list included active employees and retirees.)
## Results

1. Which of the categories below best describes your work status and location at Leeward CC?

<table>
<thead>
<tr>
<th>Category</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Leeward CC - Pearl City</td>
<td>115</td>
<td>65%</td>
<td>132</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty Leeward CC - Waiʻanae Moku</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Staff Leeward CC - Pearl City</td>
<td>54</td>
<td>31%</td>
<td>59</td>
<td>29.5%</td>
</tr>
<tr>
<td>Staff Leeward CC - Waiʻanae Moku</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Are you full-time or part-time?

<table>
<thead>
<tr>
<th>Category</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>180</td>
<td>91%</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>

3. How long have you been employed at Leeward?

<table>
<thead>
<tr>
<th>Category</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>10</td>
<td>6%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>50</td>
<td>28%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>36</td>
<td>20%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>11 – 20 years</td>
<td>45</td>
<td>26%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35</td>
<td>20%</td>
<td>36</td>
<td>18%</td>
</tr>
</tbody>
</table>
4. I know the mission, major goals, initiatives, and priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54</td>
<td>31%</td>
<td>69</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>63%</td>
<td>116</td>
<td>58%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>6%</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>82</td>
<td>47%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>43%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>7.5%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>20%</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>45%</td>
<td>74</td>
<td>37%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>20%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
7. I participate in the planning processes of my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51</td>
<td>29%</td>
<td>57</td>
<td>28.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>78</td>
<td>44%</td>
<td>79</td>
<td>39.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>7%</td>
<td>27</td>
<td>13.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>4%</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>7%</td>
<td>10</td>
<td>5%</td>
</tr>
</tbody>
</table>

8. The College planning process results in improvement of programs and services.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>12%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>88</td>
<td>50%</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>54</td>
<td>31%</td>
<td>68</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>73</td>
<td>42%</td>
<td>82</td>
<td>41%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>1.5%</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>8.5%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
10. I have the materials and equipment I need to do my work.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>60</td>
<td>34%</td>
<td>67</td>
<td>33.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>81</td>
<td>46%</td>
<td>107</td>
<td>53.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>5%</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>13%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

11. The resources provided for my division/department/unit are adequate.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>22%</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>47%</td>
<td>99</td>
<td>49.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>15</td>
<td>9%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>18%</td>
<td>28</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>4%</td>
<td>7</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
12. Rate the adequacy of the following aspects of the buildings and grounds.

**Cleanliness - 2019**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>46 (26%)</td>
<td>87 (50%)</td>
<td>2 (.5%)</td>
<td>22 (13%)</td>
<td>15 (9%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>23 (13%)</td>
<td>79 (45%)</td>
<td>10 (6%)</td>
<td>24 (14%)</td>
<td>9 (5%)</td>
<td>30 (17%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>58 (33%)</td>
<td>87 (50%)</td>
<td>12 (7%)</td>
<td>5 (3%)</td>
<td>2 (1%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>36 (21%)</td>
<td>96 (55%)</td>
<td>5 (2.5%)</td>
<td>22 (12.5%)</td>
<td>14 (8%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>37 (21%)</td>
<td>99 (57%)</td>
<td>5 (3%)</td>
<td>16 (9%)</td>
<td>16 (9%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>60 (34%)</td>
<td>86 (49%)</td>
<td>0 (0%)</td>
<td>19 (11%)</td>
<td>7 (4%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>40 (23%)</td>
<td>105 (60%)</td>
<td>5 (3%)</td>
<td>13 (7.5%)</td>
<td>5 (2.5%)</td>
<td>7 (4%)</td>
</tr>
</tbody>
</table>

**Cleanliness - 2016**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>54 (27%)</td>
<td>108 (54%)</td>
<td>1 (0.5%)</td>
<td>25 (12.5%)</td>
<td>10 (5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>37 (18.5%)</td>
<td>89 (44.5%)</td>
<td>9 (4.5%)</td>
<td>28 (14.0%)</td>
<td>11 (5.5%)</td>
<td>26 (13%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>70 (35%)</td>
<td>97 (48.5%)</td>
<td>10 (5%)</td>
<td>6 (3%)</td>
<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (15.5%)</td>
<td>126 (63%)</td>
<td>5 (2.5%)</td>
<td>27 (13.5%)</td>
<td>10 (5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>94 (47%)</td>
<td>4 (2%)</td>
<td>46 (23%)</td>
<td>45 (22.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>52 (26%)</td>
<td>113 (56.5%)</td>
<td>4 (2%)</td>
<td>17 (8.5%)</td>
<td>6 (3%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>28 (14%)</td>
<td>125 (62.5%)</td>
<td>6 (3%)</td>
<td>23 (11.5%)</td>
<td>7 (3.5%)</td>
<td>11 (5.5%)</td>
</tr>
</tbody>
</table>
## Maintenance (Is everything in working order?) - 2019

<table>
<thead>
<tr>
<th></th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>50 (28.5%)</td>
<td>87 (50%)</td>
<td>1 (.5%)</td>
<td>21 (12%)</td>
<td>13 (7.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>26 (15%)</td>
<td>76 (43.5%)</td>
<td>14 (8%)</td>
<td>21 (12%)</td>
<td>9 (5%)</td>
<td>29 (16.5%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>44 (25%)</td>
<td>78 (45%)</td>
<td>23 (13%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (18%)</td>
<td>91 (52%)</td>
<td>5 (3%)</td>
<td>23 (13%)</td>
<td>22 (12.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>39 (22.5%)</td>
<td>95 (54%)</td>
<td>9 (5%)</td>
<td>15 (9%)</td>
<td>13 (7.5%)</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>50 (29%)</td>
<td>90 (51%)</td>
<td>8 (4.5%)</td>
<td>15 (8.5%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>29 (16.5%)</td>
<td>105 (60%)</td>
<td>17 (10%)</td>
<td>9 (5%)</td>
<td>5 (3%)</td>
<td>10 (5.5%)</td>
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</tbody>
</table>

## Maintenance (Is everything in working order?) - 2016

<table>
<thead>
<tr>
<th></th>
<th>More Than Adequate</th>
<th>Adequate</th>
<th>Not Sure</th>
<th>Minimally Adequate</th>
<th>Not Adequate</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My office space</td>
<td>61 (30.5%)</td>
<td>111 (55.5%)</td>
<td>5 (2.5%)</td>
<td>17 (8.5%)</td>
<td>5 (2.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>38 (19%)</td>
<td>88 (44%)</td>
<td>12 (6%)</td>
<td>22 (11%)</td>
<td>13 (6.5%)</td>
<td>27 (13.5%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>60 (30%)</td>
<td>89 (44.5%)</td>
<td>21 (10.5%)</td>
<td>7 (3.5%)</td>
<td>2 (1%)</td>
<td>21 (10.5%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (15.5%)</td>
<td>115 (57.5%)</td>
<td>7 (3.5%)</td>
<td>34 (17%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>77 (38.5%)</td>
<td>9 (4.5%)</td>
<td>50 (25%)</td>
<td>49 (24.5%)</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>53 (26.5%)</td>
<td>108 (54%)</td>
<td>7 (3.5%)</td>
<td>17 (8.5%)</td>
<td>7 (3.5%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>28 (14%)</td>
<td>114 (57%)</td>
<td>18 (9%)</td>
<td>23 (11.5%)</td>
<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
</tbody>
</table>
13. My division/department/unit is adequately represented at Campus Council.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>26%</td>
<td>37</td>
<td>18.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>44%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>41</td>
<td>24%</td>
<td>64</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

14. Campus Council effectively carries out its role in governance.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>15%</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>57</td>
<td>33%</td>
<td>57</td>
<td>28.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>79</td>
<td>46%</td>
<td>111</td>
<td>55.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>1%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

15. Pūkoʻa no nā ʻEwa Council effectively carries out its role in governance. (2019 survey only)

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>22%</td>
</tr>
<tr>
<td>Not sure</td>
<td>96</td>
<td>56%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>7%</td>
</tr>
</tbody>
</table>
16. The Faculty Senate effectively carries out its role in governance.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>13%</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>75</td>
<td>43%</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>58</td>
<td>34%</td>
<td>76</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>3%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>8</td>
<td>5%</td>
<td>5</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

17. The Chancellor provides effective leadership to the campus.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>23%</td>
<td>61</td>
<td>30.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>95</td>
<td>47.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>48</td>
<td>28%</td>
<td>31</td>
<td>15.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>.5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

18. The Administrative Team provides effective leadership to my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>23%</td>
<td>44</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>88</td>
<td>44%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>21%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
19. The Administrative Team encourages an open exchange of ideas that foster institutional improvement.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>20%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>20.5%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>8%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

20. I feel that I can freely express my opinions.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>16%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37</td>
<td>21.5%</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.5%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>6%</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>29%</td>
<td>62</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>43%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>5%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>12%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
</tbody>
</table>
### 22. Please rate the following aspects of your work environment. 2019 Results

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>107 (61%)</td>
<td>638 (36%)</td>
<td>4 (2.5%)</td>
<td>1 (.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>115 (66%)</td>
<td>55 (31%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>87 (50%)</td>
<td>68 (39%)</td>
<td>10 (5.5%)</td>
<td>8 (4.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>75 (43%)</td>
<td>68 (39%)</td>
<td>17 (9.5%)</td>
<td>13 (7.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>54 (31%)</td>
<td>75 (43%)</td>
<td>19 (10%)</td>
<td>226 (13%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>71 (41%)</td>
<td>60 (34%)</td>
<td>21 (12%)</td>
<td>18 (10%)</td>
<td>5 (3%)</td>
</tr>
</tbody>
</table>

### 22. Please rate the following aspects of your work environment. 2016 Results

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>119 (59.5%)</td>
<td>68 (34%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>138 (69%)</td>
<td>54 (27%)</td>
<td>4 (2%)</td>
<td>3 (1.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>106 (53%)</td>
<td>73 (36.5%)</td>
<td>11 (5.5%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>87 (43.5%)</td>
<td>81 (40.5%)</td>
<td>19 (9.5%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>57 (28.5%)</td>
<td>80 (40%)</td>
<td>18 (9%)</td>
<td>36 (18%)</td>
<td>9 (4.5%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>85 (42.5%)</td>
<td>63 (31.5%)</td>
<td>19 (9.5%)</td>
<td>23 (11.5%)</td>
<td>10 (5%)</td>
</tr>
</tbody>
</table>
23. Overall, how satisfied are you working for Leeward Community College?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>68</td>
<td>39%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>46%</td>
<td>86</td>
<td>43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>11%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>2%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>3</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
The last Comprehensive Review and Evaluation (CRE) for this program was completed in 2016 and can be viewed [here](#). The next CRE will be completed in 2021.

## 1. Program or Unit Description

The Associate in Arts (AA) degree program consists of at least 60 semester credits, entirely at the baccalaureate level (100 level and above), which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The AA degree program provides students with a solid liberal arts and sciences foundation in preparation for transfer to four-year colleges and universities. The AA degree program also develops critical thinking, information literacy, communication and problem-solving skills needed for a successful career.

The general education received in the program:

- Encompasses the common knowledge, skills, and attitudes needed by individuals to be effective as persons, family members, workers, and citizens.
- Provides opportunities to develop understanding, abilities, values, and personal attributes which should help students apply their knowledge, skills, and talents to make sound decisions and to analyze and solve problems in a multi-cultural community.
- Helps the students gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility.

The program learning outcomes are:

1. Develop, support, and communicate ideas to a particular audience through writing [written communication].
2. Develop, support, and communicate ideas to a particular audience through speech and writing [oral communication].
3. Apply quantitative reasoning to solve problems, interpret answers, and communicate results [quantitative reasoning].
4. Use critical thinking to address issues and solve problems [critical thinking].
5. Find, evaluate, and use information [information literacy].
6. Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences [arts, humanities, and sciences].
7. Describe and analyze the nature of culture and its variations, past and present [cultural diversity].

### What is the target student or service population?

As stated in the 2019 – 2020 Course Catalogue, “While the Leeward coast and Central O‘ahu are the primary areas served by the College, students attend Leeward Community College from all parts of the island. We believe in the dignity and potential of each individual and the power of that belief to help people learn and grow. We are committed to providing an educational environment that accepts people as they are and fosters the development of each student's unique talents.”
2. Analysis of the Program/Unit

Overall program health is rated at a “cautionary” level, where it has remained for the past three academic years.

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of Majors</td>
<td>2,520</td>
<td>2,198</td>
<td>2,232</td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>732</td>
<td>634</td>
<td>678</td>
<td></td>
</tr>
<tr>
<td>1b.</td>
<td>Fall Full-Time</td>
<td>55%</td>
<td>54%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>1c.</td>
<td>Fall Part-Time</td>
<td>45%</td>
<td>46%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>1e.</td>
<td>Spring Full-Time</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>1f.</td>
<td>Spring Part-Time</td>
<td>49%</td>
<td>47%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>1g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Percent Change Majors from Prior Year</td>
<td>-6%</td>
<td>-13%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SSH Program Majors in Program Classes</td>
<td>36,463</td>
<td>31,462</td>
<td>31,118</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>27,934</td>
<td>28,113</td>
<td>26,610</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SSH in All Program Classes</td>
<td>64,397</td>
<td>59,575</td>
<td>57,728</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>FTE Enrollment in Program Classes</td>
<td>2,147</td>
<td>1,986</td>
<td>1,924</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Total Number of Classes Taught</td>
<td>1,060</td>
<td>988</td>
<td>883</td>
<td></td>
</tr>
</tbody>
</table>

Although Demand was rated at an unhealthy level for the past two academic years, Demand is currently rated as cautionary. This can be attributed to the number of majors increasing by 1.55% from 2198 during the 2018 – 2019 AY to 2232 in the 2019 – 2020 AY as well as the increase in Percent Change Majors, which saw a 2% increase.

The number of classes taught over the past three academic years has steadily decreased for a net loss of 177 classes offered, a 16.7% difference. This can primarily be attributed to decreased enrollment over the past three academic years, as well as increased efforts within the system to streamline the path toward graduation, which dissuades students from taking classes that are not required for graduation. While this is a trend being seen on other UHCC Oahu campuses, with Kapiolani, Windward and Honolulu recording 13.6%, 7.7%, and 15.9% decreases, respectively, Leeward’s decrease is the highest in the UHCC system.

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Average Class Size</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>Healthy</td>
</tr>
<tr>
<td>9.*</td>
<td>Fill Rate</td>
<td>81%</td>
<td>81%</td>
<td>81.7%</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>FTE BOR Appointed Faculty</td>
<td>100</td>
<td>82</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>11.*</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>12a.</td>
<td>Analytic FTE Faculty</td>
<td>119</td>
<td>114</td>
<td>104</td>
<td></td>
</tr>
</tbody>
</table>
2020 Leeward Community College ARPD
Program: Liberal Arts

13. Overall Program Expenditures $13,444,348 $12,307,216 $12,205,418
13a. General Funded Budget Allocation $10,121,662 $10,642,674 $10,632,266
13b. Special/Federal Budget Allocation $3,007,733 $1,372,087 $1,258,302
13c. Tuition and Fees $314,953 $292,455 $314,850

14. Cost per SSH
15. Number of Low-Enrolled (<10) Classes 94 125 76

The health call for Efficiency continues to rate as healthy. Class fill rates have remained steady over the past three academic years, seeing a 0.7% increase during the 2019 – 2020 AY.

The ratio of majors to FTE faculty has increased by one over the past two academic years and is currently measured at 27.

<table>
<thead>
<tr>
<th>#</th>
<th>Effectiveness Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>73%</td>
<td>74%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Withdrawals (Grade = W)</td>
<td>1,310</td>
<td>1,106</td>
<td>1,264</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Persistence Fall to Spring</td>
<td>70%</td>
<td>71%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>18a</td>
<td>Persistence Fall to Fall</td>
<td>46%</td>
<td>46%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>635</td>
<td>575</td>
<td>571</td>
<td></td>
</tr>
<tr>
<td>19a</td>
<td>Associate Degrees Awarded</td>
<td>621</td>
<td>532</td>
<td>532</td>
<td></td>
</tr>
<tr>
<td>19b</td>
<td>Academic Subject Certificates Awarded</td>
<td>47</td>
<td>63</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>19c</td>
<td>Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19d</td>
<td>Difference Between Unduplicated Awarded and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Transfers to UH 4-yr</td>
<td>439</td>
<td>376</td>
<td>370</td>
<td></td>
</tr>
<tr>
<td>20a</td>
<td>Transfers with degree from program</td>
<td>149</td>
<td>152</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>20b</td>
<td>Transfers without degree from program</td>
<td>290</td>
<td>224</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>20c</td>
<td>Increase by 3% Annual Transfers to UH 4-yr Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20d</td>
<td>Difference Between Transfers and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The number of students who were actively enrolled in program classes at the end of the semester and who earned a grade of ‘C’ or better has increased by 1% over the past two academic years and currently stands at 75%.

Overall Persistence from Fall to Spring has remained steady from the previous academic year, while Persistence from Fall to Fall has seen a 2% increase from the previous academic year. This is comparable to Kapiolani CC and Windward CC, with the former averaging 69% Fall to Spring Persistence and 45% Fall to Fall Persistence, and the latter averaging 71% and 46%, respectively.
According to the “Hawai‘i Graduation Initiative” of the Strategic Directions 2015 -2021, “The goal is to increase the number of associate degrees by 5% per year in order to maintain progress toward the P-20 goal of having 55% of working age adults with a college degree by 2025.” During the previous academic year, the college saw an 14.3% decrease in the number of students earning degrees, dropping from 621 in 2017 – 2018 AY to 532 in the 2018 – 2019 AY, where it remained during the 2019 – 2020 AY. This follows the trend being experienced by other UHCC campuses on Oahu, with Kapiolani, Windward and Honolulu seeing decreases of 19.2%, 11.8%, and 8.7%, respectively, over the last three academic years.

3. Program Student Learning Outcomes or Unit/Service Outcomes

List of the Program Student Learning Outcomes or Unit/Service Outcomes

- Develop, support, and communicate ideas to a particular audience through writing.
- Develop, support, and communicate ideas to a particular audience through speech and writing.
- Apply quantitative reasoning to solve problems, interpret answers, and communicate results.
- Use critical thinking to address issues and solve problems.
- Find, evaluate, and use information.
- Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
- Describe and analyze the nature of culture and its variations, past and present.

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

The third PLO---Apply quantitative reasoning to solve problems, interpret answers, and communicate results---was assessed during the 2019 – 2020 AY.

Assessment Results.

Using student work from Fall 2019, several Math faculty members assessed MATH 100 (with developmental course as co-requisite) and MATH 103. Separate assessment tools were used to assess each of the Quantitative Reasoning (QR) criteria as stated in the QR General Learning Outcome:

1. Choose and apply appropriate models to solve quantitative problems.
2. Solve computational problems.
3. Select and/or use appropriate numeric, symbolic, graphical, and/or statistical reasoning to interpret, analyze, or critique information and draws a conclusion.
4. Express quantitative information symbolically and/or graphically, in written or oral language.

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Modeling Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 2</td>
<td>Functions Quiz</td>
</tr>
<tr>
<td>Criteria 3</td>
<td>Slope and Interpretation Quiz</td>
</tr>
<tr>
<td>Criteria 4</td>
<td>Parabola Quiz</td>
</tr>
</tbody>
</table>

For Math 103, 20 artefacts were scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:
For the MATH 100 assessment, two sections were assessed, one of which is a face-to-face emporium-style course with a co-requisite and the other an online five-week course without a co-requisite. Based on the assignments in the emporium-style course, only criteria 2 - 4 were assessed. All four criteria were assessed for the five-week course. For each section, 10 artefacts were assessed and scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:

Emporium-style course (face-to-face)

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>40</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Five-week course (online)

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>60</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>40</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>50</td>
<td>40</td>
<td>0</td>
</tr>
</tbody>
</table>

Math faculty determined that, overall, the assessment results for QR were satisfactory.

For the next round assessment, Math faculty will work together to determine an appropriate assessment problem(s) for assessing criterion 1 for the MATH 100 emporium course.

In both of the sections of MATH 100 that were assessed only 60% of the students met criterion 4. Currently, only MATH 111 (Math for Elem Teachers I) has ENG 100 as a prerequisite. Because many MATH 100 and 103 students have not yet taken an English course, it can be challenging for them to express their solutions clearly in written format. Therefore, Math faculty are considering creating an ENG prerequisite for these courses.

Division Assessment Analysis
Assessment has been ongoing within the four Arts and Sciences (A&S) divisions and results generally indicate that students are meeting or exceeding the proficiencies within the Student Learning Outcomes (SLOs) that are assessed. The tables below present aggregate assessment data for the ten highest enrolled courses in each of the four A&S. The far right column indicates which PLO correlates to the SLO that was assessed. Each PLO has been abbreviated according to its primary learning proficiency (see below). All of the assessment done across the four divisions was summative.

**Program Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Primary Learning Proficiency</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, support, and communicate ideas to a particular audience through writing</td>
<td>Written Communication</td>
<td>WC</td>
</tr>
<tr>
<td>Develop, support, and communicate ideas to a particular audience through speech and writing</td>
<td>Oral Communication</td>
<td>OC</td>
</tr>
<tr>
<td>Apply quantitative reasoning to solve problems, interpret answers, and communicate results</td>
<td>Quantitative Reasoning</td>
<td>QR</td>
</tr>
<tr>
<td>Use critical thinking to address issues and solve problems</td>
<td>Critical Thinking</td>
<td>CT</td>
</tr>
<tr>
<td>Find, evaluate, and use information</td>
<td>Information Literacy</td>
<td>IL</td>
</tr>
<tr>
<td>Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences</td>
<td>Arts, Humanities and Sciences</td>
<td>AHS</td>
</tr>
<tr>
<td>Describe and analyze the nature of culture and its variations, past and present</td>
<td>Cultural Diversity</td>
<td>CD</td>
</tr>
</tbody>
</table>

**Note:** Any SLO cell blocked in red indicates that the course was not assessed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>1010 (fall) 761 (spring)</td>
<td>Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling</td>
<td>83% successfully met</td>
<td>WC</td>
</tr>
<tr>
<td>SP 151</td>
<td>442 (fall) 598 (spring)</td>
<td>n/a</td>
<td>OC</td>
<td></td>
</tr>
<tr>
<td>ENG 200</td>
<td>244 (fall) 177 (spring)</td>
<td>n/a</td>
<td>WC, IL</td>
<td></td>
</tr>
<tr>
<td>ENG 22</td>
<td>179 (fall) 122 (spring)</td>
<td>Incorporate appropriate source material.</td>
<td>93% successfully met</td>
<td>IL</td>
</tr>
</tbody>
</table>
## Arts and Humanities – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
</table>
| HWST 107 | 488 (fall) 412 (spring) | Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania. | - Assignment: 73% of students met SLO  
- Quiz: 89% of student met SLO | CD |
| HIST 151 | 333 (fall) 292 (spring) | Compare and contrast historical experiences across cultures and time. | 90% of students received a C or better. | CD |
| REL 150 | 278 (fall) 195 (spring) | Describe the basic beliefs and practices of the world’s major religions. | 73% of students met SLO | CD |
| MUS 107 | 260 (fall) 234 (spring) |                                                                 | n/a | CD, AHS |
| ART 101 | 230 (fall) 242 (spring) | Describe the power of the visual arts as a means of human communication. | No data available. | AHS |

**Note:** For some assessments, multiple measures were used for individual SLOs. These measures are specified in the “Result” cell.
### Program: Liberal Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
</table>
| HIST 152 | 211 (fall)  | • Compare and contrast historical experiences across cultures and time.  
|          | 170 (spring)| • Analyze cause/effect relationships in history.  
|          |            | • 80% of students received a C or better.  
|          |            | • 80% successfully met.                                               | CD, CT    |
| PHIL 100 | 170 (fall)  |                                                                      | n/a                                | AHS |
|          | 128 (spring)|                                                                     |                                    |     |
| ART 112  | 96 (fall)   | Apply successful problem-solving techniques utilizing industry standard applications in the creative digital art production process. | 83% of students received a C or better | CT  |
|          | 107 (spring)|                                                                      |                                    |     |
| ART 107D | 78 (fall)   |                                                                      | n/a                                | AHS |
|          | 96 (spring) |                                                                      |                                    |     |
| ART 113  | 61 (fall)   |                                                                      | n/a                                | AHS |
|          | 55 (spring) |                                                                      |                                    |     |

### Social Sciences – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>510 (fall)</td>
<td>Demonstrate an understanding of social influences on behavior.</td>
<td>65% of students received a C or better.</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>474 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>268 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>192 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 130</td>
<td>246 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS, QR</td>
</tr>
<tr>
<td></td>
<td>214 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDFS 230</td>
<td>232 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>241 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 101</td>
<td>191 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>183 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 131</td>
<td>189 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS, QR</td>
</tr>
<tr>
<td></td>
<td>208 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 110</td>
<td>152 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>115 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 151</td>
<td>150 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>152 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 102</td>
<td>129 (fall)</td>
<td></td>
<td>n/a</td>
<td>AHS</td>
</tr>
<tr>
<td></td>
<td>132 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 100</td>
<td>91 (fall)</td>
<td></td>
<td>n/a</td>
<td>OC, CT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design and apply an action plan to change an emotional, communication, or behavioral aspect of self in order to increase one's well-being.</td>
<td>85% of students received a C or better.</td>
<td>CT</td>
</tr>
<tr>
<td>HSER 100</td>
<td>86 (spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** For some assessments, multiple measures were used for individual SLOs. These measures are specified in the “Result” cell.

### Math and Science – Fall 2019 and Spring 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>SLO</th>
<th>Result</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Section</td>
<td>Term</td>
<td>Course Details</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
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<td></td>
</tr>
</tbody>
</table>
| MATH 103 | 404 (fall) 245 (spring) | • Apply contextual quantitative reasoning to the results of mathematical operations and procedures.  
• Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results.  
• Illustrate, analyze, and deduce properties of formal mathematical models and systems, including functions and graphs.  
• Apply rules and algorithms to compare and analyze the formal representations of functions.  
• Choose appropriate symbolic mathematical techniques and employ them to solve theoretical and applied problems.  
• Demonstrate persistence in mastering course content and solving problems at course-appropriate levels of complexity. | • 94% of students received a grade of C or better.  
• 89% of students received a grade of C or better.  
• 83% of students received a grade of C or better.  
• 70% of students received a grade of C or better.  
• 70% of students received a grade of C or better.  
• 90% of students received a grade of C or better. | QR, CT |
| MATH 100 | 281 (fall) 251 (spring) | • Analyze the basis for, and the limitations of, quantitative procedures used to solve problems.  
• Appropriately select, then correctly apply, rules and/or algorithms to solve simple and multi-step mathematical problems.  
• Correctly select, then appropriately apply, formal rules or algorithms to solve both single and multi-step numeric, symbolic, graphical, and/or applied problems.  
• Interpret and critically evaluate the reasonableness of proposed solutions to quantitative, theoretical, and/or applied problems.  
• Mathematically model practical quantitative applications.  
• Represent the parameter of variables in context in order to solve real-world problems.  
• Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results. | • 39% of students received a C or better.  
• 90% of students received a grade of C or better.  
• 70% of students scored 100%.  
• Assignment: 100% of students received a C or better; Project: 88% scored 70% or higher.  
• Assignment: 90% of students received a grade of C or better; Project: 93% scored 100%.  
• 94% scored 100% on assignment.  
• Assignment: 85% of students received a grade of C or better; Project: 88% of students scored 70% or higher. | QR, CT |
<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Section</th>
<th>Subject</th>
<th>Instructor</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>273</td>
<td>(fall)</td>
<td>273</td>
<td>181 (spring)</td>
<td>Calculate and interpret descriptive statistics, including the mean, median, mode, and standard deviation of single-variable data and the correlation and regression coefficients of paired-variable data.</td>
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<td></td>
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<td></td>
<td>Calculate and interpret probabilities for an event in a probability experiment.</td>
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<tr>
<td></td>
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<td></td>
<td>Construct and interpret point and interval estimates.</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Correctly classify data and variables.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Create and interpret various graphs.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Perform and interpret the results of statistical hypothesis tests.</strong></td>
<td></td>
</tr>
<tr>
<td>MICR 130</td>
<td>233</td>
<td>(fall)</td>
<td>233</td>
<td>228 (spring)</td>
<td>Assignment: 90% of students received a grade of C or better; Capstone: 85% of students received a grade of C or better.</td>
<td>QR, CT</td>
</tr>
<tr>
<td>ICS 101</td>
<td>219</td>
<td>(fall)</td>
<td>219</td>
<td>n/a</td>
<td>Assignment: 100% of students received a grade of C or better; Assignment: 85% of students received a grade of C or better.</td>
<td>AHS</td>
</tr>
<tr>
<td>Course Code</td>
<td>Term</td>
<td>Grade</td>
<td>Description</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-------------</td>
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<td></td>
</tr>
<tr>
<td>HLTH 125</td>
<td>164 (fall)</td>
<td>166 (spring)</td>
<td>Correctly pronounce, spell, and define selected medical terms dealing with: anatomical planes and regions, body directions, and body systems (integumentary, cardiopulmonary, blood and lymphatic, digestive, musculoskeletal, nervous, endocrine).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 125</td>
<td>164 (fall)</td>
<td>166 (spring)</td>
<td>Correctly spell and use the specified word forms and their plural endings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 125</td>
<td>164 (fall)</td>
<td>166 (spring)</td>
<td>Correctly use and define commonly used medical abbreviations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 125</td>
<td>164 (fall)</td>
<td>166 (spring)</td>
<td>Define and give examples of the following word forms used in word building and word analysis: prefix, suffix, word root, and combing forms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 125</td>
<td>164 (fall)</td>
<td>166 (spring)</td>
<td>Define the principal terms used in pharmacology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCN 201</td>
<td>158 (fall)</td>
<td>n/a</td>
<td></td>
<td>AHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCN 201L</td>
<td>174 (spring)</td>
<td></td>
<td>Explain and apply geological oceanography principles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 100</td>
<td>154 (fall)</td>
<td>n/a</td>
<td></td>
<td>AHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td></td>
<td>Analyze the symbolic, graphical, and/or tabular representation(s) of a function or relation to determine its properties, at a course-appropriate level of complexity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td></td>
<td>Apply appropriate algorithms necessary to solve equations and inequalities at course-appropriate levels of complexity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td></td>
<td>Apply theory to model and solve various real world application problems at course-appropriate levels of complexity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td></td>
<td>Select and correctly utilize precise mathematical language and symbols to effectively communicate procedures and results.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>140</td>
<td></td>
<td>Synthesize appropriate theory, definitions and/or techniques to justify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>86% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>Quiz: 85% of students received a grade of C or better; Quiz: 77% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>76% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>Quiz: 84% of students received a grade of C or better; Quiz: 79% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>79% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>Assignment: 95% of students received a grade of C or better; Assignment: 90% of students received a grade of C or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>Assignment: 100% of students received a grade of C or better; Assignment: 75% of students demonstrated full or partial mastery of SLO.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS</td>
<td>Assignment: 100% of students received a grade of C or better; Assignment: 84% of students demonstrated full or partial mastery of SLO.</td>
<td>QR, CT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
or prove properties of functions, at course-appropriate levels of complexity.

- Use properties to construct graphs of relations and functions in the Cartesian plane.

- Assignment: 100% of students received a grade of C or better; Assignment: 83% of students demonstrated full or partial mastery of SLO.

- Assignment: 100% of students received a grade of C or better.

| Assignment: 100% of students received a grade of C or better; Assignment: 90% of students demonstrated full or partial mastery of SLO. |
| Assignment: 100% of students received a grade of C or better; Assignment: 86% of students demonstrated full or partial mastery of SLO. |

The aggregated and averaged results from the assessment that was done during the previous academic year is promising. These results provide a snapshot of how proficient students are in meeting PLOs vis-à-vis course SLOs. For courses that used multiple measures to assess, PLOs were mapped to correlating SLOs and the scores that pertained to those specific SLOs were included in the overall average for each PLO. Average Scores have been rounded up.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Courses Assessed</th>
<th>Number of SLOs Assessed</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WC</td>
<td>ENG 100, ENG 209</td>
<td>5</td>
<td>92%</td>
</tr>
<tr>
<td>IL</td>
<td>ENG 22, ENG 209</td>
<td>3</td>
<td>97%</td>
</tr>
<tr>
<td>OC</td>
<td>JPN 101</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

CHEM 161 146 (fall) 147 (spring) n/a AHS

BIOC 141 144 (fall) 159 (spring) n/a AHS
This represents a significant difference in the PLO assessment data for WC, OC, IL, CT, and AHS that was presented in the ARPD for the previous academic year (see below). CD has not been assessed, and QR was assessed this academic year.

<table>
<thead>
<tr>
<th>Program Learning Outcomes Assessed in AY 2018 - 2019</th>
<th>Percentage Meeting or Exceeding Proficiency</th>
<th>Difference from SLO Assessment for AY 2019 – 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>62</td>
<td>92% = +30%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>81</td>
<td>97% = +16%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>60</td>
<td>83% = +23%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>61</td>
<td>97% = +36%</td>
</tr>
<tr>
<td>Arts, Humanities and Sciences</td>
<td>58</td>
<td>82% = +24%</td>
</tr>
</tbody>
</table>

Although there are many factors that can account for this significant difference in assessment scores, the difference underscores the need for regular division-level assessment, discussion regarding assessment practices, and the comparison of assessment results with pass rates. Regular, on-going course SLO assessment will allow for closer monitoring of PLO attainment.

4. Action Plan

The college is pursuing initiatives aimed at student retention and degree completion. College pathways have been introduced and counseling teams are focusing on how to better meet the needs of our students, many who are part-time students. In addition to traditional face to face classes, options such as hybrid and online courses are being offered. Leeward Community College is also offering five-week online courses in the Liberal Arts.

Below are objectives organized by the Leeward CC Strategic Plan, 2015-2021. The tables below present the five major goals of the Strategic Plan, which are each divided into specific objectives. The steps that each of the four academic divisions that offer classes for the Liberal Arts Program---Language Arts, Arts and Humanities, Social Sciences, and Math and Sciences---have taken for each objective and their proposed action plans for each objective have been provided. The same information for the Waianae Moku campus has been included within the table as well.

Note: “n/a” indicates that no data or response was reported for a particular objective.
### Goal 1: Hawai‘i Graduation Initiative: Increasing enrollment and completion rates while reducing time to completion

**Objective:** Accelerate time to “college-ready” status for students at one or two levels below the college ready standard

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
</table>
| **Language Arts**      | • Offered the Accelerated Learning Program (ALP ENG 100/ENG 22) for students at one level below college ready  
                        • Offered ENG 24 for students at two levels below college ready  
                        • Offered ENG 98B and Transitional English Pathway (TEP ENG 22/ENG 100) for students at two levels below college ready  
                        • Offered an accelerated course sequence for English language learners: ESL 18, 19, 21, and 22  
                        • Provided embedded peer support for ENG 24, ENG 98B, and TEP ENG 22/ENG 100 students via the division’s Peer Mentor Program | • Continue offering the Accelerated Learning Program (ALP ENG 100/22) for students at one level below college ready  
                                                                                                                                                                                                 |   • Continue offering ENG 24 for students at two levels below college ready  
                                                                                                                                                                                                 |   • Continue offering ENG 98B and Transitional English Pathway (TEP ENG 22/100) for students at two levels below college ready  
                                                                                                                                                                                                 |   • Continue offering accelerated course sequence: ESL 18, 19, 21, and 22  
                                                                                                                                                                                                 |   • Continue providing support for Peer Mentor Program |
| **Arts and Humanities** | Arts & Humanities instructors teach many courses in the Early College Program.                                                                                                                                               | Continue to offer Early College courses based on requests.                                                                                                                                                                   |
| **Social Sciences**     | Division offered courses in Early College Program at high schools in the college’s service area, plus any high school that Early College has agreements with such with Sacred Hearts Academy in Kaimuki. For AY, 10 courses were offered. | Increase participation in Early College offerings from 10 courses/sections in 2019-2020 to 15 courses/sections in 2020-2021.                                                                                           |
| **Math and Sciences**   | Creation of a 3-credit MATH 78B (two levels below college-level) co-requisite companion course for designated college-level non-STEM courses starting in Fall 2019. Students who would have ordinarily enrolled in MATH 75 now enroll in MATH 78B | The Mathematics program will continue to offer content courses covering developmental algebra, quantitative methods, introductory college-level mathematics, and co-requisite companion courses that provide just-in-time support for |
concurrently with a college-level math course in the same semester so that they can complete their college-level math course in one semester rather than two.

| Waianae Moku          | Eliminated MATH 75 & ENG 22 stand-alone courses. MATH 100, 103, 111, 115 all offered with corequisite courses. ENG 22/100 offered at least four sections each semester. | Continue offering corequisite courses in both Math and English programs. |

**Objective:** Establish clear structured pathways for each degree for both full-time and part-time students

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Art faculty have modified digital art certificates to help students progress.</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>M&amp;S Division has an Academic Subject Certificate in Information and Computer Science, which we have had for many years.</td>
<td>Keep as is.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Because federal financial aid only covers pathway courses, counseling ensures all courses students enroll in are in the appropriate pathway.</td>
<td>Counselors will continue ensuring students enroll in only pathway courses.</td>
</tr>
</tbody>
</table>

**Objective:** Institutionalize Open Educational Resources (OER) as campus wide initiative to reduce or eliminate cost of textbooks for students.

| Language Arts | • Encouraged division faculty and lecturers to learn about and utilize OER  
|               |   ◦ Reached out to a lecturer who used textbooks in Early College courses, resulting in a transition to OER  
<p>|               |   ◦ Reached out to faculty who participate in the Interactive | Continue to offer sections designated for program participants based on requests |</p>
<table>
<thead>
<tr>
<th>Program: Liberal Arts</th>
<th>Digital Access Program (IDAP), resulting in a transition to OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Arts &amp; Humanities strongly supports OER.</td>
</tr>
<tr>
<td></td>
<td>Strongly encourage more Arts &amp; Humanities faculty to adopt OER.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Sciences faculty are strong supporters of OER for our students. In both Fall 2019 and Spring 2020, 2/3s of our course offerings were OER.</td>
</tr>
<tr>
<td></td>
<td>Increase course offerings in OER. From spring 2020 to spring 2021, 10 more courses were offered as OER. Only two social sciences disciplines do not offer any OER courses. However, they are CTE type classes (HSER and SW) where technical textbooks may not be widely available.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Each instructional faculty member in the M&amp;S Division can choose if they want to use OER or not.</td>
</tr>
<tr>
<td></td>
<td>Continue with this policy.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>A Math 115 instructor is writing an OER textbook. All ENG 22/100 courses are TXT0 offerings. LSK 110 is a reduced cost online textbook. All physical science courses are OER offerings.</td>
</tr>
<tr>
<td></td>
<td>Continue to encourage faculty to adopt OER textbooks. On average the Waianae Moku campus offers 35-40% of its courses via OER.</td>
</tr>
</tbody>
</table>

**Objective:** Continue to serve populations in geographic regions with large Native Hawaiian populations.

<p>| Language Arts         | Student demographics for Fall 2019 indicate that approximately 29.8% of Leeward CC’s student population is Hawaiian/Part Hawaiian or Pacific Islanders. |
|                       | Continue to serve Native Hawaiian students. |
| Arts and Humanities   | Arts &amp; Humanities teaches many courses at the Waianae Moku each semester. |
|                       | Continue to offer courses at the Waianae Moku campus. |
| Social Sciences       | Although all courses are online, specific Social Sciences classes continue to be designated and identified as Wai‘ane Moku campus. The Division also has several courses addressing Native Hawaiians or issues that pertain to Hawai’i like ED 237: Indigenous Perspectives in Teaching or |
|                       | Continue to serve Wai‘anae Moku students. |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>GEOS 122: Geography of Hawai'i or POLS 180: Introduction to Politics in Hawai'i or SOC 250: Community Work Force in Hawai'i. The Teacher Education Program's student population is ¼ Native Hawaiian and continue its mission to produce teachers whose ethnicity and life experiences match the student population in this area.</th>
<th>Math and Science</th>
<th>Student demographics for Fall 2019 indicate that approximately 29.8% of Leeward CC's student population is Hawaiian/Part Hawaiian or Pacific Islanders. Continue to serve Native Hawaiian student population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waianae Moku</td>
<td>NH Student population Fall/Spring 2018/19 Sp: 207/66%, Fall 197/59%</td>
<td>Waianae Moku</td>
<td>Continue to recruit through area high schools. Recruit non-traditional students through the Access to Education (ATE) and G2FO programs focused on serving Waianae Coast residents.</td>
</tr>
<tr>
<td>Objective</td>
<td><strong>Objective:</strong> Eliminate achievement gaps for target populations – Pell recipients, Pacific Islanders, Native Hawaiians, Filipino – in enrollment, graduation, STEM degrees and transfer.</td>
<td>Language Arts</td>
<td>Supported the Kahua Ho'omau Ola and Lanakila cohorts by offering ALP ENG 100/ENG 22 and SP 151 sections designated for program participants Continue to offer sections designated for program participants based on requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts and Humanities</td>
<td>Arts &amp; Humanities Supported the Online Associate of Arts degree program by offering five-week courses in History, Art, Philosophy, Music, and Hawaiian Studies. Continue to offer five-week courses based on requests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Sciences</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math and Sciences</td>
<td>M&amp;S has offered the Associate in Science in Natural Sciences (ASNS) degree for many years now. There are some curriculum updates to the ASNS that will take effect in fall 2021.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Waianae Moku</td>
<td>Retention Fall 2018 to Spring at Waianae Moku: 53%. The robust Peer Mentoring and tutoring services provided at the Waianae Moku campus are aimed at</td>
</tr>
</tbody>
</table>

2020 Leeward Community College ARPD
Program: Liberal Arts
<table>
<thead>
<tr>
<th>Program</th>
<th>Liberal Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Fall 2019 to Spring at Waianae Moku: 53%</td>
<td>providing academic assistance to students needing additional help. Each Spring Semester, the campus hosts 4-year schools to assist in smoothing out the transfer process. In addition, the G2FO program organizes transfer field trips to the two 4-Year schools, UH Manoa and UH West Oahu, to assist students in transferring following their completion at Leeward and Waianae Moku campuses.</td>
</tr>
<tr>
<td>Transfer from Waianae Moku to Pearl City Fall 2018: 21%</td>
<td></td>
</tr>
<tr>
<td>Transfer from Waianae Moku to Pearl City Fall 2019: 16%</td>
<td></td>
</tr>
<tr>
<td>Transfer from Waianae Moku to 4-Yr Fall 2018: 4 students</td>
<td></td>
</tr>
<tr>
<td>Fall 2019, 67% of Native Hawaiians receive financial assistance with 58% receiving Pell. This compares to 34% and 46% respectively for Pearl City campus.</td>
<td></td>
</tr>
<tr>
<td>Transfer from Waianae Moku to 4-Yr Fall 2019: 4 students</td>
<td></td>
</tr>
</tbody>
</table>

**Objective:** Collaborate and discuss with Na ‘Ewa Council and appropriate Native Hawaiian representatives regarding the recommendations from Hawai‘i Papa O Ke Ao.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>The Hawaiian Studies faculty collaborates with the college and Na ‘Ewa Council on an almost daily basis. We are home to the AA degree in Hawaiian Studies.</td>
<td>Continue to be leaders in the Na ‘Ewa Council to ensure Hawaiian concerns are known and addressed.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>One Social Sciences faculty is a member and former executive of Nā ‘Ewa Council. The Division has not had any formal discussions regarding the recommendations from Papa O Ke Ao but individual faculty have had discussions with the representatives of HPOKA.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>The M&amp;S Division has been a part of the Kilo Aina: Place-Based Education Resources for the past 5 years, which supports instructors and students for place-based science. Last year Anuschka Faucci, was our Place-Based Learning Coordinator.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Waianae Moku</strong></td>
<td>The chair of the Na ‘Ewa Council is the Waianae Moku Hawaiian Studies</td>
<td>The Waianae Campus will continue to work closely with Na ‘Ewa Council.</td>
</tr>
</tbody>
</table>
instructor. Her input resulted in expansion of the Olelo signage on campus.

**Objective:** Continue services that support the achievement of the UHCC Performance Funding targets listed below.

<table>
<thead>
<tr>
<th>Division</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>High enrollment in liberal arts courses in art, history, religion, and philosophy.</td>
<td>The Social Science Division participates in many of the initiatives for increasing enrollment and graduation of targeted populations listed for Goal 2.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Goal 2:** Increase Enrollment of Target Populations: Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students

**Objective:** Continue dual credit enrollment programs such as Early College, Jump Start, & Running Start

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>• Offered Early College courses, including ENG 100, ENG 200 (WI), ENG 204 (WI), SP 151, and SP 251 (WI) at Aiea HS, Campbell HS, Hawai’i Technology Academy, Kapolei HS, Mililani HS, Pearl City HS, Sacred Hearts Academy, Waiʻanae HS, and Waipahu HS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supported Running Start students enrolled in division courses</td>
<td>• Continue to offer Early College courses based on requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue to support Running Start students enrolled in division courses</td>
</tr>
</tbody>
</table>
### Program: Liberal Arts

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>Dual credit courses offered in Art, Asian Studies, History, Hawaiian Studies, Music, Philosophy, Religion and Theatre courses at various high schools, which include Aiea, Campbell, Leilehua, Waianae, and Pearl City.</th>
<th>Continue to support dual credit programs in the early college program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>Social Sciences courses participate in enrollment programs of Early College and On Track.</td>
<td>Continue to offer classes for Early College and On Track students.</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>In fall 2020, M&amp;S Division is offering 18 Early College classes. In spring 2021, M&amp;S Division is offering 23 Early College classes.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Working with the Pu‘uloa campus, the Early College Head Counselor based at the Waianae Moku campus organized and held information sessions at Waianae Coast high schools for students and parents. He also assisted in providing counseling services in conjunction with participating high schools.</td>
<td>The head Counselor, Christopher Pokipala, will continue organizing informational sessions and work with the high schools in offering the appropriate courses.</td>
</tr>
</tbody>
</table>

**Objective:** Coordinate programs with the DOE Adult Schools to align education and GED preparation courses with community college curricula.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Corresponded with the Adult School in Waipahu to try and expand GED preparation courses which are only available at area high schools.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Develop outreach programs to the Pacific Islander communities and related agencies.

<p>| Language Arts       | n/a                                                     | n/a                                   |</p>
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Actions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>Supported the Kahua Ho`omau Ola and Lanakila cohorts by offering HWST 107 for program participants.</td>
<td>Continue to offer sections designated for program participants based on requests.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>The M&amp;S Division has done some outreach to the community through Kilo Aina, such as the Kuhiawaho Lo`i Workday on April 6, 2019.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Waianae Moku</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Provide support for programs that target working adults and fully implement the Prior Learning Assessment techniques.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Actions</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Language Arts**     | • Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for the returning adult cohorts  
                          • Responded to inquiries about Prior Learning Assessment | • Continue to offer five-week courses based on requests  
                          • Continue to respond to any inquiries about Prior Learning Assessment |
| **Arts and Humanities** | n/a                                                                     | n/a                                        |
| **Social Sciences**   | The Division participates in the two of UHCC accelerated 5-Week programs: 1) cohort and 2) Returning Adult. Collectively, the Division offers 6 different courses for both programs. | The Division faculty included two more course offerings (now 8 courses) for the accelerated 5-week cohort and Returning Adult courses. |
| **Math and Science**  | The ICS program does give college credits for industry certifications that align with specific ICS courses. For example, if a student has a Security+ Certification then ICS 171 Introduction to Computer Security can be waived. | Continue offering college credits for industry certifications. |
| **Waianae Moku**      | The ATE program recruits students from drug treatment facilities and those aging out of the foster youth program. Currently there are 28 participants. Peer Mentoring and tutoring services are explicitly provided for this student population. | Hybrid course offerings are attempting to be expanded as this student population often feels uncomfortable in an online environment. The Waianae Moku campus hired one student employee who works with students in learning how to utilize |
## Objective: Implement the communication plan collaboratively created by UHCC Integrated Communications Task Force to connect and inform students in a more efficient manner.

<table>
<thead>
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<th>n/a</th>
<th>n/a</th>
</tr>
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<tbody>
<tr>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>The IT specialist at the Waianae Moku campus advertises campus activities and recruitment activities to better advertise course and services offerings.</td>
<td>The IT specialist at the Waianae Moku campus will continue to expand social media advertising.</td>
</tr>
</tbody>
</table>

## Objective: Continue to develop and expand programs that recruit and serve international students.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>• Served international students via the Office of International Programs’ English Language Institute (ELI) and short term programs (Aichi University) • Worked on collapsing the ELI course sequence, which included 20+ courses, into five essential reading, writing, listening, speaking, and college success courses for Spring 2020</th>
<th>• Continue to offer and develop existing programs, particularly in light of health and safety protocols maintained due to the COVID-19 pandemic, which include distance education components and remote recruitment efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Goal 3: Hawai‘i Innovation Initiative: Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.**

**Objective:** Increase access to STEM programs and provide distance and hybrid education opportunities in STEM education.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Takes (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>The Division offers two lecture and lab courses that fulfill STEM education: ANTH 215: Biological Anthropology and ANTH 215L (Lab) and GEOG 101: The Natural Environment and GEOG 101L: (Lab). The Geog 1010 and 1011 are also in the 5-week program.</td>
<td>The Geog 101 and 101L are offered in the Early College program.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Before COVID-19 pandemic, only the ICS had a 100% online pathway through their degrees. Since April, all M&amp;S classes are online, except for a few labs.</td>
<td>M&amp;S Division will continue to be online except for several labs in spring 2021, and most likely in fall 2021.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>All Math 103 and Math 115 courses are offered via hybrid format.</td>
<td>Math 103 and 115 will continue to be offered via hybrid format.</td>
</tr>
</tbody>
</table>

**Objective:** Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and other demand fields using meta majors.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Takes (AY 2019 – 2020)</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
| Math and Science    | The ICS AS degree is articulated to transfer to UHWO’s Bachelor of Applied Science, Information Security and Assurance and UHMC’s Bachelor of Applied Science with a Concentration in Applied Business and | In fall 2021, M&S will offer two more Oceanography classes for students to transfer to UHM’s SOEST. These are courses are called Ocean & Earth Science & Tech (OEST) courses:  
  • OEST 101, Natural Hazards |
Information Technology (ABIT). The ASNS degree is articulated to transfer to UHM for ICS, Engineering, Biology, and Physical Science fields. The Sustainable Agriculture AS degree articulates to UHWO’s BAS in Sustainable Community Food Systems (SCFS). AS in Natural Science with a concentration in Biological Sciences articulates with UHWO’s BS in Natural Science with a concentration in Health Sciences and BS in Natural Science with a concentration in Life Science.

- OEST 150, Introduction to Quantitative Earth and Environmental Science.

### Objective: Increase credit and noncredit programs to prepare students for high-wage, high-demand jobs.

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>The M&amp;S division has had the IIT program for several years now. Most students are hired before they graduate into working on the rail and other jobs for electronic, electrical, mechanical, and communications systems.</td>
<td>No new initiatives planned.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Renovation at the Waianae Moku campus was completed in mid-June. Space now allows for expansion of course offerings.</td>
<td>Waianae Moku is working with the OCEWD program on offering more noncredit employment centered course offerings.</td>
</tr>
</tbody>
</table>

### Objective: Identify new programs and opportunities that align with the community needs and workforce demands.

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Offered CTE sections of ALP ENG 100/22</td>
<td>Continue to offer CTE sections based on need</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
The Teacher Education Program (TEP) addresses the state’s need for teachers in the DOE. Its Associate in Science in Teaching (AST) degree prepares paraeducators to be in the classroom. TEP also has two licensure programs for CTE and SPED teachers as well as two CTE and SPED transfer (3+1) programs where students take 3 years at Leeward and the final year at Chaminade University.

SPED’s transfer program (3+1) waiting for approval from UHM and UHWO.

IIT is newest program in division.

The ICS program is adding a Cloud Support Specialty consisting of ICS 131 Introduction to Virtualization, ICS 215 Introduction to Scripting and ICS 284 Cloud Security to the AS ICS degree.

A Business Advisory Council is being organized to identify employment trends in the Waianae Coast for the next 10 years. Campus expansion is being planned based on the EMSI employment report funded by the CTE Dean.

The Business Advisory Council will meet during the upcoming year to start long-range planning utilizing the current facilities and identifying best use of the remaining unrenovated portion of the campus.

**Goal 4: 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**

**Objective:** Continue to execute energy reduction strategies and sustainability programs.

<table>
<thead>
<tr>
<th>Division</th>
<th>Language Arts</th>
<th>Arts and Humanities</th>
<th>Social Sciences</th>
<th>Math and Science</th>
<th>Waianae Moku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Maintain</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Objective: Enhance facilities with appropriate technology and ensure all facilities support 21st century learning and teaching environments.

<table>
<thead>
<tr>
<th>Division</th>
<th>Accomplishments</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Provided instructors with requested devices and digital tools, including laptops, iPads, Apple Pencils, and VoiceThread and Quizlet subscriptions to enhance instruction and learning, particularly with respect to distance education</td>
<td>Continue to respond to teaching and learning needs</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Provided instructors with laptop computers, iPads, and other technology as needed.</td>
<td>Continue to respond to teaching and learning needs.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Construction has been ongoing on the renovation of four (4) lecture-style classrooms located in our Physical Science (PS) and Biological Science (BS) buildings. Scope of Project: Complete demolition and renovation of classrooms PS 201A, PS 201B, BS 208A, and BS 208B. In addition, the project includes the renovation and construction of a covered lanai area that will span the existing walkway between the PS and BS buildings. Duration of Project: Onsite work will began June 1, 2020. Work is expected to take between 9- and 12-months to complete. Use of the new classrooms and lanai area scheduled for the Fall 2021 Semester.</td>
<td>Th college has chosen three main projects for the Title III renovation project: 1. New Shadehouse 2. Accessibility on lower campus 3. MS 102 lab space This will hopefully start in spring 2021.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>8 84” touch screens were purchased allowing for placement in each classroom. Training was provided to faculty in order to utilize the touch screens.</td>
<td>Faculty participate in EMC sponsored training during Summer breaks and when possible via online platforms.</td>
</tr>
</tbody>
</table>

### Objective: Develop a professional development and certification program for online instructors to master online teaching techniques and share best practices.
| Language Arts | • Supported the Distance Education (DE) Committee in encouraging existing and emerging online instructors to participate in professional development and the DE Guidelines Self-Assessment  
• Encouraged instructors to reach out the division’s DE liaisons | • Continue to support the DE Committee’s initiatives to promote quality online instruction and learning  
• Continue to encourage instructors to consult the DE liaison |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Encouraged faculty to increase training with the use of assigned time off from teaching to improve online teaching.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7 Division faculty completed the Quality Matters certification program to ensure appropriate training to teach 5-week courses.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>There is a campus-wide effort to provide instructors with training in online teaching.</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>EMC generally takes care of this.</td>
</tr>
</tbody>
</table>

**Objective:** Develop professional development programs to encourage innovative practices for faculty and staff including the opportunity to experiment and test various teaching strategies to enhance student success.

<p>| Language Arts | Supported various division professional development efforts, such as the annual developmental English trainings and Shop Talk workshops | Continue to support professional development efforts |
|---|---|
| Arts and Humanities | n/a | n/a |
| Social Sciences | Social Science faculty have been encouraged to attend State, national, and international professional development conferences in their disciplines. | With the COVID-19 pandemic beginning in March 2020 and UH prohibiting travel, faculty are taking online workshops as well as exploring new innovative online tools (padlet, |</p>
<table>
<thead>
<tr>
<th>Division</th>
<th>Steps taken in 2019 – 2020 AY</th>
<th>Action plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Leeward has a STAR Team that offers training to faculty on the use of STAR GPS.</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Leeward has a STAR Team that offers training to faculty on the use of STAR GPS. Currently working on improving art pathway in STAR.</td>
<td>During Spring 2020 semester, STAR Team offered training to Arts and Humanities faculty.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Leeward has a STAR Team that offers training to faculty on the use of STAR GPS.</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>Leeward has a STAR Team that offers training to faculty on the use of STAR GPS.</td>
<td>n/a</td>
</tr>
<tr>
<td>Waianae Moku</td>
<td>Counselors have been trained in and are currently using STAR to help map student pathways.</td>
<td>Faculty will receive training on STAR during the Spring 2021 semester.</td>
</tr>
</tbody>
</table>

**Goal 5: 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.**

**Objective:** Deploy STAR as the student registration interface as an engine to manage guided student pathways.

<table>
<thead>
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</tr>
</thead>
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<tr>
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<td>Counselors have been trained in and are currently using STAR to help map student pathways.</td>
<td>Faculty will receive training on STAR during the Spring 2021 semester.</td>
</tr>
</tbody>
</table>

**Objective:** Develop services and information for students for use on mobile devices.
<table>
<thead>
<tr>
<th>Objective: Expand partnerships with area high schools to continue to align programs with DOE pathways with the community college.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
</tr>
<tr>
<td><strong>Waianae Moku</strong></td>
</tr>
</tbody>
</table>

**Objective: Expand partnerships with community organizations and employers in the local area.**

| Language Arts | n/a | n/a |
| Arts and Humanities | n/a | n/a |
| Social Sciences | The Teacher Education Program (TEP) is one of the DOE pathways to employment. TEP works closely with the area high schools. TEP is growing very quickly. | TEP to continue its work and how to handle its growth with hiring freeze. |
| Math and Science | n/a | n/a |
| Waianae Moku | The Waianae Moku Coordinator is working with the P-20 on offering Early College classes for a cohort of students in an as yet unidentified CTE based program. | Offer courses and support services to the CTE cohort beginning Fall Semester 2021. |

**Objective: Expand partnerships with community organizations and employers in the local area.**

| Language Arts | n/a | n/a |
| Arts and Humanities | n/a | n/a |
| Social Sciences | TEP has 2 licensure programs and thus works close with community organizations and public agencies in the area. | n/a |
AA Program Review Committee

The previous assessment cycle, which concluded in 2018, focused on four General Learning Outcomes (GELOs): Written Communication, Critical Thinking, Information Literacy, and Arts, Humanities and Sciences. Since there were no areas of concern for the latter two outcomes, no action plan was formed.

AA Program Review Committee co-chairs Eunice Brekke and Jeremiah Boydstun and Accreditation Liaison Officer Jayne Bopp hosted a Fall 2019 Convocation break-out session “Assessing GELOs: What Did We Learn about Students and Their Learning?” in order to present assessment data to faculty and solicit ideas on how to make the data actionable. While a number of ideas and questions were shared, many of the faculty who attended the break-out session were more interested in learning about the assessment methodology that the AA Task Force used to assess GELOs. Ultimately the break-out session was effective in making the work of the AA Task Force transparent, but not very effective in garnering the type of feedback that could have led to useful, practical action plans for assessment data.

During the Spring 2020 semester, AA Program Coordinator co-chairs Eunice Brekke and Jeremiah Boydstun, in collaboration with Jayne Bopp, the Accreditation Liaison Officer, devised the Critical Thinking Cohort Initiative in order to address the relatively low aggregate score of the Critical Thinking GELO. Working with each of the Arts and Sciences division chairs, Jeremiah coordinated the formation of two-person, faculty-led cohorts for each of these divisions. The mission of these cohorts was to engage in inter- and cross-disciplinary discussion of and professional development on issues pertaining to critical thinking pedagogy ultimately as a means of improving our students’ abilities to practice critical thinking.

Jeremiah met with each of the cohorts during the Fall 2020 semester and is currently working with the Innovation Center for Teaching and Learning (ICTL) to plan professional development activities that put some of the ideas shared by the cohorts into action. Jeremiah will also be working with the ICTL to help plan professional development activities in order to address the lowest scoring measure of the Written Communication GELO (Develop appropriate content to support position, thesis or central idea).

During the Fall 2020 semester Jeremiah and Jayne, who had now taken over as the Interim Coordinator for the Office of Planning, Policy, and Assessment, met and devised an action plan for the AA Liberal Arts Program that will take future assessment activities in a new, much more efficient, direction. We will move away from assessing GELOs and instead focus assessment efforts on Program Learning Outcomes (PLOs),

1 57% of students were able to “Develop a position, thesis, or central idea on the issue or problem”; 55% were able to “Analyze the problem”; and only 49% were able to “Evaluate stated position, thesis or central idea on the issue or problem.”
which are more or less identical to the college’s GELOs. Jayne will work with administration to have the GELOs removed altogether since they are essentially redundant. The college’s PLOs already tie directly into the Institutional Learning Outcomes (ILOs), so having an extra layer of outcomes simply does not make sense.

The new method of assessment, which will take place during the 2021 AY, will rely on mapping, which will connect certain groups of courses to specific PLOs. Specifically, the mapping will focus courses that hold a Focus, Foundation, or Diversification designation, since these designations correlated directly with the PLOs. The rationale for this is simple: these courses are required to graduate with an AA Degree. To receive a designation, courses must go through an application process and regular review to ensure the meet designation hallmarks. Since designation hallmarks can be easily mapped to our PLOs, the assessment itself will use student pass rates for courses bearing these designations to assess the Liberal Arts AA degree.

As Jayne pointed out, this strategy will be more effective because it is so efficient; our current method of assessment on a five-year cycle is simply not efficient, requiring as it does the collection of artefacts, the creation and use of rubrics, the norming to those rubrics, and the assessment, etc. is, at least for program-level assessment, simply too much work. We can easily assess each PLO more often with this new method. Course mapping is also how most of the other UHCC campuses assess their Liberal Arts degree.

5. Resource Implications

The needs of the program are filtered through the Divisions and are articulated in the Planning Lists developed through the Annual Program Reviews.
1. Program or Unit Description

The Associate in Arts (AA) degree program consists of at least 60 semester credits, entirely at the baccalaureate level (100 level and above), which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The AA degree program provides students with a solid liberal arts and sciences foundation in preparation for transfer to four-year colleges and universities. The AA degree program also develops critical thinking, information literacy, communication and problem-solving skills needed for a successful career.

The general education received in the program:

- Encompasses the common knowledge, skills, and attitudes needed by individuals to be effective as persons, family members, workers, and citizens.
- Provides opportunities to develop understanding, abilities, values, and personal attributes which should help students apply their knowledge, skills, and talents to make sound decisions and to analyze and solve problems in a multi-cultural community.
- Helps the students gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Written Communication (FW)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (FQ)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Multicultural Perspective (FG)</td>
<td>6</td>
</tr>
<tr>
<td>Diversification</td>
<td>Arts, Humanities, Literature (DA/DH/DL)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Social Sciences (DS)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences (DB)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Sciences (DP)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science Lab (DY)</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Electives</td>
<td>29</td>
</tr>
<tr>
<td>Focus</td>
<td>Contemporary Ethical Issues (ETH)</td>
<td>1 course</td>
</tr>
<tr>
<td></td>
<td>Hawaiian, Asian, &amp; Pacific Issues (HAP)</td>
<td>1 course</td>
</tr>
<tr>
<td></td>
<td>Writing Intensive (WI)</td>
<td>2 courses</td>
</tr>
<tr>
<td></td>
<td>Oral Communication (OC)</td>
<td>1 course</td>
</tr>
</tbody>
</table>

What is the target student or service population?

As stated in the 2020 – 2021 Course Catalogue, “As part of the University of Hawai‘i system, we are dedicated and responsive to our community, providing an open door to the world of educational opportunities. We offer a variety of educational programs and services on our main Pu‘uloa (Pearl City) and Wai‘anae Moku campuses. [. . .] While the Leeward coast and Central O‘ahu are the
primary areas served by the College, students attend Leeward Community College from all parts of the island.”

2. Analysis of the Program/Unit

Overall program health is rated at a “cautionary” level, where it has remained for the past three academic years.

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of Majors</td>
<td>2,198</td>
<td>2,232</td>
<td>2,101</td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>634</td>
<td>678</td>
<td>694</td>
<td></td>
</tr>
<tr>
<td>1b.</td>
<td>Fall Full-Time</td>
<td>54%</td>
<td>52%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>1c.</td>
<td>Fall Part-Time</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1e.</td>
<td>Spring Full-Time</td>
<td>53%</td>
<td>53%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>1f.</td>
<td>Spring Part-Time</td>
<td>47%</td>
<td>47%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>1g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>2.*</td>
<td>Percent Change Majors from Prior Year</td>
<td>-13%</td>
<td>2%</td>
<td>-6%</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>3.</td>
<td>SSH Program Majors in Program Classes</td>
<td>31,462</td>
<td>31,118</td>
<td>28,897</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>28,113</td>
<td>26,610</td>
<td>27,156</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SSH in All Program Classes</td>
<td>59,575</td>
<td>57,728</td>
<td>56,053</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>FTE Enrollment in Program Classes</td>
<td>1,986</td>
<td>1,924</td>
<td>1,868</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Total Number of Classes Taught</td>
<td>988</td>
<td>883</td>
<td>867</td>
<td></td>
</tr>
</tbody>
</table>

Demand is currently rated as *Needs Attention*. The rating is based on the percent change in majors from the previous year, which saw a decrease of 131, or 5.87% for the 2020 – 2021 AY. Correspondingly, the total decrease in Student Semester Hours (SSH) over the last three academic years has seen a total decrease of 3522 SSH, or 5.91%.

The number of classes taught over the past three academic years has steadily decreased for a net loss of 121 classes offered. This can primarily be attributed to a decrease in full-time enrollment over the past three academic years, a 9.75% decrease in FTE BOR appointed faculty (see Efficiency Indicators below), and increased efforts within the system to streamline the path toward graduation, which dissuades students from taking classes that are not required for graduation.

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Average Class Size</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>Healthy</td>
</tr>
<tr>
<td>9.*</td>
<td>Fill Rate</td>
<td>81%</td>
<td>81.7%</td>
<td>83.9%</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>FTE BOR Appointed Faculty</td>
<td>82</td>
<td>80</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>11.*</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>12a.</td>
<td>Analytic FTE Faculty</td>
<td>114</td>
<td>104</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Overall Program Expenditures</td>
<td>$12,307,216</td>
<td>$12,205,418</td>
<td>$11,296,070</td>
<td>Healthy</td>
</tr>
<tr>
<td>13a.</td>
<td>General Funded Budget Allocation</td>
<td>$10,642,674</td>
<td>$10,632,266</td>
<td>$11,029,488</td>
<td></td>
</tr>
</tbody>
</table>
The health call for Efficiency continues to rate as Healthy. Class fill rates have remained steady over the past three academic years, seeing a 0.7% increase during the 2019 – 2020 AY and increasing again in the 2020 – 2021 AY by 2.2%.

The ratio of majors to FTE faculty has increased by one over the past three academic years and is currently measured at 28, though the number of FTE BOR Appointed Faculty has decreased by 12 since the 2018 – 2019 AY.
the P-20 goal of having 55% of working age adults with a college degree by 2025.” For the previous two academic years, the number of students who were awarded an Associate Degree remained steady at 532, but saw a significant increase of 686 degrees awarded during the 2020 – 2021 AY, which represents a 29% increase.

3. Program Student Learning Outcomes or Unit/Service Outcomes

The program learning outcomes are:

- Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.

- Develop, support, and communicate ideas to a particular audience through writing.

- Develop, support, and communicate ideas to a particular audience through speech and writing.

- Find, evaluate, and use information.

- Apply quantitative reasoning to solve problems, interpret answers, and communicate results.

- Use critical thinking to address issues and solve problems.

- Describe and analyze the nature of culture and its variations, past and present.

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

In the past, assessment for the AA Liberal Arts Program was conducted via the traditional method of collecting artefacts and scoring those artefacts against rubrics designed specifically for the assessment. Prior to scoring, the artefacts were normed. Following assessment, results were aggregated and presented as data sets. Requiring the work on a committee (the AA Task Force) composed of nearly a dozen faculty from various disciplines and support areas, this assessment method proved to be time-consuming, inefficient and, due to the nature of the artefacts collected, limited in scope.

At the end of the 2019 – 2020 AY, the AA Task Force was dissolved and an alternative assessment method of course mapping was devised that would not require the collection and assessment of artefacts and would not require the work of a committee. Course mapping would instead collect data on the success rates of students enrolled in designation courses, specifically Foundations, Diversification and Focus courses, in order to capture a broad view of how well students were meeting Program Learning Outcomes (PLOs). Additionally, course mapping would provide an overview of student success for the various designation areas and within specific courses. It would, in short, be more efficient and comprehensive.
Working collaboratively with the Office of Planning, Policy and Assessment (OPPA), the AA Liberal Arts Program Coordinator collected and aggregated data on student success rates for designation courses for the Spring 2021 semester. The tables below show the five highest and five lowest scoring courses for each of the designation areas. The data only includes those students who received a letter grade, an “I” grade, or a C/NC grade at the end of the semester and does not include students who received a “W” grade.

Courses in which 70% or more of enrolled students met PLOs are highlighted in green, while courses in which less than 70% of enrolled students met PLOs are highlighted in red.

Note:

- Some Diversification areas, such as Written Communication (FW) and Oral Communication contain less than five courses.
- All percentages have also been rounded to the nearest tenth.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication (FW)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td>653</td>
<td>70.6</td>
</tr>
<tr>
<td>ENG 100E</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning (FQ)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>23</td>
<td>95.7</td>
</tr>
<tr>
<td>ICS 241</td>
<td>23</td>
<td>95.7</td>
</tr>
<tr>
<td>ICS 141</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>MATH 103</td>
<td>236</td>
<td>83</td>
</tr>
<tr>
<td>MATH 100</td>
<td>177</td>
<td>74.6</td>
</tr>
<tr>
<td><strong>Global Multi-Cultural Perspective (FG)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>186</td>
<td>69</td>
</tr>
<tr>
<td>PHIL 111</td>
<td>36</td>
<td>66.7</td>
</tr>
<tr>
<td>MATH 140</td>
<td>44</td>
<td>63.6</td>
</tr>
<tr>
<td>MATH 135</td>
<td>92</td>
<td>58.7</td>
</tr>
<tr>
<td>MATH 140X</td>
<td>24</td>
<td>58</td>
</tr>
</tbody>
</table>
## Diversification

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversification Arts (DA)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 105B</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>ART 105C</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>THEA 222</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>MUS 121C</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>DMED 150</td>
<td>32</td>
<td>96.9</td>
</tr>
<tr>
<td><strong>Diversification Humanities (DH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 113D</td>
<td>32</td>
<td>75</td>
</tr>
<tr>
<td>ART 112</td>
<td>62</td>
<td>74.2</td>
</tr>
<tr>
<td>ART 202</td>
<td>15</td>
<td>73.3</td>
</tr>
<tr>
<td>ART 107D</td>
<td>65</td>
<td>67.7</td>
</tr>
<tr>
<td>ART 123</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>165</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 204</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>REL 207</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>HIST 241</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>REL 151</td>
<td>19</td>
<td>94.7</td>
</tr>
<tr>
<td>ASAN 203</td>
<td>29</td>
<td>93</td>
</tr>
</tbody>
</table>

---

Leeward Community College ARPD
Program: Liberal Arts
## 2021 Leeward Community College ARPD
Program: Liberal Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>_completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 284</td>
<td>26</td>
<td>73.1</td>
</tr>
<tr>
<td>IS 250H</td>
<td>7</td>
<td>71.4</td>
</tr>
<tr>
<td>HIST 288</td>
<td>10</td>
<td>70</td>
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<tr>
<td>ICS 170</td>
<td>69</td>
<td>65.2</td>
</tr>
<tr>
<td>AMST 202</td>
<td>17</td>
<td>41.1</td>
</tr>
</tbody>
</table>

### Diversification Literatures (DL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>_completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 276</td>
<td>19</td>
<td>84.2</td>
</tr>
<tr>
<td>ENG 271</td>
<td>57</td>
<td>82.5</td>
</tr>
<tr>
<td>HWST 270</td>
<td>33</td>
<td>63.6</td>
</tr>
<tr>
<td>ENG 272H</td>
<td>9</td>
<td>55.6</td>
</tr>
</tbody>
</table>

### Diversification Social Sciences (DS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>_completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 218</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>SOC 100</td>
<td>137</td>
<td>93.4</td>
</tr>
<tr>
<td>SOC 250H</td>
<td>14</td>
<td>92.9</td>
</tr>
<tr>
<td>PSY 260</td>
<td>25</td>
<td>92.6</td>
</tr>
<tr>
<td>HDFS 230</td>
<td>161</td>
<td>91.3</td>
</tr>
<tr>
<td>PSY 212</td>
<td>49</td>
<td>83.7</td>
</tr>
<tr>
<td>ANTH 150</td>
<td>48</td>
<td>79.2</td>
</tr>
<tr>
<td>PACS 108</td>
<td>63</td>
<td>73</td>
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<tr>
<td>ANTH 200</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>ECON 120</td>
<td>58</td>
<td>43.1</td>
</tr>
</tbody>
</table>

### Diversification Biological Sciences (DB)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>_completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHRM 203</td>
<td>87</td>
<td>100</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>FSHN 185</td>
<td>88</td>
<td>97.8</td>
</tr>
<tr>
<td>BOT 130</td>
<td>18</td>
<td>94.4</td>
</tr>
<tr>
<td>AG 200</td>
<td>21</td>
<td>90.5</td>
</tr>
<tr>
<td>ZOOL 200</td>
<td>17</td>
<td>75</td>
</tr>
<tr>
<td>PHYL 141</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>AG 264</td>
<td>21</td>
<td>71.4</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>85</td>
<td>68.2</td>
</tr>
<tr>
<td>BIOL 171</td>
<td>29</td>
<td>62</td>
</tr>
</tbody>
</table>

### Diversification Physical Science (DP)
<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>HWST 281</td>
<td>32</td>
<td>96.9</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>150</td>
<td>91.3</td>
</tr>
<tr>
<td>PHYS 272</td>
<td>27</td>
<td>85.2</td>
</tr>
<tr>
<td>ERTH 101</td>
<td>19</td>
<td>84.2</td>
</tr>
<tr>
<td>ASTR 110</td>
<td>60</td>
<td>68.3</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>18</td>
<td>66.7</td>
</tr>
<tr>
<td>CHEM 273</td>
<td>16</td>
<td>62.5</td>
</tr>
<tr>
<td>CHEM 272</td>
<td>28</td>
<td>60.7</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>82</td>
<td>52.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diversification Lab (DY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 281L</td>
</tr>
<tr>
<td>PHYS 170L</td>
</tr>
<tr>
<td>PHYS 272L</td>
</tr>
<tr>
<td>BOT 130L</td>
</tr>
<tr>
<td>CHEM 273L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101L</td>
<td>83</td>
<td>77.1</td>
</tr>
<tr>
<td>AG 264</td>
<td>21</td>
<td>71.4</td>
</tr>
<tr>
<td>PHYS 100L</td>
<td>14</td>
<td>71.4</td>
</tr>
<tr>
<td>CHEM 162L</td>
<td>31</td>
<td>71</td>
</tr>
<tr>
<td>CHEM 161L</td>
<td>79</td>
<td>69.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Writing Intensive (WI)</td>
</tr>
<tr>
<td>ANTH 150</td>
</tr>
<tr>
<td>ENG 204</td>
</tr>
<tr>
<td>REL 204</td>
</tr>
<tr>
<td>HWST 245</td>
</tr>
<tr>
<td>SOC 218</td>
</tr>
<tr>
<td>IS 250H</td>
</tr>
</tbody>
</table>
Of the 10,141 grades that were earned during the Spring 2021 semester, 8301 of those grades, or 81.9%, met or exceeded the minimum requirement to meet PLOs, while 1840 of those grades, or 18.1%, did not meet the minimum requirement. Specifically, 5147 (50.8%) “A” grades were earned, 1985 (19.6%) “B” grades were earned, and 1156 (11.4%) “C” grades were earned. There were also 13 “CR” grades awarded.

While there does not appear to be a clear-cut pattern or trend regarding underachieving courses, it would be advisable to examine division-level assessment results for the lowest scoring Foundations Quantitative Reasoning courses and Diversification Physical Science Courses to see if students are struggling with specific proficiencies (SLOs) that could be correlated with PLOs.
4. Action Plan

The college is pursuing initiatives aimed at student retention and degree completion. College pathways have been introduced and counseling teams are focusing on how to better meet the needs of our students, many who are part-time students. In addition to traditional face to face classes, options such as hybrid and online courses are being offered. Leeward Community College is also offering five-week online courses in the Liberal Arts.

The table below presents the four major goals of the Leeward CC Strategic Plan, 2015 – 2021, which are each divided into specific objectives. Notable steps that each of the four academic divisions that offer classes for the Liberal Arts Program---Language Arts, Arts and Humanities, Social Sciences, and Math and Sciences---have taken for each objective and their proposed action plans for each objective have been provided. The same information has also been provided for the Wai’anae Moku campus. Objectives for which none of the four divisions or Wai’anae Moku provided information have been omitted.

<p>| Goal 1: Hawai‘i Graduation Initiative: Increasing enrollment and completion rates while reducing time to completion |</p>
<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
</table>
| Language Arts | • Offered the Accelerated Learning Program (ALP ENG 100/ENG 22) for students at one level below college ready  
• Offered ENG 24 for students at two levels below college ready  
• Offered ENG 98B and Transitional English Pathway (TEP ENG 22/ENG 100) for students at two levels below college ready  
• Offered an accelerated course sequence for English language learners: ESL 18, 19, 21, and 22 | • Offer ENG 16 (formerly ENG 98B) and Transitional English Pathway (TEP ENG 22 / ENG 100) for students at two levels below college-ready |
| Arts and Humanities | n/a | n/a |
| Social Sciences | Division offered courses in Early College Program at high schools in the college’s service area. Plus any high school that Early College has agreements with such with Sacred | Seek more lecturers in ECON, GEOG, HDFS, and PSY to meet course demand.
<table>
<thead>
<tr>
<th>Math and Sciences</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wai‘anae Moku</td>
<td>Students enrolled in ENG 24 has reduced resulting in phasing out that course offering in 2017. ENG 22 enrollment and subsequent passing of ENG 100 reached a high of 71% in 2017, then reduced to 57% in the subsequent academic year and then reduced again to 46% in the 2018/9 academic year. The transition to online offerings has proven detrimental to students passing both the ENG 22 and ENG 100 courses.</td>
<td>Continue to place Peer Mentors to assist the ENG 22 students during classes to increase one on one instruction. Transitioning all course offerings to hybrid modality in order to require more face-to-face instruction as much as possible during the COVID Pandemic</td>
</tr>
</tbody>
</table>

**Objective:** Establish clear structured pathways for each degree for both full-time and part-time students

| Language Arts | • Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for an accelerated pathway • Offered the Academic Subject Certificate in Writing – Business Track and Academic Subject Certificate in Writing – Creative Track | • Continue to support the Online Associate of Arts degree by offering five-week courses based on requests |
| Arts and Humanities | A & H has academic Subject Certificates in Digital Art, Digital Photography, and cooperates with DMED Program. | n/a |
| Social Sciences | n/a | n/a |
| Math and Sciences | M&S Division has an Academic Subject Certificate in Information and Computer Science. | n/a |
| Wai`anae Moku | n/a | n/a |

**Objective:** Institutionalize Open Educational Resources (OER) as campus wide initiative to reduce or eliminate cost of textbooks for students.

<p>| Language Arts | Offered 107 course sections during Fall 2020 and 108 course sections | Continue to offer sections designated for program participants based on |</p>
<table>
<thead>
<tr>
<th>Objective: Continue to serve populations in geographic regions with large Native Hawaiian populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
</tr>
<tr>
<td><strong>Waiʻanae Moku</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Eliminate achievement gaps for target populations – Pell recipients, Pacific Islanders, Native Hawaiians, Filipino – in enrollment, graduation, STEM degrees and transfer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td><strong>Math and Sciences</strong></td>
</tr>
<tr>
<td><strong>Waiʻanae Moku</strong></td>
</tr>
</tbody>
</table>
Objective: Collaborate and discuss with Na ‘Ewa Council and appropriate Native Hawaiian representatives regarding the recommendations from Hawai‘i Papa O Ke Ao.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>A&amp;H is home to the Hawaiian Studies faculty and the AA degree in Hawaiian Studies.</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Two faculty are members of the Nā ‘Ewa Council. One faculty participated in the Ka Waimanomano to learn more about Hawaiian culture, etc.</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>Division Chair will attend Na ‘Ewa Council meetings to learn more about recommendations from Hawai‘i Papa O Ke Ao.</td>
</tr>
<tr>
<td>Wai‘anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Goal 2: Increase Enrollment of Target Populations: Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students

Objective: Continue dual credit enrollment programs such as Early College, Jump Start, & Running Start

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Offered Early College courses, including ENG 100, ENG 200 (WI), ENG 204 (WI), SP 151, and SP 251 (WI) at Aiea HS, Campbell HS, Hawai‘i Technology Academy, Kapolei HS, Mililani HS, Pearl City HS, Sacred Hearts Academy, Wai‘anae HS, Leilehua HS, and Waipahu HS.</td>
<td>• Continue to offer Early College courses based on requests</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>A&amp;H offers 7 – 12 courses each semester in Early College Program.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Sciences courses participate in enrollment programs of Early College and On Track.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>In fall 2020, M&amp;S Division is offering 18 Early College classes. In spring 2021, M&amp;S Division offered 23 Early College classes.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
</tbody>
</table>
### Objective: Provide support for programs that target working adults and fully implement the Prior Learning Assessment techniques.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>• Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for the returning adult cohorts</th>
<th>• Continue to offer five-week courses based on requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>ICS program offers college credits for industry certifications that align with specific ICS courses.</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>The ATE program at the Waianae Moku campus focuses on those who were incarcerated, in drug treatment programs and those aging out of the foster care program.</td>
<td>Seek outside funding to support the ATE program in order to expand its efforts.</td>
</tr>
</tbody>
</table>

### Objective: Continue to develop and expand programs that recruit and serve international students.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Served international students via the Office of International Programs’ English Language Institute (ELI)</th>
<th>Continue to offer and develop existing programs, particularly in light of health and safety protocols maintained due to the COVID-19 pandemic, which include distance education components and remote recruitment efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Goal 3: Hawai‘i Innovation Initiative: Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.
**Objective:** Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and other demand fields using meta majors.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for Upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>The ICS AS degree is articulated to transfer to UHWO’s Bachelor of Applied Science, Information Security and Assurance and UHMC’s Bachelor of Applied Science with a Concentration in Applied Business and Information Technology (ABIT). The ASNS degree is articulated to transfer to UHM for ICS, Engineering, Biology, and Physical Science fields. The Sustainable Agriculture AS degree articulates to UHWO’s BAS in Sustainable Community Food Systems (SCFS). AS in Natural Science with a concentration in Biological Sciences articulates with UHWO’s BS in Natural Science with a concentration in Health Sciences and BS in Natural Science with a concentration in Life Science.</td>
<td>In fall 2022, M&amp;S will offer OEST 101 again. This course transfers to UH Manoa’s SOEST program.</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Increase credit and noncredit programs to prepare students for high-wage, high-demand jobs.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for Upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>M&amp;S has offered the IIT program for several years now. Most students are hired before they graduate into working on the rail and other jobs for electronic, electrical, mechanical, and</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Leeward Community College ARPD Program: Liberal Arts

<table>
<thead>
<tr>
<th>Wai'anae Moku</th>
<th>Offered a Landscaping Certificate course.</th>
<th>Continue to seek funding to renovate the Waianae Moku campus to include credit and non-credit course offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Identify new programs and opportunities that align with the community needs and workforce demands.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Arts</strong></th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>The Teacher Education Program (TEP) addresses the state’s need for teachers in the DOE. Its Associate in Science in Teaching (AST) degree prepares paraeducators to be in the classroom. TEP also has two licensure programs for CTE and SPED teachers as well as two CTE and SPED transfer (3+1) programs where student take 3 years at Leeward and the final year at Chaminade University.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>IIT is newest program in division.</td>
<td>The ICS program is adding a Cloud Support Specialty consisting of ICS 235 (Machine Learning Methods), ICS 262 (Data Analysis Using R and Python), and ICS 263 (Data Visualization).</td>
</tr>
<tr>
<td>Wai'anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Goal 4: 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

| **Objective:** Enhance facilities with appropriate technology and ensure all facilities support 21st century learning and teaching environments. |

<table>
<thead>
<tr>
<th><strong>Language Arts</strong></th>
<th>Provided instructors with requested devices and digital tools to support distance learning.</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>A&amp;H has renovated a classroom to make an ART Gallery</td>
<td>ART Gallery should open in 2022</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>Construction is nearing completion on the renovation of four (4) lecture-style classrooms located in Physical</td>
<td>M&amp;S was informed during 2019 – 2020 AY that the college has chosen three main projects for the Title III</td>
</tr>
</tbody>
</table>
### Program: Liberal Arts

<table>
<thead>
<tr>
<th>Science (PS) and Biological Science (BS) buildings.</th>
<th>renovation project:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. New Shadehouse</td>
</tr>
<tr>
<td></td>
<td>2. Accessibility on lower campus</td>
</tr>
<tr>
<td></td>
<td>3. MS 102 lab space</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>Purchased 8 84’ touch screen monitors for classrooms. Converted 4 classes into TECH rooms with IT assistance.</td>
</tr>
<tr>
<td></td>
<td>Train faculty to use TECH rooms.</td>
</tr>
</tbody>
</table>

**Objective:** Develop a professional development and certification program for online instructors to master online teaching techniques and share best practices.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>• Supported the Distance Education (DE) Committee in encouraging existing and emerging online instructors to participate in professional development and the DE Guidelines Self-Assessment • Encouraged instructors to reach out the division’s DE liaisons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Continue to support the DE Committee’s initiatives to promote quality online instruction and learning • Continue to encourage instructors to consult the DE liaison</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>15% of A&amp;H faculty have completed the Quality Matters Courses to support better online teaching.</td>
</tr>
<tr>
<td></td>
<td>Advocate for additional training for online teaching.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Develop professional development programs to encourage innovative practices for faculty and staff including the opportunity to experiment and test various teaching strategies to enhance student success.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Supported various division professional development efforts, such as workshop / conference attendance via CARES / CRRSSAA funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to support professional development efforts</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>Converted MATH 115 to OER</td>
</tr>
</tbody>
</table>
Goal 5: 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.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for Upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Expand partnerships with area high schools to continue to align programs with DOE pathways with the community college.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>The Teacher Education Program (TEP) is one of the DOE pathways to employment. TEP works closely with the area high schools.</td>
<td>TEP to continue its work and how to handle its growth with hiring freeze.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>Visited Waianae and Nanakuli High Schools in consultation with respective principals.</td>
<td>Complete Gear Up grant to place two Peer Mentors at each High School starting Spring 2022.</td>
</tr>
<tr>
<td><strong>Objective:</strong> Expand partnerships with community organizations and employers in the local area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>TEP has 2 licensure programs and thus works close with community organizations and public agencies in the area.</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

As a means of coordinating with the DOE Adult Schools to align education and GED preparation courses with community college curricula, the Wai’anae Moku campus is currently examining the possibility of offering GED courses.

In order to stay connected to students and inform them in an efficient manner, The Waianae Moku campus consistently communicates via social media in addition to college email. The Moku campus also utilizes the Westside Stories local newspaper and attends neighborhood board meetings for the Waianae and Nanakuli/Maile Boards.
To increase access to STEM programs and provide distance and hybrid education opportunities in STEM education, the Wai’anae Moku campus has expanded offerings for BIOL 130, BIOC 141, and MATH 135.

The Wai’anae Moku campus also purchased subscription to Penji online student support services to assist students with tutoring needs.

5. Resource Implications

The needs of the program are filtered through the Divisions and are articulated in the Planning Lists developed through the Annual Program Reviews.
On August 20, 2019 and January 7, 2020, the Disability Services Office (DSO) presented information about ADA accommodations at the New Hire Orientation. There were a total of 20 participants at the August 20 orientation and 30 participants at the January 7 orientation. The New Hire Orientation took place in our Learning Commons and information was presented through slide decks. According to an email we received, the following comments were made about the information that was presented.

1. “Without a doubt this was the BEST “new hire” day I have ever attended.
2. “I was planning on leaving at lunch time, but stayed because it was such a high-quality program.”

As a result of the Covid19 Pandemic, a sudden shift in the delivery of courses occurred. Instructors pivoted to online learning in order to deliver course content. In response to the sudden shift in learning modalities the DSO held workshops and training for staff and faculty. The presentations included information about ADA laws, the Disability Services Office accommodations process, and how to create accessible documents. These workshops and training took place on the following dates, May 27, 2020, May 28, 2020, May 29, 2020, June 8, 2020, June 12, 2020, July 1, 2020, July 6, 2020, July 8, 2020, and July 10, 2020. Sessions were held virtually using remote meeting environments. While 100% of respondents reported that overall the workshops were “Very Good” or “Excellent, only four out of the 11 workshops offered were evaluated. Since the collection of feedback for these events was not as consistent as we would like them to be, moving forward the DSO will further formalize workshop curricula and be more intentional about soliciting feedback and assessing the effectiveness of trainings.

Evidence Of Participants
New Hire Orientation August 19, 2019
New Hire Orientation January 7, 2020
May 27 and 29 Workshop Email to Participants
May 28 record of participants
June 8 Workshop on Creating Accessible Documents Email to Participants
June 12 record of participants
Record of participants for July 1, 6, 8, and 10 workshops

Feedback From Participants
June 8 Feedback for ADA Workshop
Feedback for June 12 ADA Workshop
Feedback Creating Accessible Documents July 1 Session
Feedback Creating Accessible Documents July 8 Session
1. **Program or Unit Description**

Counseling Unit’s Mission:

*With integrity and purpose, Leeward CC counselors promote student success and the college mission by valuing individual worth, recognizing and respecting the diverse needs of students, and encouraging and supporting academic, career and personal growth.*

This mission guides our unit goals and activities, and are in alignment with the larger Student Services mission.

The Counseling Unit is the one constant support in a student’s academic journey, helping them persevere through every step, from start to finish.

We serve as the translators of college jargon, processes, and procedures. We are conduits to helping students advocate for themselves and direct their actions. We are the teachers, the guides, the cheerleaders, the compassionate ear, the encouragers, sometimes even the givers of hope. We guide growth and self understanding which promotes healthy choice making toward the accomplishment of a student’s goals and dreams.

Counseling is also the unifying point of various campus entities such as admissions and records, financial aid, veterans administration, academic divisions, job prep services, and academic supports, providing a “boutique-style” counseling with the different divisions.

We are the heart, the center that weaves together the different parts of campus creating a larger web of support for each student’s individual needs. We assist with the building and support of the student’s vision and dreams, career and life aspirations, educational path, and personal growth.

We serve all potential, new, continuing, “at risk” / struggling, and transfer students so that they are able to complete their academic goals toward their careers. We have counselors in our unit designated to serve special populations of students such as Native Hawaiian, Veteran, Early College, Career and Technical Education Programs, those going through Developmental Education Courses, and those students at our Wai’anae Moku campus. This specific program support has enabled a closer working relationship between the counseling unit and the different instructional divisions which has resulted in better communication regarding program and curriculum changes and increased consultation regarding student issues in the classroom. These closer interactions all have an impact on the success of a student’s journey.

All that the counseling unit does supports the college and system’s goals to increase enrollment, retention, and completion.
2. Analysis of the Program/Unit

The counseling unit serves a large number of students (Fall 20: 5,032, Spring 21: 4,733, Summer 21: 1,521) with a wide variety of needs. In total, we have supported our students through 16,831 individual appointments during the 2020 to 2021 academic year (Please note that this number does not include all student phone or email inquiries that are addressed). As part of our unit’s evaluative process, after each counseling appointment, students are asked to complete an online evaluation. These evaluations were carefully crafted to measure activities that align with our unit’s support area outcomes (SAO’s).

We collected a total of 978 counselor evaluations during this reporting period. Although this was only a 6% response rate, the results illustrated in the graph below speak volumes on the effectiveness of our counselors. Students are asked to rate their experience in the following areas: being able to identify a degree/career, being able to outline an academic/career plan, being able to identify obstacles that affect their academic success, being able to identify their next steps toward college success, building their awareness of resources, how satisfied they were that their needs were met, and whether they would feel comfortable returning to the same counselor in the future. The results showed that 94%-97% of students agreed or strongly agreed that these areas were achieved in their appointment.

![Counselor Evaluation Results 2020-2021 AY](image)

In terms of the student response rate to our evaluation, there was an 8% reduction from last year. This may be due to a shift in the unit’s scheduling system. On Oct 5, 2020, the counseling unit moved from the Starfish scheduling system to STAR Balance. This caused a significant change in the way that the student surveys were sent. The Starfish system required that the counseling office manually send the student surveys while in the STAR Balance system, student surveys are...
automated. Although the STAR Balance method is more time efficient, in review of the data, our unit will need to evaluate how we can increase the response rate of students.

Our Unit not only evaluates our services overall as mentioned above in the student appointment numbers and student evaluations of these appointments, but we also evaluate our services in terms of the student journey. We will be discussing each stage in a student’s journey as it applies to counseling services in more detail with data points and our assessment/analysis.

**Enrollment**

Counselors are often the first connection for a new student. This connection is vital as they begin their educational journey because then, they are more likely to return with questions when they are uncertain and for advice when they face challenges. Our first meeting with a student is for their Incoming Student Advising (ISA). This individual or group meeting is mandatory for all first time college students.

During this appointment, the counselor helps the student to discover a sense of purpose for attending college, decipher the language and process required for registration, resolve barriers to registration (holds, placement testing, finances, etc.), register for their first semester courses, determine their next steps (payment deadlines, books, how to navigate Laulima, etc), identify potential risk factors, and develop preliminary strategies for success including connections to resources.

Below is a table illustrating the number of students who attended an ISA appointment and the number of those students who successfully enrolled in courses for that term.

<table>
<thead>
<tr>
<th>INCOMING STUDENT ADVISING</th>
<th>Yield Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Category</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Total Attended ISA</td>
</tr>
<tr>
<td></td>
<td>Total Registered for F19</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Total Attended ISA</td>
</tr>
<tr>
<td></td>
<td>Total Registered for Sp20</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Total Attended ISA</td>
</tr>
<tr>
<td></td>
<td>Total Registered for F20</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Total Attended ISA</td>
</tr>
<tr>
<td></td>
<td>Total Registered for Sp21</td>
</tr>
</tbody>
</table>

According to the data, it is clear that the counseling unit assists a large percentage of new students to register for their classes. It seems however, that the number of students seen for ISA that
registered for their initial term has decreased from 85% in fall 2019 to 78% in fall 2020; though the number of students who actually attended ISA actually increased by a small margin. There are a number of factors that may have attributed to this decrease such as the class delivery mode changing mid-semester to primarily online due to COVID-19, students deciding to wait to attend classes due to the uncertainty of the current times, the addition of two more health clearance requirements, and the possibility of withdrawal due to financial reasons.

The pandemic continuing on and no vaccination being available at that time could have attributed to fewer new students attending school in spring 2021 than spring 2020. The yield rate between those two terms, on the other hand, shows a significant increase from 79% to 84%. Though inconclusive, some reasons could be the certainty of how classes were being offered at the time of registration and people who continued to be out of work may have decided to attend school.

Since our last evaluation period, in an effort to increase enrollment, the counseling unit focused its efforts on establishing and implementing a process to follow up with students who attended their ISA appointment but did not register. We established a measurable outcome of increasing the new student registration rate by 3% after implementation of the process. The process was established in spring 2021 with implementation to begin with the incoming fall 2021 students. In addition to this effort, the unit decided that further outreach via email would be sent to those who attend an ISA, but did not enroll in classes at two points prior to the start of the term. This would encourage registration and/or reaching out for assistance from their counselor.

To assist the unit in further understanding the needs of the students who attended an ISA, but chose not enroll, a survey was created to send to these students at the beginning of the term when registration was no longer possible. Gathering data on the reasons students chose not to register for classes would provide another possible way to assess and improve our processes.

Another area that was identified as being crucial in a student’s initial interaction with a counselor was to receive a uniform experience. The unit established a standardized process and aligned it with our SAOs.

In addition to the standardized ISA process, another student touch point was initiated. Each student who attended an ISA and registered for the semester was contacted by the counseling unit’s student employees to see how they were doing and if necessary, were scheduled for a follow up appointment with their counselor. In the inaugural spring 2021 term, 205 new students were contacted via phone or email.

**Retention**

Once a counselor makes an initial connection with a student, the relationship building begins through numerous touch points to support retention efforts. Counselors ask the important questions, drawing information from students that can be used to determine if a student is uncertain about what they are doing in school, or if there is a particular area of struggle they are dealing with in their life.
Counselors guide students through career counseling, intervene with struggling students, assist continuing students toward completion of their goals, help students overcome barriers to facilitate their movement forward in their educational journey, and teach and work with students in IS and SSCI classes.

**Career Counseling**
Career counseling is a series of appointments that guide students to ascertain their purpose and direction in their college journey. The objectives of these meetings are to help students explore the abundant possibilities for their future through engaging conversations and the use of assessment tools that address their interests, values, personality, skills/strengths, passions, and lifestyle. The subsequent conversation and research then covers information from different career/occupational resources and job shadowing experiences so the student is eventually able to decide on a career choice. This then allows for the co-creation of their educational and experiential path to reach their goal. This particular appointment type has been a focus for the counseling unit because it goes to reason that a student with a clear purpose for attending school will be more likely to persevere to their goal and therefore assist in the student retention efforts.

The counseling unit felt that career was such a crucial part of a student’s journey, that we began work on establishing a standardized way of incorporating career into each phase of a student’s growth with us. We determined in our assessment of this area that we would incorporate career into our counseling process instead of establishing a specific measurable outcome. Therefore, the need to establish a specific reason code for career counseling in our scheduling system was no longer called for as previously thought in our last evaluation period.

We divided our unit’s discussion into three phases: the career exploration process, counselor training, and career resources. Thus far, we have established a draft of the career exploration process. In this upcoming year, we will be finalizing this process as well as establishing what is needed in terms of training for counselors in this area and career resources.

**“At-Risk” and Struggling Students**
Another touch point in a student’s academic journey is when they are experiencing difficulties. Students normally reach out to a counselor due to a hold on their registration or the possible suspension of their financial aid. Counselors assist students to better understand and navigate through the college's "rules" in terms of academic expectations and financial aid when applicable. Students are guided through the identification of their challenges and addressing these challenges through skill building and strategies to change behavior toward a more successful outcome in the future. A number of the counselors also build Academic Improvement Plans, which is a step-by-step “contract” for students to follow based on what was discussed and agreed upon in the appointment. At the conclusion of the meeting together, students will have the Unsatisfactory Academic Progress (UAP) hold removed to allow the student to register and/or leave with a Satisfactory Academic Progress (SAP) Appeal done for financial aid compliance.
There are several levels to UAP:

- **Warning** - 1st term cum GPA is below a 2.0
- **Probation** - 2nd term cum GPA is below a 2.0
- **Suspension** - 3rd term cum GPA is below a 2.0-take one term off
- **Probation after Suspension** - returning after taking one term off due to suspension
- **Dismissal 1** - 4th term cum GPA is below a 2.0-take a year off
- **Probation after Dismissal** - returning after taking one year off due to Dismissal 1
- **Dismissal 2** - dismissed for a second time-permanently dismissed

As the table (Students on UAP per Academic Standing) below suggests, there are a large number of warning students and less than half of these students persist to the following term. Currently, a student who is on academic warning does not have an academic hold on their account, while the students in other standings do. Admissions and Records sends out notification emails to students if they are on one of the UAP standings. The notification email for students on warning, however, only highly suggests that the student see their counselor for further assistance. It is not required. The UAP Warning Advising table shows only 22-28% of those on warning see a counselor for assistance, but of these, about 82% end up registering for the next semester.

It goes to reason that if more students on warning consulted with their counselor, there may be an increase in the number of warning students persisting to their next semester. Currently, the majority of the counselors do not necessarily initiate contact to follow up with those on UAP. Based on our assessment, we determined the need to develop a consistent manner of meeting the needs of these students to support the retention and enrollment efforts of the college and system. In fall 2020, the counseling unit committed to making this group of students a priority by establishing supports to increase their persistence rate. In order to achieve this, counseling developed a process on how to best support warning students consistently. This also included a standardized **Academic Improvement Plan** to use when meeting with any student on UAP. This plan is designed to guide conversation, reflection, and co-creation of goals that are intended to move students beyond their challenges through the assessment and use of their strengths and supports that are needed. There is a follow up appointment scheduled at the end of the plan as well. In addition, the unit agreed upon a two-fold outreach effort that would be implemented with the warning students: 1. Communication via text or email would be sent targeting students placed on warning from the most recent term who did not register for classes. This communication would be sent prior to the start of the upcoming term urging students to register and meet with their counselor. 2. Communication via text or email would be sent targeting warning students who registered for classes to check on their progress in the beginning of the term (approximately week 5-6). The counseling unit is also working collaboratively with the Registrar to update the verbiage in the initial warning letter to remind students that counselors are available to support them and that they are still able to register for classes despite their recent setback. The counseling unit plans to implement these changes with fall 2021 warning students, and has determined the measurable outcome to be to increase the persistence rate of this group by 3%.
### Students on UAP per Academic Standing | Yield Rates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Category</th>
<th>Student Count</th>
<th>Yield / Persistence Rates to Following Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2020</td>
<td>Warning</td>
<td>567</td>
<td>48.7%</td>
</tr>
<tr>
<td></td>
<td>Probation</td>
<td>167</td>
<td>52.1%</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>50</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Probation after Sus</td>
<td>23</td>
<td>87.0%</td>
</tr>
<tr>
<td></td>
<td>Dismissal 1</td>
<td>19</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Probation after Dis1</td>
<td>9</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td>Dismissal 2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>SPRING 2021</td>
<td>Warning</td>
<td>361</td>
<td>47.1%</td>
</tr>
<tr>
<td></td>
<td>Probation</td>
<td>203</td>
<td>57.6%</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>57</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Probation after Sus</td>
<td>24</td>
<td>62.5%</td>
</tr>
<tr>
<td></td>
<td>Dismissal 1</td>
<td>17</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Probation after Dis1</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Dismissal 2</td>
<td>6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### UAP Warning Advising | Yield Rates

Measured students who were on UAP for fall 2020 and gauged their persistence one to two semesters out.

<table>
<thead>
<tr>
<th>Term</th>
<th>Category</th>
<th>Student Count</th>
<th>Yield/Persistence Rates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Total Warning FA20</td>
<td>567</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA20 Warning Students, Registered for SP21</td>
<td>278</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt</td>
<td>124</td>
<td>22%</td>
<td>Based on Total Warning FA20</td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt &amp; Registered for SP21</td>
<td>102</td>
<td>82%</td>
<td>Based on Total Warning FA20, Had Appt</td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt &amp; Registered for FA21</td>
<td>68</td>
<td>37%</td>
<td>Based on Total Warning FA20, Had Appt</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Total Warning SP21</td>
<td>361</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP21 Warning Students, Registered for FA21</td>
<td>169</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt</td>
<td>102</td>
<td>26%</td>
<td>Based on Total Warning SP21</td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt &amp; Registered for FA21</td>
<td>83</td>
<td>82%</td>
<td>Based on Total Warning SP21, Had Appt</td>
</tr>
<tr>
<td></td>
<td>Total Warning, Had Appt &amp; Registered for SP22</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If a student on UAP is receiving financial aid, they are generally also on an SAP appeal. Financial aid rules require that a student maintain a 2.0 cumulative GPA and a successful completion rate of at least 67% of all courses they have attempted. If a student is not within compliance of either of these rules, their financial aid gets suspended. They may however be eligible to appeal. If a student chooses to complete an SAP appeal, they must meet with a counselor to complete the necessary process. Counselors conduct a similar type of appointment for SAP as they do for UAP. Similar points of discussion are covered with the student as mentioned above in the description of the UAP appointment. One difference however, is that two worksheets need to be completed with the student which guides the conversation a little differently. The first worksheet consists of three parts: an evaluation of what occurred that led a student to be out of compliance, what changes the student is planning to implement, and what resources are available for the student to access should they need. The second worksheet requires the counselor to work with the student to plot out the projected grades based on the load they intend to take in future semesters. This allows the student to see how long it will take for them to get back to good academic standing and what grades are needed to make this happen. Both sheets require the student to sign that they agree and commit to the plan.

As the tables below indicate, in the 2020 to 2021 academic year 370 students were able to appeal and of that 222 of the students or 60% actually completed and submitted an SAP appeal. The Satisfactory Academic Progress Student Retention Rate table illustrates that more than 92% of the students who were either cleared from SAP or met the terms of the SAP were retained to the next term.

### STUDENTS ABLE TO APPEAL - 2020-2021 AY

<table>
<thead>
<tr>
<th>SAP Types</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated</td>
<td>370</td>
</tr>
<tr>
<td>Total Appealed in 20-21AY</td>
<td>222</td>
</tr>
<tr>
<td>Completed appeals</td>
<td>153</td>
</tr>
<tr>
<td>Forgiven due to COVID</td>
<td>31</td>
</tr>
<tr>
<td>Appealed but ineligible due to reaching max timeframe</td>
<td>12</td>
</tr>
<tr>
<td>Incomplete appeals</td>
<td>26</td>
</tr>
</tbody>
</table>

### SATISFACTORY ACADEMIC PROGRESS STUDENT RETENTION RATE

<table>
<thead>
<tr>
<th></th>
<th>Total Able to Appeal</th>
<th># Cleared from SAP After that Term</th>
<th>% Enrolled for Following Term</th>
<th># Met Terms of Academic Plan But Remained on SAP</th>
<th>% Enrolled for Following Term</th>
<th># Did Not Meet the Terms of Academic Plan</th>
<th>% Enrolled for Following Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa20</td>
<td>119</td>
<td>39</td>
<td>92%</td>
<td>35</td>
<td>91%</td>
<td>45</td>
<td>55%</td>
</tr>
<tr>
<td>Sp21</td>
<td>23</td>
<td>2</td>
<td>100%*</td>
<td>14</td>
<td>93%*</td>
<td>7</td>
<td>14%*</td>
</tr>
<tr>
<td>Su21</td>
<td>11</td>
<td>5</td>
<td>100%</td>
<td>4</td>
<td>75%</td>
<td>2</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Includes enrollment in either Su21 or F21 courses
Effective fall 2021, Financial Aid will modify the SAP process from requiring the student to meet with both a financial aid officer and a counselor for their first appeal to requiring just a meeting with a financial aid officer. Students will have an option to meet with their counselor to do an SAP plan on their first appeal, but it will not be mandatory. Only students who are appealing for a second time or more will be required to meet with both the financial aid officer and to create an SAP plan with a counselor. Although this shift in process will reduce the number of first time SAP students that are seen by our unit, these students will likely be captured by the overall UAP initiative our unit will be implementing thus providing them the additional guidance and support that they need. Since this is the case and this population of students make up a small fraction of all students on UAP (16% FA20, 4% SP21), it goes to reason that the unit will shift its focus to the larger UAP group to have a wider reaching impact on retention.

*Continuing Students*

The continuing student encompasses a large range, from the second semester student to those who are close to graduation. Counselors often work with these students to facilitate registration for the next semester, review their academic plan to ensure they are on track, discuss and address any academic/personal challenges they may be facing, and assist to develop success strategies when needed. Currently, it is not mandatory for students to meet with their counselor after their initial ISA session. Our unit has found that oftentimes students get caught up in the busyness of their lives and may need prompting to visit their counselor during timely points along their academic journey, such as registration, transfer, or graduation. In an effort to address this, in fall 2020, the counseling unit examined a student’s overall journey and identified possible impact points in the semester where we could deliberately insert communication to inform, support and encourage students. This in hopes of increasing student enrollment, retention, and completion.

Since this increased communication effort was such a large undertaking, we established a Communications Committee (Comm Comm) in spring 2021 to develop a comprehensive communication plan so that all messaging was consistent (fresh, relatable, relevant) and sent out during targeted times based upon the impact points and where the student was on their student journey. This plan was developed and implemented and will continue to be revised as we evaluate the outcomes/effectiveness. The modes of communication included traditional mass emails, but during the summer 2021, our unit was excited to also begin utilizing the System’s new Signal Vine texting tool to engage with students. Although Leeward CC was utilizing Signal Vine for our on-boarding process for new, transfer and returning students, counseling led the charge with the engagement piece with students. Our first campaign targeted continuing students who had not yet registered for fall 2021 classes. The analytics below illustrates that the response rate to the text messages were between 11% and nearly 20%, usually within the first 30 to 60 minutes after a text message was deployed. This piece also requires counselors to be available to monitor and respond to students texting back. During this reporting period, the demands to communicate different types of messages from Student Services via Signal Vine grew. The unit heads assessed the situation and determined that perhaps there should be a larger Student Services Communication Committee for messaging that was not counseling specific so that the workload was more manageable. The Student Services Communications Committee was established. The Counseling Comm Comm will work with the larger Student Services Communications Committee to coordinate messaging so
students are not inundated with messaging. The unit has continued to send mass emails for certain communications to students; however, we have not collected any data on whether the emails have led to any action. To evaluate and improve on our strategies, we will work on tracking the effect of our email messaging in the coming year.

Students Overcoming Barriers
Each of our students are unique in their life experiences and where they are in their student development, therefore face a variety of challenges such as difficulty making good/healthy choices, learning how to manage their time, domestic violence, adjustment issues, motivation issues, financial strain, health and mental health issues, etc.

Counselors assist students in identifying challenges, co-create strategies to overcome these challenges, make appropriate referrals to campus or community resources, and support the student so that they are able to persevere. Multiple issues may need to be addressed at once as many things are interrelated. Counselors also guide students on how to comply with federal regulations (VA, Financial Aid, etc.) so they are able to secure and maintain their benefits to pay for their education, discuss success strategies for students needing to repeat a course more than two times and do the 3-peat override, discuss appropriate credit load for a student’s particular situation, provide overrides for courses based upon transcripts and other information, complete concurrent enrollment forms for financial aid, and assist students with navigating through the appeal process (other than UAP and SAP) in order for their special circumstance to be considered so they are able to continue their academic journey.

Counselors play an important role in assisting students to overcome a variety of barriers and facilitate progression in their educational journey. This role is important in the support of student
retention and although the counseling unit will continue with these efforts, it will be a naturally occurring part of our overall service to our students and therefore will not become one of our unit’s measurable outcomes for the year.

Participation Verification
Participation Verification is a System wide initiative that started in spring 2021. It is similar to Leeward CC’s “No Show” policy in which students who did not participate in their classes during the first week of the term, would be flagged by their instructors and notified that they were identified as a “no show” and if they no longer wanted to participate in the class, they could drop the course. Participation Verification takes this policy one step further and administratively drops those marked as non-participatory, with a full refund. The reasons the System instituted this initiative was to be compliant with the Federal Student Aid regulation requiring verification of student attendance in courses and to encourage student participation from the beginning of the term.

Since this initiative was new and the ramifications of students getting administratively dropped from their classes was potentially severe, communication to the affected students was crucial. The students needed to clearly understand what the initiative was and what the ramifications were of non-participation on their part. They also needed to understand the process and short deadline for appeal in situations where they did not agree with the instructor’s determination. The counseling unit decided to supplement the email communication already being sent by the UH System by calling the affected students who were either receiving financial aid and/or veteran’s benefits to inform, clarify, and answer any questions about the Participation Verification process. It was also to stress the deadline to appeal since it was such a short time frame from the time they are notified to the deadline to appeal. This group of students were prioritized because being dropped from their classes could result in a reduction in their funding and in turn could create financial hardship. The counseling unit will continue this practice for the upcoming academic year and will continue to monitor the data.

IS and SSCI Classes
Each semester, the unit offers classes which promote student growth in the area of non-cognitive skill development (goal setting, problem solving, college success, time management, etc.) and self and career development (sense of purpose) through self-assessment and self-evaluation.

During the fall and spring semesters between one and four classes are normally offered, while in the summer there is a high demand for IS 103 (Introduction to College Success) in particular to acquaint Early College, Next Steps, and distance education students with higher education.

The counseling unit determined a need to establish a protocol for addressing the increasing demand for IS courses during the summer. In the past, the unit was able to address the demand for the IS courses, but as the number of counselors decreased due to retirements and the demand for classes increased, it was necessary to formalize a process for increasing our capacity. A sub-committee was formed and a formalized process for recruitment and training was established. In addition, an SSCI course was converted to an IS 115 course which would provide another option for courses being offered in the summer to address the demand. This course would offer more flexibility in terms of
who could be recruited and trained to teach it. The sub-group also agreed on training and mentorship that would be provided for new instructors by senior instructors of each IS course. Due to this new process, we were able to offer three more IS courses for Early College in summer 2021 as compared to summer 2020 as well as offering three more IS courses for the Next Steps program in summer 2021 as compared to summer 2020.

This year was also fruitful for the IS courses as the instructors worked very hard on aligning SLOs for each IS course for assessment purposes and a common assignment was agreed upon for the IS 103 course to make assessment more streamlined.

We collected data for the Fall 2020- Summer 2021 terms. Please refer to the chart below:

**IS AND SSCI COURSE SUCCESS RATES**

<table>
<thead>
<tr>
<th>Group</th>
<th>Data</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCI and IS Course Students</td>
<td>Total Enrolled</td>
<td>39</td>
<td>54</td>
<td>11</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for First Term</td>
<td>26 (67%)</td>
<td>43 (80%)</td>
<td>8 (73%)</td>
<td>77 (74%)</td>
</tr>
<tr>
<td></td>
<td>Persistence to Next Term</td>
<td>32 (82%)</td>
<td>36 (67%)</td>
<td>6 (55%)</td>
<td>45 (71%)</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for Second Term</td>
<td>22 (69%)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SSCI and IS Course Early College Students</td>
<td>Total Enrolled</td>
<td>0</td>
<td>12</td>
<td>79</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for First Term</td>
<td>n/a</td>
<td>9 (75%)</td>
<td>76 (96%)</td>
<td>85 (93%)</td>
</tr>
<tr>
<td></td>
<td>Persistence to Next Term*</td>
<td>n/a</td>
<td>8 (67%)</td>
<td>54 (68%)</td>
<td>62 (73%)</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for Second Term</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Entering Cohort (Students Coded First Time Freshman)</td>
<td>Total Enrolled</td>
<td>914</td>
<td>232</td>
<td>35</td>
<td>1181</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for First Term</td>
<td>621 (68%)</td>
<td>151 (65%)</td>
<td>29 (83%)</td>
<td>801 (68%)</td>
</tr>
<tr>
<td></td>
<td>Persistence to Next Term</td>
<td>704 (77%)</td>
<td>138 (59%)</td>
<td>26 (74%)</td>
<td>868 (73%)</td>
</tr>
<tr>
<td></td>
<td>2.0 or Higher for Second Term</td>
<td>509 (72%)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Early College students have an option to take additional courses in subsequent terms; some may graduate and not continue at Leeward
The IS/SSCI course data above illustrates that overall in comparison to the total number of students entering in each term, there is a relatively low number of students that enroll in these courses, however, more students who take the IS/SSCI courses (both Early College and non-Early College students) earn a 2.0 or higher GPA as compared to the total entering student cohort. In addition, for the fall and spring term, more students who have taken an IS/SSCI course appear to persist to the next term. The data in this area proves to be complex as it involves Early College students whose situations vary from the standard college student.

It is difficult to illustrate the true value that these courses offer students through just the statistics. We have included a few statements that students shared on their evaluations about what they found valuable about their IS course:

IS 103 Sp 21:

1. “I really found the academic plan or the exploring leeward and doing the different things on there along with the scholarships. These were the most useful because I learned about FAFSA and how to apply for it. I also liked the academic plan on STAR because it helped me a lot with mapping out what I have to do in order to achieve my goals academically. Learning about the different scholarships and actually foundations of different scholarships was really awesome. I realized that there is a scholarship for everything and just by doing the research or getting the right resources from a professional can help you succeed 100% more than without it.”

2. “During this course, I found that was the most valuable and helpful was most of the assignments that allowed me to help me open up more and use my voice to speak. I was never really outgoing throughout my elementary and middle school years, but as I attended IS 103 I was able to open up, cooperate with others in my class, and discuss and talk with my Kumu/Teacher. My teacher was able to get me through the course without any struggling or problems which allowed me to be more out there rather than staying hidden and being shy.”

3. “I really loved the stories, the stories helped a lot. Not just her Hawaiian stories but all her stories. I liked hearing about her actual life experiences, it helped me take a step back and realize what I should and shouldn't do in the real world. I also liked her stories because it made you think. Not no math problem think but personal think, to me those are the hardest, but it helped a lot. The stories also always taught us a lesson whether it be what not to do in an interview or about self love, her stories always had meaning and a significance.”

4. “What I found most helpful about the course was the information I was able to obtain. Before taking this class I really did not feel that I was a strong independent person. But with each lesson we took in this class I was able to really open up about myself and push myself past my limits. I am able to see that I good enough and that I am a strong person who is ready for whatever comes my way.”
There is no doubt these courses make an impact on student’s persistence and GPA, but the statements above show just how much impact these courses and instructors can have on the student’s personal growth. We remain committed to continuing to offer this valuable option for students, but for reporting purposes and measurable outcomes, we will choose to focus our unit’s efforts on areas that have a high impact on a larger number of students.

**Completion**
The final and most rewarding touch point with a student is completion. The counseling unit not only ensures that students are on track to completion of their degree, but also plays the role of coordinator and facilitator with the various parties involved in the student’s transfer including transfer workshops. Counselors also ensure the timely conferral of certificates and degrees through degree audits and obtaining exceptions to the standard journey for graduation.

**Transfer Advising**
As a student approaches 30 to 45 credits, they may elect to meet with their counselor for a transfer advising appointment to ensure their smooth transition to the workforce or to the next level of their education. Counselors help students navigate through the graduation and transfer process by identifying and guiding them through the graduation application process and the "rules" of their receiving institution such as, transfer credits, the credit transfer process, and the enrollment process. Furthermore, students are provided transfer options available to them such as Auto Admit, memorandums of agreement, and programs like Ka‘ie‘ie. In the past, the unit pulled student data of students that were 75% to 90% complete with their degree path. The student lists were provided to the respective counselor to reach out to those students to congratulate them for being so close to completion and encourage them to meet for a transfer appointment. Our evaluation from our last ARPD determined that there was no consistent practice throughout the unit. We stated that our unit would agree upon measurable outcomes and consistent activities for this year; however, our unit determined that our priorities this year would be focused on three areas: ISA, Career, and UAP Warning Students. After the completion of these priorities, we will be able to focus our efforts on this population of students and hope to develop messaging, standardize practices, as well as determine measurable outcomes.

**Degree Audits**
The counseling unit works in tandem with Admissions and Records to verify that students are eligible for graduation. There are three processes that occur to award the maximum number of degrees and certificates a student qualifies for.

The first process is Auto Conferral (AC), which is done in the fall and spring terms. In this process, the UH System STAR team will generate a list of students who have completed or are in progress to complete a degree or certificate in that semester. Counselors will then review all entries on the list to verify if the student is eligible to earn the certificate/degree or not. In a review of this process, it was identified that there were some students who were missed and were actually in progress to graduate. As a result, the 100% completion list, which notes if a student will be completely done with their declared degree/certificate, is pulled from STAR Academic Logic and is added to the Auto Conferral list for review.
The second process is Reverse Transfer (RT), which is also done in the fall and spring semesters. The UH System STAR team again creates a list of students who have completed their Associate in Art (AA) in Liberal Arts degree or Associate of Science (AS) in Natural Science from Leeward, but have already transferred to an in-System four-year school prior to completing their credentials. One counselor reviews the Reverse Transfer candidates and will oftentimes transfer many completed classes back to Leeward in order for the student to meet the requirements for their AA degree.

The third degree audit process is when the student submits a graduation application on their own. Duplicate student certificates/degrees previously reviewed as an Auto Conferral or a Reverse Transfer are removed from this list. Once again, counselors will review each submission to determine if the student qualifies for the degree/certificate they applied for.

For each of these processes, if it is discovered that a student may not graduate, the reviewing counselor will intervene and attempt to facilitate completion. Depending upon the situation, this may be through the coordination of transferring credits from another institution, requesting an exception or a substitution to use a different course in lieu of a requirement, or to waive a requirement entirely.

Per the Graduation Application/Reverse Transfer/Auto Conferrals table, counselors have reviewed a total of 2,481 graduation applications/RT/AC to help students graduate in the 2020-2021 AY. Moreover, the unit facilitated 84 transcript evaluation requests to transfer in course work and 103 substitutions/waivers during the same time period. This extensive and detailed work that the counseling unit does in reviewing applications makes conferring degrees and certificates of this magnitude possible.

<table>
<thead>
<tr>
<th>GRADUATION APPLICATIONS/REVERSE TRANSFER/AUTO CONFERRALS (TRANSFERS AND EXCEPTIONS)</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grad Apps Submitted^</td>
<td>193</td>
<td>219</td>
<td>119</td>
</tr>
<tr>
<td>Transfers Facilitated for Grad Apps</td>
<td>19</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Sub/Waivers Facilitated for Grad Apps</td>
<td>28</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Total Reverse Transfers*</td>
<td>103</td>
<td>67</td>
<td>n/a</td>
</tr>
<tr>
<td>Total Auto Conferrals</td>
<td>900</td>
<td>1044</td>
<td>n/a</td>
</tr>
<tr>
<td>Transfers Facilitated for AC</td>
<td>9</td>
<td>16</td>
<td>n/a</td>
</tr>
<tr>
<td>Sub/Waivers Facilitated for AC</td>
<td>10</td>
<td>19</td>
<td>n/a</td>
</tr>
<tr>
<td>Total AC, RT, &amp; Grad Apps Reviewed</td>
<td>1093</td>
<td>1269</td>
<td>119</td>
</tr>
<tr>
<td>Total Transfers Facilitated</td>
<td>28</td>
<td>46</td>
<td>10</td>
</tr>
<tr>
<td>Total Sub/Waivers Facilitated</td>
<td>38</td>
<td>55</td>
<td>10</td>
</tr>
</tbody>
</table>

^Unduplicated count - not including grad apps submitted but were reviewed as Reverse Transfer or Auto Conferral
*Transfer of courses occurs for Reverse Transfers but no data on this was available
Students Overcoming Barriers to Graduate
Counselors not only assist students to overcome barriers for retention, we facilitate processes and exceptions for barriers to graduation. We act as a guide for students through the prior learning assessment (PLA) process, in which a student has work experience that can be used as course credit to fulfill degree requirements. PLA has various options and can be time intensive so it is important that the counselor explain the details of the student’s steps in the process as well as coordinate with all the parties involved. In addition, we conduct unofficial transcript evaluations for students transferring in from outside of the UH System so students are able to get a general idea of what courses will transfer in toward the requirements of their intended degree. This helps them to better plan their semesters avoiding duplicate courses until a formal evaluation is completed. Another way we promote graduation is through the submission of substitutions and waivers as noted above in the Degree Audit section. It may be difficult for a student to figure out and understand what acceptable exceptions are, therefore, counselors are the liaisons and interpreters for each student’s unique situation.

At this time, we are not collecting any data on how often we assist students with overcoming barriers to graduate as this usually occurs as a part of the Incoming Student Advising or continuing student appointment. The extent of the unit quantifying our work with these students is the number of substitutions and waivers that have been completed which is located in the table above.

Summary
Although each student that enters our doors is unique with their own set of needs, they all share one common thread, a counselor. The counseling unit plays a vital role as the consistent connection with the students as they travel through each point in their journey. This connection allows us to build a path with a student toward their life desires, to guide and teach through challenges, uncertainty and doubt, to celebrate the victories with them and to help them persevere to the completion of their goals with us. Our unit undoubtedly impacts student enrollment as demonstrated through our ISA and registration appointments. We also impact retention as demonstrated through our work with UAP and facilitating the removal of barriers for students. Finally, we impact completion as demonstrated through our work with continuing students and students close to completion of their degree as well as our work with confirming graduation applications.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Based on the analysis of the counseling unit outlined in the previous section, it is clear that counseling is a consistent resource, support, and guide for the student throughout their academic journey. The unit contributes in many ways to Leeward CC in terms of enrollment, retention, and completion of students. During the 2020-2021 ARPD reporting period, we strived to improve on quantifying our work with students and being more consistent and intentional in our outreach to them. Below are the Action Plan points from last year’s ARPD and how the counseling unit addressed each goal.
### Action Points from 2020-2021 ARPD

<table>
<thead>
<tr>
<th>How Counseling Addressed Each Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agree upon impact points along the student’s journey</strong> (2nd semester, 75% complete, etc.)</td>
</tr>
</tbody>
</table>
| In fall 2020, the unit decided upon specific points on a student’s journey, in which a message or action could help impact enrollment, retention, or completion. These impact points include:  
  - the second or third week of school (prior to the end of the erase period)  
  - the fifth or sixth week of school  
  - the 11th week of school (before the start of continuing student registration)  |
| Certain populations of students that were identified to message include:  
  - students on UAP  
  - those at least 75% complete with their degree  
  - students who do not register before the start of the next semester |

| **Set measurable outcomes for specific appointment types such as UAP/SAP, and Incoming Student Advising, and Career Counseling** |
| In fall 2020 and spring 2021, counseling established the following measurable outcomes:  
  - Improve retention of warning students by 3% from the previous year  
  - Improve enrollment of students who attend an ISA by 3% from the previous year  |
| The unit determined that since career is such an integral part of what we do, instead of creating a specific measurable outcome, we would include career conversations within all our counseling appointments.  

Since we set our measurable outcomes, we were able to start collecting baseline data to compare with our data once we begin implementing our efforts in each area. |

| **Establish measurable outcomes for each impact point along the academic journey; this includes intentional outreach to students** |
| The Communication Committee (Comm Comm) was created in spring 2021, to produce a targeted messaging plan to students at the impact points mentioned above. In addition, the Comm Comm determined what means of communication would be most appropriate whether it be via text, email, or phone. The group will track student engagement directly after a message is deployed starting in fall 2021. |

<p>| <strong>Add more specific appointment reason codes in the scheduling system to keep better track of what</strong> |
| The unit decided it would be difficult to implement this idea because it would rely on students and counselors to correctly select appointment reason codes. Furthermore, there may have been multiple reason codes that were touched upon during an appointment |</p>
<table>
<thead>
<tr>
<th>type of appointments students come in for</th>
<th>yet only a single code could be selected. As a result, instead of using more specific reason codes, we will instead utilize STAR Academic Logic and STAR Balance reports to pull specific data sets necessary to see the outcome of our efforts on enrollment, retention, and completion.</th>
</tr>
</thead>
</table>
| Determine how we will address the staffing shortfall and manage the student loads | Counseling has made the following adjustments to manage student loads over the past year:  
  - Several counselors have volunteered to temporarily take on additional student populations in Early College to assist in that high growth area  
  - All counselors were trained on time-consuming military student plans like Tuition Assistance and MyCAA, to help alleviate the workload of our veteran’s counselor  
  - Temporary personnel changes occurred to address staffing shortages:  
    - two grant funded positions have been filled to assist with groups with high numbers such as Native Hawaiian liberal arts students and with areas of high need like the Wai‘anae Moku Campus  
    - a Disabilities Services’ counselor was temporarily assigned to fill an Early College position half time for one year  
    - an Early College Counselor was hired as a backfill for a counselor on loan to the System for two years |

In addition to our Action Plan points from last year, we also worked on determining standardized processes for specific appointment types, such as ISA and UAP. This was to ensure that students have a consistent experience no matter which counselor they meet with. We have also started standardizing a process for career counseling/conversations with students and will finalize this process by the next reporting period.

Over the past year, our unit established our counseling ‘ulu tree foundation which was important for us to move forward cohesively in the examination and assessment of the entirety of the work of our unit. Please see the images below explaining our parts, how we are all connected and interdependent, and how each of us plays a part in the ripening of the fruit which are our students.
Our Root System

Root, the definition according to Merriam-Webster and Dictionary.com:

1. "the part of a plant which attaches it to the ground or to a support, typically underground, conveying water and nourishment to the rest of the plant via numerous branches and fibers."
2. "the basic cause, source, or origin of something."
3. "establish deeply and firmly."
4. "the essential core: HEART—often used in the phrase at root”

We want to be deeply rooted in what our heart and truth is and therefore what we choose to do.

We want to be deeply rooted so that we are able to withstand hurricanes, drought, and flooding.

Our Trunk

Trunk, the definition according to Merriam-Webster and Dictionary.com:

1. "the main stem of a tree apart from limbs and roots"
2. "the central part of anything"

The purpose of the trunk is transport the water and nutrients throughout the tree and to support the crown of the tree.

We want our trunk to be strong and open to receiving and giving life….

If we operate from our heart and truth individually and as a whole, we will be “life giving” in what we do.

Our Branches and Leaves

Branch, the definition according to Merriam-Webster and Dictionary.com:

1. "a secondary shoot or stem (such as a bough) arising from a main axis (as of a tree)"
2. "to extend in different directions from a main part or point"
3. "extend or expand one's activities or interests in a new direction"

Leaf, the definition according to Merriam-Webster and Dictionary.com:

"a flattened structure of a higher plant, typically green and blade-like, that is attached to a stem directly or via a stalk. Leaves are the main organs of photosynthesis"

We each are a branch on our tree. Together the branches make up the crown. Each branch bears its own leaves, flowers, fruits and seeds contributing to the health of the entire tree, but we also need the team trunk and roots to be healthy.

We often are so busy with our branch of the tree that we don’t realize what the entire tree looks like or how healthy it is, what other branches need….so let’s be curious about that.
With strength from this foundation, as a unit we were able to examine the entire journey of a student, the impact points and the priorities as it related to the student’s journey. Please see the image below of the ‘ulu fruit student journey.

We were then able to evaluate our processes within these priorities. We set our measurable outcomes so we are able to determine our effectiveness and efficiency. We will continue to examine all parts of what we do as a unit and the impact this has on enrollment, retention and completion so that we are able to focus our efforts in those areas of highest impact.
4. Action Plan

In 2020 to 2021, the counseling unit concentrated our efforts on developing intentional supports to help students during certain impact points along their journey, creating a more consistent student experience, and determining measurable outcomes for our priorities. For this upcoming year, we plan to begin implementing what we have created. We will continue to take a look at our outcomes and data to assess the efficiency and effectiveness of these strategies and whether modifications are needed.

The following are the specific action points the counseling unit plans to accomplish in the next review period:

- In fall 2021, start using a predetermined process agreed upon by all counselors, to follow up with students who attend an ISA but do not register for classes.
- Begin using the standardized ISA process in spring 2022, so all new first time college students entering Leeward will have a consistent experience independent of which counselor they meet with.
- In spring 2022, implement the Academic Improvement Plan with warning students, who meet with a counselor.
- Continue to establish a consistent Career Counseling model for all counselors to follow.

5. Resource Implications

One of the main goals for the next academic year is to continue to increase outreach and communication with our students throughout their academic journey at Leeward CC. This will align with the institution’s Wildly Important Goal of “keeping the students we have”. Considering that our goals will require more targeted outreach, it is more important than ever to be fully staffed. The counseling unit continues to face difficult personnel challenges in the upcoming years. We have already experienced the loss of three counselor positions (Wai’anae, Teaching, and Native Hawaiian) and one clerk position due to them being eliminated by the legislature in 2020. To fill the vacancies, we currently have two temporary hires and have shifted a counselor from one area to fill another. This is a short-term fix for the next year. There are four counselors and our only remaining clerk, who are eligible to retire within the next few years. When these retirements occur and the temporary appointments end, these losses will leave unprecedented personnel shortages in the unit making the increase in the number of quality touches with students near impossible. As a result, we request that these positions be reinstated to ensure that there is a manageable counselor to student ratio to continue to provide a high level of support to all students throughout their academic journey. This level of service can in turn lead to increased enrollment, retention, and completion rates.
Goal & Objectives

The goal of the strategic planning team and affiliated committees is to guide the college in the revision of its vision, mission, and strategic plan.

1. Foster **renewed commitment** to the vision, mission, and each other.
2. Cultivate **collective direction** for successful implementation of the plan.
3. **Strengthen the capacity** of the campus community to implement the plan.

Planning overview

Strategic planning diagram

*Click on the image to enlarge.*
Strategic Planning 101

Click the image on the left to view the video.

(https://youtu.be/iNMOwugpQ3E)

Timeline

Keep track of the process with the timeline below. Use the scroll bar below to navigate the timeline.
The ultimate goal of this process is to prepare the college to make incredible advancements in achieving its mission over the next five years.

Leeward employees complete the College Readiness Survey: http://go.hawaii.edu/X7V

Leeward employees gather to share their perspectives on our shared purpose and hopes for Leeward’s future.
<table>
<thead>
<tr>
<th>Term</th>
<th>Meeting Dates</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>September 7, 9-10am</td>
<td>Erin Thompson (Student Services Coordinator) and Heather Takamatsu (Counseling Unit Head) met with Kristina Nip (SG President) and Lindsay Jones (SG Vice President) to see how Counseling and SG could collaborate and support one another. SG shared feedback some students expressed to them. Counseling explained what counselors do and how counselors were assessed. Counseling mentioned for idea of focus groups with SGs support. Counseling participated in SG’s Student Involvement event.</td>
</tr>
<tr>
<td></td>
<td>October 5, 9-10am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 9, 9-10am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 7, 9-10am</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>October 5, 9-10am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 9, 9-10am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 7, 9-10am</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>February 9, 10-11am</td>
<td>Erin Thompson (Student Services Coordinator) and Heather Takamatsu (Counseling Unit Head) collaborated with Kristina Nip (SG President) and Marc Earley (SG Vice President) on SG’s spring event and Counseling’s three-day event during registration. SG helped to market and volunteered to help during the Counseling event. More conversations about focused groups, including which students to target and how to draw students to participate were discussed.</td>
</tr>
<tr>
<td></td>
<td>March 15, 10-11am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 13, 10-11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 4, 10-11</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>November 27, 12-1pm</td>
<td>Counseling participated in SG’s Welcome Students event in September 2018. Erin Thompson (Student Services Coordinator) and Heather Takamatsu (Counseling Unit Head) met with Kristina Nip (SG President-left mid-semester) and Marc Earley (SG Vice President) to check in on what has been happening both areas. Counseling shared about the Support Area Outcome, Foster Students, and what we planned to do to measure that for the upcoming year. SG shared the events they have done and what they were planning to do.</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>January 22, 1:30-2:30pm</td>
<td>Joy Lane and Heather Takamatsu (Counseling Unit Heads) worked with Marc Earley (SG President-left in January) and Mike Riccio (SG Vice President). Counseling assisted with SG’s Student Involvement Fair</td>
</tr>
<tr>
<td></td>
<td>April 30, 2:30-3:30</td>
<td></td>
</tr>
<tr>
<td>Summer 2019</td>
<td>May 15, 1-2:30pm</td>
<td>Joy Lane and Heather Takamatsu (Counseling Unit Heads) presented to the upcoming SG officers and senators at their training retreat about leadership.</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Did not meet</td>
<td></td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Did not meet</td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td>November 6, 1-2pm</td>
<td>Joy Lane and Heather Takamatsu (Counseling Unit Heads) met with Kealohilani Leleo (SG President) and Joseph Wargo (SG Vice President) to field a student concern. We discussed how we would handle the issue. Counseling explained what counselors do and how counselors were assessed. Scheduled a follow up meeting but SG was not able to attend.</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Did not meet</td>
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<td></td>
</tr>
<tr>
<td>Summer 2021</td>
<td>June 1, 12-12:30pm</td>
<td>Joy Lane presented to SG regarding participation verification and how we could work together to inform students also addressed any concerns that they had regarding counseling services.</td>
</tr>
</tbody>
</table>

**SG meeting minutes**
Student Services
Executive Summary

ANNUAL
REPORT OF PROGRAM DATA
2021
1. Executive Summary

Leeward CC’s Student Services Area is comprised of 10 different units and programs that work in concert to support students’ entry, progression and completion of their academic journeys. They are responsible for supporting and assisting with students’ co-curricular needs—needs that are non-academic in nature, but that directly impact students’ ability to be successful in their classes and in earning their credentials.

Leeward CC’s Student Services Division embodies the following Units and Programs. Each play a unique role in students’ academic life; but all are focused on 1) helping students start, continue and complete their education; 2) providing support and resources to address challenges that jeopardize students’ progress; and 3) alleviating institutional, administrative and/or other barriers that prevent students’ forward movement.

Admissions and Records (A&R)
The Admissions & Records Office is often the first point of contact people have with the College. It oversees students’ admission; maintains their academic records as they progress through their academic programs (i.e., their grades and transcripts); and helps to confer all of their degrees and certificates once earned. It also serves as both an access and acceleration point for transfer students who wish to utilize previously earned credits to earn a degree; to students utilizing their veterans benefits to support their education; and any other student who needs their enrollment and/or course-taking verified in order to secure employment, scholarship funding, admission to the next level of education, etc. The Admissions & Records Office plays an important role in students’ entry into the College, their progression through their coursework, and their completion of this leg of their academic journey.

Counseling
Once a student’s journey begins, the Counseling Unit is the main provider of academic guidance and non-academic support. Counselors start students on the right path by providing initial advising for all first-year students. They then help to keep students on that path by providing continued academic advising (including transfer advising) and by intervening when students perform poorly. Counselors help students traverse the many facets of a student’s educational journey. This includes navigating the College’s processes and procedures; establishing educational and/or career goals; managing their financial supports; successfully negotiating work-school-life balance; practicing self-advocacy; and overcoming academic and personal challenges, to name a few. Counselors also are the arbiters of graduation, performing all degree audits to confirm eligibility for credential conferral. Each of the Unit’s 20 Counselors are asked to monitor and steward the educational journeys of a specific caseload of students—so every student has a counselor.

Early College
In order to increase the State’s college-going and college success rates, Leeward CC’s Early College Program provides high school students with the opportunity to take college courses while still in high school. The program targets those who do not traditionally aspire to college (e.g., low-income and first-generation students), and the credits students earn can be applied to both high school graduation and college degree requirements. The program strives to prepare students for
college success on all levels, and to meet the College’s student success goals. Leeward CC’s Early College Program depends heavily upon its partnerships with students’ high schools.

**Financial Aid**
The Financial Aid Office serves as the arbiter for federal, UH system and institutional aid that is given to students in support of their education. Although this office awards some merit-based funding, the majority of their resources support those who are both underrepresented in higher education and who stand to benefit most from it—i.e., low-income students. Because much of the funding given out by this office allows for continued financial support, the Financial Aid Office is key in helping students start, continue and then complete their education. The Financial Aid Office also plays an essential role in helping to provide equitable access to education for those who are underrepresented.

**Hawaii Nutrition Employment & Training (HINET) Program**
Through a partnership with the Department of Human Services (DHS), the HINET Program helps eligible students receive food stamps and other supports for their basic needs so that they can successfully engage in their education. Participating students must meet the DHS income standards and must be pursuing a short-term, workforce credential. The HINET Program is extremely important as it helps to fill the gaps for students who are ineligible for federal aid, who qualify for insufficient levels of aid, and/or who are pursuing non-credit credentials. The HINET Program also serves as a conduit that connects qualifying students to other State resources (e.g., childcare, TANF, housing, emergency assistance, etc.).

**Job Prep Services**
The Job Prep Services Office helps students prepare for employment. It provides them with career assessment and exploration tools; it helps them develop the skills to actually apply for jobs (e.g., resume building, interviewing, effective job searching, effective application submission); it helps to expose students to different job opportunities within intended fields; and it connects students with potential employers.

**Recruitment**
The Recruitment Office focuses on increasing Leeward CC’s enrollment. It helps to raise public awareness about the College, and it supports and promotes the (re)enrollment of a wide variety of constituents. The Recruitment Office coordinates and runs all campus tours; provides representation at Career & College Fairs and other events; performs various college-going workshops at the high schools; and provides application assistance to people who are interested in attending the College. The Recruitment Office also serves as the College’s primary liaison with its service area high schools, adult community schools, military educational centers and alternative educational sites.

**Student Health Center (SHC)**
The Student Health Center is an extension of University Health Services at Manoa. It provides health care services that include but are not limited to health education, disease prevention, and treatment for acute episodic illness and family planning services to Leeward CC students, faculty, and staff. The SHC also works with Admissions & Records to ensure that the State of Hawaii
mandated health requirements for entrance to post-secondary school are met. The mission of the SHC is to achieve and maintain a healthy student body and college community.

**Student Life**
The Student Life Office helps to keep students engaged in their education by 1) offering them a conduit through which they can build connections; 2) offering them an opportunity to develop leadership skills; and 3) fostering a sense of community within the student body. Student Life does this through organizing and executing campus-wide events; facilitating the establishment and continuation of student organizations; overseeing the campus’s Student Government programs; and by coordinating and running its multi-campus intramural sports program. Nurturing involvement is important to students’ retention. Not only do students want to remain a part of our community because of these activities, but those involved in these Student Life programs must 1) perform at a certain level academically; and 2) stay enrolled at the campus in order to participate.

**Veterans Resource Center (VRC)**
The Veterans Resource Center (VRC) provides specialized services for military veterans, active duty servicemembers, reservists, guardsmen, and their dependents. It supports these students through all phases of their educational journey—particularly in their entry to the College and in their continuation from semester to semester. The VRC is key in helping students understand how to access and retain the military benefits that finance their education. It is also poised to support and provide resources to students who experience difficulty. The VRC houses a Leeward CC Counselor as well as a partnership with the Department of Veterans Affairs (VA), who provides both an onsite Psychologist and a Vocational Rehabilitation Counselor.

**Dean of Student Services Office**
The Dean of Student Services Office coordinates and oversees the efforts of all of the units within Student Services. It provides leadership and guidance; provides advocacy and resource development; oversees and manages various student success initiatives; acts as an ombudsman for students when they encounter difficulty with the College’s processes; and ensures the health and safety of the campus by administering and enforcing the Student Conduct Code as well as the University’s Title IX policy.

Collectively, the offices mentioned above contribute to the College’s efforts to enroll, retain and then transfer and/or graduate (i.e., completion) students—a process otherwise known as the Student Success continuum.

**EVALUATION SUMMARY**
Over the last year, many things changed. The COVID-19 pandemic completely shut the community down, and the University spent the entire academic year online. Our students experienced many repercussions from this in both their academic and their non-academic spheres. Many found their lives disrupted, their responsibilities expanded and their focus shifted to securing basic needs. Community-wide health and safety measures such as telework, social distancing and online/remote services made it difficult for the College and for Student Services to connect with students.
Therefore, in this last year, we saw a notable decline in student engagement, participation and service usage in almost every way.

There were a few exceptions where service utilization remained the same or increased. In general, areas that helped with students’ immediate needs continued to be tapped by students at either the same or increased levels as previous years (e.g., Counseling, Food Pantry, Urgent Student Relief Funding). Conversely, services that provided support and guidance for longer-term concerns (e.g., Job Prep Services, Early College, new admission) saw a considerable decline in usage. This shift in student patronage directly reflected the changes in their needs. Where they once focused on longer-term endeavors, their more basic and urgent needs now took centerstage.

Because the impacts of the COVID-19 pandemic heavily influenced how Student Services was utilized this year, our annual review must keep this context in mind. In many ways, this year is an outlier for Student Services; it does not accurately represent the typical demand, effectiveness or efficiency of the area or its units. So, although we can reflect on what occurred, we cannot compare it to what may have been happening pre-pandemic.

When we do reflect on what occurred in AY 2020-2021, we can see the impacts of the pandemic:

**Program Demand**

In general, there was a smaller, but still significant demand for the services provided by Student Services. Our areas were successful in meeting these demands, even though it was more difficult given the fact that a University-wide hiring freeze created personnel shortages; that a University-wide spending freeze created resource shortages; and that we needed to transact most if not all of our business remotely (online, via phone, etc.).

**Enrollment**

- The College received 9,652 applications for admission, which represented a 12.5% decrease from the previous year.
- Of these, 2,109 were from Early College students, which represented an 18.8% shortfall from the previous year.
- 1,936 applications were from transfer students. These students have college credits and are likely in need of transcript evaluation services. Approximately 24.9% of our 2020-21 applicants fell into this category. Although this number remains high, it again represents about a 16.4% drop in applications from the previous year, even though the proportion of transfer applicants in the overall applicant pool remained pretty steady.
- Of the students who did enter and register in Fall, over 40% (40.5%) were supported by federal financial aid. In the Spring, financial aid supported over a third (33.7%). This represented approximately a 4.1% decline from the previous Fall term, but held steady from the previous Spring.

**Retention and Persistence**

- 4,078 students who had applied to our campus during the evaluation period enrolled in classes. This represents a decrease of about 8.2% and is probably related to the lower application rates seen over the academic year. It also puts us on par with the 2018-19
academic year as well as those which preceded it; the application to enrollment rates in 2019-20 were exceptionally high and seem to represent an anomaly. The 8.2% loss in enrollment almost completely reverses the 8.5% gain seen in that one year.

- 1,368 of the 4,078, or 33.5%, of the applicants who subsequently enrolled were Early College students. This is 12.9% fewer students than in the last evaluation period, and a complete reversal of the upward trend that we had witnessed in the years prior to the pandemic.

- Student Services continued to support a student body of over 8,700 throughout the academic year, which translated into roughly 6,300 students a semester (Fall and Spring). This was consistent with the previous year and reversed the downward trend in overall enrollment that the College has experienced over the previous 4 years.

- Less than half (approximately 43%) of the continuing students at Leeward CC financed their education with federal student aid each semester. About 10.5% of Leeward CC’s students financed their education using VA benefits, and 80 students were supported by HINET.

- An average of 16.4% of enrolled students and an average of 23.2% of newly enrolled students were transfer students who have college credits that needed to be officially applied to our degree requirements.

- About 11% of our student body were veterans or military-connected, representing no change from the previous year.

- Between 9%-10% of our student body were Early College students who were dually enrolled in both high school and college.

- Hānai iā Leeward, the College’s Food Pantry, saw an 52.3% increase in student participants last year.

- The College continued to lose enrolled students over the course of time. The College’s Fall to Spring persistence rate continued its plateau of 68%, and its Fall to Fall rate remained steady at about 61%.

**Completion**

- During the review period, 2,114 credentials were awarded, which is 14.7% more than in the previous year.

- 717 Leeward CC students transferred to a UH 4-year institution, which represented a 6.1% increase over the previous year.

**Program Effectiveness**

Overall, the enrollment, persistence/retention and completion support provided by Student Services was effective in meeting students’ needs. Collectively, our units informed the public about Leeward CC; processed all application materials received; offered the requisite number of orientations and advising appointments; certified students for VA benefits and HINET and awarded financial aid; supported Early College students and provided resources, information and assistance to continuing students. Even though COVID-19 presented unique barriers and challenges to the way we normally do business, we:

- Admitted and supported the entry of 9,652 students.

- Awarded financial aid to 3,253 students, and supported 80 students through HINET.
● Handled 3,121 health requirements and helped 1,434 students overcome deficiencies in their health requirements so they could enroll. Although this represents a 9% reduction in health clearances management, we also saw a 12% increase in helping students overcome health clearance barriers.
● Took over 1,500 new, first-time students through an online new student orientation.
● Held new student advising sessions with 1,992 students.
● Supported the enrollment and continued needs of 8,700 students in AY 2020-21, which translated into approximately 6,300 students a semester.
● Facilitated greater success of the 471 Early College students in Fall 2020, 695 in Spring 2021 and 355 in Summer 2021 who were enrolled in our Early College courses at the high schools. They achieved about an 87% success rate (i.e., were awarded grades of “C” or higher).
● Supported individual students’ and their needs via 16,831 counseling appointments.
● Provided opportunities for students to engage and build their relationship with the college community via student-generated videos, virtual gaming, virtual student activities, podcasts, etc. via various Student Life programs.
● Conferred 2,114 degrees and certificates.

Over the past year, we made significant strides in a couple of specific areas:

**Yield Rate.** Even though the College received less applications, the number of students who were admitted and then subsequently enrolled (i.e., the yield rate) steadily improved. During this review period, 45.5% of those who were admitted for the Fall and 59.7% of those admitted for Spring registered for classes. This is a 3.5% and 7.6% improvement respectively from the previous Fall and Spring. This outcome is significant; the College’s yield rate has remained steady and/or has been declining over the past 5 years—despite efforts to improve it. So, even though we received less applications overall, more of the students we admitted registered for classes.

We saw a similar improvement in the yield rate of Early College students. In academic year 2020-21, nearly 79.9% of Early College students who applied went on to register. This is a 5.5% improvement over the previous year.

Perhaps most significant, however, was the improvement in the yield rate among our direct from high school population. The yield rate among this population has always been troubling. The lowest of all applicant populations, its Fall yield rate has been dwindling by an average of 3% a year since 2016. In Fall 2019, it stood at 37.5%, which was 4.5% below the overall yield rate that year. However, it improved over the last year. Although the Fall 2020 yield rate still fell by 2%, the Spring 2021 yield rate jumped by 10%. Even though Spring yield rates traditionally trend upwards by 3% a year, the impact of the changes made in our Recruitment Office, which was fully implemented for the first time in Spring 2021, resulted in larger gains. We are expecting to see a similar impact in Fall 2021. This, again, is significant as we have been unsuccessful thus far to improve this outcome.
Counseling Access. Despite the fact that counseling services were offered completely online in AY 2020-21, students continued to access counselors and did so at a higher rate. Where other campuses saw a decline in counseling appointments, our Counseling Unit held steady and actually saw a 1% increase in student appointments.

Engagement with HINET. In the last year, HINET’s reach exponentially increased. Traditionally, this program received around 100-120 inquiries from students. This year, the number of inquiries received quadrupled. As HINET is an essential resource that can help students stay enrolled in and focused on their studies, it is important that students are aware of and are actively trying to connect with it.

Food Distributions. The community-wide shutdown caused by the COVID-19 pandemic left many of our students newly unemployed. The number of students on our campuses who now faced food insecurity issues therefore increased. Consequently, our Food Pantry saw a 52.3% increase in student usage over the last year. In order to meet the demands of our students, Hānai iā Leeward increased their food distributions on both the Pearl City and Waianae campuses from once every other month to twice a month; partnered with the College’s agriculture program to add fresh produce to its distribution; and partnered with the College’s Culinary Arts Program to add hot, prepared food to the items distributed. Hānai iā Leeward also added baby items, such as diapers, wipes, etc. to their inventory to support student parents.

Course Success of Early College Students. Although the participation of Early College students was slightly lower than in previous years, those who did participate succeeded at higher rates. Early College students achieved an overall success rate that was nearly 9% higher than in the previous evaluation year.

Although we made some gains in AY 2020-21, there is still work to do.

Enrollment

- For the first time in nearly a decade, we have improved our yield rates. Due to the changes made in our Recruitment and Counseling Offices last year, we have successfully reversed the historic downward trend and are converting more admitted students into enrolled ones. This, however, has been at the expense of the top of the enrollment funnel. In order to effectively shepherd students through our on-boarding process, we have had to redirect our resources from outreach (i.e., raising awareness of the College and soliciting applications) to recruitment (i.e., case managing accepted students through the on-boarding process). This has resulted in lower application submission rates, which, in turn, ultimately result in less enrollments even if we are converting more of the applied into enrolled.

- Despite our best efforts, we can still see that there are “leaks” at every step of our entry pipeline. This ultimately results in the loss of students. In Fall 2020, for example, we received 5,119 applications. Of those, we admitted 4,730 students—2,373 of which were new to college and needed to go through new student orientation (NSO). However, only 1,467 (61.8%) completed NSO and met with a counselor for new student advising. Of the students who completed their advising, only 1,142 (77.7%) actually registered. So, at each step, we continued to lose students; and this pattern of loss has held true over-time.
● Most of the students in 2020-2021 who were awarded Financial Aid ultimately enrolled at the College (86.1%). This is an improvement of almost 5% over the last year, and reflects the intentional efforts our Recruitment Office made to follow up with awarded but unenrolled students. Even with this improvement, however, nearly 14% of those who have the financial means to enroll did not. Additionally, less than half of those who complete a FAFSA with us go on to enroll at the College. This pattern has been constant over the last 3 years, and is another “leak” in the pipeline.

● Our Early College students fare better. During this evaluation period, we experienced an average 79.9% yield rate from Early College applicants—despite the challenges presented by the COVID-19 pandemic.

Retention and Persistence

● We have not made any significant gains in our semester-to-semester persistence rates. They have stagnated—remaining at the exact same levels for the last 5 years. We continue to lose a little less than a third of our students from Fall to Spring, and then about 40% from Fall to Fall. A deeper dive into the data, however, shows that there may be some specific opportunities to help impact the loss:
  o Our full-time students, across all student types, tend to fare the best. We have, and have held steady, high Fall to Spring retention rates of full-time students.
  o HINET Program participants also seem to persist at higher levels. 75% of all HINET participants persisted from Fall to Spring. Financial Aid recipients also seem to persist at higher levels.
  o We seem to lose part-time students the most. Across all student types (e.g., transfer students, returning students, continuing students, etc.), our part-time students are retained at rates about 10-20 percentage points below their full-time counterparts.
  o We are most challenged with retaining our returning students. Among both part-time and full-time students, we only retain about half of those who start with us in the Fall semester into the following Spring.

● Underperforming (UAP) students contribute to our attrition rates.
  o On average, we lose about half of the students placed on UAP each semester; many do not or cannot re-enroll after receiving an academic sanction. Students placed on academic warning, which is the first academic sanction, represents the largest group of students lost. About 60% of all underperforming students were at the academic warning level last year; and 52% of these students did not persist into the next semester. The rate of loss for this student group remained consistent compared to the last evaluation period.
  o The persistence rate of underperforming financial aid recipients stands to be even bleaker. Federal regulations tie academic performance with financial aid eligibility. Because of this, students who underperform often lose their funding, which hampers their ability to continue.
  o Preliminary data suggests, however, that UAP students who 1) receive a counselor intervention; and 2) have registering for the next semester as part of that intervention, are much more likely to persist.

● Although we continue to see unprecedented growth in Early College participation and typically maintain high student success rates, we are still challenged in delivering advising services to
them. Although more Early College students met with their Leeward CC Counselor last year than in the previous year, we still are only successful in connecting with 24% of the Early College population. As Early College classes have a unique impact on students’ academic record and future college journey, it is imperative that they are advised well and understand the implications of their Early College participation.

Additionally, the College’s overall enrollment rate continues to decline. Although our enrollment stabilized in this last evaluation cycle for the first time in the last 5 years, the gains that we make in enrollment are among Early College students—they are the ones who fill in our enrollment gaps. This is a concerning trend as Early College students 1) require more support and resources; 2) by-in-large will not continue from semester to semester and/or complete degrees with us; and 3) only enroll in 1-2 classes a semester. It is imperative that our campus continues to build our regular student enrollment.

Although Student Services is not solely responsible for these institutional outcomes, we do track and monitor them, as they are the ones that we try to help impact.

Student Services has already begun to position ourselves to improve our outcomes. We have:

- Initiated and contributed to campus-wide conversations focused on improving enrollment. We have partnered with other entities of the College (e.g., instruction, retention specialists, communications and marketing, etc.) to help reach out to various student groups and encourage them to enroll/re-enroll. We plan to expand our efforts by convening a division-wide Strategic Enrollment Management (SEM) taskforce that will formulate a comprehensive enrollment strategy.
- Deployed Signal Vine 2-way text messaging to encourage students to continue through the on-boarding process (new students) and to re-register each semester (continuing students).
- Convened a Student Services taskforce to develop and implement a Student Services-wide communication strategy and infrastructure. This strategy, once completed, will identify the critical messaging that should be deployed to students throughout their educational journey. It will also identify the best and most appropriate communication vehicle for the various types of messaging.
- Begun to develop a cohesive strategy to 1) ensure new student enrollment; and 2) intervene with more UAP students so that more can be retained.
- Continue the process of repositioning all offices so that they are best able to contribute to the College’s goals of improving enrollment, retention and completion. In this past evaluation cycle, the leaders of all Student Services units arrived at shared goals and target outcomes for the different phases of a student’s journey, and they identified the offices that should be involved in delivering each.

**Program Efficiency**

Although Student Services has been largely successful at meeting the needs presented, all struggle with achieving the efficiencies that could allow them to be more effective and impactful. A common theme throughout all of the Student Services offices—especially those who are highly regulated by compliance demands—continues to be an extremely high workload burden created by
the need to simultaneously execute and manage a multitude of processes that are 1) highly diverse in both their goals and in what is required; 2) highly complex; 3) constantly expanding and changing; and 4) lack the resources and tools, including technology and easy and timely access to data, that would make the work efficient. Much of the work executed by the offices within Student Services are highly manual in nature. As a result, their ability to be “efficient” as well as adaptive to new requests and situations rests entirely on the capacities (both in numbers and in abilities) of their human resources.

We have seen significant improvement over the last year in a few areas. However, until we are able to secure more tools, achieving efficiency will remain difficult and will continue to compromise the effectiveness of Student Services as a whole.

Here are a few highlights from the Area’s program data that reflects this.

Admissions
One of the ways in which we determine efficiency in enrollment is by looking at application processing times. Admissions and Record’s goal is to process regular applications within an average of 14 days upon receipt. The ability to admit a student quickly has a direct impact on students’ subsequent decision to enroll with us.

As a College, we have historically struggled to meet our application processing goal. In past years, factors, such as unanticipated staff shortages, heavily impacted our ability to process applications on-time. However, in this past evaluation cycle, significant strides were made in this area. Starting in Spring 2021, the UHCC system adopted a new online application and admissions portal. These tools introduced a great deal of automation and allowed our Admissions Office to review and handle applications in-bulk, which was a huge improvement over the one-by-one processing that had to occur previously. Our campus’s effort to adopt this new system quickly showed in processing times for Spring 2021 (which was the inaugural semester). An even larger impact was seen in the subsequent Summer term.

Average Application Processing Times

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<tr>
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<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
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<tbody>
<tr>
<td></td>
<td>Average: 37 days</td>
<td>Average: 23 days</td>
<td>Average: 9 days</td>
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<tr>
<td></td>
<td>Median: 22 days</td>
<td>Median: 24 days</td>
<td>Median: 5 days</td>
</tr>
<tr>
<td></td>
<td>Fall 2020</td>
<td>Spring 2021</td>
<td>Summer 2021</td>
</tr>
<tr>
<td></td>
<td>Average: 35 days</td>
<td>Average: 14 days</td>
<td>Average: 3 days</td>
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<tr>
<td></td>
<td>Median: 6 days</td>
<td>Median: 6 days</td>
<td>Median: 1 days</td>
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The new application has made a huge impact in an area where we traditionally struggled to improve. Now that the process is more efficient and less labor-intensive for staff, our campus has the capacity to entertain different admissions strategies and practices that previously could not be considered due to workload implications.
This is a prime example of how tools, such as automation and technology, 1) help us make significant strides towards achieving our desired outcomes; and 2) introduce a greater ability for offices to be flexible, nimble and responsive.

**Recruitment and Outreach**
Over the past year, our Recruitment and Outreach office has been highly successful in transitioning from an outreach to a case management focused entity. However, they struggle under the weight of their activities as they are highly manual and inefficient. This office’s ability to identify where students are, in-process, at any given time so that they can intervene rests completely on their ability to obtain timely and accurate data on large groups of students. Having access to real-time data is ideal as students are constantly taking steps forward, so their place in the process is always changing. Static data becomes irrelevant quickly.

Our Recruitment and Outreach office, however, does not have ready access to the type of information they need. Instead, they are relegated to manually pulling, sorting through and matching raw data using existing (and not customized) reports in order to carry out their work. This is a time consuming and inaccurate process that requires a high level of training to execute, and results in a finished product that is already obsolete. This is a highly inefficient process that translates into wasted time and effort as phone calls and outreach activities inevitably include those who no longer need it.

Having a technological tool that is conducive to tracking and monitoring students and that is automatically fed by regular data loads, such as a CRM, would be game changing for this office and their outcomes.

**Transcript Evaluations**
Evaluating transcripts in an efficient and timely way is critical for students who enter our campus with some higher education experience. It is not only important for enrollment; it is also important for continuation and timely completion of a student’s degree. Students need to know, both at the juncture of deciding where to enroll and at the juncture of making registration decisions, if and how their previous credits apply. This, oftentimes, is a deciding factor in which college a student decides to attend.

However, we continue to fall short in our ability to evaluate transcripts in a timely way.

The College is inefficient at evaluating transcripts. Because we have minimal resources committed to this area, our processing times lag by about 12-14 weeks. This means that, on average, it takes almost an entire semester to finish evaluating a student’s transcript once it is requested. Our processing times have held steady at this rate over the past 3 years—ever since our transcript evaluation resources were reduced in 2016. This is problematic and can affect our enrollment.

Additionally, because of our resource limitations, we won’t evaluate a student’s transcript unless they are already enrolled with us. Although helpful from a workload management perspective, this practice is problematic for enrollment. Many students who have already accumulated credits are looking for an institution that will allow them to leverage their credits so they can attain their
credential efficiently. They do not want to enroll in an institution where their past credits can’t be utilized. So, the fact that we expect students to commit to our institution before we will tell them where they stand in terms of credit attainment can deter them from enrolling with us—especially if other institutions are able to provide them with the information they seek. Our College receives approximately 2,000 applications from transfer students each year. However, less than half of them actually enroll with us.

Students with past college credits who are financing their education with some kind of benefit (e.g., financial aid, veterans/military benefits) maybe particularly impacted by our inefficiencies in this area. Some of these programs require/will require students to have their transcripts officially evaluated before they register for classes; if they do not, they are ineligible for their benefits. If we continue to be unable to evaluate a student’s transcript prior to their enrollment, we risk losing and/or seeing a significant reduction in the enrollment of these student populations as well.

As was the case in Admissions, the transcript evaluation process is highly manual; therefore, it is arduous and heavily dependent on human resources. If we are to affect any kind of change in this area, we will need to invest either in additional technologies that will improve efficiency, or we need to invest more heavily in human resources.

**Veterans Benefits**
The time it takes us to complete the processes that allow students to access their funding also affects enrollment. Therefore, we need to look at our efficiency in programs such as Veterans’ (VA) Benefits.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Average: 62 days</td>
<td>Average: 49 days</td>
<td>Average: 38 days</td>
</tr>
<tr>
<td>Median: 51 days</td>
<td>Median: 25 days</td>
<td>Median: 30 days</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Average: 81 days</td>
<td>Average: 44 days</td>
<td>Average: 40 days</td>
</tr>
<tr>
<td>Median: 84 days</td>
<td>Median: 35 days</td>
<td>Median: 29 days</td>
<td></td>
</tr>
</tbody>
</table>

In 2020-21, the amount of time it took for the College to complete students’ VA certifications increased; so, it appears as though our efficiency in this area decreased. This is problematic as the 2019-20 data had already represented a decreased efficiency from the previous evaluation year. So, this means our efficiency in this area is on a steady decline.

However, the data can be deceiving. Many times, longer processing times can be attributed to student delays in providing the required documentation. The mandate to move to telework and remote communication and service beginning in Spring 2020 could’ve also exacerbated this. In general, VA benefits certifications are completed within 1-2 weeks of receiving the required documentation.

The increased inefficiency in 2020-21 does, in part, reflect a change in staffing and decreased resources in this area. In Fall 2020, the College lost its VA Certifying Official to retirement as well as its part-time VA clerk. Because the University’s hiring freeze prevented us from filling these
vacated positions, the work of these individuals had to be absorbed by staff members who 1) did not usually perform these duties; and 2) who had to shoulder them on top of their regular assignments. The transition to less experienced staff and the loss of focused and dedicated VA resources compromised our College’s overall efficiency.

**Needed Resources**

Overall, there are many areas of inefficiencies within the different Student Services Offices that prevent us from being able to make bigger impacts on intended outcomes.

It is our intention, over the next year, to 1) continue to evaluate, pinpoint and address areas where we can improve our efficiencies in order to have a greater impact on student enrollment, persistence/retention and completion; and 2) acquire the tools and resources to do it, including access to meaningful and timely data.

We do know that, at a minimum, all of our offices will highly benefit from the following tools in order to increase efficiency, and have a bigger impact on student success:

- A communication relationship management (CRM) software that will allow for the identification, tracking, monitoring, intervention and automated communication with various student subgroups. This type of tool is not only needed to facilitate the entry of students; it is also needed to help the College stay in compliance with various federal and state regulations (e.g., financial aid, NC-SARA) as it implements new initiatives (e.g., Online AA degree program, Course Program of Study, accelerated classes/programs, fully online programs, Early College, etc.).
- Effective, user-friendly, regularly updated and available data dashboards that will allow us to track and monitor our efforts, inform strategy design and inform resource allocation.
- A technological tool that will increase efficiency in our transcript evaluation process as well as additional staffing in this area.
- A Welcome Center Coordinator who can focus on managing the Welcome Center and its staff and who can lend additional support to Student Services-wide initiatives (e.g., Student Services communication initiative, maintaining the Ocelot Chatbot, maintaining Signal Vine, etc.).
- A centralized, IT staff person who can, at minimum:
  - Set up, configure and maintain the various software systems being or will be used by Student Services in support of multiple work functions (e.g., STAR, MySuccess, NSO Online, SECE, the Liaison application, the Ocelot ChatBot, SignalVine, any communication-relations management software adopted by the College, etc.).
  - Design, configure and maintain online systems that will allow for secure online submission of forms as well as the routing of those forms through various workflows.
  - Design and maintain the digital signage that will be present in the Welcome Center.
  - Create and design efficient and secure database systems that work with and between systems already being used by the campus.
- Alterations to BANNER pages that would allow for increased automation of our processes.
- Continued funding for the electronic platforms acquired during the COVID-19 pandemic (i.e., NSO Online platform, Ocelot ChatBot, Signalvine).
Voting Members Attending: Cheryl Bell (for Patrick Leddy), Tommylynn Benavente, Kathryn Fujioka-Imai, Eiko Kosasa, Serina Makaiwa, Grant Okamura, Kay Ono, Wayde Oshiro, Aulii Silva, Wesley Teraoka, Jennie Thompson, Christine Walters, Jue Wang (for Laurie Kuribayashi), Darren Wastell, James West, Eric Wong (for Raezheen Pascua), Danny Wyatt

Non-Voting Members Attending: Manuel Cabral, James Goodman, Paul Kuehn, Della Teraoka, Curtis Washburn.

Absent Voting Members: Jean StavRue-Pe‘ahi
Absent Non-Voting Members: Mark Lane, Ron Umehira
2017-2018 In-coming Members: James Fujita, Shelley Ota

1. Call to Order

   The meeting called to order at 2:06 pm with quorum of 14 voting members.

2. Roll Call

3. Approval of the Minutes

   With no corrections noted, a motion was made to approve the minutes.

   Motion by Danny Wyatt, Second by Jennie Thompson.
   Vote: Yes 14 No 0

   After the Minutes were approved, three voting members arrived bringing the total voting members present to 17.

4. Unfinished Business

   a. Campus Council Member and Planning Process Surveys

   Chair Silva led a discussion about the results of two recent surveys administered by the Campus Council to gather feedback about 1) CC members’ participation in 2016 - 2017 and 2) ARPD/CRE authors’ experience in this last planning cycle. Members who would represent campus stakeholders on two ad-hoc committees were recruited to work with the survey data.
and to look for “best practices” with a goal of presenting their proposed recommendations for improvement in Fall 2017. Chair Silva thanked Bob Pacheco for summarizing our survey data and mentioned that any new responses will be included in the ad hoc committees’ review.

1. Summarized feedback from each survey

   - **Campus Council Membership Survey**: 2/3 of the membership responded that their knowledge of the Council’s role and function had increased during the academic year. The members stated that having discussions during the meetings helped clarify issues.

   - **Program Review & Planning Process Survey**: 80% of those surveyed said they understood how to use the data provided from the UH System. To improve the program review and prioritization process, most members said they would appreciate 1) increased data use and 2) greater access to analytical support. Less than half of the respondents said the program review process motivates them to make programmatic improvements and half said the ARPD templates were ease to use.

   - Council members raised discussion and questions about communicating with the wider campus; particularly with their stakeholders. Explicitly discussed was how to make people interested in the issues related to Leeward’s planning process and governance. When emails are used, people often delete or do not read them. Someone remarked that most people on the campus are not educated in the planning process or shared governance so are less likely to read the emails. Vice Chair Benavente suggested doing a blog like the Faculty Senate because its format is appealing and easy to read. The student representative Eric Wong shared that students who want to raise issues use the suggestion box or visit the Student Government office.

2. Discussion about survey data

   Chair Silva asked the Council members who are familiar with the planning process to pass on comments or suggestions to improve the process to the summer ad hoc committee. She reiterated that resource requests should be based on strategic goal data. She also added that ACCJC expects colleges to not just measure their outcomes, but to also make improvements based on what the data show.

   **Discussion:**

   - The process is fine, but respondents are not always confident that the data are accurate.
   - The proposers are assuming many things when they do their ARPDs. The data need to be correct and current.
   - The ARPD template was not designed for the support areas. There have been improvements to the template over the years but it is still driven by instructional needs.
   - Chair Silva asked what purpose does the UHCC System’s ARPD data and website serve. Vice Chancellor for Academic Affairs Teraoka stated it was
primarily designed to provide a means to communicate our program outcomes to the public; we could create our own template that better serves our planning needs.


1. VCAA Della Teraoka gave a quick overview of the Institutional Planning List and asked Campus Council members if they received any feedback from their constituents.

2. Discussion of Faculty Senate Motion [17:49]
   Faculty Senate sent a memo to insert an item (Turnitin.com) into the Institutional Planning List. A discussion followed the motion memo because it was the second year that Faculty Senate was attempting to include Turnitin.com into the planning process at the final stage of the process.

CC members suggested that it may be helpful to share the Planning Process with Faculty Senate because their memo presents a variety of issues:

1) All faculty members could make requests via the planning process which begins with instructional divisions.
2) A request to change the planning process should be made based on actual deficiencies in the process, not just because some “don’t like the process.”
3) Would any governance group have the right to add items to the Institutional Planning list at the final stage of the process? If pre-final amendments were made available to Faculty Senate, Student Government and other governing entities would need to have the same opportunity to do so.

As a former FS and FSVC, Chair Silva spoke that each body has a particular area of responsibility to fulfill for the College. The Chancellor has designated CC as a recommending body for budget and planning while the BOR recognizes the FS to carry out academic policy and planning. Both are representative which requires us to trust our colleagues to represent larger stakeholder groups. She then asked the CC members for feedback about how Campus Council should respond to the Faculty Senate motion.

Incoming FS Chair James Fujita shared that FS is considering electronic voting so that junior senators can vote without personal pressures from senior faculty.

Some of the comments:
- All Program Review proposals require data. The Faculty Senate motion for Turnitin.com lacked any accompanying supporting data.
- Did senators research which anti-plagiarism programs were most effective?
- A member stated that perhaps there is no data for plagiarism as there is no process to report it.
- Who would manage Turnitin.com’s implementation and effect for FS because it is not coming out of a Division?
- The College purchased Turnitin in 2006 but discontinued because of lack of use by
faculty.

• Innovation funds to purchase Turnitin were offered twice but no one has applied for it.

FS Secretary Wayde Oshiro said that Faculty Senate will invite VCAA Teraoka to a meeting during the next academic year to explain the planning process. Another member recalled that FS was a governance body that approved the current planning process.

No suggestions to re-prioritize the Prioritization List were made. A motion was made to accept the list as presented.
Motion by Jennie Thompson, Second by Christine Walters.
Vote: 15 yes, 2 no

5. **New Business**

a. Representation on Campus Council……………………………….Della Teraoka

VCAA Della Teraoka asked the Council to consider adding a member of the Native Hawaiian Student Support Program to the Campus Council. The Native Hawaiian Student Support Program reports directly to Dean James Goodman who is a non-voting member of Campus Council so that program has no representation on the Council. Another member pointed out that Native Hawaiian Student Support Programs participates in the planning process as an academic unit like Leeward Waiʻanae and Office of Continuing Education and Workforce Development.

A motion to support adding a member of the Native Hawaiian Student Support Program as a voting member to Campus Council.

Motion: Christine Walters, Second by Wes Teraoka.
Vote: 17 yes; 0 no

b. **Campus Council Membership for AY 17 - 18**………………………………All voting members

Chair Silva solicited membership for the following academic year.

**New members:**
Business Division Chair: Shelley Ota
Faculty Senate Chair: James Fujita
Faculty Senate Vice-Chair: Wayde Oshiro
Native Hawaiian Student Support Program: Aulii Silva

**Returning members:**
Administrative Support Group: Serina Makalwa
Arts & Humanities Division Chair: James West
Language Arts Division Chair: Kathryn Fujioaka-Imai
Leeward Waiʻanae: Danny Wyatt
Math & Sciences Division Chair: Jennie Thompson
Operations and Maintenance Group: Grant Okamura
Professional Arts & Technology Division Chair: Tommylynn Benavente
Social Science Division Chair: Wesley Teraoka
Units that have not made decisions:
Academic Support
Lecturer Group
OCEWD
Student Government
Student Services Coordinator
Administrative, Professional, Technical Group
Nā ‘Ewa Council

c. Nomination and Election of 2017 - 2018 Executive Committee

Through verbal nominations and secret ballot, an election of new Executive Committee members was conducted.

Chair: Aulii Silva (Motion by Kay Ono, Second by Jennie Thompson)
Vice-Chair: Tommylynn Benavente (Motion by Jim West, Second by Kay Ono)
Vice-Chair: Grant Okamura (Motion by James West, Second by Kay Ono)

Vote: 17 yes; 0 no

d. Campus Reports

1. Chancellor’s Report
   ● Naomi Losch, former Leeward instructor honored with an O‘o Award by the Native Hawaiian Chamber of Commerce.
   ● May 12 Graduation Commencement: Chancellor Cabral will be out of town so Vice Chancellors Teraoka and Lane will host the graduation with Vice President Morton.
   ● Dean Paul Keuhn leaving Leeward after five years of service; Paul was acknowledged for his work.
   ● Interim VCAA Della Teraoka selected for the permanent position of VCAA. Her name is submitted in June to the Board of Regents for confirmation.

2. Student Government Report
   Eric Wong reported that the student government did a survey on student communication and bus fare.

3. Announcements
   Danny Wyatt announced that Leeward Wai‘anae will close in mid-June and move to its new campus in July. The current lease expires on June 30.

6. Adjournment & Mahalo Reception

Next meetings: TBD
Employee Satisfaction Survey

Results from Fall 2019 and Fall 2016

Summary Report

OVERVIEW & PURPOSE
The college strives to provide valued employees with the facilities, tools, and support needed to excel in their positions. We conducted this survey to acquire a better understanding of employee morale, satisfaction, and engagement at Leeward Community College.

This survey was created by the 2nd Cohort of the Leadership Excellence Program (William Albritton, Kathryn Fujioka-Imai, Lori Lei Hayashi, Tracie Losch, and Grant Okamura) in collaboration with the Leeward Community College Office of Planning, Policy and Assessment.

DATA SUMMARY
Overall
The survey had 176 respondents in 2019 and 200 respondents in 2016. There are approximately 500 recipients that were emailed the survey. (Note that this list included active employees and retirees.)
## Results

1. Which of the categories below best describes your work status and location at Leeward CC?

<table>
<thead>
<tr>
<th>Category</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Leeward CC - Pearl City</td>
<td>115</td>
<td>65%</td>
<td>132</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty Leeward CC - Waiʻanae Moku</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Staff Leeward CC - Pearl City</td>
<td>54</td>
<td>31%</td>
<td>59</td>
<td>29.5%</td>
</tr>
<tr>
<td>Staff Leeward CC - Waiʻanae Moku</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Are you full-time or part-time?

<table>
<thead>
<tr>
<th>Status</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>180</td>
<td>91%</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>

3. How long have you been employed at Leeward?

<table>
<thead>
<tr>
<th>Duration</th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>10</td>
<td>6%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>50</td>
<td>28%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>36</td>
<td>20%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>11 – 20 years</td>
<td>45</td>
<td>26%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35</td>
<td>20%</td>
<td>36</td>
<td>18%</td>
</tr>
</tbody>
</table>
4. I know the mission, major goals, initiatives, and priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54</td>
<td>31%</td>
<td>69</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>63%</td>
<td>116</td>
<td>58%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>6%</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>82</td>
<td>47%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>43%</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>7.5%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>20%</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>45%</td>
<td>74</td>
<td>37%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>20%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
7. I participate in the planning processes of my division/department/unit.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51</td>
<td>29%</td>
<td>57</td>
<td>28.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>78</td>
<td>44%</td>
<td>79</td>
<td>39.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>7%</td>
<td>27</td>
<td>13.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>4%</td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
<td>7%</td>
<td>10</td>
<td>5%</td>
</tr>
</tbody>
</table>

8. The College planning process results in improvement of programs and services.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>12%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>88</td>
<td>50%</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>54</td>
<td>31%</td>
<td>68</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>2.5%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>73</td>
<td>42%</td>
<td>82</td>
<td>41%</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>46%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>1.5%</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>8.5%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
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10. I have the materials and equipment I need to do my work.

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<tr>
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<td>81</td>
<td>46%</td>
<td>107</td>
<td>53.5%</td>
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<tr>
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<td>8</td>
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<td>2.5%</td>
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<tr>
<td>Disagree</td>
<td>22</td>
<td>13%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>5</td>
<td>2.5%</td>
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</table>

11. The resources provided for my division/department/unit are adequate.

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<td>8%</td>
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<tr>
<td>Disagree</td>
<td>31</td>
<td>18%</td>
<td>28</td>
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<td>7</td>
<td>4%</td>
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12. Rate the adequacy of the following aspects of the buildings and grounds.

**Cleanliness - 2019**

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<td>22 (13%)</td>
<td>15 (9%)</td>
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</tr>
<tr>
<td>Classrooms</td>
<td>23 (13%)</td>
<td>79 (45%)</td>
<td>10 (6%)</td>
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<td>9 (5%)</td>
<td>30 (17%)</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>58 (33%)</td>
<td>87 (50%)</td>
<td>12 (7%)</td>
<td>5 (3%)</td>
<td>2 (1%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>(Library, labs, tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>services, etc.)</td>
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<tr>
<td>Facilities (air-conditioning,</td>
<td>36 (21%)</td>
<td>96 (55%)</td>
<td>5 (2.5%)</td>
<td>22 (12.5%)</td>
<td>14 (8%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>lights, restrooms, etc.)</td>
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<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>37 (21%)</td>
<td>99 (57%)</td>
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<td>16 (9%)</td>
<td>16 (9%)</td>
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<tr>
<td>Landscaping (Gardens, open</td>
<td>60 (34%)</td>
<td>86 (49%)</td>
<td>0 (0%)</td>
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<tr>
<td>Campus Services (Cafeteria,</td>
<td>40 (23%)</td>
<td>105 (60%)</td>
<td>5 (3%)</td>
<td>13 (7.5%)</td>
<td>5 (2.5%)</td>
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<tr>
<td>Bookstore, Theater, etc.)</td>
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**Cleanliness - 2016**

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<tr>
<td>Classrooms</td>
<td>37 (18.5%)</td>
<td>89 (44.5%)</td>
<td>9 (4.5%)</td>
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<td>Academic Support Services</td>
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<td>3 (1.5%)</td>
<td>14 (7%)</td>
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<tr>
<td>(Library, labs, tutoring</td>
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<td>services, etc.)</td>
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<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>94 (47%)</td>
<td>4 (2%)</td>
<td>46 (23%)</td>
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<td>Bookstore, Theater, etc.)</td>
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### Maintenance (Is everything in working order?) - 2019

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<td>21 (12%)</td>
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<td>26 (15%)</td>
<td>76 (43.5%)</td>
<td>14 (8%)</td>
<td>21 (12%)</td>
<td>9 (5%)</td>
<td>29 (16.5%)</td>
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<tr>
<td>Academic Support Services (Library,</td>
<td>44 (25%)</td>
<td>78 (45%)</td>
<td>23 (13%)</td>
<td>7 (4%)</td>
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<td>18 (10%)</td>
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<td>Facilities (air-conditioning, lights</td>
<td>31 (18%)</td>
<td>91 (52%)</td>
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<td>3 (1.5%)</td>
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<td>39 (22.5%)</td>
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<td>15 (9%)</td>
<td>13 (7.5%)</td>
<td>4 (2%)</td>
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<td>15 (8.5%)</td>
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<td>walkways, etc.)</td>
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<td>29 (16.5%)</td>
<td>105 (60%)</td>
<td>17 (10%)</td>
<td>9 (5%)</td>
<td>5 (3%)</td>
<td>10 (5.5%)</td>
</tr>
<tr>
<td>Theater, etc.)</td>
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### Maintenance (Is everything in working order?) - 2016

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<td>1 (0.5%)</td>
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<tr>
<td>Classrooms</td>
<td>38 (19%)</td>
<td>88 (44%)</td>
<td>12 (6%)</td>
<td>22 (11%)</td>
<td>13 (6.5%)</td>
<td>27 (13.5%)</td>
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<tr>
<td>Academic Support Services (Library,</td>
<td>60 (30%)</td>
<td>89 (44.5%)</td>
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<td>2 (1%)</td>
<td>21 (10.5%)</td>
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<td>34 (17%)</td>
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<tr>
<td>and restrooms, etc.)</td>
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<td>Parking Lots &amp; Access Roads</td>
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<td>50 (25%)</td>
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<td>7 (3.5%)</td>
<td>8 (4%)</td>
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<td>114 (57%)</td>
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<td>3 (1.5%)</td>
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<td>Theater, etc.)</td>
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</table>
13. My division/department/unit is adequately represented at Campus Council.

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<td>44</td>
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<td>76</td>
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<td>81</td>
<td>40.5%</td>
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<td>41</td>
<td>24%</td>
<td>64</td>
<td>32%</td>
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<td>10</td>
<td>5%</td>
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<td>5</td>
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14. Campus Council effectively carries out its role in governance.

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<td>15</td>
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<tr>
<td>Agree</td>
<td>57</td>
<td>33%</td>
<td>57</td>
<td>28.5%</td>
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<tr>
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<td>79</td>
<td>46%</td>
<td>111</td>
<td>55.5%</td>
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<tr>
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<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
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<tr>
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15. Pūko’a no nā ‘Ewa Council effectively carries out its role in governance. (2019 survey only)

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<tr>
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<td>38</td>
<td>22%</td>
</tr>
<tr>
<td>Not sure</td>
<td>96</td>
<td>56%</td>
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<td>4</td>
<td>2%</td>
</tr>
<tr>
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<td>0%</td>
</tr>
<tr>
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<td>12</td>
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16. The Faculty Senate effectively carries out its role in governance.

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<td>75</td>
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<td>87</td>
<td>43.5%</td>
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<td>34%</td>
<td>76</td>
<td>38%</td>
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<td>3%</td>
<td>6</td>
<td>3%</td>
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<tr>
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<td>2%</td>
<td>2</td>
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<td>8</td>
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17. The Chancellor provides effective leadership to the campus.

<table>
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<th>2016 #</th>
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<td>40</td>
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<td>61</td>
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<td>79</td>
<td>46%</td>
<td>95</td>
<td>47.5%</td>
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<tr>
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<td>48</td>
<td>28%</td>
<td>31</td>
<td>15.5%</td>
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<td>4%</td>
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<td>0%</td>
<td>3</td>
<td>1.5%</td>
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<td>2.5%</td>
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18. The Administrative Team provides effective leadership to my division/department/unit.

<table>
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<td>23%</td>
<td>44</td>
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<tr>
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<td>80</td>
<td>46%</td>
<td>88</td>
<td>44%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>21%</td>
<td>39</td>
<td>19.5%</td>
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<tr>
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<td>8</td>
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<td>20</td>
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<tr>
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<td>6</td>
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<td>0</td>
<td>0%</td>
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</table>
19. The Administrative Team encourages an open exchange of ideas that foster institutional improvement.

<table>
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<th>2016 #</th>
<th>2016 %</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>20%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>20.5%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>8%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

20. I feel that I can freely express my opinions.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>16%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37</td>
<td>21.5%</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.5%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>6%</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>29%</td>
<td>62</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>43%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>5%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>12%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
</tbody>
</table>
22. Please rate the following aspects of your work environment. 2019 Results

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>107 (61%)</td>
<td>638 (36%)</td>
<td>4 (2.5%)</td>
<td>1 (.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>115 (66%)</td>
<td>55 (31%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>87 (50%)</td>
<td>68 (39%)</td>
<td>10 (5.5%)</td>
<td>8 (4.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>75 (43%)</td>
<td>68 (39%)</td>
<td>17 (9.5%)</td>
<td>13 (7.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>54 (31%)</td>
<td>75 (43%)</td>
<td>19 (10%)</td>
<td>226 (13%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>71 (41%)</td>
<td>60 (34%)</td>
<td>21 (12%)</td>
<td>18 (10%)</td>
<td>5 (3%)</td>
</tr>
</tbody>
</table>

22. Please rate the following aspects of your work environment. 2016 Results

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>119 (59.5%)</td>
<td>68 (34%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>138 (69%)</td>
<td>54 (27%)</td>
<td>4 (2%)</td>
<td>3 (1.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>106 (53%)</td>
<td>73 (36.5%)</td>
<td>11 (5.5%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>87 (43.5%)</td>
<td>81 (40.5%)</td>
<td>19 (9.5%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>57 (28.5%)</td>
<td>80 (40%)</td>
<td>18 (9%)</td>
<td>36 (18%)</td>
<td>9 (4.5%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>85 (42.5%)</td>
<td>63 (31.5%)</td>
<td>19 (9.5%)</td>
<td>23 (11.5%)</td>
<td>10 (5%)</td>
</tr>
</tbody>
</table>
23. Overall, how satisfied are you working for Leeward Community College?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>68</td>
<td>39%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>46%</td>
<td>86</td>
<td>43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>11%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>2%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>3</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
ARPD Websites

1. uhcc.hawaii.edu/varpd - this is the public ARPD site which includes:
   - Quantitative Indicators data for Instructional Programs
   - Visual tools such as GPA and Skills
   - Quantitative Indicators data for Student Services

2. uhcc.hawaii.edu/varpd/submission - this is the web submission site for UHCC staff to download program analyses templates (MS Word templates) and to upload completed program analyses (ADA-compliant PDFs). Access to upload PDFs are restricted by UH login and permission must be granted by a VCAA or VCSA.

Overview of Campus Process

- **DATA**
  - Review Quantitative Indicators data and visual tools on the public ARPD site

- **TEMPLATES**
  - Download Microsoft Word templates from the Web Submission site

- **ANALYSES**
  - Write up program analyses in MS Word templates

- **ADA COMPLIANCE**
  - Ensure MS Word document has ADA compliant tags then convert to PDF

- **PDF**
  - Upload PDF to the Web Submission site
## ARPD Timeline (last updated 10/25/2021)

<table>
<thead>
<tr>
<th>Date</th>
<th>System Office Responsibility</th>
<th>Campus Responsibility</th>
</tr>
</thead>
</table>
| Sep 7, 2021| • Provide preliminary Quantitative Indicators (QI) data for Instructional Programs and Student Affairs  
• Provide updated/generic Microsoft Word templates for all programs (Instructional, Student Affairs, Academic Services) and for the Executive Summaries | • Review preliminary QI data for Instructional Programs at [uhcc.hawaii.edu/varpd](https://uhcc.hawaii.edu/varpd) and inform system office of any required edits  
• May review generic Microsoft Word template for all programs (click "MS Templates" tab above) |
| Oct 15, 2021| • Provide finalized QI data for Instructional Programs and Student Affairs  
• Provide Budget Allocation data  
• Provide finalized Co-Req data for Math and English  
• Provide mechanism to collect "External Licensing Exams Passed" data in order to include it in the QI table | • May download generic Microsoft Word template and begin writing program analyses  
• Ensure the MS Word document contains all ADA-compliant tags, convert to PDF, and upload (click the "Upload PDFs" tab above) |
| Oct 25, 2021| • Updated Co-Req data, specifically the "Efficiency By Placement Goals" table for English and Math for all campuses based on feedback from Maui that the numbers were incorrect | |
| Dec 15, 2021|                                                                                              | • Deadline for campuses to upload their PDF documents                                  |
| Dec 16, 2021| • All PDFs that have been uploaded are made available online for public viewing at [uhcc.hawaii.edu/varpd](https://uhcc.hawaii.edu/varpd) | • All PDFs uploaded from this date forward will automatically be posted for public viewing |

### Additional Information

Send any questions, comments and/or suggestions for improvement to Academic Planning, Assessment and Policy Analysis at the following email address: [uhccdata@hawaii.edu](mailto:uhccdata@hawaii.edu)

For more information on ARPD, see the following policy documents:

- [UHCC policy 5.202 Review of Established Programs](https://uhcc.hawaii.edu/varpd/policy/5.202)
- [UHCC policy 5.202 Attachment 1-A on Instructional Programs](https://uhcc.hawaii.edu/varpd/policy/5.202)
- [UHCC policy 5.202 Attachment 2 on Academic Support Services](https://uhcc.hawaii.edu/varpd/policy/5.202)
- [UHCC policy 5.202 Attachment 3 on Student Support Services](https://uhcc.hawaii.edu/varpd/policy/5.202)

The previous ARPD website will remain available at this link: [Prior UHCC ARPD site](https://uhcc.hawaii.edu/varpd)

The previous web submission site will remain available at this link: [Prior UHCC Web Submission site](https://uhcc.hawaii.edu/varpd/submission)

The system office intends to archive content on these websites over the next year and subsequently take these sites offline.
## ARPD Information Sessions

OVPCC will be conducting APRD information sessions at the following dates and times.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>AUDIENCE</th>
<th>ZOOM LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu. 9/21/21</td>
<td>9 – 10 am</td>
<td>Institutional Research</td>
<td><a href="https://hawaii.zoom.us/j/92465975321">https://hawaii.zoom.us/j/92465975321</a></td>
</tr>
<tr>
<td>Tu. 9/28/21</td>
<td>9 – 10 am</td>
<td>Open to all</td>
<td><a href="https://hawaii.zoom.us/j/97796153054">https://hawaii.zoom.us/j/97796153054</a></td>
</tr>
<tr>
<td>Tu. 9/28/21</td>
<td>11 – 12 noon</td>
<td>Open to all</td>
<td><a href="https://hawaii.zoom.us/j/98541384009">https://hawaii.zoom.us/j/98541384009</a></td>
</tr>
<tr>
<td>Wed. 9/29/21</td>
<td>11 – 12 noon</td>
<td>Open to all</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>

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The Leeward Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the College. Through the Curriculum Committee, the faculty has a powerful role in shaping the programs and courses offered at the College. The Budget, Student, and Faculty Committees of the Faculty Senate provide faculty input and recommendations to the administration.

- The Senate Chair and Vice Chair sit on the Campus Council.
- The Senate is comprised of at least 22 senators elected at-large from among the full-time faculty, with approximately half elected each year for two-year terms, as well as one representative for the lecturers.
- The Senate elects its Executive Committee that consists of the Chair, Vice chair, and Secretary.
- Membership on Senate committees is open to all Leeward faculty, administration, and staff members.

Faculty Senate Executive Committee members for the 2021-2022 academic year:

- Michael Oishi - Chair
- Junie Hayashi - Vice Chair
- Kelsie Aguilera - Secretary

Issues before the Senate for Fall 2021 - Spring 2022

- Advocate for participation in the evaluation of academic executive leadership at the campus and system level, as protected by Part I, Section 8 of UHPA's Reference Section 20 (R-20).
- Monitor and advise on the college and UH System's resource and budget planning.
- Communicate progress on UH General Education curriculum revisions.
- Resolve facilities problems identified in our Faculty Senate memo of 30 April 2020.
- Continue to ensure that all divisions and academic units are represented on Faculty Senate committees.

Issues before the Senate for Fall 2020 - Spring 2021

- Resolve facilities problems identified in our Faculty Senate memo of 30 April 2020.
- Advise in the search for an interim Vice Chancellor for Academic Affairs.
- Revise the Leeward CC Faculty Senate's Bylaws.
- Ensure that all divisions and academic units are represented on Faculty Senate committees.
- Advise on the college's operating budget.

Issues before the Senate for Fall 2017 - Spring 2018

- Providing input into the system-wide transition, by Fall 2018, to the new CES (Course Evaluation System).
- Participating in the review of the Budget and Planning Process at Leeward Community College.
- Provide input into the Revised Shared Governance Policy at Leeward Community College.

Issues before the Senate for Fall 2016 - Spring 2017

- Input collection to investigate the benefits of a transition from current teaching schedule to a two-day a week teaching schedule.
- The formation of an Oral Communication Focus Board and the Oral Communication Hallmarks.
• Revise the Leeward Faculty Senate's Charter and Bylaws.
• Please acknowledge the MOA between UH Administration, UHPA, and UH Faculty Senates: https://goo.gl/OyILSe

Issues before the Senate for Fall 2015

• Input collection to investigate the benefits of a transition from current teaching schedule to a two-day a week teaching schedule.
• Consider the formation of an Oral Communication Focus Board and the Oral Communication Hallmarks.
• Revise the Leeward Faculty Senate's Charter and Bylaws.

News

• Faculty Senate Highlights, Academic Year 2020-2021
Aloha Leeward,

We hope this message finds you well and you are enjoying the summer.

The Faculty Senate Executive Committee would like to take this opportunity to share some of the work and accomplishments of your faculty senators for the 2020-2021 academic year, particularly as we look forward to academic year 2021-2022. We are particularly invested in this effort at outreach given the unique number and degree of changes and challenges we have all had to navigate over the last year. Below are some of Faculty Senate’s endeavors.

Shared Governance and Protection of Faculty and Faculty Rights

The work of Leeward CC’s Faculty Senate began abruptly, and before the official start of the 2020-2021 academic year. Owing to concerns over the state’s projected reduction in revenue due to the COVID-19 pandemic, the UH System and Leeward CC administration instituted policies and practices to streamline and economize operations, one of which was an unprecedented and early deadline for cancellation of low-enrolled classes, particularly those taught by the most vulnerable among us: lecturers. In response, and in an effort to protect both students and faculty from unilateral, hasty, and possibly pernicious and unnecessary course cancellations (considering how so many students register late), Faculty Senate approved Resolution 20.1. As noted in University of Hawai‘i Board of Regents Agreement, R-20, Faculty Senates have the negotiated right and responsibility to participate in “strategic planning directions, goals . . . and related budget priorities,” of which early course cancellations are a part. While Faculty Senate understands the need for economic efficiency in these fiscally challenging times, it also believes and expects that such efforts will be conducted transparently and collaboratively with Faculty Senate, especially when different metrics for minimum fill rates and deadlines for course cancellations are employed. Going forward, recently revived Small Undergraduate and Graduate Course Sections (EP 5.230), signed by UH President David Lassner, will provide more transparent and consistent guidance across the UH System.
regarding enrollment thresholds and deadlines for course cancellations.

Likewise, and in an effort to ensure a transparent and meaningful process of consultation, Faculty Senate approved Resolution 20.2, advocating for Faculty Senate’s participation in executive leadership appointments. To date, Leeward CC’s administration has filled several interim executive positions without the consultation of Faculty Senate—practices that both faculty senators and the University of Hawai‘i Professional Assembly (UHPA) deem a violation of Faculty Senate’s right to participate in the selection of executive leadership, also protected by University of Hawai‘i Board of Regents Agreement, R-20. Senate’s advocacy on this issue has resulted in a Framework for Faculty Senate Consultation on Interim Appointments on Executive Managerial Positions—a document that will help to ensure Senate’s input in future interim appointments and for which Chancellor Peñaloza has communicated support in his memo of June 16, 2021. On behalf of the Faculty Senate, the Executive Committee thanks Chancellor Peñaloza for his feedback on this document and his commitment to meaningful collaboration to ensure transparency, fairness, and diversity in the selection of Leeward CC’s future administrators—safeguards already in place for the hiring of other UH faculty and staff.

Concern over faculty rights also included an intensive discussion of faculty workloads on Tenure and Promotion Review Committees (TPRCs) as some faculty are called upon more frequently than others to serve on multiple TPRCs per year (sometimes as many as three), often for several years in a row. Following Faculty Senate’s requests for data on TPRC assignments, former Leeward CC Vice Chancellor for Academic Affairs (VCAA), Della Teraoka, provided the following results for all the UH Community Colleges (UHCCs). Owing to UHCC Human Resources guidelines to ensure fairness and diversity in the composition of TPRCs, faculty assignments to TPRCs are complex and sometimes uneven. As UHCC Vice President Erika Lacro has noted, TPRC assignments have multiple criteria such as rank, campus (three from the same campus as the candidate, though not from the same discipline or division), discipline (two from the same discipline as the candidate, but from different campuses), gender, race, ethnicity, exclusion lists, and other exemptions that prevent faculty from serving (e.g., illness, conflicts of interest, etc.). While there are always efforts to avoid assigning faculty to multiple TPRCs, this is not always possible given the above restrictions. A consequence of Faculty Senate’s inquiries into this matter is Vice President Lacro’s “Guidance for Chancellor’s in the Formation of Tenure and Promotion Review Committees (TPRCs).” While not resolving the complicated issue of multiple and frequent TPRC assignments, the memo attempts to ensure that chancellors are fully aware of the guidelines informing TPRC assignments in an effort to create diverse and informed TPRCs while also balancing concerns over faculty workloads. That said, it is important to note that any faculty member who feels unable or too overburdened to discharge her/his/their responsibilities on a given TPRC may request the Chancellor to be removed. The Chancellor must then assess the reason for the request and inform the affected faculty member of his/her/their decision.

Standing Committee Work
Much of the important, detailed, and time-consuming work of Faculty Senate is conducted by its committees, which work to identify and resolve problems across multiple areas of Faculty Senate’s responsibility. The following is a brief synopsis of our Faculty Senate standing committees’ efforts last year.

Academic and Institutional Support (AIS)
The AIS Committee, chaired by Fa’amaile (Betty) Ickes, last year focused on resolving several lingering issues related to facilities use and maintenance—issues acknowledged by previous Vice Chancellor of Administrative Services, Mark Lane, in his memo of November 20, 2020, and in response to Faculty Senate Resolution 19.1. Detailed in Senator Ickes’ annual report are updates over the creation of an online Facilities Use application, the creation of response times to acknowledge receipt of Facilities Use applications, and the ability for secretarial staff to view and book room reservations on behalf of faculty applicants, among other concerns. Resolutions to some of these issues are expected with this summer’s implementation of a new facilities booking software. We look forward to more updates on and resolutions to these concerns by Senator Ickes in Fall 2021.

Assessment Committee
The Assessment Committee, chaired by Michele Mahi, busied itself with several initiatives last year, among them being amendments to Leeward CC Policy L5.210, a Spring 2021 Convocation workshop on assessment strategies and methods, the selection of a new Assessment Management System (Anthology),
and a concerted drive to encourage faculty to assess their Course Learning Outcomes as required by the Accrediting Commission for Community and Junior Colleges (ACCJC), and UHCC Policy 5.202, Executive Policy 5.202 and Regents Policy 5.201. Of particular note, the Assessment Committee’s efforts have resulted in a tremendous assessment progress rate of 95.6% of courses assessed through June 2021! Mahalo to all who assessed their learning outcomes to reach this remarkable benchmark. A full accounting of the Assessment Committee’s work can be found in Senator Mahi’s annual report.

Budget and Planning Committee

The Budget and Planning Committee, chaired by Gholam Khaleghi, had its hands full as it monitored the welter of changes associated with the UH System’s and college’s operating budgets. A trained economist, Senator Khaleghi was particularly adept at explaining the college’s and the UH System’s budget forecasts in relation to the larger trends of the state, nation, and global economies. Additionally, Senator Khaleghi kept Senate abreast of important federal Coronavirus Aid, Relief, and Economic Security (CARES) and CARES Higher Education Emergency Relief Funds (HEERF) monies for the college and UH System and helped develop ideas for revenue generation (rather than painful budget reductions) to keep the campus financially solvent. Please find a comprehensive discussion of the Budget and Planning Committee’s efforts in Senator Khaleghi’s annual report.

Curriculum Committee

The Curriculum Committee, led by Pete Gross, was busy as usual. As Senator Gross notes in his annual report, the Curriculum Committee reviewed, recommended, and presented to Faculty Senate proposals for 11 new courses, 133 course modifications, 10 course deletions, 1 new program, and 16 program modifications. Additionally, the Curriculum Committee updated in the Kuali Student Curriculum Management (KSCM) system the Career and Technical Education (CTE) General Education requirements while also fixing several bugs and interface issues to make KSCM more stable and user friendly. The Faculty Senate bids a fond aloha to Senator Gross as he rolls off of the Curriculum Committee and Faculty Senate after six dedicated and excellent years of service and extends a warm welcome to incoming Curriculum Committee Chair, Jiajia Garcia.

Distance Education Committee

The Distance Education (DE) Committee, co-chaired by Kelsie Aguilera and Evelyn Wong, has proven instrumental in providing important technical and pedagogical support for Leeward’s faculty as we navigate the many challenges of distance education in this time of COVID-19. Among the many accomplishments of the Distance Education Committee are the creation of an Online Learning Orientation Subcommittee, chaired by Jordan Lewton; revisions to and information sessions on the Leeward CC DE Guidelines Self-Assessment process; and recommendations for technological solutions to support faculty and staff in the implementation of distance learning and campus services, among other work. Please peruse Senators Aguilera and Wong’s annual report for a complete list of DE Committee endeavors.

Elections Committee

The Elections Committee, co-chaired by Senators Matt Egami and Alyssa MacDonald, and joined by Igor Niktin, facilitated both our annual at-large election of senators as well as the election of members of the Faculty Senate Executive Committee. In addition to these accomplishments, the Elections Committee also recommended a mechanism for resolving tie-breaks in at-large elections— a long overdue protocol missing from but now incorporated into the revised Faculty Senate Elections Procedures. For more details on the Elections Committee’s endeavors, please refer to Senators Egami and MacDonald’s annual report.

Faculty Committee

Co-chaired by U'ilani Keli'ikuli and Danny Wyatt, the Faculty Committee investigated several issues of concern to faculty and students. Among the Faculty Committee’s notable accomplishments are the creation of an optional syllabus notification listing withdrawal deadlines for 16-week and part-of-term courses. This committee also worked closely with members of the Faculty Senate Student Affairs Committee, Student Services, and Student Government to create a Student Complaint Process document. Reviewed and approved by UHPA, this document seeks to make transparent to students the established protocol for the expression of their grievances, particularly by ensuring that proper conversations occur between students and faculty before involving campus administrators. Finally, and considering the difficult time our students are experiencing learning and living in relative isolation, the Faculty Committee recommended for approval an optional syllabus notification informing students of the campus’s mental
General Education Committee

The General Education Committee, chaired by Michelle Igarashi, juggled multiple and important concerns last year. Among Senator Igarashi’s personal accomplishments are the creation of a new Foundations Board website to facilitate the updating of information and the clarification of hallmarks and application process. Collectively the General Education Committee is monitoring the progress and recommendations of the UH General Education Curriculum Design Team, which is currently at work on the reconceptualization of our UH General Education curriculum during its Summer Institute. The recommendations of this Summer Institute, projected to be implemented in Fall 2025 (best case scenario) after multiple rounds of consultation, will prove impactful to the design and delivery of our current courses and programs. Those interested in following the developments and discussion of the General Education Summer Institute should consult the Schedule and List of Topics listed on the UH General Education Curriculum Design Team’s website. For a complete account of the General Education Committee’s endeavors, please see Senator Igarashi’s annual report.

Lecturer Mentor Group

Led by Christine Walters in Fall 2020 and Wayland Quintero in Spring 2021, the Lecturer Mentor Group kept Faculty Senate abreast of the concerns and challenges of our lecturer colleagues—concerns and challenges that have multiplied and deepened in these fiscally challenging times. Among the concerns raised by Senator Quintero in his May 5 report are course assignment prioritization according to lecturer rank and a lack of clarity regarding whether lecturers are employed by a particular UH campus or by the UH System (important for the calculation of teaching equivalencies and attendant employee health benefits). Overshadowing and informing these concerns is the more general distress emanating from a severe reduction of lecturer course loads as a result of increased course cancellations. Particularly important are the results of a survey of lecturers throughout the UH System and which Senator Walters captures in her report of October 2020. As the survey notes, the mass cancellation of lecturer sections also greatly impacts students considering that many lecturers (46.9%) report that they teach two or more courses in their discipline not taught by tenured faculty members.

Legislative Relations Committee

Our Legislative Relations Committee, chaired by Erika Molyneux, was extremely active this academic year monitoring the welter of important initiatives impacting the UH System. Among this committee’s many accomplishments are its Legislative Relations Priorities Letter, which communicates to legislators, particularly those on the House and Senate Higher Education Committees, many of the concerns of Leeward CC and UH System faculty, such as the protection of tenure, clear guidelines for a safe return to face-to-face interactions, support for more campus mental health services, and the recognition and protection of our lecturers who are vital to our ability to deliver quality education to students. Additionally, the Legislative Relations Committee diligently monitored several bills impacting our campus and UH community, particularly HB1105 HD1 which sought to provide greater faculty and student input in the selection of candidates for the UH Board of Regents, and SCR201 SD1 HD1, which urges the creation of a “task force to examine and assess the UHM tenure structure of researchers and non-instructional faculty compared to peer institutions of higher education across the USA.” As the issues the Legislative Relations Committee engaged are many and complex, please see Senator Molyneux’s annual report for more details.

Student Affairs Committee

Our Student Affairs Committee, co-chaired by Summer Barrett and John Signor, was extremely busy this year as they worked to resolve a range of thorny issues related to students, faculty, and student services. Notable among these efforts were a thorough review of student-related procedures and policies to ensure both are accurate and reflect current system and college practices; amendments to the Student Affairs description in Faculty Senate’s Bylaws (approved by Faculty Senate on April 14 and approved by Chancellor Peñaloza on April 26); exploration of the creation of a senior audit policy due to the lack of clarity regarding seniors’ statuses as students and their lack of access to important services such UH Alert, LUMISIGHT UH, etc.; and reviews of our policies on Course Repeat, Course Substitution, Grading, Student Academic Grievance, and Graduation, to name only a few. Additionally, the Student Affairs Committee had vital roles in developing the above mentioned Student Complaint Process document and optional syllabus
notifications for academic withdrawal deadlines (16-week and part-of-term) and campus mental health services. For full details of this committee's many activities, please see Senators Barrett and Signor's annual report.

While long, this annual review provides a window into the work of your senators in discharging their commitments to students and faculty at Leeward Community College. For a repository of all Faculty Senate committee reports, please consult the Fall 2020-Spring 2021 Supporting Documents folder of our Faculty Senate website.

Acknowledgments

The Faculty Senate Executive Committee wishes to recognize the contributions of all our faculty senators whose work has been instrumental in promoting the interests of the college. In particular, we would like to thank Summer Barrett (Student Affairs Committee Co-Chair), Weirong Cai (Legislative Relations Committee), William Castililo (Budget and Planning Committee), Matthew Egami (Elections Committee Co-Chair), Jiajia Garcia (Curriculum Committee), Petersen Gross (Curriculum Committee Chair), Fa'amaile (Betty) Ickes (Academic and Institutional Support Committee Chair), Michelle Igarashi (General Education Committee Chair), Warren Kawano (Distance Education Committee), Ulani Kel'i'ikuli (Faculty Committee Co-Chair), Gholam Khaleghi (Budget and Planning Committee Chair), Kealohilani Leleo (Student Government President and Faculty Senate representative), Alyssa MacDonald (Elections Committee Co-Chair), Michele Mahi (Assessment Committee Chair), Erika Molyneux (Legislative Relations Committee Chair), Michael Moser (Budget and Planning Committee), Wayland Quintero (Lecturer Mentor Group Representative), Suzette Scotti (Faculty Committee), John Signor (Student Affairs Committee Co-Chair), Kale'a Silva (Student Affairs Committee), Joseph Wargo (Student Government Vice President and Faculty Senate representative), Christine Walters (Lecturer Mentor Group Representative), James West (Budget and Planning Committee and Faculty Committee), Evelyn Wong (Distance Education Committee Co-Chair), and Danny Wyatt (Faculty Committee Co-Chair).

In closing, we wish to thank everyone for their dedication, hard work, and support during this turbulent time, and particularly for giving us the opportunity to help make Leeward CC a better place for students, faculty, and staff. We look forward to hearing from and working with you in the near future as we embark on a new academic year.

Sincerely,

The Faculty Senate Executive Committee

Michael Oishi
Chair, Leeward CC Faculty Senate, 2020-2022

Junie Hayashi
Vice Chair, Leeward CC Faculty Senate, 2020-2022

Kelsie Aguilera
Secretary, Leeward CC Faculty Senate, 2020-2022

Co-Chair, Distance Education Committee, 2020-2022

News:

Current
Chair’s Priorities:

- We are striving to ensure the development of systems and processes to keep our Senate organized. This is an effort toward a demonstrated record of meeting the campus expectations and accomplishing our responsibilities.
- We have reviewed, approved, or commented on a number of important campus and system policies. This is an effort to ensure that we honor the needs of our campus and students, as well as make efforts to create consistency across the system as a whole, as well as pushing transparency and shared governance (and responsibility) in the planning and policy development process.
- We are leading a collegial process to develop the Shared Governance Policy in collaboration with all representative campus bodies. These efforts are essential to creating a positive and effective campus climate that is of our own making and working to ensure we have spirited and meaningful conversations that drive opportunities to engage in respectful dialogue.
- Acknowledge and credit the work done by those who have chosen to serve, and done so admirably, including administration.

Executive Committee’s Priorities:

- Our Vice-Chair, Wayde Oshiro, organized the campus approval of separation of the Senate’s charter and bylaws to make our organization more representative and responsive to the needs of the campus and system.
- Our Secretary, Junie Hayashi, has led us through efforts to manage our decision-making capital appropriately by maintaining the clear and consistent reporting of reviews, decisions, recommendations, and grievances, and continually opening new lines of transparent communication.

Faculty Senate Standing Committee Record and Accomplishments:

- **Academic and Institutional Support** - This engaged committee, chaired by Gholam Khaleghi, works directly with the administration to keep an “open door” about faculty concerns on campus operations. This committee was instrumental in developing a mechanism of rapport, feedback, communication, and demonstrated outcomes between the Vice-Chancellor of Administrative Services and the faculty. Overall, this committee is a driver of a positive campus climate.

- **Assessment** - After years of heavy lifting, the AA task force, and Chair, Jeff Judd, have developed a more manageable, meaningful, and user-friendly student learning assessment database. We continue to grow a culture of assessment based on objectives, instruction, outcomes, and adjustment. We have reviewed the General Learner Outcomes of our AA degree so that we can confidently say, our graduates have demonstrated competencies in these areas. Overall, the focus on assessment for quality instruction is essential for us to reach our strategic student completion goals.
- **Budget** - Chair, Stanley May, has supported faculty-driven efforts to communicate with administration auditing of the campus planning processes and institutional priorities for budgeting. The committee continues to support our overall Leeward CC trend towards more inclusivity, transparency, and accountability in the campus planning and budgeting processes, as is afforded by the BOR policies. Overall, these efforts are essential in ensuring our resources are equitably distributed across campus, including faculty priorities.

- **Curriculum Committee** - Chair, Pete Gross has stewarded faculty to review a near-record number of courses and programs creation, modification, and deletion. Over the course of the year, they have taken the lead in securing faculty input to make the large lift of the Curriculum Committee more efficient and effective. An effective Curriculum Committee is essential to our instructional quality, system alignment, as well as positioning our faculty and campus to achieve accreditation.

- **Distance Education** - Chair, Warren Kawano, has led efforts to establish Distance Education course guidelines to be supported by a faculty-driven evaluation system. These guidelines have been derived from a long examination of industry standards and position Leeward to continue to deliver quality and accountable online delivery, thereby ensuring student completion.

- **Faculty Committee** - Chair, Danny Wyatt, has been making efforts to address faculty concerns about issues surrounding late-registration. We have requested data from our planning office that can help faculty mediate assumptions about student success as we move forward to ensure that our all of our enrolled students are prepared for course success, retention, and completion.

- **General Education** - Led by co-Chairs Weirong Cai and Suzette Scotti, the committee has ensured the quality of curricular offerings that focus on Writing Intensive, Hawaii and the Pacific, Oral Communication, and Ethics. They have shepherded a process to ensure that Leeward is in a position to seamlessly accept transfer credits from students who participated in the WICHE passport. Additionally, they have led efforts to ensure that we find an appropriate place to house the development of a system driven (S) sustainability designation. Overall, their efforts have been to increase access, ensure quality, and encourage completion.

- **Legislative Relations** - Co-Chairs, Betty Ickes & Raymond Liongson, have worked to ensure that the Leeward Faculty senate is informed with the most up to date information from the legislature.

- **Student Committee** - Our co-Chairs Summer Barrett and Kale‘a Silva are committed to student success. They are currently in the process of working with our Student Services group to ensure that our student-focused policies either appropriately reflect policies found to be effective at other system campuses or reflect the need of our students as a unique population. For example, course renewal and academic forgiveness. Overall, Student committee initiatives are foundational to student retention and completion.
Senators: Aguilera, Kelsie; Barrett, Summer; Boydstun, Jeremiah; Cai, Weirong; Cawdery, Michael (Chair); Gross, Petersen; Hayashi, Junie (Secretary), Ickes, Betty; Kawano, Warren; Keliʻikuli, Genai; Khaleghi, Gholam; Liongson, Raymond; Mahi, Michele; May, Stanley; Molyneux, Erika; Oishi, Michael (Vice-Chair); Scotti, Suzette; Scully, Michael; Signor, John; Silva, Kaleʻa; StavRue-Peʻahi, Jean; Walters, Christine; West, James; Wyatt, Danny

Meetings Schedule AY 2019-2020

Meeting 1 - Friday, September 13, 2019 - Agenda - Minutes
Meeting 2 - Friday, October 11, 2019 - Agenda - Minutes
Meeting 3 - Friday, November 8, 2019 - Agenda - Minutes
Meeting 4 - Friday, December 6, 2019 - Agenda - Minutes
Meeting 5 - Friday, January 10, 2020 - Agenda - Minutes
Meeting 6 - Friday, February 14, 2020 - Agenda - Minutes
Meeting 7 - Friday, March 13, 2020 - Agenda - Minutes
Meeting S - Thursday, April 2, 2020 - Agenda - Special Meeting Outcome
Meeting 8 - Wednesday, April 8, 2020 - Agenda - Minutes
Meeting 9 - Thursday, May 7, 2020 - Agenda - Minutes

Chair’s Priorities AY 2019-2020:

- We worked to ensure the development of systems and processes to keep our Senate organized. This includes:
  - Prior to the beginning of the AY, the chair invited all Standing committee Chairs, past and present, to lunch in discussing their priorities.
  - We worked to create a Google Shared Drive where all Senators can have access to the materials and working documents of the Senate.
  - Provision of an opening report to make roles and responsibilities clear.
The Chair also provided an update of Mid-year Report to the Campus and at Convocation as well as division meetings.

The formal separation of Charter and Bylaws, approved by the Chancellor, so that we can update Bylaws to conform with the needs of the Senate.

The Senate adopted the special rules of order that keep most of our work and deliberation in committee. This allows the Senate to speak directly to the Standing Committees and support their efforts.

We have requested that standing committees inform the Chair, Executive Committee, Faculty Senate, and Faculty at large about their meetings, members, minutes, and actions. We attempted to maintain a Master Schedule in an effort to support the college as a whole.

Additionally, we have solidified the place of Shared Governance Meetings with the administration. These are currently conducted on a monthly basis. We have honored our monthly participation in ACCFSC, CCCFSC, Campus Council, and UHCC Strategic Planning Council.

Finally, we are working to ensure that our communications are effective and timely.

Leeward is a leader in Faculty Leadership at the System level. For example, The Leeward CC Faculty Senate Chair was also Chair of the CCCFSC and ACCFSC. This work including priorities as laid out in the body’s AY 2019-2020 Opening Letter.

We have worked to enhance the quality of our relationships with other Authorized Governance Bodies (AGBs) and the general atmosphere of Shared Governance on the Campus. We were able to pass a new, more comprehensive, more inclusive Shared Governance Policy. This effort was spearheaded by the Faculty Senate Executive Committee. This includes recommendations to Campus Council that Faculty Senate and all bodies be given standing reports. We also sought the inclusion of Pūkoʻa no Nā ʻEwa Council in the Shared Governance Executive Committee meetings.

We have reviewed, approved, or commented on a number of important campus and system policies. This is an effort to ensure that we honor the needs of our campus and students, as well as make efforts to create consistency across the system as a whole, as well as pushing transparency and shared governance (and responsibility) in the planning and policy development process. The policies that we worked on, reviewed, and in some cases approved, include:

- UH System - Policy Request Memo
- UH System - Participant Verification Policy (Consulted on)
• We led a collegial process to develop the Shared Governance Policy in collaboration with all representative campus bodies. These efforts are essential to creating a positive and effective campus climate that is of our own making
and working to ensure we have spirited and meaningful conversations that drive opportunities to engage in respectful dialogue. We shared a presentation with the Chancellor of Leeward CC to the BOR.

- **Acknowledge and credit the work done** by those who have chosen to serve, and done so admirably, including administration.

**Executive Committee’s Priorities:**

- Our Vice-Chair, Michael Oishi, organized the campus approval of separation of the Senate’s charter and bylaws to make our organization more representative and responsive to the needs of the campus and system. Michael has been instrumental in defining and executing the role of Vice Chair. This re-defined role ensures the Vice Chair has the responsibility to maintain procedures, and to the best of the ability or as is reasonably needed for the operation of the Senate, according to Robert’s Rules of Order. It is essential that the Vice-Chair keep the position of Chair in order and in check.

- Our Secretary, Junie Hayashi, has led us through efforts to manage our decision-making capital appropriately by maintaining the clear and consistent reporting of minutes, reviews, decisions, recommendations, meetings, Standing Committee reports, and resolutions, and continually opening new lines of transparent communication. We have strived to get a timely submission and communications of information from committees to faculty and administration. We have also maintained the Faculty Senate website and resurrected the Faculty Senate Blog.

**Faculty Senate Standing Committee Record and Accomplishments:**

- **Academic and Institutional Support** - This engaged committee, chaired by Gholam Khaleghi, works directly with the administration to keep an “open door” about faculty concerns on campus operations. This committee was instrumental in developing a mechanism of rapport, feedback, communication, and demonstrated outcomes between the Vice-Chancellor of Administrative Services and the faculty. Overall, this committee is perceived as the faculty mechanism responsible for driving a positive campus climate.

- **Assessment** - Michelle Mahi has boldly supported the college as we work toward a more manageable, meaningful, and user-friendly student learning assessment database. We continue to grow a culture of assessment based on objectives, instruction, outcomes, and adjustment. We have reviewed the General Learner
Outcomes of our AA degree so that we can confidently say, our graduates have demonstrated competencies in these areas. Overall, the focus on assessment for quality instruction is essential for us to reach our strategic student completion goals.

- **Budget** - Chair, Stanley May, has supported faculty-driven efforts to communicate with the administration to an end of ensuring that Faculty are more meaningfully included in the campus budget and planning processes, including institutional priorities for budgeting. The committee continues to support our overall Leeward CC trend towards more inclusivity, transparency, and accountability in the campus planning and budgeting processes, as is afforded by the BOR policies R-20. Overall, these efforts are essential in ensuring our resources are equitably distributed across campus, including faculty priorities. The Faculty Senate executive committee has contributed a statement in that it is hopeful that faculty find meaningful participation in the budgeting processes of the college.

- **Curriculum Committee** - Chair, Pete Gross has stewarded faculty to review a near-record number of courses and programs creation, modification, and deletion. Over the course of the year, they have taken the lead in securing faculty input to make the large lift of the Curriculum Committee more efficient and effective. An effective Curriculum Committee is essential to our instructional quality, system alignment, as well as positioning our faculty and campus to achieve accreditation. He was instrumental in ensuring that we have a Committee on the Sustainability Designation or S-Designation, AA Program Chair as well as additional policies for Curriculum and Program Review.

- **Distance Education** - Chair, Warren Kawano & Kelsie Aguilera, has led efforts to establish Leeward’s DE Guidelines to be supported by a faculty-driven evaluation system, including DE Guidelines Self-Assessment and DE Peer Evaluation. These guidelines have been derived from a long examination of industry standards and position Leeward to continue to deliver quality and accountable online delivery, thereby ensuring student completion. They include a process for Self Evaluation and Peer Evaluation of DE courses. In addition, the DE committee was foundational in our transition to DE and online course delivery due to the COVID-19 pandemic, including the development of "Baseline Recommended Actions for Distance-Delivered Instruction”

- **Elections Committee** - Thank you to Michael Scully for successfully soliciting candidates, holding elections, and communicating the results of the New Senators elect for 2020-2021. The Elections Committee also supported the
January elections of the New Executive Committee for AY 2020-2021.

- **Faculty Committee** - Chair, *Danny Wyatt and Genai Keliʻikuli*, has been making efforts to address faculty concerns Tenure, Promotion, and Contract Renewal, including DPC procedures, electronic submission of dossiers, and lecturer protections. The committee has been requesting information from UHPA and Leeward CC and UHCC administration. The committee has contributed greatly to clear processes and procedures for faculty to follow resulting in increased faculty morale.

- **General Education** - Led by co-Chairs *Weirong Cai and Suzette Scotti*, The committee ensured the quality of curricular opportunities and offerings that focus on Foundations, Writing Intensive, Hawaiʻi, Asia and the Pacific, Diversifications, Oral Communication, and Ethics. They have shepherded a process that positions Leeward to seamlessly accept transfer credits from students who participated in the WICHE passport. Additionally, they have led efforts to ensure that the committees under General Education are completing their work and supporting student success. That is a number of sub-committees with lots of members. Overall, their efforts have been to increase access for students, ensure quality, and encourage completion & transfer.

- **Legislative Relations** - Co-Chairs, *Betty Ickes & Raymond Liongson*, began the AY and started with efforts to expand the work of the committee. Fortunately, Raymond Liongson had the opportunity to retire. Since Betty has worked tirelessly to ensure that the Leeward Faculty senate is informed with the most up to date information from the legislature regarding budgets, allocations, and political operations.

- **Student Affairs Committee** - Our co-Chairs *Summer Barrett and John Signor* are committed to student success. They are currently in the process of working with our Student Services group to ensure that our student-focused policies either appropriately reflect policies found to be effective at other system campuses or reflect the need of our students as a unique population. For example, course renewal and academic forgiveness. Overall, Student committee initiatives are foundational to student retention and completion.
Welcome Back Leeward ‘Ohana!
“We are Leeward!”

August 19, 2020 | Fall 2020 Online Convocation | 9am - 11:30am

[Join Convocation Here: Passcode: 350891]
For Technical Support, call 455-0201.

<table>
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<tr>
<th>Time</th>
<th>Convocation Agenda</th>
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<tr>
<td>9:00am - 9:10am</td>
<td><strong>Oli Welcome</strong>&lt;br&gt;Ka Waimanomano Inaugural Cohort</td>
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<td>9:10am - 9:20am</td>
<td><strong>Chancellor’s Welcome</strong>&lt;br&gt;Dr. Carlos Peñaloza, Chancellor</td>
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<td>9:20am - 9:40am</td>
<td><strong>Introductions and Accolades</strong>&lt;br&gt;Kay Ono, Interim Vice Chancellor for Academic Affairs&lt;br&gt;James Goodman, Dean of Arts and Sciences&lt;br&gt;Kami Kato, Interim Dean of Student Services&lt;br&gt;Leanne Riseley, Interim Dean of Academic Services&lt;br&gt;Ron Umehira, Dean of Career &amp; Technical Education</td>
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<td>9:40am - 10:00am</td>
<td><strong>Budget and Facilities Update</strong>&lt;br&gt;Mark Lane, Vice Chancellor of Administrative Services</td>
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<td>10:00am - 10:10am</td>
<td><strong>Leading at Leeward - “The Pulse” Leadership Survey Results</strong>&lt;br&gt;Leeward’s 2019-2020 Leadership Excellence Program Cohort 4 Members</td>
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<td>10:10am - 10:30am</td>
<td><strong>Looking Ahead to the Fall Semester</strong>&lt;br&gt;Dr. Carlos Peñaloza, Chancellor</td>
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<td>10:20am - 10:30am</td>
<td><strong>Break - Move to Zoom Workshop Rooms</strong>&lt;br&gt;See session descriptions and links on the next page.</td>
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<td>10:30am - 11:30am</td>
<td>*<em>Breakout Workshop Sessions</em> (Choose one.)**&lt;br&gt;Faculty Senate Talk Story Session&lt;br&gt;Building Community &amp; Empathy in an Online Environment&lt;br&gt;Turn Your Webcam Into a TV Studio&lt;br&gt;Using “Pu‘uloa: A Sense of Place” to Implement Mo‘olelo ‘Āina Across Disciplines&lt;br&gt;Let’s Go There: Maintaining Relationships through Controversial Discussions</td>
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*Sessions will be recorded and shared approximately a week after Convocation.
| Session #1 | Faculty Senate Talk Story Session  
*Presented by Michael Oishi, Faculty Senate Chair; Junie Hayashi, Faculty Senate Vice Chair; Kelsie Aguilera, Faculty Senate Secretary*  
Join us for a talk story session to learn more about Leeward CC’s Faculty Senate: who we are, and what we have been and are doing to serve the faculty and the college. We would particularly like to hear the concerns and problems faculty have and discuss how and whether the Faculty Senate can help to resolve them.  
Zoom Host: Junie Hayashi |
|---|---|
| Session #2 | Building Community & Empathy in an Online Environment  
*Presented by Anika Gearhart, Social Sciences and Susan Wood, Language Arts*  
Join two faculty members as they share tips for building empathy and strengthening online community with students. Bring your own ideas to share in small group breakout sessions and help compile a comprehensive list of tips.  
Zoom Host: Kelly Kennedy |
| Session #3 | Turn Your Webcam Into a TV Studio  
*Presented by Chris Gilbert, Language Arts*  
Impress your audiences with studio quality effects on Zoom, Google Meet, Loom, Jitsi, Microsoft Teams, pre-recorded videos--or ANY service with a webcam! If you're ready to up your camera game, get ready for a deep-dive and one-time setup that will pay off for a lifetime! Supercharge the easy-to-use Google Slides you already know with OBS Studio: the FREE secret weapon of professional streamers, YouTubers, and content creators around the world. [Basic knowledge of Zoom or Google Meet is preferred.]  
Zoom Host: Brent Hirata |
| Session #4 | Using “Pu‘uloa: A Sense of Place” to Implement Mo‘olelo ‘Āina Across Disciplines  
*Presented by Camden Barruga, EMC; Anuschka Faucci, Math & Sciences; Annemarie Paikai, Library; Erin Thompson, Innovation Center*  
An interdisciplinary team will debut their short video highlighting the rich natural and cultural history of Pu‘uloa/Pearl Harbor to help our campus community connect to this place. The video includes an overview of the area surrounding Leeward, resources, and community and student involvement towards a more sustainable and hopeful future. Additionally, a curated LibGuide and a Story Map with resources will be presented and shared to encourage instructors across disciplines to connect with and incorporate this special place into their curriculum.  
Zoom Host: Camden Barruga |
| Session #5 | Let’s Go There: Maintaining Relationships through Controversial Discussions  
*Presented by Lucille Gilbert, Language Arts*  
"Unfriend me if you don't agree with me" has become a common reaction when facing family or friends with opposing views. We live in challenging times where polarizing views on politics, prejudices, and a pandemic can result in divisive and sometimes explosive discourse. In this workshop, you will learn how to effectively manage relationships and conversations on controversial topics in order to minimize conflict. You will also learn about language and group communication techniques that you can immediately apply in your classrooms or with those you care about in order to improve communication and strengthen relationships.  
Zoom Host: Cameron Rivera |
Welcome Back!

“Celebrating and Appreciating Our Leeward ‘Ohana”
August 18, 2021 | Fall 2021 Convocation | 9am - 12pm
Online Large Group and Breakout Sessions ~ “Grab and Greet” In-person Lunch Option

Join Convocation Zoom Meeting
https://hawaii.zoom.us/j/95371854364
Meeting ID: 953 7185 4364
Passcode: 764856
For Technical Support, call the Help Desk at 455-0271.

Time                   Convocation Agenda

9:00am - 9:05am        Halau Pu’uloa, Campus Oli
                        Ho’oia ‘Āina (Land Acknowledgment)
                        “Where Is Convocation?”

9:05am - 9:15am        Welcome, Carlos Peñaloza, Chancellor

9:15am - 9:25am        Campus Community Accolades, Keala Chock, Vice Chancellor for Academic Affairs

9:25am - 9:35am        Budget and Facilities Updates, Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

9:35am - 10:00am       Facing the Future Together: Chancellor Carlos Peñaloza
                        Closing and Commencement Video

10:00am - 10:10am      Transition to Breakout Sessions - Round 1

10:10am - 11:00am      Breakout Sessions - Round 1 (Choose one.)
                        Ho’oia ‘Āina: Leeward’s Land Acknowledgment Statement
                        What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)
                        Faculty Senate Talk Story Session
                        How to Spot Fake, Biased, and Misleading News and Misinformation
                        A Brief Introduction to Tableau and Data Visualization
                        Creating Accessible Documents

11:00am - 11:10am      Transition to Breakout Sessions - Round 2

11:10am - 12:00pm      Breakout Sessions - Round 2 (Choose one.)
                        What's Going On? (Talking Story with Leeward’s Social Justice League)
                        Anthology: A Path to Meaningful Assessments
                        Introducing the Leeward CC Behavioral Intervention Team
                        Student Showcase: Leeward Students’ Oceanography and Kilo ‘Āina Research
                        Got Funding?
<table>
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<tr>
<th>Zoom Room</th>
<th>Session Descriptions</th>
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| **Session #1**  
[Join Session Here]  
Zoom Host: Cara Chang | **Hoʻoia ʻĀina: Leeward’s Land Acknowledgment Statement**  
*Presented by Piʻikea Hardy-Kahaleoumi (Council Chair), and NaʻEwa council members Kuʻuipo Losch, Kaleʻa Silva and Erin Thompson*  
Land acknowledgments have been common practice among indigenous people for centuries. They pay homage to the relationship between the land upon which the college sits and its people. Join Leeward’s Pūkoʻa no nā ‘Ewa Council members as they share Leeward’s Hoʻoia ʻĀina, its purpose, and protocol in this interactive session. |
| **Session #2**  
[Join Session Here]  
Zoom Host: Don Oberheu | **What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)**  
*Presented by Kaian Torres (Student Government President), Alex Williamson (Secretary), and Kealohi Leleo (Senator)*  
Join members of Leeward CC’s Student Government as they share and discuss students’ perspectives on their COVID-19 learning experiences. An open-forum Q&A session will follow the presentation. |
| **Session #3**  
[Join Session Here]  
Zoom Host: Junie Hayashi | **Faculty Senate Talk Story Session**  
*Presented by Michael Oishi (Senate Chair), Junie Hayashi (Vice Chair), and Kelsie Aguilera (Secretary)*  
Join us for a talk story session to learn more about Leeward CC’s Faculty Senate: Who we are and what we have been and are doing to serve the faculty and the college. We would particularly like to hear the concerns and problems faculty have and discuss how and whether the Faculty Senate can help to resolve them. |
| **Session #4**  
[Join Session Here]  
Zoom Host: Kelly Kennedy | **How to Spot Fake, Biased, and Misleading News and Misinformation**  
*Presented by Natalie Wahl (Instructional Librarian)*  
This is an active session that will define fake, biased, or misleading news and information, why it is created, how to spot it, how to stop it, and explore the future of junk info! |
| **Session #5**  
[Join Session Here]  
Zoom Host: Donald Carreira Ching | **A Brief Introduction to Tableau and Data Visualization**  
*Presented by Tao Feng (OPPA) and Peterson Gross (ICS)*  
This session will cover the basics of Tableau, a program that allows you to connect to databases and Excel spreadsheets, drag and drop items to create visualizations, and share results with a click. Learn how to gain access to Tableau and the different access levels as well as its reporting capabilities. An overview of how to request a report that takes advantage of Tableau for any of your data needs will also be provided. If you work with data, grants, ARPDs, or reports, join us! |
| **Session #6**  
[Join Session Here]  
Zoom Host: Meredith Lee | **Creating Accessible Documents**  
*Presented by Allan Nebrija (Disabilities Specialist)*  
Learn to create accessible text and images for your course. Apply what you learn immediately to your course syllabus, and learn about free accessibility tools to help you create accessible documents. |
### Convocation Online Breakout Sessions (Round 2): 11:10am - 12:00pm

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<th>Zoom Room</th>
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| **Session #1**  
[Join Session Here]  
Zoom Host: Puaonaona Stibbard | “What's Going On?” (Talking Story with Leeward’s Social Justice League)
*Presented by Pi’ikea Hardy-Kahaleoumi (Co-Chair), Erin Thompson (Committee Advisor), Syreeta Washington (Co-Chair), and Jonathan Wong (Member)*
Join Leeward’s Social Justice League members to learn about the origins and functions of this DEISJ (Diversity, Equity, Inclusion, and Social Justice) campus committee. In this engaging and supportive space, attendees will also explore their own definitions of social justice and implications of how we can best serve our campus community. |
| **Session #2**  
[Join Session Here]  
Zoom Host: Robert Oshita | Anthology: A Path to Meaningful Assessments  
*Presented by Adam Halemano (OPPA)*
Join our Institutional Assessment Specialist, Adam Halemano, as he provides an overview and demonstration of the new Anthology assessment software. The Anthology program is replacing previous assessment software solutions (e.g., TK20, Knack, Google forms) and will be used to track course and support area outcomes. This program will be launched in Spring 2022 so get your sneek peek today! |
| **Session #3**  
[Join Session Here]  
Zoom Host: Anika Gearhart | Introducing the LCC Behavioral Intervention Team (BIT)  
*Presented by Tom Hirsbrunner (Title IX Coordinator and BIT Chair)*
The Leeward CC BIT is a multi-disciplinary team that includes representatives from Student Services, Mental Health Services, Human Resources, Wai’anae Moku Administration, Campus Security, Title IX, and Academic Counseling. Our mission is to promote a safe and effective learning and working environment by implementing best practice behavioral management and threat assessment techniques. Come and meet the team and learn more about how we can support you and your students. |
| **Session #4**  
[Join Session Here]  
Zoom Host: Daniela Elliott | Student Showcase: Leeward Students' Oceanography and Kilo ‘Āina Research  
*Presented by Anuschka Faucci (Biology) and Donn Viviani (Oceanography)*
What do "place-based" and "curiosity-driven" research look like? Over the past several years, Leeward students have been investigating the hidden life of Pu’uloa. Building on that base, students have then worked on research projects in collaboration with nonprofit organizations, National Oceanic and Atmospheric Administration (NOAA), and University of Hawai‘i scientists. See some of the cool work Leeward students have been doing and stick around for discussions about place-based student research. |
| **Session #5**  
[Join Session Here]  
Zoom Host: Naiad Wong | Got Funding?  
*Presented by P. Jayne Bopp (Interim OPPA Coordinator) and Erin Matsuda (Grants Manager)*
Do you have an idea for a program or initiative that could make a difference in the lives of our students? Extramural grants are viable funding sources that can support our ideas by providing personnel, equipment, supplies, renovations, and professional development opportunities. Join our OPPA staff as they cover grant basics and present an overview of the grant development process at Leeward CC. |
Leeward Award Recipients

Wayde Oshiro
University of Hawai‘i Board of Regents Award for Excellence in Teaching

Alyssa MacDonald
Excellence in Online Teaching Award

Byron Watanabe
Outstanding Service Award

Gabriel Garduque
Outstanding Lecturer Award

Fa‘amaile Betty Ickes
Sharon Narimatsu Innovation Award (Faculty Recipient)

Cameron Rivera
Sharon Narimatsu Innovation Award (Staff Recipient)

2021 - 2022 Student Government Executive Board

Kaian Torres, President
Joseph Wargo, Vice President
Jayme Reyes, Treasurer
Alex Williamson, Secretary
Leinani Yahiku, LCCWM Senator
Kealohi Leleo, Senator
Maka Leleo, Senator
Thorne Africa, Intern
Andre Ochoa, Intern
* Lexer Chou, Advisor
Tenure and Promotion Recipients

Tenure and Promotion to Assistant Professor, CC (C3)

Reem Bassous, Arts and Humanities, Art
Kathleen Cashman, Business, HIT
Faustino Dagdag, Business, Sales & Management
LeeAnne Egan, Student Services, Counseling
Christopher Garnier, PAT, Food Service
Brian Ichida, Social Sciences, Teacher Education
Christina Keaulana, Social Sciences, Teacher Education
Nolan Miyahara, PAT, Auto Maintenance
Christopher Pokipala, Student Services, Counseling
Aaron Ruiz, Student Services, Counseling
Huijin Sergi, Outreach Waianae
Tasha Williams, Language Arts, English

Promotion to Associate Professor, CC (C4)

Douglas Choy, Business, Office Administration and Technology
Petersen Gross, Math and Sciences, Information and Computer Sciences
Nicole Keim-Fortuno, Student Services, Counseling
Andrea Lewis, Math and Sciences, Mathematics
Michael Oishi, Arts and Humanities, Literature
Evelyn Wong, Business, Accounting

Promotion to Professor, CC (C5)

Eunice Brekke, Social Sciences, Sociology
Michael Cawdery, Social Sciences, Teacher Education
Alexandra Scully Chou, Student Services, Student Life
Jiajia Garcia, Math and Sciences, Mathematics
Junie Hayashi, Academic Services, Library
Helmut Kae, Math and Sciences, Biological Science
Warren Kawano, Business, Office Administration and Technology
Tiana Loo, Student Services, Counseling
Position Changes

Lynn Fujikawa moved from Compliance and Training Officer to Interim HR Manager. 
Tina Lee will serve as the Division Chair for the Business Division effective Fall 2021. 
Nicole Ogawa moved from Interim HR Manager to UH System Interim Associate Human Resources Director.

Welcome to Our New Hires

Keala Chock, Vice Chancellor for Academic Affairs, Administration, earned a bachelor’s degree in Hawaiian Studies and a master’s degree in Public Administration from the University of Hawai‘i at Mānoa. In June 2005, he began his 16-year career as a faculty member at Honolulu Community College (Hon CC), where he developed and managed the Music and Entertainment Learning (MELE) program. He served as the Interim Dean of Communication and Services (2012-2013) and the Dean of Transportation and Trades (2013 - 2017). In his most recent position as Hon CC’s Dean for Career and Technical Education, Keala oversaw academic programs and workforce development training initiatives. These areas included the Skilled Trades, Information Technology, Apprenticeship Training, Early Childhood Education, and various community engagement projects.

Lorraine Gershun, Counselor for G2FO and ATE programs, Student Services/Leeward Waiʻanae Moku Education Center, earned a Bachelor of Science in English Literature and a teaching degree at the University of California, Los Angeles (UCLA) and also holds a Master of Science in Curriculum and Instruction. Lorraine has lived and worked in the Waiʻanae community for the past 30 years. She is passionate about access to education and student success.

Tom Hirsbrunner, Title IX Coordinator, Chancellor’s Office, is also serving as the Chair of Leeward’s Behavioral Intervention Team (BIT). He has previously worked in higher education compliance at UH West O‘ahu (Disability Services) and Lansing Community College in Michigan (Title IX Investigations). Tom is also an attorney, licensed in Michigan, and lecturer in Constitutional Law.

Toshiro Luab, UH Security Officer I, Administrative Services, has an Associate in Arts in Liberal Arts from Leeward Community College (Yay, Leeward alums!). He has been with the state of Hawaii for five years, originally serving at the University of Hawai‘i at Mānoa’s Department of Public Safety.

Danielle Kauwila Tai, Recruitment and Retainment Specialist, PEEC II Grant, graduated with an AA in Liberal Arts from Leeward Community College (Yay, Leeward alumna!) and a BA in Public Administration from the University of Hawaii at West O‘ahu. She also has two subject certificates in Management and Disaster Preparedness Emergency Management. Danielle believes that academics is the key to success. As a Native Hawaiian, she would like to contribute her experience and enthusiasm to support other Native Hawaiians to invest into academics and become contributing leaders and mentors of their communities.
New Lecturers

Alyssa Alcos  
Business, MGT

Geuseppe Ayala  
Math & Science, MATH

Shanda Freitas  
Social Sciences, HDFS

Katherine Hardine  
Math & Science, ICS

Kelly Higa  
Social Sciences, HDFS

Patrice Jackson  
Business, HIT

Diana Kim  
Social Sciences, HDFS

Lucy Masa  
Social Sciences, HDFS

Colleen Rost-Banik  
Social Sciences, Sociology

Monica Vidal  
Language Arts, English

NOTE: The new hire lecturer list might not be comprehensive as lecturers may still be in the hiring process.

Updates from Leadership

Keala Chock, Vice Chancellor for Academic Affairs

Aloha kākou,

As we look ahead to the school year, I would first like to thank the entire Leeward Community College ‘ohana for welcoming me to the Pu‘u‘ula and Wai‘anae Moku campuses. During the past month, I have spent time meeting and listening to Leeward faculty and staff share the unique attributes that make our college a high-quality educational institution. I am inspired by the dedicated, hard-working individuals from our instructional programs, Wai‘anae Moku Education Center, Division Chair leadership, OCEWD, Student Services, Academic Support, and Kīpuka Native Hawaiian Center at Pu‘u‘ula, who are committed to the success of our students. As I continue to make my way around campus, I am looking forward to meeting you and learning more about your area.

Over the past 16 years, I have spent my career advocating for equitable student success as a faculty member and Dean at Honolulu Community College. My vision was simple and focused on ensuring that every student enrolled at the College would earn some type of college credential in a timely fashion. This proved to be a little more challenging than I had anticipated and ultimately motivated me to explore questions, which has led me to serve in various administrative capacities. As a first-generation Native Hawaiian college student, I know all too well the uphill battle many of our students face as they make the big decision to enroll in college. I have seen firsthand the significant role the community college plays in positively impacting students. Our open-door educational system, dedicated faculty, and guided pathways have provided unprecedented access, which has resulted in college graduates earning more than individuals who do not go to community college. I have also seen the same system, with the best of intentions, design practices that have negatively impacted students. As
your new Vice Chancellor for Academic Affairs, I would like to encourage you to remain vigilant and to reaffirm our collective commitment to supporting student learning and achievement. I would also like to challenge all of us to re-examine our approach through the careful use of student data, identifying opportunities that will remove barriers to student success, and investing in opportunities that will benefit our community.

In closing, I am excited to begin my journey at Leeward Community College and I look forward to working with you as we continue to build a brighter future for our students to thrive here in Hawai‘i.

Aloha,

Keala Chock

Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

Welcome to a new academic year. Administrative Services (Auxiliary Services, Business Office, Human Resources, Operations & Maintenance, and Security) has continued to operate throughout these challenging times with uninterrupted mail service, processing purchases, payments and payroll, procuring and distributing PPE, and maintaining and securing our facilities and property. Here are some events that have occurred earlier this year and a few of what’s planned in the near future…

- Our campus partnered with the City & County of Honolulu’s Department of Emergency Management and the Department of Health from December 2020 to May 2021 to administer over 50,000 doses of the COVID-19 vaccines to first responders, federal, state, and county employees, those providing critical services to our island’s infrastructure, UH employees and students, and the public.

- Three hundred twenty-nine (329) work orders were completed by our Operations & Maintenance team from January 1 to July 30, 2021. Requests included disposals of bulky items, minor electrical/plumbing work, floor maintenance, and minor maintenance (removing graffiti, installing interior furnishings, painting, and assisting employees with relocation of their offices). Twenty-five (25) work orders are outstanding due to delays of materials and labor shortages.

- The campus Facilities Use process has been upgraded, and you may now access a “view-only” feature to assist you in selecting rooms/spaces for events. Please contact your Division/Unit Secretary for assistance in requesting a room or space. Browse For Space

- Projects commencing this year are the AM Model Classroom/Art Gallery, the Wahiawa Product Development Center, and the Learning Commons Spall Repair.

- The PS/BS Model Classrooms are scheduled to be completed this year.

- Campus-funded projects in FY 2021 include the installation/relocation of eyewash stations and installation of emergency electrical shut-off switches at the Automotive complex, and the repair of five (5) fume hoods in PS-213 (chemistry lab).
Projects scheduled to commence in 2022 are the re-roofing of the Learning Commons and the re-roofing and landscaping at Waiʻanae Moku.

Please be attentive to our “Construction Advisory” messages you receive via email. Please respect the construction barricades and boundaries for your own safety and that of our construction company partners. We appreciate your patience and understanding.

Health and safety of the campus community is always our highest priority and is a responsibility that falls on each and every one of us. No one person or unit can ensure your personal safety. In case of an active threat or emergency, the UH ALERT system is the primary means of communication by which notices will be sent to faculty, staff, and students. You MUST sign up to receive emergency messages through the UH ALERT system. PLEASE sign up for UH ALERT at: https://www.hawaii.edu/alert/

COVID-19 Resources and Information:
  - Campus Guidelines
  - UH Guidelines
  - UH LumiSight - upload your vaccination information; self-attestation of your health
  - Employee On-line Training - mandatory for all UH employees and UH student employees
  - CARES Act Higher Education Emergency Relief Fund (HEERF) Reporting - expenditure reports

James Goodman, Dean of Arts and Sciences

Welcome back to the Fall 2021 semester! Here are a few highlights from Arts & Humanities, Language Arts, Math & Sciences, Social Sciences, the Kīpuka, Native Hawaiian Center at Puʻuloa, and the Office of International Programs.

Despite the challenges of having to put so much of our instruction and services online, there have been some notable successes, particularly in terms of degree awards compared to last year. For example, this past spring there was a 29% increase in the AA in Liberal Arts degrees, a 29% increase in the AA in Hawaiian Studies, a 9% increase in the AS in Natural Sciences, and a 49% increase in the AS in Teaching (AST).

In the Teacher Education Program (TEP) Jeffrey Judd, Christina Keaulana, and Brian Ichida led Leeward to be the first community college in the nation to receive a full seven-year accreditation from AAQEP (Association for Advancing Quality in Educator Preparation) for the Alternative Certification for Career and Technical Education (CTE) and the Advanced Professional Certificate in Special Education (SPED). In other TEP news:

- The 3+1 Leeward CC-Chaminade BS in SPED was approved by the HSTB to license teachers in Pre-K-3 Special Education – which currently has 90 students in the program.
- Leeward CC’s SPED programs were approved for a renewed UH-HIDOE Special Education Stipend that provides full tuition for any candidate who commits to teach special in a HIDOE school - awards of $389,307 have so far supported 64 licensed HIDOE SPED teachers.
- With 6 CTE Licensure grads this past spring and 11 more ready for the fall, 12 new candidates are entering the program from Hawai‘i Island, Kaua‘i, Maui, Moloka‘i, and O‘ahu.
In addition to coordinating the AST program, with almost 400 majors, Kale‘a Silva has enrolled over 60 students in the Culturally Responsive Teaching Certificate (CRT) program. Last spring 20 students completed that certificate, supported by over $50,000 in scholarships.

Christina Keaulana secured a $50,000 grant, "Closing the Student Achievement Gap in Hawai‘i: Designing Place-Based Professional Development to Support Culturally Responsive Teaching," to support Christina and Kale‘a’s development and delivery of six professional development CRT courses. In partnership with the Hawai‘i State Teachers Association those courses focused on culturally responsive teaching practices for Hawai‘i public school teachers--reaching over 200 teachers state-wide and strengthening community partnerships with various DOE complex areas throughout the islands.

As the incoming TEP Coordinator, Michael Cawdery brought in $210,000 from the Governor’s Emergency Education Relief (GEER) fund to conduct a workforce needs assessment leading to an innovative design for "teacher-in-training" pathways to reduce turnover and attrition in the HIDOE schools. Intended project partners include Waipahu High School, Kūlia and Ka Lama Education Academy, UH Maui College, and Hawai‘i CC.

From Math & Sciences, 7 students participated in this summer’s INBRE and B2B undergraduate research programs under the supervision of Kabi Neupane and Helmut Kae. This year was the first for a cross-campus partnership with UH-West Oahu, which provided students the opportunity to visit both campuses, and present their work to a group of peers and faculty from both campuses. The work culminated with the Leeward CC Undergraduate Research Symposium, where student researchers from both campuses shared the efforts of their summer’s work. For the Pre-Engineering Education Collaborative (PEEC II), 9 students participated this summer, where they completed calculus online and engineering research in person. Bryson Padasdao and Jennifer McFatridge advised students with the research projects, which included developing a digital hand dynamometer as well as a motion capture suit. A poster and video of their research will be presented at a system-wide online symposium in mid-August.

From Arts & Humanities, the Theater program led by Loretta Chen hosted Leeward CC’s Virtual Pau Hana featuring students from both the Pearl City and Early College at James Campbell High School. Students commemorated the end of their semester by musing on the theme, “Let’s Get Real” based off an engaging bystander training provided by Lexer Chou. Students also got to showcase their talents and digital theater creations to St. Andrew’s Priory and to the Department of Public Safety. Through a partnership with Kaiser Permanente’s West O‘ahu Medical Office at Kapolei, Leeward CC students and faculty will be able to display their artwork at Kaiser Permanente’s newest state-of-the-art facility. Mike Harada was the first to exhibit his prints when the clinic opened in April 2021. Articles on that can be found at UH News and Pacific Business News.

The Kīpuka, Native Hawaiian Center at Pu‘u’ola, which supports all of our Leeward CC students, is the recipient of a grant from Kamehameha Schools to support our Kahua Ho‘omau Ola (13th Year) Initiative. In addition, Aulii Silva secured a 5-year $1.3 million US DOE Native Hawaiian Career and Technical Education Program grant which will support Native Hawaiian students in pathways to in-demand and living-wage careers such as Cybersecurity, Digital Media, Information & Computer Sciences, Natural Sciences, Sustainable Agriculture, Pre-Engineering, and Transfer Business. As part of June’s Hawai‘i Papa O Ke Ao Cultural Webinar series He Ukana Aloha Kā Kīlauea, which features music, dance, storytelling and a cooking demonstration.
The Office of International Programs resumed its short-term program in June 2021 by hosting a group of 9 students and 2 chaperones from Wabash High School in Wabash, Indiana. This group of Japanese language students had planned on visiting their partner school in Yokohama, Japan in 2020 but the trip was suspended due to the pandemic, so the group decided to visit Hawaii because of its strong connection to Japan. These students participated in several educational activities such as visiting Hawaii’s Plantation Village, the Byodo-in Temple, and volunteering with a local non-profit organization.

Thank you to all of the Arts & Sciences division chairs Jim West, Kathryn Fujioka-Imai, William Albritton, Eiko Kosasa and program coordinators Eric Matsuoka, Jenny Watada, Brandi Reyes, Ann Inoshita, I-Chia Shih, Mike Bauer, Jeff Judd, Lu’ukia Archer, Momi Kamahele, Jeremiah Boydstun, and all the faculty and staff for their great work and commitment to student success!

Ron Umehira, Dean of Career, Technical, and Education (CTE)

The following are highlights from the Business Division, Professional Arts and Technology Division, the Office of Continuing Education and Workforce Development (OCEWD), Wai‘anae Moku, and the Wahiawa Value-Added Product Development Center.

Business Division
Congratulations to Associate Professor in Accounting - Tina Lee in her new position as Business Division Chair effective fall 2021. Also, congratulations to former Business Division Chair – Warren Kawano who started a new position on August 2 as the Career Pathways Strategy Director at Hawai‘i P-20.

The Business Division and OCEWD created a Memorandum of Agreement where students that successfully complete a 90 hours non-credit Office Administration & Technology course can apply for transfer credits for two Business Technology courses.

Professional Arts and Technology Division
The faculty (Don Maruyama, Matt Egami, Chris Garnier, Abigail Langlas, Lee Alan Dung, Jaylene Duarte), staff (Fabi Castellano, Jason Fernandez), and students of the Culinary Arts program successfully executed a “May Day Lu’au To Go” event where over 1,600 plates of delicious Hawaiian foods were purchased by the many supporters of the program. This event was in lieu of the program’s annual fundraising event - L’ulu Culinary Arts Gala.

Television Production (TVPR) program coordinator, Bob Hochstein’s dream finally came true as the TVPR program has a Mobile Video Training Lab which will be used by the students to shoot, edit, and produce events and activities at off-campus locations. The mobile van was purchased through the generous donation from Eye Productions (Hawai‘i Five-O) and the equipment was purchased through Perkins funds.

Office of Continuing Education and Workforce Development (OCEWD)
OCEWD has been the college’s rapid response unit for over 25 years serving unemployed, underemployed, and dislocated workers in our community. In fall 2020, the O‘ahu Back to Work (OBTW1) Initiative was launched to
provide job training for eligible residents whose employment was disrupted by COVID-19 economic impacts. OCEWD led the way among all other community colleges in the number of referrals and the number of residents (450) participating in training opportunities such as Pharmacy Technician, Medical Receptionist, Forklift Certification, Office Administration & Technology, MS Excel and Word 2019, Certified Nurse Aide, and Commercial Driver’s License program.

This fall 2021, another round of OBTW2 will be launched on August 16 and will run through the end of December. Congratulations to the OCEWD coordinators and staff (Patrick Leddy, Will Castillo, Bill Labby, Michael Scullly, Grace Yoshimura, Elyse Matsumoto, Lisa Daclison, Dayna Lapina, Jarissa Lum, Amy Amper, and all of the instructors) that provided these valuable and essential training opportunities.

Waiʻanae Moku Campus in Māʻili
Welcome back to Jennifer Wharton, Assistant Professor in English who was on personal leave as she was greatly missed by the students, faculty, and staff. Welcome also to new counselor Lorraine Gershun as she provides support to the students in the “Going to Finish On-Time” (G2FO) and “Access to Education” (ATE) programs.

Wahiawa Product Development Center (WPDC) Update
A lease agreement was approved in May 2021 between the Agribusiness Development Corporation and the University of Hawaiʻi for the long-term use of the 69,000 square-foot parcel of land located in Wahiawa. Renovations of the WPDC began on July 1 with completion anticipated by Spring 2023. The WPDC will provide research, testing, production, packaging, and educational services in the development of value-added products for the local, national, and international markets.

A Value-Added Product Development Workshop Series will be offered in fall 2021 to summer 2022 to the community on various topics such as Introduction to Entrepreneurship, Starting a Business, Creating a Business Plan, Orientation to Hawaiʻi Agriculture Industry, Sanitation & Safety, Food Safety & Post-Harvest Handling, Turning Off-Grade Products into Value-Added Products, How to Launch and Market Value-Added Products, and “Getting Your Value-Added Product to Market”.

Leanne Riseley, Interim Dean of Academic Services

Welcome back to a new academic year! I’m excited to see you in-person! We are still wearing masks, but it is really good to see and talk to some of you, live, not through a computer screen. Academic Services, made up of the following units: Disability Services, Educational Media Center, Information Technology Group, Innovation Center for Teaching and Learning, Learning Resource Center, Library, Theatre, Tutoring and Writing Center has and will continue to provide services through the pandemic.

The biggest news and cause for celebration is our campus has hired the Osaki Creative Group to work with us to redesign our campus website and Intranet! A huge thank you to all involved in making this possible! A special shout out to Tad Saiki, Kay Ono, Lori Lei Hayashi, Carlos Peñaloza, Cori Wakamura, and Stella Yamamoto who worked diligently to make this happen. The work is just starting and is projected to continue through next year. This is a big project and individual areas will be contacted throughout the process for interviews and input.
Throughout the last year, Academic Services has strategically planned and is using CARES/CRRSAA funding to purchase about $2M worth of technology. While much of the technology is unseen, this investment will help us to future-proof our campus in the years ahead. The purchases include upgraded classroom technology allowing for hybrid teaching, improving the network (including wireless), and providing virtual desktop infrastructure (more info on VDI will be shared later).

**Disability Services**
Our Disability Services (formally KI) office continues to provide services to students with documented disabilities at both Pu‘u‘loa and Wai‘anae locations. We are continuing to use Clockwork to securely provide student accommodations. If you receive an email from Clockwork, please be sure to acknowledge it. Disability Services information may be found at [http://www.leeward.hawaii.edu/ki](http://www.leeward.hawaii.edu/ki)

**Educational Media Center**
The EMC is in the process of purchasing and installing equipment for newly upgraded, modular-designed classrooms called **Technology Enhanced Classrooms (TECs)**. TECs will have additional equipment such as a video recorder on a tripod, document camera, and graphics tablet to support socially-distanced in-person and hybrid teaching. View the [technology classrooms list](http://www2.leeward.hawaii.edu/emc/). EMC information may be found at [http://www2.leeward.hawaii.edu/emc/](http://www2.leeward.hawaii.edu/emc/). Be on the lookout for emails on professional development events being offered to support teaching and learning using technology.

**Information Technology Group**
ITG will be implementing a new **Technology Replacement Plan**. Please contact your Division Chair/Unit Head or Secretary for details. The goal of the plan is to provide technology to meet employee and student needs with planned replacement cycles. Information will be widely communicated throughout the year.

ITG is asking for your cooperation. If you took computers from your office home during telework, it is critical to bring it back to the Help Desk before returning the computer to campus. **DO NOT PLUG IT BACK INTO THE NETWORK.** We need to keep the campus’ network safe from viruses and other nasty stuff. Remember these three numbers X271 (Help Desk) for any IT issues. ITG information may be found at [http://www2.leeward.hawaii.edu/itg/](http://www2.leeward.hawaii.edu/itg/)

LC-102 was taken off-line as a classroom lab this summer. It will remain that way for the foreseeable future so that the Help Desk staff will have the workspace needed to address the increased computer support demand. BE-227 will replace LC-102 as a Campus Computer Lab (CCL). It was previously used by Language Arts. It may be scheduled through the CCL.

**Innovation Center for Teaching and Learning**
ICTL has coordinated over 50 professional development workshops during the pandemic. A link to the [flyer](#) has sessions by topic if you would like to view them on your own.

ICTL has coordinated CARES/CRRSAA professional development awards totaling nearly $15,000 so far. For more information on the ICTL offerings, please visit [http://www.leeward.hawaii.edu/innovation](http://www.leeward.hawaii.edu/innovation)
**Learning Commons (Library, Learning Resource Center and Writing Center)**

The Learning Commons is open M - F from 8 am - 4 pm. Computer and study table reservations can be made online or in-person. Laptops, iPads, WiFi hotspots, and accessories are available for loan to students. Loan periods vary from 4-hours to a full semester.

The Library website, a portal to online book, journal, and video collections, is available 24x7. Our new Overdrive Magazine collection includes over 3,000 titles. Call x210 or live chat with librarians and circulation staff during hours of operation. Schedule a consultation with a librarian to discuss library support and resources for your classes. View a short orientation video of our services.

We are happy to announce that Tasha Williams will serve as our **Interim Tutoring Services Coordinator** for the Fall semester. Tasha will oversee both the Learning Resource Center and Writing Center tutoring services. This summer, Tasha implemented Penji, an app-based scheduler for online and in-person writing and subject tutoring support. Go to the LRC and Writing Center websites, or call x409, for more information about tutoring services.

**Theatre**

Our Theatre remains closed for events and productions. However, classrooms in the Theatre are being used for instruction. Theatre information may be found at [http://lcctheatre.hawaii.edu/](http://lcctheatre.hawaii.edu/)

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**Kami Kato, Interim Dean of Student Services**

**Welcome to Fall 2021!** Here are some updates from your Student Services colleagues—Admissions & Records, Counseling, Early College, Financial Aid, Health Center, HINET, Job Prep Services, Recruitment, Student Life, Veterans Resource Center…

**CHECK OUT OUR NEW WEBPAGES!**

We have rolled out/are working to roll out several new webpages. Check them out!

- Our **Enroll** ([www.leeward.hawaii.edu/enroll](http://www.leeward.hawaii.edu/enroll)) webpage helps to guide students through their enrollment process and informs them of their next steps.
- Our **Costs** ([www.leeward.hawaii.edu/costs](http://www.leeward.hawaii.edu/costs)) webpage helps students understand the resources we have available at the College to help defray their educational costs. In addition to financial aid and scholarships, the page mentions resources like Hānai iā Leeward, OER, HINET, free Microsoft Software, Discounted Bus Passes, etc.
- Our **Financial Aid** pages ([www.leeward.hawaii.edu/finaid](http://www.leeward.hawaii.edu/finaid)) have been refreshed and revised so that they are more navigable by students.
- Our **Welcome Center** page ([www.leeward.hawaii.edu/welcomecenter](http://www.leeward.hawaii.edu/welcomecenter)) outlines the personalized services that can be received by phone or in-person.

Soon to come: our **Explore** webpage, introducing prospective students to Leeward CC as an excellent educational choice. Stay tuned!
THE WELCOME CENTER
The Welcome Center opened on January 4, 2021 and is now the main hub for students seeking assistance from Student Services. Student Associates have received 121 visitors and countless phone calls even during the COVID-19 shutdown. Our Student Associates are also the primary engine behind our new live chat service, available during business hours.

OUR CHATBOT, ‘ULU, HAS CHATTED WITH LOTS OF VISITORS! 🌺
In February 2021, Student Services launched a new ChatBot service. It is available as a pop up on Leeward CC’s Student Service's pages 'Ulu is available 24/7, and links folks to offices if it can’t answer the question posed. In June, the live chat mentioned above was added for anyone who wants to speak with a “live” person. Since February, 'Ulu has logged 7,400 visitors and, since June, our Associates have fielded 34 live chat sessions.

OUR RECRUITMENT OFFICE NEEDS YOUR HELP
Our Outreach and Recruitment Office needs your help! Here are some ways you can assist us:

- Participate in filming a 360 Virtual Tour! O and R is joining forces with the EMC to showcase our most requested programs.
- Participate in an informational session hosted by the Outreach and Recruitment Office. Talk with prospective students about your program, job prospects, and alumni experiences.
- Help us connect with community partners Help us to market and showcase our special programs

HĀNAI IĀ LEEWARD
Leeward CC’s Food Pantry has continued to be an important source of student support during the pandemic. We hold bimonthly food distributions at the Pu'uloa campus and weekly distributions at the Wai'anae Moku campus. We have served over 135 students. One student said, "As a mother of three young children, the lockdowns of 2020 meant that there was no school or daycare for my children…. With my children out of school I could no longer work and this stressor put a great strain on my family financially. I am humbled and grateful for Leeward Community College and the Hanai ia Leeward for providing for my family when I wasn’t able to." Students interested in this service can visit https://hanaiia.wixsite.com/leewardcc.

LOVE PONO
Love Pono students created an educational series, "Talk Tuesdays," focused on a monthly theme including Harmful messages from Disney, How to End Relationships in a Healthy Way, and Love is Learned. Follow their IG for future posts: https://www.instagram.com/lovepono/.

STUDENT LIFE’S STOP THE HATE CAMPAIGN
Student Lifers from various programs shared a powerful message on active bystanding. Their video was highlighted on https://www.weareoceania.org/ and Act to Change social media outlets. View their video, “Don’t Wait, Stop the Hate” here: http://go.hawaii.edu/8PP.

COUNSELING…ROCKING AND ROLLING ONLINE
Even though our Counseling services have gone mostly remote, our Counselors are still actively supporting students’ entry, continuation and completion. They have supported the entry and registration of 793 new Fall 2021 students, held individual appointments with 5,755 continuing students in Spring 2021 alone, and reviewed and audited 1,478 graduation records. Over the next year, Counseling will be looking to help increase student retention by intentionally intervening with students placed on Academic Warning.
PARTICIPATION VERIFICATION (PV)

In Spring 2021, Leeward CC rolled out its Participation Verification process. Via PV, instructors were asked to identify students who were not attending/not participating in their classes. “No Shows” were then administratively disenrolled from their classes and received a 100% tuition refund. PV is part of a system-wide initiative that:

- Helps to release students who registered but did not intend to come from a financial obligation and failing grade.
- Improves our course success rates by eliminating F grades assigned to students who never came.
- Puts us in compliance with federal financial aid guidelines.

In Summer 2021, all of Leeward CC’s classes were subject to PV. This will continue in Fall 2021. For more information, please feel free to visit the Participation Verification website (www.leeward.hawaii.edu/participation), or ask your Division Chair. The dates and deadlines for reporting and student disenrollment can be found at http://go.hawaii.edu/P4K.

Finally...

A special mahalo needs to be said to a group of Leeward volunteers who helped our Marketing and Communications Office yesterday. To prepare for some new directory signs, this group cleaned the walls where the old signs were and mounted new backing boards and temporary directories in almost 20 locations around campus. It was a very hot day, but they worked hard and efficiently and completed their tasks by lunchtime! Also, a special shout out to Tad Saiki who organized the event and Joy Soma and the Operations and Maintenance staff who provided cleaning supplies, protective gear, and ice cold water for our volunteers.

Leeward’s Super Volunteer Heroes are Annemarie Paikai ~ Audrey Villanueva ~ Bill (Boleslaw) Wright ~ Bruce Lindquist ~ Camden Barruga ~ Cameron Rivera ~ Cisley Ancheta ~ Darci Francis ~ Eileen Sakamoto ~ Feebe Cabulera ~ Heather McCafferty ~ I-Chia Shih ~ Igor Nikitin ~ Jennifer Sunada ~ Joy Soma ~ Jue Wang ~ Junie Hayashi ~ Karla Noa ~ Paras "Tami" Williams ~ Tasha Williams ~ Wayde Oshiro ~ and William Albritton! Mahalo!

Have a great semester!
Faculty Senate Minutes

Wednesday, April 14 2021
3:00-5:00 p.m.
Online via Video Conference

Senators: Kelsie Aguilera (Secretary), Summer Barrett, Weirong Cai, Matthew Egami, Jiajia Garcia, Petersen Gross, Junie Hayashi (Vice Chair), Betty Ickes, Michelle Igarashi, Warren Kawano, Genai Keli‘ikuli, Gholam Khaleghi, Alyssa MacDonald, Michele Mahi, Erika Molyneux, Michael Oishi (Chair), Wayland Quintero, Suzette Scotti, John Signor, kale’a Silva, James West, Evelyn Wong, Naiad Wong, Danny Wyatt

Student Government Representatives: Kealohilani Leleo, Student Government President

Student Government Representatives Absent: Joseph Wargo, Student Government Vice President

Invited Guests: Will Castillo, OCEWD; Carlos Peñaloza, Chancellor; Kalei Ruiz, Academic Counselor

Guests: Jayne Bopp, Sam Hume, Kami Kato, Susan Lum, and Janel Oshiro

Join Zoom Meeting: https://hawaii.zoom.us/j/97321693563

Meeting ID: 973 2169 3563
Passcode: 012458

Agenda

I. A quorum being present, Chair Oishi called the meeting to order at 3:01 p.m.

II. Chancellor’s updates

A. While we still do not have a state budget yet, the Chancellor is personally optimistic about the University of Hawai‘i (UH) budget. It may be better than anticipated.
B. Our strategic planning process is underway.

C. We have to build up to the next 2022 Accrediting Commission for Community and Junior Colleges (ACCJC) report.

D. Leeward is waiting on receiving more Coronavirus Aid, Relief, and Economic Security Act (CARES) funding and we are working through the submitted CARES proposals.

E. Enrollment for upcoming semesters is “weird” right now. Registrations are good while new applications are low.

F. At tomorrow’s Board of Regents (BOR) meeting, a resolution will be presented which details a new “reimagined” university.

G. Framework for Interim Executive Management Appointments
   1. The Chancellor hopes to not have to do interim appointments in the future, but we now have a mechanism to avoid the mishaps from the past.

H. Question: Are we thinking about making it mandatory for people to be vaccinated before they come on to campus?
   1. As of now, the Chancellor does not think that will be mandated. He has not heard that directive, but conversations are happening. We are a state agency and such a requirement might have to be legislated.

III. Kalei Ruiz on financial aid initiatives.

A. Course Program of Study (CPoS) refers to rules governing Federal financial aid which require colleges and universities to consider for eligibility only those courses which apply to a student's officially declared, eligible program. These rules have been in place for some time, but the UH System has only recently been able to build the technological capability to track courses and implement these rules. As our campus pursues compliance, students who take courses that do not apply to their declared, eligible program will be notified if doing so impacts their financial aid award package. These rules line up with system and campus initiatives to reduce costs and time to degree for our students by ensuring students take only applicable courses.
   1. Course Program of Study (CPoS): UH System Compliance with Federal Aid Regulations

B. The Curriculum Committee has been working on removing hidden prerequisites to avoid financial aid implications for students

C. Counselors recommend and advise, while students make the decisions in terms of their schedules. There is a cap of 18 credits per semester and
students need special permission to take over that.

D. Certificates? All academic subject certificates are not eligible for financial aid because they are built into a larger program or degree.

E. Electives? Students can take any electives and have them qualified for financial aid as long as the courses stay within degree requirements.

IV. Senate confirmation of William Castillo as Faculty Senate representative from OCEWD.

A. **Motion 21.07:** On behalf of the Faculty Senate Executive Committee, Vice Chair Hayashi moved to approve the appointment of William Castillo as Faculty Senate representative from OCEWD.

B. **The Senate approved the motion.**

V. Review of meeting minutes from March 10, 2021

A. The minutes from March 10, 2021 were accepted to the record without amendment.

VI. Standing Committee Reports

A. Academic and Institutional Support (AIS) Committee

1. **Report**

B. Assessment Committee

1. **Motion 21.08:** On behalf of the Assessment Committee, Senator Mahi moves to accept the proposed amendments to Policy L5.210.

   a) Senator Gross seconded the motion.

   b) **The Senate approved the motion.**

   c) **Policy L5.210 (with strikeouts)**

   d) **Policy L5.210 (amended clean copy)**

C. Budget and Planning Committee

1. **Notes from meeting of 04-12-2021**

2. The economic outlook for the state may be more balanced by the Fall than anticipated.

D. Curriculum Committee
1. **Report**

2. Report approved by unanimous consent.

E. Distance Education (DE) Committee

F. Elections Committee

1. **Motion 21.09:** On behalf of the Election Committee, Senators Egami and MacDonald move to accept the edited Elections Committee Procedures.

2. Senator Igarashi seconded the motion.

3. The Senate approved the motion.

G. Faculty Committee

1. Optional syllabus notification:

   a) **Student Access to Mental Health Services:** Leeward Community College understands that the attainment of educational and professional goals depends vitally on students’ health, safety, and wellbeing. This also includes students’ mental health. If any currently enrolled Leeward CC student feels they would benefit from the support of mental health services, please contact our mental health professionals. More information about Leeward CC’s mental health services, including how to connect with them, can be found on our Counseling webpage: https://www.leeward.hawaii.edu/counseling.

2. **Motion Introduced:** On behalf of the Faculty Committee, Senators Keli‘ikuli and Wyatt move to approve an optional syllabus notification promoting Leeward CC’s mental health services. (To be voted on at our Faculty Senate meeting on May 5, 2021).

3. Concerns about syllabus notifications:

   a) Having all of the notifications (both mandatory and optional) on a college page that can be updated by the VCAA or whomever would take care of these notifications so that instructors don’t need to update the notifications when updates (new counselors, Title IX coordinators, etc.) occur.

   b) Having the VCAA (or the person who handles the notifications) send a reminder/updates—3 weeks before the beginning of each semester as instructors prepare their syllabi.
c) Needing to figure out how to communicate with lecturers effectively to ensure they have the necessary information, notifications, updates (including participation verification), etc. especially when lecturers aren’t part of the listserv, some don’t have hawaii.edu email addresses until very near the beginning of the semester, and some don’t know if they’re teaching any sections until almost the Friday before the semester begins.

H. General Education Committee

1. Report

2. Motion: On behalf of the General Education Committee, Senator Igarashi moves to forward four candidates for participation in the Summer 2021 General Education Institute (vote conducted online to make the deadline of 13 April 2021). Vote conducted April 6-9. Motion passed unanimously.

   a) Candidates:

      (1) Cawdery, Michael

      (2) Gross, Petersen

      (3) Lewis, Andrea

      (4) Lindquist, Bruce

   b) Michael Oishi forwarded the names of the above candidates to members of the UH GE Design Team following the conclusion of the vote.

I. Lecturer Group

J. Legislative Relations Committee

1. Report

K. Student Affairs Committee

1. Amendments to Student Affairs Committee description in the Faculty Senate bylaws.

   a) FS Bylaws table of Amendments (2020-2021 AY)

   b) Copy of FS Bylaws (w/ deletions and additions)

   c) Proposed Clean Copy of FS Bylaws
d) **Motion 21.10:** On behalf of the Student Affairs Committee, Senators Barrett and Signor move to accept the proposed amendments to the Student Affairs Committee description in the Faculty Senate bylaws.

(1) Senator Ickes seconded the motion.

(2) **The Senate approved the motion.**

2. **March 19, 2021 Meeting Summary**

L. **Student Government**

1. Student Government is working on its new leadership team.

2. Topics of concern: sex assault awareness, Asian-American and Pacific Islander month, and Earth month.

3. Our AIS committee will work with the Student Government on the issue of their carpet.

4. Student Government members’ names were submitted for the Summer 2021 GE Institute.

VII. **Chair’s Report**

A. Congratulations to Betty Ickes and Evelyn Wong on being awarded sabbaticals during the 2021-2022 academic year.

B. Standing committee chair annual reports due at next Faculty Senate meeting on May 5. Please submit them as PDFs to Michael, Junie, and/or Kelsie.

1. Please consider including the following in your reports:

   a) Purpose of the Committee

   b) Committee membership (including leadership)

   c) Committee meeting dates for the academic year

   d) Motions proposed by your committee to the Faculty Senate

   e) Narrative or detailed bullets of accomplishments, goals/priorities, and potential future endeavors.

   f) Any requests to change your committee's description in Article V of the Faculty Senate Bylaws.

   g) Changes to operating procedures and/or leadership transition
2. Updates on mental health counseling.

   a) The search for another mental health counselor is underway.

      (1) We came close to hiring a counselor, though we lost the two candidates due to the hiring freeze (they found jobs before the college could get approval to go to ad again).

      (2) Minimum qualifications (MQs) for mental health counselors cannot be changed. However, there may be opportunities to identify alternative licensures that may still satisfy the MQs to provide the college more flexibility to make a hire.

   b) Dr. Steven Taketa is currently training and supervising graduate students in mental health counseling. These students will be able to counsel some of the less urgent and acute cases, though the most urgent and acute cases will still be referred to certified mental health counselors.

   c) Kū Makani: The Hawai‘i Resiliency Project (slideshow by Michelle Igarashi)

   d) The Behavior Intervention Team (BIT), headed by Tom Hirsbrunner and Kami Kato, is ready to roll. The BIT is version 2.0 of Team Care, which will serve as a frontline resource to triage cases to help ensure that students get the help that they need—especially the urgent and acute cases.

       (1) BIT has just developed a handbook to help identify student behavior in need of intervention and to connect faculty and staff to trained professionals.

       (2) The BIT is working on an online application form where students can self-identify and seek help from one of the professionals listed in the handbook.

C. Seventh draft of framework for Faculty Senate consultation on interim Executive Managerial appointments

   1. **Motion Introduced**: On behalf of the Faculty Senate Executive
Committee, Vice Chair Hayashi moves to accept the framework for Faculty Senate consultation on interim Executive Managerial appointments. (To be voted on at our Faculty Senate meeting on May 5, 2021).

D. **2021-2024 Academic Calendar**

E. UH Board of Regents proposed resolution to reimagine the university (see p. 82 and in UH News). **UH BOR meeting** on Thursday, April 15, at 8:30 a.m.

F. In February, the UHM Faculty Senate passed a resolution calling for all EM positions to be subject to an open search, recruitment, and hiring process, citing UHM faculty’s understanding of shared governance (see p. 7, paragraph four, under UHM Faculty Senate Chair Paul Mckimmy’s report to the BOR).

G. All Campus Council of Faculty Senate Chairs (ACCFSC) (from meeting of February 19, 2021)
   1. No March meeting due to Spring break.

C. Community College Council of Faculty Senate Chairs (CCCFSC)
   1. No March meeting due to Spring break.
   2. **Guidance for Chancellors in Formation of TPRC Assignments**

D. Campus Council (from meeting of April 9, 2021)
   1. **Institutional Priorities Draft (unapproved and revised)** for AY 2021-2022 (Kay Ono)
      a. This year’s list was handled differently due to CARES funding. According to our current Planning Process, the Faculty Senate can present a campus-wide item to be added onto the Institutional Priorities List; if they do, it should be discussed prior to the CC vote in May. The Campus Council units should discuss the Institutional Priorities with their units; then be prepared to vote on it at the May meeting.
      b. Four groups (instructional, student services, academic services, administrative services)
         i. Each group meets to prioritize their lists
      c. Identified items that could qualify for CARES funding
i. Separated CARES qualified requests from other requests.

ii. Further identified items that can be partially funded by CARES.

d. Personnel

i. Separated instructional and non-instructional priorities.

ii. Separated “New Position Requests” and “Frozen Position Requests.”

1. Listed non-instructional position that can be funded (fully or partially) by CARES

2. Retention initiatives can be funded by CARES, but not enrollment

e. Repair and Maintenance

i. Health and safety items marked in red (needs to be addressed in a timely manner) - suggested change for next year: Add “health and safety compliance” category.

ii. Requests that can be funded by CARES identified

f. Recommendations and suggestions for next year

i. Include one item on one line (i.e. each position listed should be on individual lines instead of being grouped together)

ii. Round dollar amounts to nearest $100

2. Jayne Bopp and Kay Ono proposed changes for next year’s annual planning process. The OPPA webpage should be reviewed: http://www.leeward.hawaii.edu/institutional-priorities. Proposed changes include:

a. Expand the ability of other governance groups to add items to the institutional priorities (currently only Faculty Senate can do this)

i. Discussion on pros and cons of this new addition to the process.
1. Pros: Giving other Authorized Governance Bodies (AGBs) (i.e., Pūkoʻa no nā ʻEwa Council and Student Government).

2. Cons: Could replicate votes from divisions, Faculty Senate, and/or Campus Council (where faculty might be members of all three organizations). All AGBs are already represented on Campus Council. Also, unfair to add items to the Institutional Priorities after divisions and academic units have already submitted their requests.

ii. Motion to vote on change has been tabled to May meeting

VIII. Vice Chair’s Report

IX. Secretary’s Report

X. Old Business

XI. New Business

XII. General Announcements

XIII. Notice of next meeting: 3:00-5:00 p.m., Wednesday, May 5, 2021, via video conference

XIV. Adjournment at 5:10 pm

Respectfully submitted by Kelsie Aguilera, Faculty Senate Secretary
The Leeward Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the College. Through the Curriculum Committee, the faculty has a powerful role in shaping the programs and courses offered at the College. The Budget, Student, and Faculty Committees of the Faculty Senate provide faculty input and recommendations to the administration.

- The Senate Chair and Vice Chair sit on the Campus Council.
- The Senate is comprised of at least 22 senators elected at-large from among the full-time faculty, with approximately half elected each year for two-year terms, as well as one representative for the lecturers.
- The Senate elects its Executive Committee that consists of the Chair, Vice chair, and Secretary.
- Membership on Senate committees is open to all Leeward faculty, administration, and staff members.

Faculty Senate Executive Committee members for the 2021-2022 academic year:

- Michael Oishi - Chair
- Junie Hayashi - Vice Chair
- Kelsie Aguilera - Secretary

Issues before the Senate for Fall 2021 - Spring 2022

- Advocate for participation in the evaluation of academic executive leadership at the campus and system level, as protected by Part I, Section 8 of UHPA's Reference Section 20 (R-20).
- Monitor and advise on the college and UH System's resource and budget planning.
- Communicate progress on UH General Education curriculum revisions.
- Resolve facilities problems identified in our Faculty Senate memo of 30 April 2020.
- Continue to ensure that all divisions and academic units are represented on Faculty Senate committees.

Issues before the Senate for Fall 2020 - Spring 2021

- Resolve facilities problems identified in our Faculty Senate memo of 30 April 2020.
- Advise in the search for an interim Vice Chancellor for Academic Affairs.
- Revise the Leeward CC Faculty Senate's Bylaws.
- Ensure that all divisions and academic units are represented on Faculty Senate committees.
- Advise on the college's operating budget.

Issues before the Senate for Fall 2017 - Spring 2018

- Providing input into the system-wide transition, by Fall 2018, to the new CES (Course Evaluation System).
- Participating in the review of the Budget and Planning Process at Leeward Community College.
- Provide input into the Revised Shared Governance Policy at Leeward Community College.

Issues before the Senate for Fall 2016 - Spring 2017

- Input collection to investigate the benefits of a transition from current teaching schedule to a two-day a week teaching schedule.
- The formation of an Oral Communication Focus Board and the Oral Communication Hallmarks.
• Revise the Leeward Faculty Senate's Charter and Bylaws.
• Please Acknowledge the MOA between UH Adminstration, UHPA, and UH Faculty Senates: https://goo.gl/OyILSe

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**Issues before the Senate for Fall 2015**

• Input collection to investigate the benefits of a transition from current teaching schedule to a two-day a week teaching schedule.
• Consider the formation of an Oral Communication Focus Board and the Oral Communication Hallmarks.
• Revise the Leeward Faculty Senate's Charter and Bylaws.

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**News**

• Faculty Senate Highlights, Academic Year 2020-2021

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Aloha Leeward,

We hope this message finds you well and you are enjoying the summer.

The Faculty Senate Executive Committee would like to take this opportunity to share some of the work and accomplishments of your faculty senators for the 2020-2021 academic year, particularly as we look forward to academic year 2021-2022. We are particularly invested in this effort at outreach given the unique number and degree of changes and challenges we have all had to navigate over the last year. Below are some of Faculty Senate’s endeavors.

Shared Governance and Protection of Faculty and Faculty Rights

The work of Leeward CC’s Faculty Senate began abruptly, and before the official start of the 2020-2021 academic year. Owing to concerns over the state’s projected reduction in revenue due to the COVID-19 pandemic, the UH System and Leeward CC administration instituted policies and practices to streamline and economize operations, one of which was an unprecedented and early deadline for cancellation of low-enrolled classes, particularly those taught by the most vulnerable among us: lecturers. In response, and in an effort to protect both students and faculty from unilateral, hasty, and possibly pernicious and unnecessary course cancellations (considering how so many students register late), Faculty Senate approved Resolution 20.1. As noted in University of Hawai‘i Board of Regents Agreement, R-20, Faculty Senates have the negotiated right and responsibility to participate in “strategic planning directions, goals . . . and related budget priorities,” of which early course cancellations are a part. While Faculty Senate understands the need for economic efficiency in these fiscally challenging times, it also believes and expects that such efforts will be conducted transparently and collaboratively with Faculty Senate, especially when different metrics for minimum fill rates and deadlines for course cancellations are employed. Going forward, recently revived Small Undergraduate and Graduate Course Sections (EP 5.230), signed by UH President David Lassner, will provide more transparent and consistent guidance across the UH System.
regarding enrollment thresholds and deadlines for course cancellations.

Likewise, and in an effort to ensure a transparent and meaningful process of consultation, Faculty Senate approved Resolution 20.2, advocating for Faculty Senate’s participation in executive leadership appointments. To date, Leeward CC’s administration has filled several interim executive positions without the consultation of Faculty Senate—practices that both faculty senators and the University of Hawai‘i Professional Assembly (UHPA) deem a violation of Faculty Senate’s right to participate in the selection of executive leadership, also protected by University of Hawai‘i Board of Regents Agreement, R-20. Senate’s advocacy on this issue has resulted in a Framework for Faculty Senate Consultation on Interim Appointments on Executive Managerial Positions—a document that will help to ensure Senate’s input in future interim appointments and for which Chancellor Peñaloza has communicated support in his memo of June 16, 2021. On behalf of the Faculty Senate, the Executive Committee thanks Chancellor Peñaloza for his feedback on this document and his commitment to meaningful collaboration to ensure transparency, fairness, and diversity in the selection of Leeward CC’s future administrators—safeguards already in place for the hiring of other UH faculty and staff.

Concern over faculty rights also included an intensive discussion of faculty workloads on Tenure and Promotion Review Committees (TPRCs) as some faculty are called upon more frequently than others to serve on multiple TPRCs per year (sometimes as many as three), often for several years in a row. Following Faculty Senate’s requests for data on TPRC assignments, former Leeward CC Vice Chancellor for Academic Affairs (VCAA), Della Teraoka, provided the following results for all the UH Community Colleges (UHCCs). Owing to UHCC Human Resources guidelines to ensure fairness and diversity in the composition of TPRCs, faculty assignments to TPRCs are complex and sometimes uneven. As UHCC Vice President Erika Lacro has noted, TPRC assignments have multiple criteria such as rank, campus (three from the same campus as the candidate, though not from the same discipline or division), discipline (two from the same discipline as the candidate, but from different campuses), gender, race, ethnicity, exclusion lists, and other exemptions that prevent faculty from serving (e.g., illness, conflicts of interest, etc.). While there are always efforts to avoid assigning faculty to multiple TPRCs, this is not always possible given the above restrictions. A consequence of Faculty Senate’s inquiries into this matter is Vice President Lacro’s “Guidance for Chancellor’s in the Formation of Tenure and Promotion Review Committees (TPRCs).” While not resolving the complicated issue of multiple and frequent TPRC assignments, the memo attempts to ensure that chancellors are fully aware of the guidelines informing TPRC assignments in an effort to create diverse and informed TPRCs while also balancing concerns over faculty workloads. That said, it is important to note that any faculty member who feels unable or too overburdened to discharge her/his/their responsibilities on a given TPRC may request the Chancellor to be removed. The Chancellor must then assess the reason for the request and inform the affected faculty member of his/her/their decision.

Standing Committee Work
Much of the important, detailed, and time-consuming work of Faculty Senate is conducted by its committees, which work to identify and resolve problems across multiple areas of Faculty Senate’s responsibility. The following is a brief synopsis of our Faculty Senate standing committees’ efforts last year.

Academic and Institutional Support (AIS)
The AIS Committee, chaired by Fa’amaile (Betty) Ickes, last year focused on resolving several lingering issues related to facilities use and maintenance—issues acknowledged by previous Vice Chancellor of Administrative Services, Mark Lane, in his memo of November 20, 2020, and in response to Faculty Senate Resolution 19.1. Detailed in Senator Ickes’ annual report are updates over the creation of an online Facilities Use application, the creation of response times to acknowledge receipt of Facilities Use applications, and the ability for secretarial staff to view and book room reservations on behalf of faculty applicants, among other concerns. Resolutions to some of these issues are expected with this summer’s implementation of a new facilities booking software. We look forward to more updates on and resolutions to these concerns by Senator Ickes in Fall 2021.

Assessment Committee
The Assessment Committee, chaired by Michele Mahi, busied itself with several initiatives last year, among them being amendments to Leeward CC Policy L5.210, a Spring 2021 Convocation workshop on assessment strategies and methods, the selection of a new Assessment Management System (Anthology),
and a concerted drive to encourage faculty to assess their Course Learning Outcomes as required by the Accrediting Commission for Community and Junior Colleges (ACCJC), and UHCC Policy 5.202, Executive Policy 5.202 and Regents Policy 5.201. Of particular note, the Assessment Committee’s efforts have resulted in a tremendous assessment progress rate of 95.6% of courses assessed through June 2021! Mahalo to all who assessed their learning outcomes to reach this remarkable benchmark. A full accounting of the Assessment Committee’s work can be found in Senator Mahi’s annual report.

Budget and Planning Committee

The Budget and Planning Committee, chaired by Gholam Khaleghi, had its hands full as it monitored the welter of changes associated with the UH System’s and college’s operating budgets. A trained economist, Senator Khaleghi was particularly adept at explaining the college’s and the UH System’s budget forecasts in relation to the larger trends of the state, nation, and global economies. Additionally, Senator Khaleghi kept Senate abreast of important federal Coronavirus Aid, Relief, and Economic Security (CARES) and CARES Higher Education Emergency Relief Funds (HEERF) monies for the college and UH System and helped develop ideas for revenue generation (rather than painful budget reductions) to keep the campus financially solvent. Please find a comprehensive discussion of the Budget and Planning Committee’s efforts in Senator Khaleghi’s annual report.

Curriculum Committee

The Curriculum Committee, led by Pete Gross, was busy as usual. As Senator Gross notes in his annual report, the Curriculum Committee reviewed, recommended, and presented to Faculty Senate proposals for 11 new courses, 133 course modifications, 10 course deletions, 1 new program, and 16 program modifications. Additionally, the Curriculum Committee updated in the Kuali Student Curriculum Management (KSCM) system the Career and Technical Education (CTE) General Education requirements while also fixing several bugs and interface issues to make KSCM more stable and user friendly. The Faculty Senate bids a fond aloha to Senator Gross as he rolls off of the Curriculum Committee and Faculty Senate after six dedicated and excellent years of service and extends a warm welcome to incoming Curriculum Committee Chair, Jiajia Garcia.

Distance Education Committee

The Distance Education (DE) Committee, co-chaired by Kelsie Aguilera and Evelyn Wong, has proven instrumental in providing important technical and pedagogical support for Leeward’s faculty as we navigate the many challenges of distance education in this time of COVID-19. Among the many accomplishments of the Distance Education Committee are the creation of an Online Learning Orientation Subcommittee, chaired by Jordan Lewton; revisions to and information sessions on the Leeward CC DE Guidelines Self-Assessment process; and recommendations for technological solutions to support faculty and staff in the implementation of distance learning and campus services, among other work. Please peruse Senators Aguilera and Wong’s annual report for a complete list of DE Committee endeavors.

Elections Committee

The Elections Committee, co-chaired by Senators Matt Egami and Alyssa MacDonald, and joined by Igor Niktin, facilitated both our annual at-large election of senators as well as the election of members of the Faculty Senate Executive Committee. In addition to these accomplishments, the Elections Committee also recommended a mechanism for resolving tie-breaks in at-large elections— a long overdue protocol missing from but now incorporated into the revised Faculty Senate Elections Procedures. For more details on the Elections Committee’s endeavors, please refer to Senators Egami and MacDonald’s annual report.

Faculty Committee

Co-chaired by U’ilani Keli’ikuli and Danny Wyatt, the Faculty Committee investigated several issues of concern to faculty and students. Among the Faculty Committee’s notable accomplishments are the creation of an optional syllabus notification listing withdrawal deadlines for 16-week and part-of-term courses. This committee also worked closely with members of the Faculty Senate Student Affairs Committee, Student Services, and Student Government to create a Student Complaint Process document. Reviewed and approved by UHPA, this document seeks to make transparent to students the established protocol for the expression of their grievances, particularly by ensuring that proper conversations occur between students and faculty before involving campus administrators. Finally, and considering the difficult time our students are experiencing learning and living in relative isolation, the Faculty Committee recommended for approval an optional syllabus notification informing students of the campus’s mental
health services, as listed on our College’s Counseling web page. For the specific verbiage of this optional syllabus notification, as well as a full discussion of the Faculty Committee’s achievements, please see Senators Keli‘ikuli and Wyatt’s annual report.

General Education Committee

The General Education Committee, chaired by Michelle Igarashi, juggled multiple and important concerns last year. Among Senator Igarashi’s personal accomplishments are the creation of a new Foundations Board website to facilitate the updating of information and the clarification of hallmarks and application process. Collectively the General Education Committee is monitoring the progress and recommendations of the UH General Education Curriculum Design Team, which is currently at work on the reconceptualization of our UH General Education curriculum during its Summer Institute. The recommendations of this Summer Institute, projected to be implemented in Fall 2025 (best case scenario) after multiple rounds of consultation, will prove impactful to the design and delivery of our current courses and programs. Those interested in following the developments and discussion of the General Education Summer Institute should consult the Schedule and List of Topics listed on the UH General Education Curriculum Design Team’s website. For a complete account of the General Education Committee’s endeavors, please see Senator Igarashi’s annual report.

Lecturer Mentor Group

Led by Christine Walters in Fall 2020 and Wayland Quintero in Spring 2021, the Lecturer Mentor Group kept Faculty Senate abreast of the concerns and challenges of our lecturer colleagues—concerns and challenges that have multiplied and deepened in these fiscally challenging times. Among the concerns raised by Senator Quintero in his May 5 report are course assignment prioritization according to lecturer rank and a lack of clarity regarding whether lecturers are employed by a particular UH campus or by the UH System (important for the calculation of teaching equivalencies and attendant employee health benefits). Overshadowing and informing these concerns is the more general distress emanating from a severe reduction of lecturer course loads as a result of increased course cancellations. Particularly important are the results of a survey of lecturers throughout the UH System and which Senator Walters captures in her report of October 2020. As the survey notes, the mass cancellation of lecturer sections also greatly impacts students considering that many lecturers (46.9%) report that they teach two or more courses in their discipline not taught by tenured faculty members.

Legislative Relations Committee

Our Legislative Relations Committee, chaired by Erika Molyneux, was extremely active this academic year monitoring the welter of important initiatives impacting the UH System. Among this committee’s many accomplishments are its Legislative Relations Priorities Letter, which communicates to legislators, particularly those on the House and Senate Higher Education Committees, many of the concerns of Leeward CC and UH System faculty, such as the protection of tenure, clear guidelines for a safe return to face-to-face interactions, support for more campus mental health services, and the recognition and protection of our lecturers who are vital to our ability to deliver quality education to students. Additionally, the Legislative Relations Committee diligently monitored several bills impacting our campus and UH community, particularly HB1105 HD1 which sought to provide greater faculty and student input in the selection of candidates for the UH Board of Regents, and SCR201 SD1 HD1, which urges the creation of a “task force to examine and assess the UHM tenure structure of researchers and non-instructional faculty compared to peer institutions of higher education across the USA.” As the issues the Legislative Relations Committee engaged are many and complex, please see Senator Molyneux’s annual report for more details.

Student Affairs Committee

Our Student Affairs Committee, co-chaired by Summer Barrett and John Signor, was extremely busy this year as they worked to resolve a range of thorny issues related to students, faculty, and student services. Notable among these efforts were a thorough review of student-related procedures and policies to ensure both are accurate and reflect current system and college practices; amendments to the Student Affairs description in Faculty Senate’s Bylaws (approved by Faculty Senate on April 14 and approved by Chancellor Peñaloza on April 26); exploration of the creation of a senior audit policy due to the lack of clarity regarding seniors’ statuses as students and their lack of access to important services such UH Alert, LUMISIGHT UH, etc.; and reviews of our policies on Course Repeat, Course Substitution, Grading, Student Academic Grievance, and Graduation, to name only a few. Additionally, the Student Affairs Committee had vital roles in developing the above mentioned Student Complaint Process document and optional syllabus notification.
notifications for academic withdrawal deadlines (16-week and part-of-term) and campus mental health services. For full details of this committee's many activities, please see Senators Barrett and Signor’s annual report.

While long, this annual review provides a window into the work of your senators in discharging their commitments to students and faculty at Leeward Community College. For a repository of all Faculty Senate committee reports, please consult the Fall 2020-Spring 2021 Supporting Documents folder of our Faculty Senate website.

Acknowledgments

The Faculty Senate Executive Committee wishes to recognize the contributions of all our faculty senators whose work has been instrumental in promoting the interests of the college. In particular, we would like to thank Summer Barrett (Student Affairs Committee Co-Chair), Weirong Cai (Legislative Relations Committee), William Castillio (Budget and Planning Committee), Matthew Egami (Elections Committee Co-Chair), Jiajia Garcia (Curriculum Committee), Petersen Gross (Curriculum Committee Chair), Fa’amaile (Betty) Ickes (Academic and Institutional Support Committee Chair), Michelle Igarashi (General Education Committee Chair), Warren Kawano (Distance Education Committee), U’ilani Keli’ikuli (Faculty Committee Co-Chair), Gholam Khaleghi (Budget and Planning Committee Chair), Kealohilani Leleo (Student Government President and Faculty Senate representative), Alyssa MacDonald (Elections Committee Co-Chair), Michele Mahi (Assessment Committee Chair), Erika Molyneux (Legislative Relations Committee Chair), Michael Moser (Budget and Planning Committee), Wayland Quintero (Lecturer Mentor Group Representative), Suzette Scotti (Faculty Committee), John Signor (Student Affairs Committee Co-Chair), Kale’a Silva (Student Affairs Committee), Joseph Wargo (Student Government Vice President and Faculty Senate representative), Christine Walters (Lecturer Mentor Group Representative), James West (Budget and Planning Committee and Faculty Committee), Evelyn Wong (Distance Education Committee Co-Chair), Naiad Wong (Legislative Relations Committee), and Danny Wyatt (Faculty Committee Co-Chair).

In closing, we wish to thank everyone for their dedication, hard work, and support during this turbulent time, and particularly for giving us the opportunity to help make Leeward CC a better place for students, faculty, and staff. We look forward to hearing from and working with you in the near future as we embark on a new academic year.

Sincerely,

The Faculty Senate Executive Committee

Michael Oishi
Chair, Leeward CC Faculty Senate, 2020-2022

Junie Hayashi
Vice Chair, Leeward CC Faculty Senate, 2020-2022

Kelsie Aguilera
Secretary, Leeward CC Faculty Senate, 2020-2022
Co-Chair, Distance Education Committee, 2020-2022

News:
Current
Surveys

Student Government asked the student body via a google survey in Spring 2018, how we are doing in serving their needs. Here are the results. We plan to improve communication through our feedback form and hosting more events throughout the semester.

I know that Student Government advocates for student needs and tries to find solutions to our concerns
12 responses

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sort of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

66.7%
33.3%
50%

I think that Student Government is
12 responses

<table>
<thead>
<tr>
<th></th>
<th>Doing well in serving our needs</th>
<th>Needs to advertise more on what they are doing</th>
<th>Max not met our needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 (41.7%)</td>
<td>-7 (58.3%)</td>
<td>-3 (33.3%)</td>
</tr>
</tbody>
</table>
The Student Government website meets my needs in knowing what is being worked on. http://studentlife.leeward.hawaii.edu/SG

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Aloha Folks,

Thank you for listening to the Campus Labs/Anthology demos last week. ACCJC has consistently said that while we do assess SLOs, we don't appear to do anything meaningful campus-wide with the information. I wanted to share an analysis I did with our current SLO assessment tool. This is an example of how we can begin to use SLO assessment data more meaningfully. I hope that our new course management system will make these kinds of analyses easier.

Please review the short report where I make connections between SLO assessments and gatekeeper courses as well as qualitatively analyze instructor reported strategies to improve their students' learning. Perhaps something like this can be a starting point for broader discussions on improving our pedagogy and student learning.

For fun (if you're a nerd, lol) I've also attached a draft pilot report of where I disaggregated SLO achievement for some of my classes by gender, ethnicity, Pell status and age. I don't know if the findings are particularly startling but ACCJC has suggested that we should be doing these kinds of analyses too.

Let me know if you have any questions, comments, or suggestions!

Thanks,
Jayne

--

P. Jayne Bopp, MPH, MA
Interim Coordinator, Office of Planning, Policy & Assessment
Associate Professor, Sociology & Women's Studies
Accreditation Liaison Officer
Leeward Community College, DA-205C
96-045 Ala Ike St., Pearl City, HI 96782
808-455-0597

2 attachments
SLO Achievement Disaggregation Pilot Study
DRAFT

This pilot project to disaggregate SLO achievement data is based on 18 Social Sciences courses (HSER 256, SOC 100, SOC 218, SOC 231, SOC 251, WS 151, and WS 200) taught between Spring 2017 and Spring 2020. These courses were offered in varied modalities (face-to-face, online, hybrid and 5 weeks accelerated) and reached 327 students. SLO achievement refers to whether a student met all of course SLOs or not. Overall, about one-third of students (32%) did not meet one or more of the course SLOs. Findings indicate that:

- Females are more likely than males to not meet all course SLOs.
- Caucasians, Hispanics, Native Hawaiians and Pacific Islanders are more likely than other ethnicities to not meet all course SLOs than other ethnicities.
- Pell recipients are more likely than non-recipients to not meet all course SLOs.
- Older students are more likely than younger students to not meet all course SLOs.

<table>
<thead>
<tr>
<th>Over represented</th>
<th>Demographic</th>
<th>Number</th>
<th>% Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>289</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29</td>
<td>41%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>African American</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>52</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>60</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>10</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Mixed</td>
<td>64</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian</td>
<td>110</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Other Asian</td>
<td>52</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>11</td>
<td>45%</td>
</tr>
<tr>
<td>Pell Recipient</td>
<td>Yes</td>
<td>134</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>233</td>
<td>35%</td>
</tr>
<tr>
<td>Age</td>
<td>≤19</td>
<td>103</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>20-24</td>
<td>164</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>25-44</td>
<td>79</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>&gt;45</td>
<td>21</td>
<td>43%</td>
</tr>
</tbody>
</table>
Recommendations:
Introduction
Student learning outcomes (SLO) are the cornerstones of course design and assessment. They help faculty and students have a common understanding of the purpose and goals of a course. By providing clear and comprehensive learning outcomes, faculty begin to provide a transparent and inclusive pathway for student success. Furthermore, SLOs clearly communicate students’ skill level upon course completion, facilitating their success in future courses and employment.

Findings
The Office of Policy, Planning & Assessment (OPPA) reviewed responses from the College’s SLO assessment forms for the past three years. A total of 445 classes were assessed between Spring 2018 and Spring 2021. Student achievement for all course learning outcomes was demonstrated in over 90% of classes. A total of 42 classes (9%) had less than 70% of students meeting one or more of the course SLOs. Of the 42 classes with unmet SLOs:

- 13 (31%) were gatekeeper courses\(^1\)
  - 4 (31%) have been on the gatekeeper list every year for the past 3 years
  - 1 (7%) has been on the gatekeeper list twice in past 3 years
  - 8 (62%) have been on the gatekeeper list once for the past 3 years
- 23 (55%) had one unmet SLO (6 of these were gatekeeper courses)
- 15 (36%) had two unmet SLOs unmet (6 of these were gatekeeper courses)
- 4 (9%) had three unmet SLOs (1 of these was a gatekeeper course)

<table>
<thead>
<tr>
<th>Division</th>
<th># of Classes Assessed</th>
<th># and % w/Unmet SLOs</th>
<th># and % of Gatekeeper Courses for Classes w/Unmet SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>91</td>
<td>9 (10%)</td>
<td>4 (44%)</td>
</tr>
<tr>
<td>Business</td>
<td>43</td>
<td>1 (2%)</td>
<td>0</td>
</tr>
<tr>
<td>Language Arts</td>
<td>45</td>
<td>4 (9%)</td>
<td>2 (50%)</td>
</tr>
<tr>
<td>Math And Sciences</td>
<td>128</td>
<td>14 (11%)</td>
<td>3 (21%)</td>
</tr>
<tr>
<td>Professional Arts &amp; Technology</td>
<td>59</td>
<td>1 (2%)</td>
<td>0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>71</td>
<td>13 (18%)</td>
<td>4 (31%)</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>2 (29%)</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\) Gatekeeper courses are defined as courses at Leeward with enrolment greater than 0.5% of the academic year’s unduplicated headcount and the course student success rate (C or higher) is less than a 70%. Please note that due to variations in data collection methods the time frames for the gatekeeper analysis and the SLO analysis do not align perfectly. Data for gatekeeper courses is from Fall 2017 to Spring 2020.
For classes with unmet SLOs, instructors were asked to describe what actions they will take to improve student attainment of the learning outcomes. Below is a summary of responses.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency n (%)*</th>
<th>OPPA Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify learning activities that address the SLO</td>
<td>12 (29%)</td>
<td>The assessment form has this answer in a drop down box, so many people selected it and did not give specific details about what will be modified or how.</td>
</tr>
<tr>
<td>More review/practice</td>
<td>9 (21%)</td>
<td>This is a great strategy. However, for one class, this strategy was reported for every year and it has been a gatekeeper course every year for the past three years. Perhaps in this case, more review/practice is not the issue.</td>
</tr>
<tr>
<td>SLO not met because most students didn’t do the signature assignment</td>
<td>9 (21%)</td>
<td>Instructors offered various strategies to address this, demonstrating how assessment findings can help inform and improve curriculum design.</td>
</tr>
<tr>
<td>Review rubric</td>
<td>3 (7%)</td>
<td>An excellent example of how assessment findings can help inform and improve curriculum design.</td>
</tr>
<tr>
<td>Make the assignment directions clearer</td>
<td>3 (7%)</td>
<td>An excellent example of how assessment findings can help inform and improve curriculum design.</td>
</tr>
<tr>
<td>Modality change</td>
<td>3 (7%)</td>
<td>Two out of three responses were related to the conversion of all classes to online due to the COVID pandemic. One was related to an instructor offering the class in a different modality for the first time. Assessment is a great way to evaluate new modalities, learning materials and learning activities.</td>
</tr>
<tr>
<td>Collect more data to determine how to improve</td>
<td>2 (5%)</td>
<td>These responses are from divisions where multiple instructors offer the same course with differing outcomes. These findings are a great way for colleagues to come together and share best practices to improve student learning outcomes.</td>
</tr>
<tr>
<td>Show examples of excellent previous student work</td>
<td>2 (5%)</td>
<td>An excellent example of how assessment findings can help inform and improve curriculum design.</td>
</tr>
<tr>
<td>Improve assessment tool</td>
<td>2 (5%)</td>
<td>An excellent example of how assessment findings can help inform and improve curriculum design.</td>
</tr>
<tr>
<td>Make English 100 a prerequisite requirement</td>
<td>1 (2%)</td>
<td>This strategy has improved gatekeeper courses at Leeward in the past. At the same time, as an open door college it is important to have as few barriers to enrolling in courses as possible.</td>
</tr>
</tbody>
</table>
Delete or revising SLOs can be an appropriate strategy when they do not align with the course content.

“IT’s hard, so I’m not surprised students did not meet the SLO”

Deleting or revising SLOs can be an appropriate strategy when they do not align with the course content.

“It’s hard, so I’m not surprised students did not meet the SLO”

Deleting or revising SLOs can be an appropriate strategy when they do not align with the course content.

“More strongly advise students with learning issues, time management issues, or lack of attendance to seek tutors, get one-on-one help or drop the class ASAP”

Deleting or revising SLOs can be an appropriate strategy when they do not align with the course content.

“Teach harder” and “Dig deeper”

Deleting or revising SLOs can be an appropriate strategy when they do not align with the course content.

*Percentages do not equal 100 because of multiple responses.

**Conclusion**

The College is doing an excellent job at helping students learn and succeed. Many instructors use their assessment findings to identify specific strategies to improve their students’ success. In a small number of cases, it appears that some instructors need help using their findings to make meaningful curriculum improvements. In some cases, correlations exist between classes with unmet SLOs and gatekeeper courses, indicating a larger issue. Gatekeeper courses create significant financial and graduation barriers for our students. Ensuring students are able to meet all of the course SLOs and pass their classes is critical to student success.
Support of Reaffirmation of Accreditation

Submitted by:
Leeward Community College
96-045 Ala ‘Ike
Pearl City, Hawai‘i 96782

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
August 15, 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 Keliikuli  
Chair, Pūko'a no nā 'Ewa Council

Kristina Nip  
President, Associated Students of University of Hawai'i – Leeward Community College
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Manuel Cabral, Chancellor
Leeward Community College
96-045 Ala Ike, Pearl City, HI 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.

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.

John Morton, Vice President for Community Colleges

David Lassner, President, University of Hawai‘i

Michelle Tagorda, Chair, Committee on Academic and Student Affairs

Jan Naeoe Sullivan, Chair, UH Board of Regents

Date

6/28/18

6/28/18

7/5/18

7/3/18
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<th>Section</th>
<th>Page</th>
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<td>69</td>
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<td>EFFECTIVENESS, AND INTEGRITY</td>
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<td>70</td>
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<td>Page</td>
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  III.B.4. 
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<th>Full Form</th>
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<tr>
<td>AA</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
</tr>
<tr>
<td>ALO</td>
<td>accreditation liaison officer</td>
</tr>
<tr>
<td>AP</td>
<td>Administrative Procedure</td>
</tr>
<tr>
<td>APT</td>
<td>administrative, professional, and technical</td>
</tr>
<tr>
<td>ARPD</td>
<td>Annual Report of Program Data</td>
</tr>
<tr>
<td>ARRA</td>
<td>Annual Review and Resource Allocation</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>ASPIRe</td>
<td>A Session on Program Information and Registration</td>
</tr>
<tr>
<td>ASUH</td>
<td>Associated Students of the University of Hawai‘i</td>
</tr>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CEO</td>
<td>chief executive officer</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CIP</td>
<td>capital improvement program</td>
</tr>
<tr>
<td>CLO</td>
<td>course learning outcome</td>
</tr>
<tr>
<td>CRE</td>
<td>Comprehensive Review and Evaluation</td>
</tr>
<tr>
<td>CTE</td>
<td>career and technical education</td>
</tr>
<tr>
<td>DE</td>
<td>distance education</td>
</tr>
<tr>
<td>EEO/AA</td>
<td>Equal Employment Opportunity and Affirmative Action</td>
</tr>
<tr>
<td>ELI</td>
<td>English Language Institute</td>
</tr>
<tr>
<td>EMC</td>
<td>Educational Media Center</td>
</tr>
<tr>
<td>EP</td>
<td>Executive Policy</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>GELO</td>
<td>general education learning outcome</td>
</tr>
<tr>
<td>GPS</td>
<td>Guided Pathway Selection</td>
</tr>
<tr>
<td>HRO</td>
<td>Human Resources office</td>
</tr>
<tr>
<td>ICS</td>
<td>Information and Computer Science</td>
</tr>
<tr>
<td>ICTL</td>
<td>Innovation Center for Teaching and Learning</td>
</tr>
<tr>
<td>ILO</td>
<td>institutional learning outcome</td>
</tr>
<tr>
<td>IM LeeSports</td>
<td>Intramural Leeward Sports</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>ISER</td>
<td>institutional self-evaluation report</td>
</tr>
<tr>
<td>IT</td>
<td>information technology</td>
</tr>
<tr>
<td>ITG</td>
<td>Information Technology Group</td>
</tr>
<tr>
<td>KI</td>
<td>Kāko‘o ‘Ike</td>
</tr>
<tr>
<td>KSCM</td>
<td>Kuali Student Curriculum Management</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>Leeward Community College</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>LGBTQ+</td>
<td>Lesbian, Gay, Bisexual, Transgender, Queer, +</td>
</tr>
<tr>
<td>LRDP</td>
<td>Long Range Development Plan</td>
</tr>
<tr>
<td>NSA</td>
<td>New Student Advising</td>
</tr>
<tr>
<td>NSO</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>OCEWD</td>
<td>Office of Continuing Education and Workforce Development</td>
</tr>
<tr>
<td>OER</td>
<td>Open Educational Resources</td>
</tr>
<tr>
<td>OIP</td>
<td>Office of International Programs</td>
</tr>
<tr>
<td>OPEB</td>
<td>Other Post-Employment Benefits</td>
</tr>
<tr>
<td>OPPA</td>
<td>Office of Planning, Policy, and Assessment</td>
</tr>
<tr>
<td>OVPCC</td>
<td>Office of the Vice President for Community Colleges</td>
</tr>
<tr>
<td>PLA</td>
<td>Prior Learning Assessment</td>
</tr>
<tr>
<td>PLO</td>
<td>program learning outcome</td>
</tr>
<tr>
<td>PPIS</td>
<td>Policies and Procedures Information System</td>
</tr>
<tr>
<td>QFE</td>
<td>Quality Focus Essay</td>
</tr>
<tr>
<td>QM</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>RP</td>
<td>Regents Policy</td>
</tr>
<tr>
<td>SAO</td>
<td>support area outcome</td>
</tr>
<tr>
<td>STAR</td>
<td>online advising system (brand name)</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Math</td>
</tr>
<tr>
<td>Tk20</td>
<td>assessment software (brand name)</td>
</tr>
<tr>
<td>UH</td>
<td>University of Hawai‘i</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>University of Hawai‘i at Mānoa</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>University of Hawai‘i-West O‘ahu</td>
</tr>
<tr>
<td>UHCC</td>
<td>University of Hawai‘i Community Colleges</td>
</tr>
<tr>
<td>UHCCP</td>
<td>University of Hawai‘i Community Colleges Policy</td>
</tr>
<tr>
<td>UHPA</td>
<td>University of Hawai‘i Professional Assembly</td>
</tr>
<tr>
<td>USDE</td>
<td>United States Department of Education</td>
</tr>
<tr>
<td>VCAA</td>
<td>vice chancellor for academic affairs</td>
</tr>
<tr>
<td>VCAS</td>
<td>vice chancellor of administrative services</td>
</tr>
<tr>
<td>VPCC</td>
<td>vice president for community colleges</td>
</tr>
<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
</tr>
<tr>
<td>WIG</td>
<td>Wildly Important Goal</td>
</tr>
</tbody>
</table>
The oli komo, or welcoming chant, is a gift offered to those who visit our home. “Hālau Puʻuloa” tells of the beauty and abundance of our lands of Waiʻawa and the harbor of Puʻuloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ‘Ewa 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 Puʻuloa to our guests as we invite them into our home.

**Hālau Puʻuloa**

Hālau Puʻuloa he awa lau no ‘Ewa
He awa lau moana na ke Kēhau
He kiʻowai lua he muliwai no ‘Ewa
No ua ʻāina kai (iʻa) hāmau leo
E hāmau ana ka leo o ke kanaka
‘O pānea mai auaneʻi hilahila
Keʻeo ua iʻa la i loko o ke kai
O ke kai puakai ʻula ai ke kai o Kuhia – e
He mai, he mai
Eia no mākou nei.

**Translation**

*Expansive is Puʻuloa a harbor for ‘Ewa*

*An extensive harbor belonging to the Kēhau breeze*

*An abundant, overflowing estuary for ‘Ewa*

*To this land belongs the iʻa that silences voices*

*The voices of people will be silenced*

*Yet, a response is always given lest there be shame*

*The aforementioned iʻa 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 - Waiʻanae Moku Education Center also has an oli that is specific to that location. “Hālau Waiʻanae” is a traditional chant that is used to celebrate the Waiʻanae Moku area.

**Hālau Waiʻanae**

Hālau Waiʻanae molale i ka lā
Ala panoa ke kula o kūmanomano

---

1 ‘Ewa refers to the leeward or west side of the island.
2 Source: “Translation and Transcription of ‘Hālau Puʻuloa’” (W-1).
Kūnihi ka noho a Mauna Lahilahi
Hoʻomaha aku i ka wai o Lualualei
Lei ana Nuʻuanu i ke kāmakahala
I paau ‘ia me ka ‘āhihi
I hoʻohihi nō hoʻi au
Naʻu nō hoʻi ‘oe
ʻO koʻu kuleana paʻa nō ia
He ‘ike haole,
E lūlū lima ke aloha ē

Translation
Waiʻanae 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
Nuʻuanu is adorned by the lei kāmakahala
Combined with the lei ʻāhihi
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
INTRODUCTION

History and Description of Leeward Community College

The Hawai‘i archipelago presents a unique challenge and many opportunities for the seven community colleges of the University of Hawai‘i (UH) System. With seven campuses on four islands serving the state of Hawai‘i, the University of Hawai‘i Community Colleges (UHCC) must find ways to serve a wide range of students who may or may not reside on the same island as the colleges. In addition to the challenge of distance, there are many opportunities with the diverse cultures and ethnicities that reside in the islands. The UH System and Leeward Community College (Leeward CC) have made a special commitment to Native Hawaiians, the indigenous people of the islands. This commitment is demonstrated in the program offerings, support services, and the Wa‘ianae Moku Education Center operated by Leeward CC.

Leeward CC is the second largest of the seven UHCC campuses, and the College is located on the island of O‘ahu along with three other UHCC campuses. The campus of Leeward CC sits in the ahupua‘a (sub-district) of Wai‘awa overlooking the harbor of Pu‘uloa (Pearl Harbor). Centuries ago, Pu‘uloa harbor was the aquacultural center of O‘ahu. It was lined with fishponds and provided a significant portion of the island’s food supply. The surrounding freshwater springs and streams allowed for an abundant agricultural yield for all of the area’s residents.

Today, Pearl City is known for its proximity to the inland side of the Pearl Harbor military base, and it is considered a central point between Honolulu and the west side of the island, the Wai‘anae coast. From this location, Leeward CC has one of the largest service areas of the UHCC campuses (see Figure 1).

![State of Hawai‘i, by Geographic Region](image)

*Figure 1. Geographic region.*
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 Waiʻanae-Nānākuli Education Center as the operating agency. In 1977, this center was fully integrated into Leeward’s operations and organization. The Waiʻanae-Nānākuli Education Center was renamed the Leeward CC - Waiʻanae Moku Education Center in fall 2017 in conjunction with its recent move to a permanent facility. The Waiʻanae 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. The Board of Regents approved this program for established status in June 2018.

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 2017**

In fall 2017, there were 6,805 students enrolled at the College. Of those students, 41 percent attended full time and 59 percent attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Females 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 2017, 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 1,808 students receiving Pell Grant funds out of 6,805 total enrollment in fall 2017.

**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).

<table>
<thead>
<tr>
<th>Instructional Sites</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeward Community College</td>
<td>96-045 Ala ‘Ike</td>
</tr>
<tr>
<td></td>
<td>Pearl City, HI 96782</td>
</tr>
<tr>
<td>Leeward Community College - Wai‘anae Moku Education Center</td>
<td>87-380 Kula‘aupuni Street</td>
</tr>
<tr>
<td></td>
<td>Wai‘anae, HI 96792</td>
</tr>
</tbody>
</table>

**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.

3 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 ([1]). Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

Table 1.
*College Wide Student Achievement*

<table>
<thead>
<tr>
<th>Institution-Set Standard (Data Element)</th>
<th>Definition of the Measure</th>
<th>AY 2013</th>
<th>AY 2014</th>
<th>AY 2015</th>
<th>AY 2016</th>
<th>AY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion</td>
<td>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.</td>
<td>Actual</td>
<td>72.4%</td>
<td>73.3%</td>
<td>73.8%</td>
<td>74.0%</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Degrees and Certificates Awarded</td>
<td>The number awarded during the fiscal year. The baseline value listed under the fiscal year 2015 is the average for fiscal years 2012-2015. The target value represents five percent growth per year from the baseline year.</td>
<td>Actual</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>953</td>
<td>953</td>
<td>953</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>953</td>
<td>1,001</td>
<td>1,051</td>
</tr>
<tr>
<td>Certificates and Degrees Awarded to Native Hawaiian Students</td>
<td>The number awarded during the fiscal year to students of Native Hawaiian descent. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2012-2015. The target value represents five percent growth from the baseline year.</td>
<td>Actual</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>228</td>
<td>228</td>
<td>228</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>228</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td>Institution-Set Standard (Data Element)</td>
<td>Definition of the Measure</td>
<td>AY 2013</td>
<td>AY 2014</td>
<td>AY 2015</td>
<td>AY 2016</td>
<td>AY 2017</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Pell Certificates and Degrees Awarded</td>
<td>The number awarded during the fiscal year to students who received Pell awards. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2013-2015. The target value represents five percent growth per year from the baseline year.</td>
<td>Actual</td>
<td>459</td>
<td>476</td>
<td>480</td>
<td>518</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Baccalaureate Institutions</td>
<td>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.</td>
<td>Actual</td>
<td>1,257</td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Postsecondary Education Data System (IPEDS) Student Success Rate</td>
<td>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.</td>
<td>Actual</td>
<td>-</td>
<td>31.9%</td>
<td>34.4%</td>
<td>32.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensure and Certification Examination Success Rate</td>
<td>Leeward CC does not require licensure or certification exams.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

20
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% | 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 2017

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.9%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>17.3%</td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>15.7%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>10.3%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>2.7%</td>
</tr>
<tr>
<td>All Other</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

*Figure 3.* Age
33% Under 20 years
36% Between 20 to 24
31% 25 years old and over

*Figure 3.* Full-time and part-time
41% Full-Time
59% Part-Time

*Figure 4.* Curriculum category
53% General & Pre-Prof Ed
20% Career & Technical Ed
27% Other
Student Achievement Data

Enrollment

The College headcount has decreased by 15 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, 2013-2017

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>4,835</td>
<td>4,547</td>
<td>4,468</td>
<td>4,311</td>
<td>4,006</td>
</tr>
<tr>
<td>Full-Time</td>
<td>3,141</td>
<td>3,195</td>
<td>3,067</td>
<td>2,951</td>
<td>2,799</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>


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, 2013-2017

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General &amp; Pre-Prof Ed</td>
<td>4,374</td>
<td>4,272</td>
<td>4,019</td>
<td>3,753</td>
<td>3,624</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>1,558</td>
<td>1,517</td>
<td>1,609</td>
<td>1,521</td>
<td>1,347</td>
</tr>
<tr>
<td>Other</td>
<td>2,044</td>
<td>1,953</td>
<td>1,907</td>
<td>1,988</td>
<td>1,834</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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. Females constitute close to 60 percent and males about 40 percent of the total student population.
Table 5.
Student Headcount by Gender, 2013-2017

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,579</td>
<td>4,518</td>
<td>4,436</td>
<td>4,289</td>
<td>4,007</td>
</tr>
<tr>
<td></td>
<td>57.4%</td>
<td>58.4%</td>
<td>58.9%</td>
<td>59.1%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Male</td>
<td>3,289</td>
<td>3,158</td>
<td>3,064</td>
<td>2,946</td>
<td>2,721</td>
</tr>
<tr>
<td></td>
<td>41.2%</td>
<td>40.8%</td>
<td>40.7%</td>
<td>40.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>No Data</td>
<td>108</td>
<td>66</td>
<td>35</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>1.4%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

*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 non-conforming.

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, 2013-2017

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>445</td>
<td>550</td>
<td>593</td>
<td>686</td>
<td>664</td>
</tr>
<tr>
<td></td>
<td>5.6%</td>
<td>7.1%</td>
<td>7.9%</td>
<td>9.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>2,162</td>
<td>1,984</td>
<td>1,964</td>
<td>1,742</td>
<td>1,588</td>
</tr>
<tr>
<td></td>
<td>27.1%</td>
<td>25.6%</td>
<td>26.1%</td>
<td>24.0%</td>
<td>23.3%</td>
</tr>
<tr>
<td>20 to 21</td>
<td>1,617</td>
<td>1,600</td>
<td>1,481</td>
<td>1,444</td>
<td>1,366</td>
</tr>
<tr>
<td></td>
<td>20.3%</td>
<td>20.7%</td>
<td>19.7%</td>
<td>19.9%</td>
<td>20.1%</td>
</tr>
<tr>
<td>22 to 24</td>
<td>1,249</td>
<td>1,227</td>
<td>1,145</td>
<td>1,107</td>
<td>1,050</td>
</tr>
<tr>
<td></td>
<td>15.7%</td>
<td>15.8%</td>
<td>15.2%</td>
<td>15.2%</td>
<td>15.4%</td>
</tr>
<tr>
<td>25 to 59</td>
<td>2,441</td>
<td>2,317</td>
<td>2,294</td>
<td>2,229</td>
<td>2,090</td>
</tr>
<tr>
<td></td>
<td>30.6%</td>
<td>29.9%</td>
<td>30.4%</td>
<td>30.7%</td>
<td>30.7%</td>
</tr>
<tr>
<td>60 and over</td>
<td>62</td>
<td>63</td>
<td>58</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>2,124</td>
<td>2,141</td>
<td>2,037</td>
<td>1,913</td>
<td>1,779</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,792</td>
<td>1,745</td>
<td>1,661</td>
<td>1,644</td>
<td>1,558</td>
</tr>
<tr>
<td>Other Asian</td>
<td>1,386</td>
<td>1,327</td>
<td>1,327</td>
<td>1,260</td>
<td>1,177</td>
</tr>
<tr>
<td>Other</td>
<td>1,338</td>
<td>1,202</td>
<td>1,152</td>
<td>1,135</td>
<td>1,040</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>1,145</td>
<td>1,157</td>
<td>1,177</td>
<td>1,128</td>
<td>1,069</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
<td>182</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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 2017, 26.1 percent of Leeward CC’s student population identified as Native Hawaiian or part-Hawaiian, the largest ethnic group. Filipinos follow at 22.9 percent and Other Asians (Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed) make up the third largest group at 17.3 percent of the population.

Those who identify with two or more ethnicities make up 15.7 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 15.3 percent of the student population. Other Pacific Islanders (Guamanian and Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) are the smallest group with 2.7 percent. Table 8 shows the distribution of all categories of ethnicity at Leeward CC.
Table 8.
Student Headcount by Ethnicity, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>2.2%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>11.7%</td>
<td>10.4%</td>
<td>10.6%</td>
<td>10.5%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1.5%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.8%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.5%</td>
<td>22.5%</td>
<td>22.0%</td>
<td>22.6%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5.9%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>4.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Korean</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Laotian</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Micronesian</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>7.5%</td>
<td>7.6%</td>
<td>8.2%</td>
<td>8.3%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>14.4%</td>
<td>14.9%</td>
<td>15.6%</td>
<td>15.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.6%</td>
<td>27.7%</td>
<td>27.0%</td>
<td>26.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>No Data</td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Samoan</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Thai</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Tongan</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>


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 Pell Grant Recipients, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>2,157</td>
<td>2,087</td>
<td>2,011</td>
<td>1,881</td>
<td>1,808</td>
</tr>
<tr>
<td></td>
<td>27.0%</td>
<td>27.0%</td>
<td>26.7%</td>
<td>25.9%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>5,819</td>
<td>5,655</td>
<td>5,524</td>
<td>5,381</td>
<td>4,997</td>
</tr>
<tr>
<td></td>
<td>73.0%</td>
<td>73.0%</td>
<td>73.3%</td>
<td>74.1%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.
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 Associate in Applied Science 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 Desired for First-Time, Degree-Seeking Students, 2013-2017

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>64.8%</td>
<td>66.2%</td>
<td>60.8%</td>
<td>61.1%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>8.7%</td>
<td>3.7%</td>
<td>3.6%</td>
<td>2.8%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>18.6%</td>
<td>25.5%</td>
<td>29.5%</td>
<td>29.7%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>1.7%</td>
<td>1.5%</td>
<td>2.6%</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>6.2%</td>
<td>3.1%</td>
<td>3.6%</td>
<td>4.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Advanced Professional Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total First-Time, Degree-Seeking (FTDS)</strong></td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
<td>1,409</td>
</tr>
<tr>
<td>% of Total Headcount</td>
<td>21.7%</td>
<td>22.3%</td>
<td>22.3%</td>
<td>20.4%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

Table 11. 
Student Headcount by Outcome Desired for First-Time, Degree-Seeking Students, 2013-2017

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>1,122</td>
<td>1,141</td>
<td>1,023</td>
<td>906</td>
<td>901</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>151</td>
<td>64</td>
<td>61</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>322</td>
<td>439</td>
<td>496</td>
<td>441</td>
<td>394</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>30</td>
<td>26</td>
<td>43</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>107</td>
<td>54</td>
<td>60</td>
<td>60</td>
<td>44</td>
</tr>
<tr>
<td>Advanced Professional Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total First-Time, Degree-Seeking (FTDS)</strong></td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
<td>1,409</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

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 have taken at least one distance education (DE) course. The data over the last five years show a slight but consistent rise in the ratio 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 expects this number will continue to grow in the next few years.

Table 12.
Student Headcount by Course Delivery Method, 2013-2017

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Studentsb</td>
<td>3,082</td>
<td>3,054</td>
<td>3,089</td>
<td>3,082</td>
<td>3,189</td>
</tr>
<tr>
<td></td>
<td>38.6%</td>
<td>39.4%</td>
<td>41.0%</td>
<td>42.4%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>4,894</td>
<td>4,688</td>
<td>4,446</td>
<td>4,180</td>
<td>3,616</td>
</tr>
<tr>
<td></td>
<td>61.4%</td>
<td>60.6%</td>
<td>59.0%</td>
<td>57.6%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>6,805</td>
</tr>
</tbody>
</table>

bThe category “DE Students” includes students taking at least one DE class.

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Successful Course Completion

Overall

The successful course completion rate is the percentage of students receiving a grade of C or better in a course. For the denominator, the calculation uses the number of students who receive valid grades, including W, at the end of the semester. The institution-set target value is 70 percent. In the past five years, the successful completion rate has increased slightly each year. At around 75 percent, it has gone up about two percentage points since 2013.

Table 13.
Overall Course Completion, 2013-2017

<table>
<thead>
<tr>
<th>Overall Successful Course Completion</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72.4%</td>
<td>73.3%</td>
<td>73.8%</td>
<td>74.0%</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Distance Education vs. Face-to-Face Courses

Successful course completion rates for students enrolled in DE courses are similar to the rates for those enrolled only in face-to-face courses.

Table 14.
Course Completion by Course Delivery Method, 2013-2017

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>73.5%</td>
<td>73.9%</td>
<td>74.0%</td>
<td>73.8%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>72.0%</td>
<td>73.0%</td>
<td>73.5%</td>
<td>73.4%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Distance Education vs. Face-to-Face Courses by Ethnicity

Successful course completion rates for Native Hawaiian and Filipino students enrolled in DE courses have been comparable to those in face-to-face courses.

Pacific Islander students have had inconsistent successful completion rates in DE classes compared to face-to-face classes. In 2017, the completion rate for DE courses was slightly better in DE classes than face-to-face classes.

Table 15.
Course Completion by Ethnicity for Course Delivery Method, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Face-to-Face</td>
<td>DE</td>
<td>Face-to-Face</td>
<td>DE</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>70.9%</td>
<td>68.2%</td>
<td>69.6%</td>
<td>68.8%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>73.2%</td>
<td>73.8%</td>
<td>73.2%</td>
<td>76.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>50.0%</td>
<td>56.4%</td>
<td>68.9%</td>
<td>58.4%</td>
<td>61.6%</td>
</tr>
</tbody>
</table>

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, typically a little over 18 percentage points higher.

Table 16.
Overall Student Persistence, 2013-2017

<table>
<thead>
<tr>
<th>All Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>68.2%</td>
<td>68.4%</td>
<td>67.2%</td>
<td>68.2%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>76.5%</td>
<td>77.3%</td>
<td>76.5%</td>
<td>77.2%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>59.6%</td>
<td>58.8%</td>
<td>57.4%</td>
<td>58.7%</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Curriculum Category

Students enrolled in degree-seeking programs have higher persistence, typically 21 percentage points higher.
Table 17. 
**Student Persistence by Curriculum Category, 2013-2017**

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical</td>
<td>67.3%</td>
<td>70.6%</td>
<td>69.0%</td>
<td>70.4%</td>
<td>71.6%</td>
</tr>
<tr>
<td>General &amp; Pre-Professional</td>
<td>69.9%</td>
<td>69.7%</td>
<td>69.4%</td>
<td>70.6%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Other a</td>
<td>54.5%</td>
<td>50.4%</td>
<td>46.1%</td>
<td>48.3%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

aThe 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, 2013-2017**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69.1%</td>
<td>67.9%</td>
<td>66.9%</td>
<td>67.5%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Male</td>
<td>67.2%</td>
<td>69.1%</td>
<td>67.4%</td>
<td>69.2%</td>
<td>68.8%</td>
</tr>
<tr>
<td>No Data d</td>
<td>66.7%</td>
<td>59.0%</td>
<td>86.2%</td>
<td>69.6%</td>
<td>52.9%</td>
</tr>
</tbody>
</table>

dThe 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 non-conforming.

*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, 2013-2017**

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent high school</td>
<td>77.2%</td>
<td>81.8%</td>
<td>79.4%</td>
<td>81.0%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Less than 21</td>
<td>70.2%</td>
<td>68.9%</td>
<td>67.4%</td>
<td>68.4%</td>
<td>66.8%</td>
</tr>
<tr>
<td>21 to 24</td>
<td>63.7%</td>
<td>61.6%</td>
<td>62.9%</td>
<td>63.8%</td>
<td>64.3%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>66.3%</td>
<td>66.1%</td>
<td>64.3%</td>
<td>65.9%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Greater than 49</td>
<td>62.7%</td>
<td>70.2%</td>
<td>68.5%</td>
<td>69.3%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

**Ethnicity**

Filipino students have the highest persistence rate, averaging 70 percent. Most other ethnicities have a 67 percent persistence rate with Pacific Islanders having the lowest persistence rate at 62 percent.
Table 20.
Student Persistence by Ethnicity, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Asian</td>
<td>71.6%</td>
<td>70.5%</td>
<td>68.3%</td>
<td>69.4%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.2%</td>
<td>70.0%</td>
<td>70.1%</td>
<td>72.4%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>69.0%</td>
<td>68.2%</td>
<td>66.2%</td>
<td>67.4%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>68.6%</td>
<td>66.2%</td>
<td>66.6%</td>
<td>66.7%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>61.3%</td>
<td>65.1%</td>
<td>64.2%</td>
<td>66.5%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Other</td>
<td>60.9%</td>
<td>65.1%</td>
<td>66.1%</td>
<td>62.2%</td>
<td>64.7%</td>
</tr>
<tr>
<td>White</td>
<td>62.6%</td>
<td>67.6%</td>
<td>64.2%</td>
<td>65.6%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Pell Grant Recipients

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 76 percent compared to 64 percent for those not receiving Pell funds.

Table 21.
Student Persistence by Pell Grant Recipients, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>76.2%</td>
<td>76.0%</td>
<td>75.7%</td>
<td>76.1%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>64.2%</td>
<td>64.6%</td>
<td>63.2%</td>
<td>64.6%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

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, 2013-2017

<table>
<thead>
<tr>
<th>Outcome for First-Time, Degree-Seeking Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>72.8%</td>
<td>75.3%</td>
<td>75.4%</td>
<td>76.5%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Associate in Applied Sciences (AAS)</td>
<td>66.9%</td>
<td>65.6%</td>
<td>57.4%</td>
<td>70.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Advanced Professional Certificate (APC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.3%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>73.6%</td>
<td>76.1%</td>
<td>75.6%</td>
<td>73.2%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>53.3%</td>
<td>65.4%</td>
<td>72.1%</td>
<td>63.9%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Certificate of Completion (CO)</td>
<td>65.4%</td>
<td>64.8%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Overall</td>
<td>71.7%</td>
<td>74.7%</td>
<td>74.7%</td>
<td>75.0%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>

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 (ALP) accelerates students into English 100 and enrolls them in a co-requisite course, ALP English 22.

For students that place two levels below college-level English, English 24 is helping them complete their developmental preparation more quickly. However, students who place in the ALP model successfully complete English 100 at a rate of almost 70%. This is a significant improvement over the past five years.

Table 23. Progression from English 24 to English 100

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in English 100</th>
<th>English 100 Success Rate</th>
<th>% English 24 Students Successfully Completing English 100</th>
<th>Average # of Terms to Successfully Complete English 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>115</td>
<td>62.8%</td>
<td>65.2%</td>
<td>74.7%</td>
<td>48.7%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>88</td>
<td>64.8%</td>
<td>58.0%</td>
<td>66.7%</td>
<td>36.4%</td>
<td>3.2</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>179</td>
<td>69.1%</td>
<td>65.4%</td>
<td>69.2%</td>
<td>45.3%</td>
<td>2.8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>86</td>
<td>61.9%</td>
<td>50.0%</td>
<td>65.1%</td>
<td>32.6%</td>
<td>2.6</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>210</td>
<td>64.1%</td>
<td>62.9%</td>
<td>69.2%</td>
<td>42.9%</td>
<td>2.6</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>124</td>
<td>63.7%</td>
<td>54.8%</td>
<td>78.8%</td>
<td>41.9%</td>
<td>2.5</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>161</td>
<td>67.5%</td>
<td>67.1%</td>
<td>83.0%</td>
<td>54.7%</td>
<td>2.3</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>120</td>
<td>51.7%</td>
<td>40.8%</td>
<td>66.0%</td>
<td>25.8%</td>
<td>2.3</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>175</td>
<td>67.1%</td>
<td>60.6%</td>
<td>66.3%</td>
<td>33.7%</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Table 24.
**English 22 and English 100 Concurrently (Accelerated Learning Program English 22/100)**

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in English 100</th>
<th>% Students Successfully Completing English 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>108</td>
<td>89.8%</td>
<td>99.1%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>112</td>
<td>69.6%</td>
<td>91.1%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>116</td>
<td>74.1%</td>
<td>93.1%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>88</td>
<td>72.7%</td>
<td>94.3%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>144</td>
<td>70.8%</td>
<td>91.0%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>128</td>
<td>70.3%</td>
<td>100.0%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>238</td>
<td>82.4%</td>
<td>99.6%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>252</td>
<td>67.5%</td>
<td>99.6%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>351</td>
<td>72.4%</td>
<td>99.7%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>

*Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
<th>Purpose</th>
<th>Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 75</td>
<td>Intro to Math Reasoning</td>
<td>Preparation for Math 100, Math 100C, Math 111, or Math 115</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 78</td>
<td>College Math Companion</td>
<td>Co-Requisite with Math 100, Math 100C, Math 111, or Math 115</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 82</td>
<td>Algebraic Foundations</td>
<td>Preparation for Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Math 88</td>
<td>College Algebra Companion</td>
<td>Co-requisite with Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>QM 78</td>
<td>QM Companion</td>
<td>Co-requisite with QM 107</td>
<td>QM</td>
</tr>
</tbody>
</table>

**College Math Track**

The progress of students through Math 75 to college-level math is a huge improvement over their progress in the previous sequence of developmental math courses.
Table 26.
*Progression from Math 75 through Math 100/100C/111/115*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 100</th>
<th>Math 1nn Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>467</td>
<td>71.0%</td>
<td>62.0%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>236</td>
<td>65.7%</td>
<td>32.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Table 27.
*Math 78 and Math 100/115 Concurrently*

With the co-requisite Math 78/1nn combination, the time to successful completion is one semester compared to a previous model that required up to four semesters of the traditional developmental math sequence.

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 1nn</th>
<th>Math 1nn Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>191</td>
<td>77.0%</td>
<td>100.0%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>63</td>
<td>65.0%</td>
<td>98.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**College Algebra Track**

The average number of terms to successfully complete Math 1nn continues to show improvement with a drop of about one semester since fall 2012.

Table 28.
*Progression from Math 82 to Math 100/100C/103/111/115*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 1nn</th>
<th>Math 1nn Success Rate</th>
<th>% Math 82 Students Successfully Completing Math 1nn</th>
<th>Avg. # of Terms to Successfully Complete Math 1nn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>676</td>
<td>65.7%</td>
<td>61.5%</td>
<td>69.1%</td>
<td>41.0%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>585</td>
<td>50.1%</td>
<td>46.0%</td>
<td>57.1%</td>
<td>25.3%</td>
<td>2.9</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>593</td>
<td>59.9%</td>
<td>51.6%</td>
<td>63.6%</td>
<td>31.2%</td>
<td>2.5</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>545</td>
<td>50.9%</td>
<td>33.9%</td>
<td>51.5%</td>
<td>14.1%</td>
<td>2.2</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>671</td>
<td>66.6%</td>
<td>56.6%</td>
<td>66.6%</td>
<td>36.7%</td>
<td>3.2</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>508</td>
<td>51.8%</td>
<td>52.6%</td>
<td>63.6%</td>
<td>33.1%</td>
<td>3.1</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>462</td>
<td>66.2%</td>
<td>56.3%</td>
<td>62.8%</td>
<td>32.5%</td>
<td>2.8</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>421</td>
<td>54.3%</td>
<td>51.5%</td>
<td>64.2%</td>
<td>30.6%</td>
<td>2.5</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>304</td>
<td>60.3%</td>
<td>51.3%</td>
<td>61.9%</td>
<td>28.3%</td>
<td>2.3</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
Co-requisite Math 88/103 resulted in successful completion rates of 79 to 88 percent. Traditional, stand-alone Math 103 had successful completion rates in the low 50 percent range.

Table 29.
*Math 88 and Math 103 Concurrently*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 103</th>
<th>Math 103 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>57</td>
<td>82.0%</td>
<td>100.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>26</td>
<td>88.0%</td>
<td>100.0%</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**Quantitative Methods Track**

Concurrent QM 78/107C has resulted in successful completion rates equal to or less than the rates for stand-alone QM 107C.

Table 30.
*QM 78 and QM 107C Concurrently*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled QM 107C</th>
<th>QM 107C Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>10</td>
<td>40.0%</td>
<td>90.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>10</td>
<td>70.0%</td>
<td>100.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_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

From 2013-2016, approximately 75 percent of Leeward students declared an intention to pursue a general and/or pre-professional degree and about 25 percent a degree in a career or technical program. However, there is a change in 2017 with more students declaring an intention to pursue a career and technical program.

Table 31.
Degrees and Certificates Awarded by Curriculum Category, 2013-2017

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Pre-Professional</td>
<td>585</td>
<td>76.0%</td>
<td>854</td>
<td>78.3%</td>
<td>755</td>
</tr>
<tr>
<td>Career and Technical</td>
<td>185</td>
<td>24.0%</td>
<td>236</td>
<td>21.7%</td>
<td>245</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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

Between 2013 and 2017, the number of degrees and certificates awarded to students who had taken at least one DE course increased by 42 percent.
Table 32.
*Degrees and Certificates Awarded to Students Taking at Least One DE Class, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Students</td>
<td>601</td>
<td>869</td>
<td>767</td>
<td>832</td>
<td>856</td>
</tr>
<tr>
<td></td>
<td>78.1%</td>
<td>79.7%</td>
<td>76.7%</td>
<td>78.7%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>169</td>
<td>221</td>
<td>233</td>
<td>225</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>21.9%</td>
<td>20.3%</td>
<td>23.3%</td>
<td>21.3%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs&lt;sup&gt;f&lt;/sup&gt;</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

<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**

Students who earned at least 12 credits from DE courses account for 43 percent on average of the total degrees and certificates awarded.

Table 33.
*Degrees and Certificates Awarded to Students Earning 12 Credits Minimum from DE Courses, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Students</td>
<td>335</td>
<td>428</td>
<td>412</td>
<td>435</td>
<td>496</td>
</tr>
<tr>
<td></td>
<td>43.5%</td>
<td>39.3%</td>
<td>41.2%</td>
<td>41.2%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>435</td>
<td>662</td>
<td>588</td>
<td>622</td>
<td>523</td>
</tr>
<tr>
<td></td>
<td>56.5%</td>
<td>60.7%</td>
<td>58.8%</td>
<td>58.8%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs&lt;sup&gt;f&lt;/sup&gt;</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

<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 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, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NH</td>
<td>FIL</td>
<td>PI</td>
<td>NH</td>
<td>FIL</td>
</tr>
<tr>
<td>Graduating</td>
<td>96</td>
<td>60</td>
<td>4</td>
<td>114</td>
<td>80</td>
</tr>
<tr>
<td>(Earning Any</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.5%</td>
<td>7.8%</td>
<td>0.5%</td>
<td>10.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Earned an</td>
<td>80</td>
<td>47</td>
<td>4</td>
<td>106</td>
<td>75</td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10.4%</td>
<td>6.1%</td>
<td>0.5%</td>
<td>9.7%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Total Degrees</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
<tr>
<td>&amp; CAs*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

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 37 percent of the degrees and certificates awarded.

Table 35.

Degrees and Certificates Awarded by Age, 2013-2017

<table>
<thead>
<tr>
<th>Age</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25</td>
<td>456</td>
<td>59.2%</td>
<td>651</td>
<td>59.7%</td>
<td>629</td>
</tr>
<tr>
<td>25 to 49 years</td>
<td>294</td>
<td>38.2%</td>
<td>405</td>
<td>37.2%</td>
<td>335</td>
</tr>
<tr>
<td>50 years or more</td>
<td>20</td>
<td>2.6%</td>
<td>34</td>
<td>3.1%</td>
<td>36</td>
</tr>
</tbody>
</table>

Total Degrees & CAs 770 1,090 1,000 1,057 1,019

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 females to males earning a degree or certificate is 3:2.
Table 36.
*Degrees and Certificates Awarded by Gender, 2013-2017*

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>493</td>
<td>640</td>
<td>570</td>
<td>580</td>
<td>601</td>
</tr>
<tr>
<td></td>
<td>64.0%</td>
<td>58.7%</td>
<td>57.0%</td>
<td>54.9%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Male</td>
<td>271</td>
<td>440</td>
<td>416</td>
<td>472</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>35.2%</td>
<td>40.4%</td>
<td>41.6%</td>
<td>44.7%</td>
<td>40.9%</td>
</tr>
<tr>
<td>No Data</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.6%</td>
<td>0.9%</td>
<td>1.4%</td>
<td>0.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 non-conforming. 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, 2013-2017*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td>25.2%</td>
<td>23.2%</td>
<td>23.6%</td>
<td>24.5%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>143</td>
<td>250</td>
<td>236</td>
<td>249</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>18.6%</td>
<td>22.9%</td>
<td>23.6%</td>
<td>23.6%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>1.9%</td>
<td>1.8%</td>
<td>1.4%</td>
<td>2.3%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>418</td>
<td>567</td>
<td>514</td>
<td>525</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>54.3%</td>
<td>52.0%</td>
<td>51.4%</td>
<td>49.7%</td>
<td>47.1%</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 36 percent.
Table 38.  
*Degrees and Certificates Awarded by Native Hawaiian Students, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actual</strong></td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td><strong>Aspirational Target</strong></td>
<td>-</td>
<td>-</td>
<td>228&lt;sup&gt;m&lt;/sup&gt;</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td><strong>Actual vs. Aspirational Target</strong></td>
<td>-</td>
<td>-</td>
<td>+3.5%</td>
<td>+8.4%</td>
<td>+5.2%</td>
</tr>
</tbody>
</table>

<sup>1</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.

**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 Pell Grant Recipients, 2013-2017*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pell Recipients</strong></td>
<td>329</td>
<td>479</td>
<td>449</td>
<td>470</td>
<td>488</td>
</tr>
<tr>
<td><strong>Non-Pell</strong></td>
<td>441</td>
<td>611</td>
<td>551</td>
<td>587</td>
<td>531</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 Waiʻanae Moku Education Center. When the campus moved in fall 2017, enrollment dropped impacting the number of students who were awarded a degree or certificate.

Table 40.  
*Degrees and Certificates Awarded to Students Who Have Taken at Least 12 Credits at Waiʻanae Moku, 2013-2017*

<table>
<thead>
<tr>
<th>Location</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiʻanae Moku Education Center</td>
<td>57</td>
<td>69</td>
<td>65</td>
<td>75</td>
<td>42</td>
</tr>
<tr>
<td>Pearl City Campus</td>
<td>713</td>
<td>1021</td>
<td>935</td>
<td>982</td>
<td>977</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

*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 stable or increasing before a slight drop occurred in 2017.

Table 41.
*Student Transfer to UH Baccalaureate Institutions, 2014-2017*

<table>
<thead>
<tr>
<th>Transfers</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
<td>698</td>
</tr>
<tr>
<td>Non-UH Baccalaureate Institution</td>
<td>730</td>
<td>752</td>
<td>618</td>
<td>651</td>
<td>651</td>
</tr>
<tr>
<td>Total Transfers</td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
<td>1,349</td>
<td>1,349</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

*Distance Education*

Students who take 12 or more credits from DE courses are more likely to transfer to a UH baccalaureate institution without earning an associate degree.

Table 42.
*Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses, 2014-2017*

<table>
<thead>
<tr>
<th>Transfers</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferred with Associate Degree</td>
<td>96</td>
<td>87</td>
<td>92</td>
<td>75</td>
</tr>
<tr>
<td>Transferred to UH Baccalaureate Institution</td>
<td>126</td>
<td>115</td>
<td>119</td>
<td>110</td>
</tr>
<tr>
<td>Total Transfers to UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
</tr>
</tbody>
</table>

*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 seven percent of students who transfer with an associate degree are Filipino. About one percent of students who transfer to a UH baccalaureate institution and
about 0.7 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, 2014-2017*

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NH</td>
<td>FIL</td>
<td>PI</td>
<td>NH</td>
</tr>
<tr>
<td>Transferred with Associate Degree</td>
<td>45</td>
<td>28</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>% Total</td>
<td>7.5%</td>
<td>4.7%</td>
<td>0.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Transferred to UH Baccalaureate Institution&lt;sup&gt;a&lt;/sup&gt;</td>
<td>61</td>
<td>33</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>% Total</td>
<td>10.1%</td>
<td>5.4%</td>
<td>0.7%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Total Transfers to UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
<td>698</td>
</tr>
</tbody>
</table>

<sup>a</sup>This category includes Leeward CC students who transferred to UH Mānoa, UH Hilo, and UH West O’ahu with 12 or more DE-earned credits.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

**Job Placement 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. A 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 by the number of students who have stopped program participation.
Table 44.  
Job Placement Rate, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjusted</td>
<td>Actual</td>
<td>Adjusted</td>
<td>Actual</td>
<td>Adjusted</td>
<td>Actual</td>
<td>Adjusted</td>
<td>Actual</td>
</tr>
<tr>
<td>Accounting</td>
<td>68.9%</td>
<td>39.1%</td>
<td>69.0%</td>
<td>62.7%</td>
<td>63.9%</td>
<td>60.9%</td>
<td>64.5%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>68.9%</td>
<td>57.6%</td>
<td>69.0%</td>
<td>81.6%</td>
<td>63.9%</td>
<td>81.6%</td>
<td>64.5%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Business Technology</td>
<td>68.9%</td>
<td>46.9%</td>
<td>69.0%</td>
<td>68.1%</td>
<td>63.9%</td>
<td>71.8%</td>
<td>64.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>68.9%</td>
<td>45.2%</td>
<td>69.0%</td>
<td>63.4%</td>
<td>63.9%</td>
<td>65.8%</td>
<td>64.5%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>68.9%</td>
<td>41.4%</td>
<td>69.0%</td>
<td>43.3%</td>
<td>63.9%</td>
<td>37.8%</td>
<td>64.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>68.9%</td>
<td>N/A</td>
<td>69.0%</td>
<td>66.7%</td>
<td>63.9%</td>
<td>58.8%</td>
<td>64.5%</td>
<td>44.0%</td>
</tr>
<tr>
<td>Information &amp; Computer Science</td>
<td>68.9%</td>
<td>50.0%</td>
<td>69.0%</td>
<td>87.1%</td>
<td>63.9%</td>
<td>63.2%</td>
<td>64.5%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>
| Integrated Industrial Technology
d| -         | -     | -         | -     | -         | -     | -         | -     |
| Management                   | 68.9%     | 46.9% | 69.00%    | 68.9% | 63.9%     | 68.3% | 64.5%     | 53.9% |
| Substance Abuse Counseling   | 68.9%     | 31.3% | 69.0%     | 80.0% | 63.9%     | 44.4% | 64.5%     | 60.0% |
| Television Production        | 68.9%     | 55.6% | 69.0%     | 31.3% | 63.9%     | 90.0% | 64.5%     | 28.6% |

*The Integrated Industrial Technology program was approved in fall 2017, so data has not been collected.

### Organization of the Self-Evaluation Process

#### Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>● The accreditation liaison officer (ALO) identified the self-evaluation co-chair and members of the self-evaluation core team.</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>● 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.</td>
</tr>
<tr>
<td></td>
<td>● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all community college campuses.</td>
</tr>
<tr>
<td></td>
<td>● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.</td>
</tr>
<tr>
<td></td>
<td>● The core team worked to better understand the Accreditation Standards and began to collect evidence.</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>● Faculty, staff, and administrators participated in breakout sessions on accreditation topics at the College’s spring convocation.</td>
</tr>
<tr>
<td></td>
<td>● 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.</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.</td>
</tr>
<tr>
<td></td>
<td>● Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D.</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>● The ALO distributed the first draft of the institutional self-evaluation report (ISER) to the campus.</td>
</tr>
<tr>
<td></td>
<td>● The campus community provided feedback on the draft.</td>
</tr>
<tr>
<td></td>
<td>● The campus community engaged in dialogue about the ISER findings.</td>
</tr>
<tr>
<td></td>
<td>● Standard IV team leads continued to participate in the UHCC System task force.</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>● The core team collected broad campus input at convocation through structured roundtable discussions on accreditation topics.</td>
</tr>
<tr>
<td></td>
<td>● The ALO distributed the second draft of the ISER to the campus.</td>
</tr>
<tr>
<td></td>
<td>● The ALO, co-chair, and editor finalized the report and the evidence.</td>
</tr>
<tr>
<td></td>
<td>● The ALO distributed the final draft of the ISER to the campus.</td>
</tr>
<tr>
<td></td>
<td>● Campus governance groups approved the ISER.</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>● The evaluation team visits in October.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della Teraoka</td>
<td>ALO and Self-Evaluation Co-Chair</td>
<td>Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Donna Matsumoto</td>
<td>Self-Evaluation Co-Chair</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Susan Wood</td>
<td>Editor</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Jayne Bopp</td>
<td>Contributing Editor</td>
<td>Assistant Professor, Sociology, Women’s Studies</td>
</tr>
<tr>
<td>Brent Hirata</td>
<td>Standard I</td>
<td>Associate Professor, Educational Technology Developer</td>
</tr>
<tr>
<td>Eiko Kosasa</td>
<td>Standard I</td>
<td>Assistant Professor, Political Science</td>
</tr>
<tr>
<td>Jenny Watada</td>
<td>Standard I, Standard II (Summer Team), Data and Evidence Reviewer</td>
<td>Associate Professor, Mathematics</td>
</tr>
<tr>
<td>Kathryn Fujioka-Imai</td>
<td>Standard II</td>
<td>Associate Professor, English</td>
</tr>
<tr>
<td>Junie Hayashi</td>
<td>Standard II, Standard III (Summer Team)</td>
<td>Associate Professor, Librarian</td>
</tr>
<tr>
<td>Pi‘ikea Hardy-Kahaleo‘umi</td>
<td>Standard II</td>
<td>Assistant Professor, Counselor</td>
</tr>
<tr>
<td>Helmut Kae</td>
<td>Standard III</td>
<td>Associate Professor, Biology</td>
</tr>
<tr>
<td>Warren Kawano</td>
<td>Standard III, Standard IV (Summer Team)</td>
<td>Assistant Professor, Business Technology</td>
</tr>
<tr>
<td>Jan Shimabukuro Lee</td>
<td>Standard III</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>William Albritton</td>
<td>Standard IV</td>
<td>Associate Professor, Information and Computer Science</td>
</tr>
<tr>
<td>Lexer Chou</td>
<td>Standard IV, Standard I (Summer Team)</td>
<td>Associate Professor, Student Life Coordinator</td>
</tr>
<tr>
<td>Tracie Losch</td>
<td>Standard IV, Standard II (Summer Team), Student Achievement Data Commission Policies</td>
<td>Associate Professor, Hawaiian Studies</td>
</tr>
</tbody>
</table>
Self-Evaluation Contributors

The College received input and feedback from over 150 contributors during the fall 2017 and spring 2018 semesters.

**Name, Division/Unit/Area**
- Martine Aceves-Foster, Language Arts
- Kelsie Aguilera, Social Sciences
- San Albers, Language Arts
- Mapuana Antonio, Social Sciences
- Amy Amper, Student Services
- Denise Araki, Academic Services
- Randall Araki, Academic Services
- Milton Ayakawa, Professional Arts and Technology
- Kepa Badis, Language Arts
- Michael Bauer, Math and Sciences
- Tommylynn Benavente, Professional Arts and Technology
- Darwin Bohnet, Wai‘anae Moku Education Center (Math and Sciences)
- Jeremiah Boydstun, Language Arts
- Eunice Brekke, Social Sciences
- Merissa Brown, Language Arts
- Robert Bullen, Veterans Outreach
- Rose Bumanglag, Business
- Kathleen Cabral, Creative Services
- Manny Cabral, Chancellor
- Weirong Cai, Social Sciences
- Katie Cashman, Business
- Cara Chang, Language Arts
- Sharene Chow, Administrative Services/Hālau ‘Ike O Pu‘uloa
- Cori Conner, Student Services
- Daniel Cordial, Math and Sciences
- Timothy Cubero, Jr., Wai‘anae Moku Education Center (Language Arts)
- Faustino Dagdag, Business
- Nicky Davison, Math and Sciences
- Lee Alan Dung, Professional Arts and Technology
- Matthew Egami, Professional Arts and Technology
- LeeAnne Egan, Student Services
- Jeff Eligio, Professional Arts and Technology
- Tao Feng, Office of Planning, Policy, and Assessment
- Pauline Filiomeni, Office of International Programs
- James Fujita, Arts and Humanities
- Nobuko Fushimi, Language Arts
- Franalyn Galiza, Student Services
Chris Garnier, Professional Arts and Technology
Chris Gilbert, Language Arts
Lucille Gilbert, Language Arts
James Goodman, Dean of Arts and Sciences
Ann Gorospe, Administrative Services
Pete Gross, Math and Sciences
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Grant Helgeson, Student Services
Kris Hernandez, Academic Services
Sharon Hiu, Student Services
Amy Humphrey, Student Services
Blake Hunrick, Student Services
Brian Ichida, Social Sciences
Betty Ickes, Arts and Humanities
Michelle Igarashi, Language Arts
Rachael Inake, Academic Services
Ann Inoshita, Language Arts
Patrice Jackson, Business
Sandro Jube, Math and Sciences
Jeff Judd, Social Sciences
Momi Kamahele, Arts and Humanities
Tiffany Kasoga, Office of Continuing Education and Workforce Development
Kami Kato, Student Services
Christina Keaulana, Social Sciences
Genai U‘ilani Keli‘ikuli, Wai‘anae Moku Education Center (Hawaiian Studies)
Kelly Kennedy, Language Arts
Jeanne Keuma, Language Arts
Corin Kim, Hālau ʻIke O Puʻuloa
Beth Kupper-Herr, Academic Services
Laurie Kuribayashi, Academic Services
Mark Lacasandile, Professional Arts and Technology
May LaMotte, Language Arts
Joy Lane, Student Services/Business
Mark Lane, Vice Chancellor of Administrative Services
William Labby, Office of Continuing Education and Workforce Development
Patrick Leddy, Office of Continuing Education and Workforce Development
Hannah Lee, Office of International Programs
Judy Lee, Social Sciences
Tina Lee, Business
Jason Len, Math and Sciences
Bruce Lindquist, Social Sciences
Raymund Liongson, Arts and Humanities
Paul Lococo, Arts and Humanities
Gregg Longanecker, Wai‘anae Moku Education Center (Language Arts)
Tiana Loo, Student Services/Math and Sciences
Ku‘uipo Lum, Business
Alyssa MacDonald, Math and Sciences
Joy Mahiko, Office of Continuing Education and Workforce Development
Brynn Manuel, Administrative Services
Bobbie Martel, Social Sciences
Cindy Martin, Academic Services
Don Maruyama, Professional Arts and Technology
Eric Matsuoka, Math and Sciences
Stanley May, Business
Heather McCafferty, Math and Sciences
Christina Mende, Math and Sciences
Edward Meyer, Math and Sciences
Marissa Mier, Office of Continuing Education and Workforce Development
Dianne Minei-Kimoto, Math and Sciences
Nolan Miyahara, Professional Arts and Technology
Darci Miyashiro, Math and Sciences
Malia Morales, Language Arts
Lance Morita, Language Arts
Sharon Myung, Arts and Humanities
Allan Nebrija, Academic Services
Guy Nishimoto, Office of Planning, Policy, and Assessment
Jim Ogg, Math and Sciences
Michael Oishi, Arts and Humanities
Reina Ojiri, Math and Sciences
Grant Okamura, Administrative Services
Kay Ono, Interim Dean of Academic Services
Janel Oshiro, Academic Affairs
Wayde Oshiro, Academic Services
Shelley Ota, Business
Bryson Padasdao, Math and Sciences
Annemarie Paikai, Academic Services
Chris Patinos, Academic Services
Chris Pokipala Wai‘anae Moku Education Center (Counseling)
Blanca Polo, Math and Sciences
Luca Preziati, Math and Sciences
Leanne Riseley, Academic Services
Suzette Robinson, Incoming Interim Chancellor
Tara Rojas, Language Arts
Kalei Ruiz, Student Services/Hālau ‘Ike O Pu‘uloa
Aulii Silva, Hālau ‘Ike O Pu‘uloa
Kale‘a Silva, Social Sciences
Brian Siperly, Math and Sciences
Huijin Sergi, Wai‘anae Moku Education Center (Math and Sciences)
Heather Takamatsu, Student Services
Kelton Taniguchi, Professional Arts and Technology
Wesley Teraoka, Social Sciences
Erin Thompson, Student Services/Social Sciences
Jennie Thompson, Math and Sciences
Ralph Toyama, Academic Services
Teri-Ann Tsukenjo, Math and Sciences
Ron Umehira, Dean of Career and Technical Education
Penny Uyehara, Academic Services
Lani Uyeno, Language Arts
Naomi Uyeno, Math and Sciences
Melanie Van der Tuin, Language Arts
Donn Viviani, Math and Sciences
Natalie Wahl, Academic Services
Curtis Washburn, Dean of Student Services
Charlotte Watanabe, Office of Planning, Policy, and Assessment
James West, Arts and Humanities
Jennifer Wharton, Wai‘anae Moku Education Center (Language Arts)
Gwen Williams, Social Sciences
Tami Williams, Student Services/Professional Arts and Technology
Tasha Williams, Language Arts
Frances Won, Language Arts
Evelyn Wong, Business
Naiad Wong, Arts and Humanities
Danny Wyatt, Wai‘anae Moku Education Center (Coordinator)
Brennan Yamamoto, Math and Sciences
Irwin Yamamoto, Professional Arts and Technology
Carleen Yokotake, Language Arts
Leeward CC most recently reviewed and updated its organization charts and functional statements on July 1, 2017 (L3, L4).
### Functional Responsibilities of the UH System, the UHCC System, and the College by Major Accreditation Topic

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Mission</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.B. Academic Quality</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.B. Institutional Effectiveness</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>I.C. Institutional Integrity</td>
<td>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.</td>
<td>Colleges are primarily responsible for communicating accurate information including accreditation information to students, prospective students, and the general public.</td>
</tr>
<tr>
<td>II.A. Instructional Programs</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
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<tr>
<td>II.B. Library and Learning Support</td>
<td>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.</td>
<td>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</td>
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<tr>
<td>Services</td>
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<tr>
<td>II.C. Student Support Services</td>
<td>The UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.</td>
<td>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.</td>
</tr>
<tr>
<td>II.A. Human Resources</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.B. Physical Resources</td>
<td>Development of long-range physical plans and implementation of capital improvement plan projects are the responsibility of the UH System and the UHCC System.</td>
<td>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.</td>
</tr>
<tr>
<td>III.C. Technology Resources</td>
<td>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.</td>
<td>Colleges are responsible for on-campus networks, technology resources, and technology support.</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
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<tr>
<td>III.D. Financial Resource Planning</td>
<td>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. 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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.D. Financial Resource Stability</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>III.D. Financial Resource Liabilities</td>
<td>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.</td>
<td>Colleges monitor loan default rates and implement action plans as appropriate.</td>
</tr>
<tr>
<td>III.D. Financial Resource Contractual Agreements</td>
<td>The UH System establishes and manages all contracts in accordance with state procurement laws.</td>
<td>Colleges adhere to UH System policies and practices in the procurement of all contracts for goods, services, and professional services.</td>
</tr>
<tr>
<td>IV.A. Decision-Making Roles and Responsibilities</td>
<td>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.</td>
<td>Colleges implement shared governance policies and processes for internal college decision-making.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
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<td>College</td>
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<tr>
<td>IV.B. Chief Executive Officer (CEO)</td>
<td>The UH System and the UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.</td>
<td>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.</td>
</tr>
<tr>
<td>IV.C. Governing Board</td>
<td>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. 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. The vice president for the UHCC System acts as the liaison to the BOR for all UHCC matters including accreditation.</td>
<td>Colleges submit action items to the BOR through the vice president for the UHCC System and the UH System.</td>
</tr>
<tr>
<td>IV.D. Multi-College Districts or Systems</td>
<td>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. 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.</td>
<td>Colleges operate within the policy and planning framework established by the UH System and the UHCC System.</td>
</tr>
</tbody>
</table>

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 fall
2017, the College enrolled 6,805 credit students down from 7,976 students enrolled in fall
2013. The College awarded 770 degrees and certificates in 2013 with an increase to 1,019
in 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 in Liberal 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 (L13). 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 (L14). 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 (L15). 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 (L16).

Eligibility Requirements 6 through 21 are addressed in the responses to the following Accreditation Standards:

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<th>Accreditation Standards</th>
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<td>ER 7 Governing Board</td>
<td>IV.C.1, IV.C.4, IV.C.11</td>
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<td>ER 8 Administrative Capacity</td>
<td>III.A.9, III.A.10</td>
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<td>II.A.1, II.A.6</td>
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<td>ER 10 Academic Credit</td>
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<td>ER 14 Faculty</td>
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<tr>
<td>Eligibility Requirement (ER)</td>
<td>Accreditation Standards</td>
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<tr>
<td>ER 17 Information and Learning Support Services</td>
<td>II.B.1, II.B.4</td>
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<td>ER 18 Financial Resources</td>
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<td>ER 19 Institutional Planning and Evaluation</td>
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<tr>
<td>ER 20 Integrity in Communication with the Public</td>
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</tr>
<tr>
<td>ER 21 Integrity in Relations with the Accrediting Commission</td>
<td>I.C.12, I.C.13</td>
</tr>
</tbody>
</table>
## Certification of Continued Institutional Compliance with Federal Regulations and Commission Policies

### Public Notification of an Evaluation Team Visit and Third Party Comment
[Regulation Citation: 602.23(b)]

Leeward Community College has made an appropriate and timely effort to solicit third-party comment in advance of its comprehensive evaluation visit.

- The College posted a draft of its institutional self-evaluation report on the College website in spring 2018 (I-17).
- The College’s accreditation webpage also includes the visit dates and provides a link to an online feedback form (I-17).
- See responses to Standards LC.12, LC.13, IV.B.4, and Eligibility Requirement 21.

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.

- 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.
- See responses to Standards LC.5, LC.12, and Eligibility Requirement 21.

### Standards and Performance with Respect to Student Achievement
[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

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.

- 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 UHCC Strategic Directions 2015-2021 (I-1, I-18). These standards are aligned with the College’s mission statement and Strategic Plan 2015-2021 (I-19).
- Successful course completion is one of the institution-set measurements.
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standards LA.1, LB.3, and Eligibility Requirement 11.

The College has defined other elements of student achievement performance for measurement that have been determined as appropriate to the College mission.

- 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 (I-1).
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standard LB.3 and Eligibility Requirement 11.

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
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 LB.3, LB.4, LB.5, LB.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 LB.2, LB.3, LB.4, LB.5, LB.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 I.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 I.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 LC.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), (i);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.
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

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 Laulima, a Sakai-based learning management system, for online, hybrid, and web-enhanced classes. Laulima 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. The website also identifies program accreditation information and provides contact information for filing complaints with such entities (I-17).
- The Catalog contains the same accreditation information as the College website.
- 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 (L-50).
- See responses to Standard LC.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
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I-30 What You’ll Save Webpage
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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.
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 Nuʻukia
Ma ke Kulaniu Kaiaulu 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 makaʻāinana pono ma ke kaiāulu, ma ke aupuni, a ma ke kauʻāina. Kākoʻo o ‘ia nā pahuhopu hoʻonaʻauao a nā haumāna a pau me ke kūpa’a nō hoʻi 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.

**Nā Kahua Hana**

**Kaiāulu:** He mea nui loa ke alu a me ka hana like me ka mālama nō hoʻi i ke kanaka ma ke kūkulu kaiāulu i loko a i waho aʻe o ke kahua kulanui.

**Kākoʻo a Hōʻihi i nā kānaka like ‘ole:** He mea nui loa ke kākoʻo i nā kuanaʻike like ‘ole a he waiwai nō ia ‘ike i ke aʻo pono. Pōmaikaʻi nā haumāna i ke komo i ke kaiāulu o nā ‘ike like ‘ole, o nā ‘ike moʻomeheu like ‘ole o ke ao nei nō hoʻi kekahai, a me ka launa pū me nā poʻe o nā moʻolelo like ‘ole.

**Kūpono:** He mea nui loa ka hana pono o neʻi nei a hoʻike ‘ia ma o ka hoʻomōhala a hoʻoikaika mau i nā ala pono hele ‘ia e ka haumāna. Hoʻohiki ‘ia nō ka pōʻaiapili aʻo pono loa.

**Kūākea:** He mea nui loa nā haumāna a pau. Hoʻokō ‘ia nā mea e pono ai ka haumāna a me ke kaiāulu ma o ka hoʻomākaukai i ka papa, ke kekelē, a me ka papahana palapala ma ke aʻo ‘ana i ke kahua kula a ma o nā ‘enehana like ‘ole. (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 ʻIke o Puʻuloa (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, Item VI). 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, an Academic Subject Certificate 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 (26.1 percent), Filipino (22.9 percent), Other Asian (17.3 percent), mixed ethnicities (15.7 percent), Caucasian (10.3 percent), other Pacific Islander (2.7 percent), and other ethnicities (5.0 percent) (IA-9).

The College has 26.1 percent Native Hawaiian students enrolled in its overall student population with 1,779 students in fall 2017. 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 enrollment (duplicated counts) at the College is in DE courses, which translates to approximately 40 percent of total student headcounts (unduplicated) enrolling in at least one DE class each semester. (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 2017, 73 percent of its classified students were enrolled in transfer programs, and 27 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 **LB.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, assessment 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. 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 ʻIke o Puʻuloa is to increase Native Hawaiian student success outcomes by providing a full array of services for our Native Hawaiian students and by sharing ʻike Hawaiʻi with all students so that Hawaiian culture and wellbeing will flourish in our homeland.

Our mission states, “The faculty, staff, and students of Hālau ʻIke 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 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 by 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 year. 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, “we 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. Additionally, the College offers one CTE certificate program in Substance Abuse Counseling. 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 12 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, Television Production, and Substance Abuse Counseling.

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 a certificate in Hawaiian language (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. They also 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 a program 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. 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, Item 5.a). 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, Item a). 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, Item III.B.1). 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, p. 17).

**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 Waiʻanae Moku Opening
IA-4 UH News Article on Waiʻanae Moku Opening
IA-5 Hawaiʻi Census 2010 Webpage
IA-6 Hālau Webpage
IA-7 Nā ʻEwa Council Charter and By-Laws
IA-8 Nā ʻEwa Council Ad Hoc Minutes, Oct. 19, 2016, Item VI
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, p. 17
### Changes and Plans Arising Out of the Self-Evaluation for Standard I.A

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.4</td>
<td>Reviewed the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Spring 2017</td>
<td>The mission statement was reviewed and approved without changes.</td>
</tr>
<tr>
<td>I.A.4</td>
<td>Perform a comprehensive review of the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Estimated Fall 2020</td>
<td>Use institutional assessment data and seek broad campus input to update the mission statement.</td>
</tr>
</tbody>
</table>
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 LB.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 ʻIke O Puʻuloa (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, Item V.D.3). 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 VCAA’s updates, see Standard IV.A.6.) Additionally, in spring 2017, the Campus Council made recommendations for improving the planning process and forwarded the recommendations to the Ad Hoc Planning Process Review Committee.

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, administration later meets to discuss the information provided by the VPCC and develop strategies for improvement. For further discussion of the VPCC’s forums, see Standards LB.3 and LB.6.
Governance groups including the Campus Council, the Faculty Senate, the Pūkoʻa no na ʻEwa Council (Nā ʻEwa 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

<table>
<thead>
<tr>
<th>Roundtable Discussion Topic</th>
<th>Accreditation Standard and Eligibility Requirement (ER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue and Continuous Improvement</td>
<td>I.B.1</td>
</tr>
<tr>
<td>Campus Communication and Priorities</td>
<td>I.B.8</td>
</tr>
<tr>
<td>Integrated Planning and Budgeting Process</td>
<td>I.B.9</td>
</tr>
<tr>
<td>Mission and Instructional Programs</td>
<td>II.A.1 and ER 9</td>
</tr>
<tr>
<td>Faculty and Curriculum Development</td>
<td>II.A.2</td>
</tr>
<tr>
<td>Course and Program Assessment</td>
<td>II.A.3</td>
</tr>
<tr>
<td>Library and Learning Support Services</td>
<td>II.B.1 and ER 17</td>
</tr>
<tr>
<td>Mission and Support Services</td>
<td>II.B.2, II.C.1, and ER 15</td>
</tr>
<tr>
<td>Library and Learning Support Services Program Review</td>
<td>II.B.3</td>
</tr>
</tbody>
</table>
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 mini-retreat to review the proposed planning template and timeline, and they 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 dialogue 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, pp. 1-2).
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 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 Kuali 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 PLOs 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 learning outcomes. 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 assesses its performance against those standards. Each instructional credit 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 learning outcomes and/or SAOs. Non-credit programs also regularly assess learning outcomes

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 determine 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 administrators, faculty, and other support positions. 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**

<table>
<thead>
<tr>
<th>UHCC Performance-Based Funding Metrics</th>
<th>Weight Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>35%</td>
</tr>
<tr>
<td>Native Hawaiian Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>10%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Math (STEM) Graduates (UHCC Associate Degrees and Certificates of Achievement and UH STEM baccalaureate graduates)</td>
<td>10%</td>
</tr>
<tr>
<td>UHCC Performance-Based Funding Metrics</td>
<td>Weight Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Federal Pell Grant Graduates (Associate Degrees and Certificates of Achievement)</td>
<td>10%</td>
</tr>
<tr>
<td>Annual Transfers to Baccalaureate Colleges</td>
<td>35%</td>
</tr>
</tbody>
</table>

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 IB.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**

IB.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 IA.2 and IB.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 1.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 analysis in Part II of the template. 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.
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 Waiʻanae 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 support 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 institutional priorities list for resources.

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 analyze and discuss 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. 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 LC.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 Waiʻanae since 1972. The Waiʻanae Moku Education Center has embraced the Native Hawaiian culture through its curriculum, programs, mission statement, and community groups. In addition, the Waiʻanae 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 Hoʻoulu 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 ʻIke, 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 ʻIke 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 ʻIke Scholars kīhei (IB-66). The College actively recruits Waiʻanae Moku students into Ke Ala ʻIke demonstrating a coordination between the Pearl City campus and the Waiʻanae 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.4

The College publishes its policies on the College website (IB-75). Table 47 identifies the College policies and their effective 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). During 2017-2018, 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 have not been recently reviewed. 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

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.101</td>
<td>Policy on the Policy Development Process</td>
<td>02-20-2018</td>
</tr>
<tr>
<td>L1.201</td>
<td>Policy on Shared Governance</td>
<td>03-18-2003 (Under review)</td>
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</tbody>
</table>

4 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.
<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.202</td>
<td>Policy of Nondiscrimination and Affirmative Action</td>
<td>August 2017</td>
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<td>L4.100</td>
<td>Policy on Institutional Mission</td>
<td>02-16-2010 (Under review)</td>
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<td>L5.190</td>
<td>Policy on Administrative Disenrollment for Failed Prerequisites</td>
<td>05-03-2018</td>
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<td>L5.200</td>
<td>Policy on Course and Program Prerequisites</td>
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<td>Policy on Curriculum Review and Revision</td>
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<td>Policy on Annual Program Review</td>
<td>03-02-2012 (Under review)</td>
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<td>L5.210</td>
<td>Policy on Assessment</td>
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<td>Student Conduct Code</td>
<td>05-01-2010 (Waiting for system review)</td>
</tr>
<tr>
<td>Policy number not assigned.</td>
<td>Student Conduct Code Procedures</td>
<td>05-01-2010 (Waiting for system review)</td>
</tr>
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<td>Facilities Use Guidelines and Procedures</td>
<td>08-2012</td>
</tr>
<tr>
<td>L10.901</td>
<td>Facilities Access Control Policy and Procedures</td>
<td>04-10-2017</td>
</tr>
<tr>
<td>L11.102</td>
<td>Animals on Campus Policy</td>
<td>03-06-2017</td>
</tr>
</tbody>
</table>
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 weaknesses 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 some 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 program-specific pages on the website current (IB-21, pp 2-3).

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 continue using the Resource Request template, but to discontinue using 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, Item 4.a). 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 LB.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. 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, Item 4.b).

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 | ● Used comprehensive Annual Program Review (APR) template.  
|           | ● Created an ad hoc committee to review and make recommendations for improving the planning process.  
|           | ● Conducted a survey of the planning process in April 2013.  
|           | ● The Campus Council approved the revised planning process. |
| 2013-2014 | ● Introduced ARRA template.  
|           | ● Decided to make additional changes based on confusion with ARRA and ARPD templates. |
2014-2015
- Continued to use the Resource Request template combined with the ARPD template.
- Developed the CRE template.
- The Campus Council approved the revised Integrated Planning and Budgeting Process.

2015-2016
- Introduced the revised process including the ARPD template and/or CRE template.
- Continued to use the Resource Request template.

2016-2017
- Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.
- All remaining programs, units, and areas completed the CRE template.

2017-2018
- New cycle of the CRE template to begin.
- Move towards better use of data in the ARPD process with less reliance on UHCC System data.
- An ad hoc committee will review and evaluate the Integrated Planning and Budgeting Process.

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 LB.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 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 revision 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, pp. 3-4).
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 Breakout 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
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-93 Email Update on Ad Hoc Planning Committee, Nov. 24, 2012
IB-94 2013-2014 Proposal to Revise Planning and Budgeting Process
## Changes and Plans Arising Out of the Self-Evaluation for Standard I.B

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.1</td>
<td>Provided feedback to improve the College’s Integrated Planning and Budgeting Process and increase transparency.</td>
<td>Faculty Senate and Administration</td>
<td>Fall 2016-present</td>
<td>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.</td>
</tr>
<tr>
<td>I.B.1 II.A.7 IV.A.4</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
<tr>
<td>I.B.1</td>
<td>Conducted breakout sessions during convocation to seek feedback on specific Accreditation Standards and Eligibility Requirements (ERs).</td>
<td>Self-Evaluation Core Team</td>
<td>Spring 2018</td>
<td>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 ISER and shared with appropriate decision makers.</td>
</tr>
<tr>
<td>I.B.1 I.B.7 I.B.9 IV.A.3</td>
<td>Improve the Integrated Planning and Budgeting Process.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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<tr>
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<tr>
<td>I.B.1</td>
<td>Review L5.202, Policy on Annual Program Review.</td>
<td>Ad Hoc Planning Review Committee</td>
<td>Fall 2017- present</td>
<td>The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Clarify the relationship between GELOs and ILOs.</td>
<td>Faculty Senate Assessment Committee</td>
<td>Fall 2017- present</td>
<td>Faculty Senate Assessment Committee will make recommendations in 2018-2019.</td>
</tr>
<tr>
<td>I.B.9</td>
<td>Initiated the College’s WIG to increase student retention and persistence by ten percent over the previous year.</td>
<td>VCAA</td>
<td>Fall 2017- present</td>
<td>WIG Design Team was convened in Fall 2017. Work continues and planned activities are included in Quality Focus Essay (QFE).</td>
</tr>
<tr>
<td>IV.A.3</td>
<td>Published the College’s Institutional Effectiveness Report.</td>
<td>OPPA</td>
<td>Spring 2018</td>
<td>Administration is reviewing the report and will use the results to inform decisions.</td>
</tr>
<tr>
<td>I.B.5</td>
<td>Reviewed L4.100, Policy on Institutional Mission.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017- Fall 2018</td>
<td>Faculty Senate and Campus Council reviewed. Both groups to review the revised policy for final approval in fall 2018.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Review L1.201, Policy on Shared Governance.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017- Fall 2018</td>
<td>Revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.</td>
</tr>
<tr>
<td>IV.A.2</td>
<td>Reviewed L5.201, Policy on Curriculum Review and Revision.</td>
<td>Faculty Senate Ad Hoc Committee</td>
<td>Fall 2016- Spring 2017</td>
<td>Revised policy approved in spring 2017.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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<tr>
<td>I.B.7</td>
<td>Reviewed L5.210, Policy on Assessment.</td>
<td>Faculty Senate Assessment Committee</td>
<td>Fall 2017-Spring 2018</td>
<td>Revised policy approved in spring 2018.</td>
</tr>
<tr>
<td>I.B.7 IV.A.3</td>
<td>Conducted the Program Review and Planning Survey.</td>
<td>Campus Council</td>
<td>Fall 2017-present</td>
<td>Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee convened in fall 2017 to make recommendations.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Conducted the Employee Satisfaction Survey.</td>
<td>Leadership Excellence Cohort</td>
<td>Fall 2016</td>
<td>Institutional strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>I.B.7</td>
<td>Conducted the Administrative Services Customer Satisfaction Survey and used the results to make improvements.</td>
<td>Office of the VCAS</td>
<td>Fall 2017-present</td>
<td>Administrative Services strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>I.B.9</td>
<td>Communicated more clearly the results of program reviews, resource requests, and institutional priorities to the campus community in response to the Employee Satisfaction Survey.</td>
<td>VCAA and Ad Hoc Planning Process Review Committee</td>
<td>Fall 2016-present</td>
<td>For 2016-2017, the VCAA shared regular updates with the campus during the prioritizing process. For 2017-2018, an Ad Hoc Planning Process Review Committee was convened to continue to explore ways to improve the planning and budgeting process.</td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
<th>Catalog Requirements</th>
<th>Page(s) in Catalog 2017-2018</th>
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<tr>
<td><strong>General Information</strong></td>
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<tr>
<td>Official Name, Addresses, Telephone Numbers, and Website Address of the Institution</td>
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</tr>
<tr>
<td>Educational Mission (Vision, Mission Statement, Core Values, and Institutional Learning Outcomes)</td>
<td>7-8</td>
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<td>Representation of Accredited Status with ACCJC and with Programmatic Accreditors</td>
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<tr>
<td>Course, Program, and Degree Offerings</td>
<td>18-104, 137-194</td>
</tr>
<tr>
<td>Learning Outcomes for Programs and Degrees</td>
<td>32-104</td>
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<td>Academic Calendar and Program Length</td>
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</tbody>
</table>
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, Kuali 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 LB.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 JB.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. The AA degree requirements also include four foundation courses and five focus courses. 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, p. 36).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the Certification of Continued Institutional 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 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 College Planning Reports 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 | Hawaiʻi 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 Hawaiʻi 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.
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 2017, the College awarded 1,019 degrees and certificates. Of those, 67 percent were transfer degrees. The remaining 33 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 the Pearl City campus and Wai‘anae Moku Education Center 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, an Academic Subject Certificate 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, administration later meets 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, Article II.D.2.a).

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 a range of associate degrees and certificates through various 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, pp. 4-5).

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 Kuali Student Curriculum Management (KSCM) database, an online curriculum management system, which 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 Laulima, 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 Federal Regulations and 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 Wa‘anae Moku Education Center, and more division-level opportunities (IIA-12, pp. 5-7).

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 2018 ACCJC 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.

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses in Catalog</th>
<th>Number of Courses Assessed</th>
<th>Percentage of Courses Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>126</td>
<td>93</td>
<td>73.8%</td>
</tr>
<tr>
<td>Business</td>
<td>65</td>
<td>46</td>
<td>70.8%</td>
</tr>
<tr>
<td>Counseling</td>
<td>9</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>81</td>
<td>69</td>
<td>85.2%</td>
</tr>
<tr>
<td>Math and Science</td>
<td>143</td>
<td>125</td>
<td>87.4%</td>
</tr>
<tr>
<td>Professional Arts and Technology</td>
<td>67</td>
<td>53</td>
<td>79.1%</td>
</tr>
<tr>
<td>Social Science</td>
<td>67</td>
<td>63</td>
<td>94.0%</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>453</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

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 a separate 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 AA degree task force revised the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences (IIA-27). The task force plans to assess the PLOs in the next academic year.

**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 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, pp. 7-9). 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 regard 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 within one year. The College expects 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, English 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. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program is improving (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 significant improvements in the program (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 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 IIA.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, pp.2-3). 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 IIC.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-minutes 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, pp. 5-6). 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 online. At the Pearl City campus, face-to-face courses account for 70 percent of all course offerings in a semester. The College has emphasized the development of DE courses and programs with 24 percent of course sections offered online and six percent offered in a hybrid format. 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 course offerings 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 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 iTeach 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 TGIF: 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.

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, 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 the PLA process and options (IIA-79). In addition, the committee developed a portfolio-based assessment course on Laulima 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 LB.2, IL.A.3, and ILA.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, Kaʻieʻie, 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). Kaʻieʻie 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. 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*

<table>
<thead>
<tr>
<th>GELO</th>
<th>GELO Statement</th>
<th>Competency in Standard II.A.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Make critical judgments and apply critical reasoning to address challenges and solve problems.</td>
<td>Analytic inquiry skills</td>
</tr>
<tr>
<td>Technology and information literacy</td>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
<td>Information competency Ethical reasoning</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
<td>Communication competency</td>
</tr>
</tbody>
</table>
### GELOs and Competencies

<table>
<thead>
<tr>
<th>GELO</th>
<th>GELO Statement</th>
<th>Competency in Standard II.A.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative reasoning</td>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.</td>
<td>Quantitative competency</td>
</tr>
<tr>
<td>Written communication</td>
<td>Use writing to discover, develop, and communicate ideas appropriately.</td>
<td>Communication competency</td>
</tr>
<tr>
<td>Arts, humanities, and sciences</td>
<td>Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</td>
<td>Ethical reasoning Ability to engage diverse perspectives</td>
</tr>
<tr>
<td>Cultural diversity and civics</td>
<td>Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</td>
<td>Ethical reasoning Ability to engage diverse perspectives</td>
</tr>
</tbody>
</table>

All students in a degree program at the College must meet minimum general education credit requirements. 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 integrates 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 IB.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 15 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 external accrediting agency and those that are not. Table 52 indicates the accreditor for credit and non-credit programs that have an external accrediting body.
Table 52.  
*Accreditation of CTE and Workforce Development Programs*

<table>
<thead>
<tr>
<th>Accreditation of Programs</th>
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</thead>
<tbody>
<tr>
<td>Credit Program</td>
</tr>
<tr>
<td>Accreditng Body</td>
</tr>
<tr>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Culinary Arts (Exemplary Program Recognition)</td>
</tr>
<tr>
<td>Health Information Technology</td>
</tr>
<tr>
<td>Teacher Education Alternative Certification for Career and Technical Education</td>
</tr>
<tr>
<td>Noncredit Workforce Development Program</td>
</tr>
<tr>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Medical Billing</td>
</tr>
<tr>
<td>Medical Coding</td>
</tr>
<tr>
<td>Patient Services Representative</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Nurse Aide</td>
</tr>
<tr>
<td>Adult Residential Care Home</td>
</tr>
<tr>
<td>Commercial Motor Vehicle and Forklift</td>
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</tbody>
</table>

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 complied 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; this is based on the 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. As improvements are made, the College conducts the evaluation process again to ensure the improvements had the intended result.
Evidence for Standard II.A.

IIA-1 Vision, Mission, Core Values in *Catalog 2017-2018*
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IIA-3 Degrees and Certificates Webpage
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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
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IIA-17 Sample Course Outline - Sociology 100
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IIA-19 KSCM Course Outline Template
IIA-20 Content Field 1 in *Course Proposal Guide*
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IIA-22 L5.202 Policy on Annual Program Review
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IIA-25 2014-2016 CRE - AA in Liberal Arts
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IIA-30 ELI Courses in *Catalog 2017-2018*
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IIA-32 Developmental Math and QM Courses in *Catalog 2017-2018*
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IIA-36 Developmental Education in *Catalog 2017-2018*
IIA-37 Memo on Grading Options, Feb. 18, 2016
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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

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| II-A-47 | 2017 ARPD - ELI |
| II-A-48 | Content Field 3 in *Course Proposal Guide* |
| II-A-49 | Content Field 4 in *Course Proposal Guide* |
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| II-A-51 | PLOs Field 1 in *Program Proposal Guide* |
| II-A-52 | DE Guidelines |
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| II-A-55 | DE Field 3 in *Course Proposal Guide* |
| II-A-56 | Sample Curriculum Committee Report, Nov. 8, 2017 |
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| II-A-59 | Program Requirements in *Catalog 2017-2018* |
| II-A-61 | STAR GPS Webpage |
| II-A-62 | Table of Contents of Spring 2018 Class Availability |
| II-A-63 | Course Scheduling Analysis Webpage |
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| II-A-65 | Faculty Senate Motion 17.58: Alternative Scheduling |
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OCEWD Opportunities Webpage
OCEWD Learning Outcomes Webpage
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2012-2017 Program Eliminations
UHCCP 5.202 Review of Established Programs
UHCC ARPD Website
ARPD Template
CRE Instructions and Template
2016 ARPD - Wai‘anae Moku Educational Center
2016-2017 Proposed Institutional Priorities
2008-2017 Perkins Performance Indicators by Major
2016-2017 Perkins Performance Indicators for Automotive Program by Campus
Changes and Plans Arising Out of the Self-Evaluation for Standard II.A

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A.3</td>
<td>Conduct the AA in Liberal Arts Assessment.</td>
<td>AA Degree Program Review Task Force</td>
<td>Fall 2016-present</td>
<td>The assessment of the AA in Liberal Arts program and GELOs is an ongoing process that will continue in 2018-2019.</td>
</tr>
<tr>
<td>IV.A.4</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
<tr>
<td>I.B.1.</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Learning support service</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Waiʻanae Moku Education Center</th>
<th>Services available online, via phone, or at another UH location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Content Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kākoʻo ‘Ike Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Help Desk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Test Center</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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 Waiʻanae Moku Education Center (IIB-8, IIB-9). Students can retrieve items from the Pearl City campus Library Circulation Desk or at the Waiʻanae 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).
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 students (IIB-27). The LRC 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 Laulima 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.

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).

Kākoʻo ʻIke Program
The Kākoʻo ʻIke (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, Item 13.3d). 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 (IIB-59, pp. 9-12).

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 30 iPads. Students can also use two scanners and three printers that are 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.

LRC Content Tutoring Center
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-
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 support for them to advance their educational goals.

Writing Center
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.
Kākoʻo ʻIke Program
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.

Help Desk and Test Center
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 Waiʻanae 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 Lab
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 Hub
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.

Student Resource Center at Wai‘anae Moku Education Center
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 computers. The new computer lab/classroom has 30 desktop computers whereas the previous location had 17 computers. 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, p. 12).

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 learning outcomes when appropriate. (For further discussion of the assessment of SAOs, see Standard LB.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 learning outcomes (IIB-76). In 2016, the Library updated its mission and learning outcome 2 and converted the previous goals to support area outcomes (IIB-77). The Library also identified measurements for attainment of the learning outcomes (IIB-78).

The Library uses the Information Literacy Exam to assess students in English 100 and English 24 for learning outcome 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 learning outcome 2 using 63 anonymized research papers collected from English 100 instructors. The assessment revealed that just 67 percent of the papers achieved learning outcome 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 learning outcomes. 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 CCSE indicate a growing demand for tutoring and increased perception of its value (IIB-87, Items 13.1d, 13.2d, 13.3d). 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 learning outcomes 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 learning outcome has been met consistently. The other learning outcome 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 learning outcomes. 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).

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, Item 13.2).

**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, pp. 12-13).

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 regularly 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.

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<th>IIB-1</th>
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<td>IIB-2</td>
<td><em>Ka Mana‘o</em> Article on the Learning Commons</td>
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Changes and Plans Arising Out of the Self-Evaluation for Standard II.B

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<td>II.B.1</td>
<td>Create disability services training program for faculty and staff at the College.</td>
<td>KI Program staff</td>
<td>Fall 2018-Spring 2019</td>
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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 (IIIC-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 request resource needs. In the years that Student Services units complete a Comprehensive Review and Evaluation (CRE), they do not complete a separate 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 LB.5 and LB.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, Items 13.1, 13.2, 13.2). 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 fourth 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, pp. 13-15).

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 or 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 LB.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 learning outcomes 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, Items 13.1g, 13.2g, 13.3g). 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 L.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 MySuccess 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 OPPA 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. Then the position was filled for a year, but the recruiter moved to another position at the College. 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

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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, pp. 15-16).

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*

<table>
<thead>
<tr>
<th>Student Support Services Unit</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Wai‘anae Moku Education Center</th>
<th>Services available online or via phone</th>
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</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>✓</td>
<td>✓ (Drop-off service provided)</td>
<td>✓</td>
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<td>Counseling and Advising</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Financial Aid Office</td>
<td>✓</td>
<td>✓ (Peer mentors provide assistance)</td>
<td>✓</td>
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<tr>
<td>Job Prep Services</td>
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<td>Recruitment</td>
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<td>Student Life</td>
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<td>Student Health Center</td>
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<td>Mental Health Services</td>
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<td>Veterans Resource Center</td>
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<tr>
<td>Office of International Programs</td>
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* 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.

*Admissions and Records*

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.

**Counseling and Advising**
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.

**Financial Aid**
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.

**Job Prep Services**
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).
Recruitment

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).

Student Life

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.

Student Health Center

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).

Mental Health Services

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.

Veterans Resource Center

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 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.

**Wai’anae Moku Education Center**

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.

**Office of International Programs**

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.

**Office of Continuing Education and Workforce Development**

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.

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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 two partner schools, 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.

The Early College program acts as the liaison between the various student services 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.

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. 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.

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-42). Approved resource request for 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, p. 9).

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. The student services units regularly evaluate services to ensure equitable access 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 Manaʻo (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.

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

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 (II.C-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 implemented 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 Makaʻala to support student success and to help facilitate communication between instructional faculty and the Counseling unit. Makaʻala 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 (IIIC-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 (IIIC-105). As part of the initiative, Student Services units collaborated to assist with the Returning Student Initiative (IIIC-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. This initiative will be repeated for fall 2018.

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 (IIIC-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 learn about 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 Waiʻanae Moku Education Center may attend NSO Live, NSO Online, or NSO Welcome to Waiʻanae 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.

![Pathway model diagram](image)

*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 major (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. STAR and STAR GPS ensure students have a defined pathway to completion so they can attain their educational 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 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.

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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 Hawaiʻi Community Colleges (UHCC) system provides a faculty classification plan in consultation with the collective bargaining unit, the University of Hawaiʻi Professional Assembly (UHPA) (III-A-1, III-A-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 (III-A-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 (III-A-10). The plan provides a systematic means to describe civil service positions. The state of Hawaiʻi Department of Human Resources Development sets the minimum qualifications for these positions.

**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 (III-A-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 (III-A-12, III-A-13, III-A-14, III-A-15, III-A-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 (III-A-17, III-A-18, III-A-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” (III-A-18,
This job description states that the academic advisor provides "outreach [in order to] recruit, retain, and facilitate the success of Native Hawaiian students engaged in the Science-Technology-Engineering-Math (STEM) fields and career preparation" and "assists in the provision of holistic counseling to students, addressing both academic and other concerns related to Native Hawaiian students" (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 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 eventually be completely 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 (III-A-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 (III-A-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 (III-A-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 (III-A-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 (III-A-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 (III-A-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 (III-A-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-39). 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 as part of the lecturer pool (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. Depending on the division, the division chair works with either the discipline coordinator or the division personnel committee to 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 (III-A-2, III-A-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 (III-A-42, III-A-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 (III-A-44). The immediate supervisor performs a review of the employee’s performance and documents the results electronically (III-A-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 (III-A-46, III-A-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 (III-A-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 (III-A-34, III-A-35, III-A-39, III-A-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 (III-A-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 (III-A-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 (III-A-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, p. 8).

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 (IIIA-61, IIIA-62, IIIA-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 and one representative to Campus Council (IIIA-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 participating in 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, 2017, the organization charts for the College had 351 positions (IIIA-65). Table 55 shows the distribution of those positions.

**Table 55.**

*Positions at Leeward Community College.*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Positions</th>
<th>Percentage of Total Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>210</td>
<td>60.0%</td>
</tr>
<tr>
<td>Administrative, Professional, and Technical</td>
<td>55</td>
<td>15.6%</td>
</tr>
<tr>
<td>Clerical</td>
<td>41</td>
<td>11.7%</td>
</tr>
<tr>
<td>Civil Service</td>
<td>37</td>
<td>10.5%</td>
</tr>
<tr>
<td>Executive and Managerial</td>
<td>8</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
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 maintains a sufficient number of qualified staff. The College uses the ARPD to evaluate program staffing levels.

**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 (IIA-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 College’s compliance and training officer held sessions during the fall 2016 and spring 2017 convocations (IIIA-87, IIIA-88, p. 5). 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

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 Kākoʻo ʻIke program (III-A-98, III-A-99, III-A-100, III-A-101, III-A-102). The College has a representative who participates on the system wide advisory commission on the status of women (III-A-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 College 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**


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 (III-A-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

<table>
<thead>
<tr>
<th>ICTL Program Type</th>
<th>ICTL Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Programs</td>
<td>● New Hire Orientation (campus and online)</td>
</tr>
<tr>
<td></td>
<td>● Service 101 (Customer Service for Student Assistants)</td>
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<tr>
<td></td>
<td>● Service 102 (Customer Service for Faculty and Staff)</td>
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<tr>
<td></td>
<td>● Supervisory skills workshops</td>
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<td>● Convocation</td>
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<td></td>
<td>● Safety and legal liability workshops</td>
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<td></td>
<td>● Leadership Excellence Program</td>
</tr>
<tr>
<td>Teaching and Learning Programs</td>
<td>● Hawai‘i National Great Teachers Seminar</td>
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<tr>
<td></td>
<td>● Hawai‘i Great Leaders Seminar</td>
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<td></td>
<td>● Mid Semester Assessment</td>
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<td></td>
<td>● Teaching Squares</td>
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<td></td>
<td>● Power Mentor Program</td>
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<tr>
<td></td>
<td>● Teaching Guidelines and Issues for Faculty</td>
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<tr>
<td></td>
<td>● Teaching Excellence Program</td>
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<td></td>
<td>● New Lecturer Training</td>
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<td></td>
<td>● Lecturer Mentor Program</td>
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<tr>
<td>Staff Group Programs</td>
<td>● Operations and Maintenance Summer Seminar</td>
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<tr>
<td></td>
<td>● Administrative Support Group Summer Institute</td>
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<tr>
<td></td>
<td>● Learning and Mentoring Program</td>
</tr>
<tr>
<td>Funding Programs</td>
<td>● Travel Grant Program</td>
</tr>
<tr>
<td></td>
<td>● Professional Development Award</td>
</tr>
<tr>
<td></td>
<td>● Staff Development Fund</td>
</tr>
</tbody>
</table>

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 (III-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 Committee Mini-Grant Awards and Innovation Fund 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 (IIA-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

<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
</table>
| Learning with Technology for Teaching (classroom) | • Starter Instructional Technologies  
  ▪ Syllabus Makeover Challenge  
  ▪ Laulima Challenge  
  ▪ Smart Classroom Challenge  
  ▪ SMART Board Basics Challenge  
  ▪ Gmail Challenge  
  ▪ Google Docs Challenge  
  • Course Design (for Classroom)  
  • Flipped Classroom  
  ▪ Stop Lecturing and Flip Your Classroom  
  ▪ Engage Your Audience with Educanon  
  ▪ Assess Paperlessly with Google Forms and Flubaroo  
  ▪ Capture It with Snagit  
  ▪ Putting the You in YouTube  
  • Go Open, Go Free Using Open Educational Resources  
  • Other Workshops  
  ▪ Google Classroom Challenge  
  ▪ Blackboard Collaborate Moderator Challenge  
  ▪ Transform Your Course Schedule Using Google Calendar  
  • Technology One-On-One Consultation  
  • Self-Paced Online Tutorials  
  • Learning with Technology for Teaching Blog |
| Learning with Technology for Teaching Online | • iTeach  
  ▪ Laulima@Leeward  
  ▪ Laulima Challenge  
  ▪ Teaching Online Challenge  
  ▪ The Art of Teaching Online  
  ▪ Online Discussion Challenge  
  ▪ Universal Design Learning Online Activity Challenge  
  ▪ Creating an Online Course  
  • This Week in iTeach Blog |
<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
</table>
| Institutional Programs| • Innovative Teaching Program  
• Teaching Excellence Program  
• Tech It Out Day  
• Pacific Region Learning Summit  
• Summer Fun  
  - Instagram 21 Day Challenge  
  - Twitter 21 Day Challenge |

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 Waiʻanae Moku Education Center participate in the College’s professional development activities. They have also held professional development activities at the Waiʻanae 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 (III-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 (III-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 (III-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 (III-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 (III-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 (III-123, III-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, Item 9, p. 5).

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 the 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-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, p. 1
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-43 Sample Email on 360 Assessment, Apr. 2, 2018
III A-44 AP 9.170 Performance Evaluation of APT Personnel
IIIA-45 APT Evaluation Form
IIIA-46 Performance Appraisal System Information Webpage
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
LGBTQ+ Webpage
LGBTQ+ Commission Webpage
Email on Safe Zone Workshop, Aug. 16, 2017
EP 7.302 Preferred Name
Student Data Change Form
Bridge to Hope Webpage
Children’s Center Webpage
VCAS Email Announcements, Jan. 8, 2018
For Our Military Webpage
Kāko’o ‘Ike Program Webpage
Commission on the Status of Women Commissioners Webpage
Hawai‘i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community
EP 12.211 Policy on Responding to Allegations of Research and Scholarly Misconduct
EP 12.214 Conflicts of Interest and Commitment
AP 5.504 Procedures for Disclosing and Addressing Conflicts of Interest
AP 8.025 Fiscal Responsibilities within the University
UHCCP 5.211 Statement of Professional Ethics (Faculty)
Ethics Commission Website
Hawai‘i State Ethics Guide
Hawai‘i Revised Statutes, Section 84 Standards of Conduct
Flyer for ICTL Fundraiser
EMC Website
UH Employee Tuition Waivers Webpage
Sabbatical Leave Application
Faculty Sabbatical Reports Webpage
2016 ARPD - ICTL
Self-Assessment for Teaching Online Form
2016 Professional Development Programs Report
Wo Learning Champions Winners Webpage
2017 ICTL Needs Survey Form
2017 ICTL Needs Survey Results
2016 ARPD - EMC
Fall 2016 Employee Satisfaction Survey Report, Item 9, p. 5
AP 9.025 Fair Information Practice (Confidentiality of Personal Records)
AP 9.075 Personnel Records - BOR Appointees
UH Institutional Data Governance Website
Chancellor Email on Data and Security, Mar. 6, 2018
EP 2.214 Institutional Data Classification and Information Security Guidelines
EP 2.215 Institutional Data Governance
EP 2.217 Health Insurance Portability and Accountability Act Policy
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 Waiʻanae. In fall 2017, it moved 1.7 miles to a permanent location in Māʻili and was renamed the Leeward CC-Waiʻanae 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 Waiʻanae 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 Waiʻanae 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 accessible 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 Kākoʻo ʻIke (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. The LRDP 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 campus and Waiʻanae 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, which 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, Waiʻanae 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 Waiʻanae 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 repair and maintenance data. Administrative Services uses this data to prioritize the repair and maintenance requests. 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 equipment 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 ([IIB-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 Operational Expenditure Plan for fiscal year 2017-2018 ([IIB-29], p. 9).

Taking a balanced approach to facility-related improvements ensures that the College reduces operating costs wherever possible and supports the sustainability initiatives of 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” ([IIB-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 ([IIB-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 ([IIB-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 proposed 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 ([IIB-32]). In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space of the DA building ([IIB-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, Items 10-11, pp. 5-6).

**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 (III-B-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.

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 (III-B-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 (III-B-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 (III-B-36, Item 12, pp. 6-7). The overall satisfaction rate for the cleanliness of campus facilities has consistently improved since 2011 (III-B-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.

III.B-1 Disability and Communication Access Board Website
III.B-2 Emergency Operations Plan Webpage
III.B-3 KI Program Webpage
III.B-4 Nondiscrimination and Affirmative Action Webpage
III.B-5 LRDP Webpage
III.B-6 LRDP 2016 (Condensed Version)
III.B-7 LRDP Approval Recommendation Letter, Mar. 15, 2018
III.B-8 LRDP Presentation to the BOR
III.B-9 Screenshot of eFacilities AiM Login Page
III.B-10 Academic and Institutional Support Committee Webpage
III.B-11 2016-2017 Academic and Institutional Support Committee Report
III.B-12 Smoking Policy Webpage
III.B-13 UH Tobacco Products Policy Webpage
III.B-14 Waiʻawa Mile Fitness Trail Webpage
III.B-15 Lactation Support Guidelines
III.B-16 VCAS Email Announcements, Jan. 8, 2018
III.B-17 EP 1.205 Policy and Guidelines on Inclusive Facilities
III.B-18 Health and Wellness Committee Website
III.B-19 Flyer for Health and Wellness Fair
III.B-20 Email on Great Aloha Run, Jan. 4, 2018
III.B-21 Flyer for Healthy Lunch Instagram Challenge
III.B-22 Campus Security Webpage
III.B-23 Fiscal Year 2019 Operating Budget Requests
III.B-24 RP 10.201 Interests in Real Property
III.B-25 RP 10.202 Planning and Management of Real Property
III.B-26 Fall 2017 Budget and Facilities Update
III.B-27 Sample Email on Construction Advisory, Oct. 27, 2017
III.B-28 Rail Turnover of Facilities Letter, June 22, 2016
III.B-29 Fiscal Year 2017-2018 Operational Expenditure Plan
III.B-30 Leeward CC Strategic Plan 2015-2021
III.B-31 Fall 2016 Budget and Facilities Update
III.B-32 Vision, Mission, Core Values in Catalog 2017-2018
III.B-33 Blog Post on Title III Grant
III.B-34 Office of the Dean of Arts and Sciences Webpage
III.B-35 Title III Part F Project Narrative
III.B-36 Fall 2016 Employee Satisfaction Survey Report
III.B-37 2016 ARPD - Waiʻanae Moku Education Center
III.B-38 Fall 2016 Employee Satisfaction Presentation
III.B-40 Capital Project Information and Justification Sheet
III.B-41 UHCC Strategic Directions 2015-2021
III.B-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 photocopier 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, p. 10). 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 LB.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 (IIIIC-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 (IIIIC-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 (IIIIC-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 (IIIIC-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 Waiʻanae 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 LB.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 ([III.C-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 serving as the EMC coordinator and another 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 professional development of 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, Laulima (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 Laulima 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.

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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 (III.D-1, p. 8). 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 (III.D-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” (III.D-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 LB.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 Kuali 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
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, IIIID-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. 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 list 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 list. An example is the Operational Expenditure Plan for fiscal year 2017-2018.
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 Kuali 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 (**III.D.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 (**III.D.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 (**III.D.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 LB.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 LB.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”.

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 Hawaiʻi’s Office of the Auditor conducts additional reviews and audits of the UH, UHCC, and the College’s funds and financial reports per the Hawaiʻi 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…” (III.D.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 LB.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 Kuali 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 Kuali 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 III.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 (III.D-34, III.D-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 Waiʻanae 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 (III.D.34, III.D.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 Waiʻanae 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 Kapiʻolani 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.

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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 spring 2016, Sharon Narimatsu, former Leeward CC provost, created the Sharon S. Narimatsu Faculty and Staff Development Award for faculty and staff to have access to the latest developments in their fields and incorporate new ideas and practices in their positions.
to maintain excellence across the campus. The award provides for professional development funding to support one faculty or staff member each year. The first awardee was able to participate in a fellowship by the CubaOne Foundation, which was founded to host “birthright” trips to Cuba for young, Cuban-American professionals. The Anthropology faculty member traveled with nine other young Cuban-Americans to collaborate with Cubans in related fields and connect with the local culture.

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 Pūkoʻa no na ʻEwa Council (Nā ʻEwa 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 ʻEwa 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 students 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, Item 18, p. 8).
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 IB.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 VCAS, 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, the Operational 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, Items 6 and 7, pp. 3-4).

**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, Item III.D.5, p. 4). 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 Waiʻanae 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 Campus Council and Faculty Senate provided additional revisions to the policy, and both groups will finalize the policy in fall 2018.

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, p. 6). 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, p. 16).

**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 agendas, 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 MySuccess 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 MySuccess 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 of most ARPDs on the UHCC ARPD website (IVA-85). ARPDs for all of the College’s programs are available to the public on the College’s website. The College also requires each academic program, educational unit, and support area to complete a CRE every four years, which is available to the campus community on the College’s website. For discussion of how the College communicates the program reviews to the public, see Standard IB.8.

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, pp. 16-17).

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 LB.7, 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, Items 14-15, pp. 7-8).

Given that 38 to 56 percent of respondents were unsure about the effectiveness of these governing group, 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 shared the results on the Student Life website.

**Analysis and Evaluation**

Surveys are 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 surveys 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 governance bodies share results of campus surveys with the campus community at large and provide 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 UHCC College Plan 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-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
<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.A.2 I.B.7</td>
<td>Review L1.201, Policy on Shared Governance.</td>
<td>Campus Council and Faculty Senate</td>
<td>Fall 2017 - present</td>
<td>The revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.</td>
</tr>
<tr>
<td>IV.A.3 I.B.7</td>
<td>Conducted the Program Review and Planning Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee was convened to make recommendations for changes.</td>
</tr>
<tr>
<td>IV.A.4 I.B.1 II.A.7</td>
<td>Provided required training on faculty-initiated interaction in DE courses.</td>
<td>DE Committee</td>
<td>Fall 2017-present</td>
<td>DE 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.</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Conducted the Campus Council Members Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Feedback from survey used to improve Campus Council meetings and communication with the campus.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan Leads</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
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<tr>
<td>IV.A.7</td>
<td>Conducted the Faculty Senate Campus Satisfaction Survey.</td>
<td>Faculty Senate</td>
<td>Spring 2018</td>
<td>Feedback from survey used to improve Faculty Senate meetings and communication with the campus.</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Created the Faculty Senate Blog.</td>
<td>Faculty Senate</td>
<td>Spring 2017</td>
<td>News from the Faculty Senate provides timely updates to the campus community.</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Conducted the Student Government Effectiveness Survey.</td>
<td>Student Life</td>
<td>Spring 2018</td>
<td>Feedback from survey used to improve Student Government effectiveness.</td>
</tr>
<tr>
<td>IV.A.3</td>
<td>Improve the Integrated Planning and Budgeting Process.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.</td>
</tr>
<tr>
<td>I.B.1</td>
<td>Review L5.202, Policy on the Annual Program Review.</td>
<td>Ad Hoc Planning Process Review Committee</td>
<td>Fall 2017-present</td>
<td>The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval.</td>
</tr>
</tbody>
</table>
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, p. 15). 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 institution-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 IV.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, Item 16, p. 8).

**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 College has two vice chancellors – one for Academic Affairs and one for Administrative Services. The Academic Affairs area includes a dean of arts and sciences, a dean of career and technical education, a dean of student services, and an interim dean of academic services. The vice chancellor for academic affairs (VCAA) also supervises the director of the Office of Planning, Policy, and Assessment (OPPA), a position that is currently vacant.

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 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 LB.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 guide the development of the Operational Expenditure 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 LB.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 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 VCAA who is also 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 is also the VCAA. 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 Operational 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'eloa 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‘e’oia 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 in the *UH Strategic Directions 2015-2021*, 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, IVC-42*).

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.
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 September 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-52).

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 dialogue 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 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-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-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). For more detailed discussion, see 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, 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 College 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 in Standard IV.D.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.

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-42, IVD-43, IVD-44). For further discussion of the College’s strategic plan and its alignment with the UHCC strategic plan, see Standard LA.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 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 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 of current initiatives 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.

IVD-1 RP 3.201 Major Organizational Units of the University of Hawai‘i
IVD-2 RP 4.207 Community College System
IVD-3 UHCC Organization Chart 1
IVD-4 UHCC Organization Chart 3
IVD-5 UHCC Organization Chart 4
IVD-6 UHCC Organization Chart 2
IVD-7 UH System Leadership Webpage
IVD-8 UHCC Functional Map by Major Accreditation Topic and Detailed Functional Map by Accreditation Standard
IVD-9 OVPCC Academic Affairs Office Webpage
IVD-10 OVPCC Administrative Affairs Office Webpage
IVD-11 UH System Office of Project Delivery Webpage
IVD-12 Leeward CC Long Range Development Plan (Condensed Version)
IVD-13 UHCCP 1.101 Council of Community College Chancellors
IVD-14 UHCCP 1.102 Community College Council of Faculty Senate Chairs
IVD-15 UHCCP 1.104 Community College Council of Native Hawaiian Chairs
IVD-16 Sample Council Meeting Minutes
IVD-17 Sample VCAA and VCAS Meeting Minutes
IVD-18 OVPCC Student Success Council Webpage
IVD-19 EP 4.202 System Sustainability
IVD-20 RP 4.208 Sustainability Policy
IVD-21 OVPCC Sustainability Webpage
IVD-22 Hawai‘i Revised Statutes, Section 37 Budget Planning and Preparation Materials
IVD-23 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IVD-24 OVPCC Strategic Planning Council Webpage
IVD-25 UHCCP 4.101 Strategic Academic Planning
IVD-26 UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
IVD-27 UHCCP 8.201 Unrestricted Fund Reserve – General, Special, Revolving Funds
IVD-28 Tables of UHCC Revenue Summaries
IVD-29 Crosswalk of UH System and UHCC System Performance Funding Measures
IVD-30 UHCCP 9.495 Long-Term Vacancy Policy
IVD-31 Kapi‘olani CC and Leeward CC Culinary Arts Programs Status of Corrective Action, Mar. 2015
IVD-32 Committee on Independent Audit Minutes, May 12, 2015, Item IV.A.2
IVD-33 Committee on Independent Audit Minutes, Dec. 15, 2016, Item IV.B.1
IVD-34 2017 UH System Annual Report on Material Weakness and Fraud
IVD-35 UHCCP 8.200 Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs
IVD-36 BOR Minutes, June 21-22, 2005, pp. 8-11
IVD-37 Memo on System-Level Reorganization, July 8, 2005
IVD-38 EP 1.102 Authority to Manage and Control the Operations of the Campus
IVD-40 UHCCP 9.202 Executive Employees Performance Evaluation
IVD-41 Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.4
IVD-42 UH Strategic Directions 2015-2021
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 and persistence.

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.”

Action Projects

1. Increase student retention and persistence 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 and persistence by keeping the students the College already has. (Standard IB.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 student achievement data indicated that retention and persistence are areas that have shown little movement despite the implementation of these system initiatives (See Student Achievement Data chapter for further discussion.). 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. 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-1, Q-2).

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.
- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the three-year graduation rate from 16 percent to 22 percent by 2020-2021.

Timeline

<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to meet and develop plans for the implementing the WIG at the unit and division levels.</td>
<td>WIG Design Team</td>
</tr>
<tr>
<td>Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.</td>
<td>Counseling and Advising Unit</td>
</tr>
<tr>
<td>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.</td>
<td>Faculty Communication Committee</td>
</tr>
<tr>
<td>Create a workshop series on how the College can improve student retention and persistence 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.</td>
<td>Olin Summer Institute Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-2020 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team</td>
</tr>
<tr>
<td>Work with Student Services to further implement <em>The Four Disciplines of Execution</em> principles in the other Student Services’ units such as Admissions and Records, Financial Aid, Student Life, and Job Prep Services.</td>
<td>WIG Design Team and Student Services Unit Heads</td>
</tr>
<tr>
<td>Work with Academic Services to implement <em>The Four Disciplines of Execution</em> principles in Academic Services’ units such as the Library, the LRC Content Tutoring, the Writing Center, and the Kāko’o ‘Ike Program.</td>
<td>WIG Design Team and Academic Services Unit Heads</td>
</tr>
</tbody>
</table>
**2020-2021 Strategies**

<table>
<thead>
<tr>
<th>Work with Administrative Services to implement <em>The Four Disciplines of Execution</em> principles in Administrative Services’ units such as the Business Office, Human Resources, Operations and Maintenance, and Facilities Management.</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate efforts and determine future plans for the implementation of the WIG.</td>
<td>WIG Design Team and Administrative Services Unit Heads</td>
</tr>
</tbody>
</table>

**WIG Design Team and Administrative Services Unit Heads**

**Evaluate efforts and determine future plans for the implementation of the WIG.**

**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 (Q-3). 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

<table>
<thead>
<tr>
<th>2018-2019 Strategies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop more individualized training sessions for faculty and staff.</td>
<td>Assessment Specialist and Faculty Senate Assessment Committee</td>
</tr>
<tr>
<td>Create a one-stop website for assessment policies, procedures, and tutorials.</td>
<td>Assessment Specialist and Faculty Senate</td>
</tr>
</tbody>
</table>
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.

Pilot an alternative assessment collection database with a clear, easy-to-use interface.

Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.

### 2019-2020 Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Ad Hoc Planning Process Review Committee</td>
</tr>
<tr>
<td>Fully implement the alternative assessment collection database or identified assessment software by May 2020.</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td>Implement initiative to create a culture of learning founded on motivational interest and active engagement.</td>
<td>Assessment Specialist and Faculty Senate Assessment Committee</td>
</tr>
<tr>
<td>Continue to train faculty and staff on assessment strategies that are engaging and meaningful.</td>
<td>Assessment Specialist</td>
</tr>
</tbody>
</table>

### 2020-2021 Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.</td>
<td>OPPA</td>
</tr>
<tr>
<td>Develop a long-term plan for program review and assessment that engages the campus community and focuses on long-term goals for continuous improvement.</td>
<td>Ad Hoc Planning Process Review Committee</td>
</tr>
</tbody>
</table>
Evidence for the Quality Focus Essay

Q-1 Email on #IGotClass, Nov. 14, 2017
Q-2 Blog Post on #IGotClass Winners
Q-3 Leeward CC Assessment Plan 2013
Q-4 Assessment Organization Chart
Q-5 Assessment Committee Webpage
Leeward Community College
Shared Governance Policy

I. Purpose

The purpose of this policy is to provide a framework of the governance and decision-making bodies and processes available to all personnel at Leeward Community College (Leeward CC). Leeward CC, as a member of the University of Hawai‘i system, is governed by the policies set forth by the University’s Board of Regents (BOR). The BOR General Overview provides the campuses with a perspective on governance structure and our shared responsibilities in decision making. The Overview states that “the standard institutional reference for desirable academic governance is the ‘Statement on Government of Colleges and Universities (SGCU).’

This statement calls for governance based on a community of interdependent groups—the BOR, administration, faculty, students, and others. We, as a College, recognize and take into account the roles of these groups. Leeward CC supports the formal process of collaborating, delegating, recommending, and making decisions. In this process, we attempt to provide spaces for respectful communication for the sharing of values, professional opinions, and meaningful information, especially for those stakeholders affected by decisions. While we carefully consider roles and responsibilities of all the interdependent groups, we are reminded to be mindful of delegated expertise and authority.

II. Related Policies and Documents

A. Board of Regents General Overview
B. Board of Regents Policy RP 1.210: Regents’ Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development
C. Board of Regents Policy RP 7.201: Student Organizations
E. Executive Policy 1.201: Faculty Involvement in Academic Policy
F. Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus
G. Executive Policy 7.101: Delegation of Authority for Student Affairs
H. UHPA-BOR Agreement, R-20: Roles And Consultation Protocols Involving UH Administration, UH Professional Assembly, And UH Faculty Senates
I. UHCC Policy 1.104 Community College Council of Native Hawaiian Chairs
III. Definitions

Leeward CC seeks to promote professional collegial relationships among its four interdependent, member-based, charter-driven Authorized Governance Bodies (AGBs) and the Administration. Each AGB has a specific purpose, form, and function that delineates their individual memberships, roles, and responsibilities. The AGBs at Leeward CC communicate with one another and directly with the administration to support the overall operation of the campus, and they include:

- Student Government, [Student Government Constitution](http://studentlife.leeward.hawaii.edu/SG)
- Pūko’a no nā ‘Ewa Council, [Pūko’a no nā ‘Ewa Charter and Bylaws](http://www.leeward.hawaii.edu/na-ewa-council)
- Faculty Senate, [Faculty Senate Charter and Bylaws](http://www2.leeward.hawaii.edu/facultysenate/)
- Campus Council, [Campus Council Charter and Bylaws](http://www2.leeward.hawaii.edu/facultysenate/)

Constituent-based AGBs are authorized either through the official University of Hawai‘i BOR policies or through the individual College’s Administration. Pūko’a no nā ‘Ewa Council, Faculty Senate, and Student Government are authorized by the BOR. Campus Council is a representative campus body authorized by the College Administration.

**Student Government** - [http://studentlife.leeward.hawaii.edu/SG](http://studentlife.leeward.hawaii.edu/SG)

Student Government is the governing body, legislative assembly, and administration of Associated Students of the University of Hawai‘i - Leeward Community College (ASUH-Leeward CC). The Student Government organization is chartered by the UH-BOR, abides by the rules, responsibilities, and obligations set forth by the BOR Policies, RP 7.201, Chapter 7, Student Affairs, states that “1. The board encourages the establishment of a robust student life program, including the establishment of student organizations. 2. The board recognizes the establishment of two types of student organizations: Chartered Student Organizations and Registered Independent Organizations.”

**Pūko’a no nā ‘Ewa** - [http://www.leeward.hawaii.edu/na-ewa-council](http://www.leeward.hawaii.edu/na-ewa-council)

Pūko’a no nā ‘Ewa Council is the advisory body of Leeward CC concerning issues pertaining to Hawaiian language, culture, and history, and other matters as they impact Native Hawaiians and Native Hawaiian programs. The Council also represents Leeward CC as part of the Pūko’a Council, who represents Native Hawaiians within the University of Hawai‘i System.

**Faculty Senate** - [http://www2.leeward.hawaii.edu/facultysenate/](http://www2.leeward.hawaii.edu/facultysenate/)
The Faculty Senate is chartered by the BOR as the primary voice of faculty and advisory body in the academic governance of the College. Through its various standing committees, the faculty exercises its role in academic decision-making and policy development at the College. The Faculty Senate provides and receives recommendations and advice from other governing bodies and the Administration. The Senate also represents Leeward CC faculty as a part of system-level Community College Council of Faculty Senate Chair (CCFSC) and All Campus Council of Faculty Senate Chairs (ACFSC).

Campus Council - [http://intranet.leeward.hawaii.edu/campus-council](http://intranet.leeward.hawaii.edu/campus-council)

The Campus Council was established in order that all staff have a representative voice in the shared governance processes of the College. The Campus Council serves as a recommending body to the Chancellor for finalizing planning and budgetary matters, including but not limited to program reviews, area plans, budget structuring and prioritization of the College’s operational expenditure plan. In addition, Campus Council reviews and recommends new and revised policies to the Chancellor. On behalf of the constituencies of the College, it has the responsibility of recommending priorities to the Chancellor and through the Chancellor to the Vice President for Community Colleges, President of the UH, and UHBOR. ‘Priorities,’ under this constitution, means establishing preferences for the direction of the College, particularly in regard to budget planning and resource allocation.

IV. Policy Objectives

To provide an overview of AGBs and establish clear guidelines and mechanisms of shared governance encouraging communication of decision-making across the institution.

V. Procedures and Responsibilities of AGBs

Generally speaking, AGBs and Administration (as defined in the [Organizational Chart](#)) agree that:

- Leeward CC constituents will work to fulfill the College’s mission in a spirit of aloha and collegiality, understanding that each constituent is a valued contributor toward student success.
- All faculty, staff, and students have the right to participate in the College’s decision-making processes.
- Any individual or group of individuals on campus has the right to formally express their views on issues of importance to them through an AGB.
• The College’s AGBs shall educate their constituents on the nature of the business addressed at their meetings and will refer constituents to the governance bodies which are the most appropriate to vet their suggestions, questions, and concerns.

• AGBs are dually charged with facilitating communication between constituents and the Administration and by providing recommendations reflecting constituents’ views to the Administration.

Each AGB assumes responsibility for working openly with each other and the Administration. This is an effort to empower faculty and staff to support student learning and success, with a special commitment to Native Hawaiian students and communities. These groups are encouraged to exercise their roles and responsibilities as defined in their charters and bylaws, and as recognized by the other bodies. In doing so, each body is encouraged to:

• Provide notice of election, appointment, and membership.
• Provide notice of the current Statement of Governance or Charter and Bylaws.
• Provide notice of meeting dates and times.
• Provide notice of the agenda.
• Provide notice of meeting minutes.
• Share decisions in accordance with their charter and made in session.
• Share advice or recommendations across bodies and to the Administration.
• Request clarifications from bodies in the shared governance structure.
• Solicit response from the Administration through formal clarification processes.
• Conduct regular review of internal and college governance policy and practice, in an effort to manage effectively in support of student learning.

Dually, the Administration has a responsibility to communicate and work with AGBs. This is in an effort to share information in an open, timely, and transparent manner thereby empowering AGBs and their constituents to review, approve, and implement the necessary changes related to administrative decision-making. The Administration is generally encouraged to:

• Demonstrate aloha and collegiality for campus constituents by placing considerable weight on the recommendations made by campus governing bodies.
• Interpret BOR policies to support decision-making processes for campus operational management and governance.
• Provide notice of decisions in a timely manner.
• Provide context and feedback surrounding decisions contrary to the recommendations of the AGBs by presenting their reasons directly to the
appropriate governing group(s), preferably in person or in writing, for presentation at their subsequent meeting, or within an agreed upon timeframe.

- Communicate with the AGBs in both formal and informal ways when considering making decisions that have a direct impact on the various bodies’ specific areas of responsibility.
- Meet regularly with the leadership of campus AGBs and regularly attends meetings of the Campus Council.

VI. Additional Campus Bodies and Processes

The College is committed to increase opportunities for all campus faculty, staff, and students to participate in the formal decision-making process. In addition to the AGBs, other groups are designed to contribute to the governance of the College in their specific areas of responsibility. All constituents are supported in this process by Representative Groups (RGs).

While RGs do not have the formal, authorized responsibilities and procedures of a BOR- or College-chartered group, the College recognizes the RGs as invaluable contributors in the operations of the college. This includes gathering information, advice, and data that informs the general decisions on campus policy, procedures, budgeting, and operational issues.

- **The Administrative, Professional, and Technical (APT) Group** is an open body representing all APTs (*not inclusive of casual hire equivalent) currently employed at Leeward CC. The APT Group provides input and advice on College priorities, a forum to exchange information, and is represented on the Campus Council.

- **The Operations & Maintenance (O&M) Group** provides O&M employees an opportunity to participate in the shared governance of the College. The O&M group promotes staff development and training, as well as improved communications between and among the O&M staff and the College in order to improve the work environment and productivity, and is represented on the Campus Council.

- **The Lecturers Group** ensures that lecturers participate in decision making and shared governance of the College by participating in meaningful communication between lecturers and College exists for the promotion of professional development and lecturer concerns to be discussed and addressed, and is represented on Campus Council.
• **The Administrative Support Group (ASG)** promotes interaction, problem-solving, discussion of professional issues from the perspective of administrative support staff. The ASG encourages camaraderie through professional and community service, provides educational programs and support for professional development, and participates in the Campus Council and various campus committees.

• In addition, a variety of ad hoc Committees and Task Forces are developed as needed. Ad hoc committees and task forces are drawn as a diverse, appropriate, and inclusive group of members from the College community. These project-specific committees and task forces offer direct opportunities for faculty, staff, and students to participate in the College’s decision-making process, in such areas as strategic planning, long-range development planning, and budgeting. These opportunities are in addition to the standing committees and task forces created within each of the four authorized organizations.

### VII. Summary

The purpose of this document is to generally describe the various organizations that represent personnel at Leeward CC in the broad-based, inclusive process of shared governance and decision-making. It strives to outline the relationship between these bodies and the Administration and their individual responsibilities to their constituents and each other. Leeward CC provides comprehensive structures for participation in the College’s decision-making in the form of advisory councils established by executive Administrators, ad hoc committees and task forces that are created for specific purposes, standing committees of the Faculty Senate, as well as appropriate committees of the AGBs.

The BOR recognizes the need for a system of shared governance that is based on authorized constituent-based organizations responsible for facilitating systems of the College and making recommendations or providing advice to the College and Administration. Overall, the campus strives to foster an opportunity for direct participation for all personnel on issues of campus-wide importance and does so through a variety of meetings, forums, and electronic media formats.

While this policy authorizes the various bodies of Leeward CC to make decisions on its own and in committee, it also recognizes that the UH-BOR has final institutional authority.
As of 10/12/20

As COVID-19 continues to affect our state and our economy, the University of Hawai‘i (UH) is anticipating major budget shortfalls in the years to come. At this time our best estimate is that the University is facing an imminent reduction of more than $100 million in our annual Fiscal Year 2021 operating budget which began on July 1, 2020. Based on current economic projections, planning must begin this fiscal year in order to respond to anticipated years of further budget challenges as our state recovers. As a result, each unit of the University is actively evaluating, planning, and discussing ideas for organizational and resource planning.

To begin the open discussion and gathering of ideas phase of our planning, the Office of the Vice President for University of Hawai‘i Community Colleges (UHCC) facilitated open campus meetings with all community colleges and the UHCC system office. These meetings took place on September 2-15 and focused on current fiscal year reductions and future fiscal planning. Each campus chancellor led their budget / planning governance groups in discussions regarding possible cost savings, program and department consolidations, alignment of curriculum and program elimination. The plan below includes many of the ideas campuses identified and shared. The months of October and November will be used to discuss and refine the CC plan for the Board of Regents December 2020 meeting. Your campus chancellor will continue to work with each campus on providing further feedback and evaluation to refine our action plan. The UHCC office will also convene the system governance groups for discussion and serve as a feedback loop. The spring semester will be the period of operationalizing the plan.

The two goals of this plan are to inform campus constituents of the effective planning for operational centralization and programmatic alignment across the University of Hawai‘i Community Colleges. The operational consolidation will combine multiple academic and administrative support functions currently housed at the campus level. These operations tend to be managed inconsistently and often use different processes that do not allow for efficient and effective management. At the campus level, these operations are frequently managed with varied employee levels and, in some cases, with different technologies, and different operational and process structures. Eliminating those isolated functions at the seven campuses will allow for better management and adoption to changing practices and more efficient operations. See Table 1 for discussion of potential functions to consolidate.

The second goal of this plan is to effectively align programs and courses of academic study (credit and non-credit). This will increase the availability of programs and courses across the community college campuses. In order to achieve this model,
there will be more effective planning and delivery of offerings and a larger focus on system curriculum planning. This process will allow us to eliminate duplication, increase fill rates and increase availability for students. The online teaching lessons we adopted and improved during the COVID-19 pandemic will make this process possible by utilizing the model of offering programs from a home campus or other campuses. See Table 2 for possible programmatic considerations.

Table 1. Planning for the possible consolidation of operational units

<table>
<thead>
<tr>
<th>Departmental Function</th>
<th>Current Organization</th>
<th>Proposed Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid (FA)</td>
<td>• Each campus has an independent FA office, staffing levels and types vary widely. • Each campus is responsible for maintaining a physical presence for students while processing and managing aid on-site. • Campuses vary in processes and technologies used to manage FA operations which leads to inconsistencies and audit findings.</td>
<td>• Each campus would maintain a limited student facing presence to assist and support student through the application process and service as the face-to-face contact for all student questions and concerns. • Centralized back-end processing to assist students will streamline policies and practices for consistency, equity, and improved experience.</td>
</tr>
<tr>
<td>Admissions</td>
<td>• Each campus has varied levels of admissions staff. • Staffing is available as a front line resource to assist students. • Admission processing and response timelines and communication modes of delivery and messaging differ.</td>
<td>• Each campus would maintain a limited student facing presence to assist and support students through the admissions process and serve as the face-to-face contact for all student questions and concerns. • Develop better online resources for student interaction around admission. • Develop a UHCC admission and recruitment strategy.</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>• Each campus maintains an institutional research office. • Campus level research functions and system level function occur at different levels with different focus.</td>
<td>• Each campus would have a lead point of contact for specific campus data needs while allowing IR staff to build a strong data driven strategy to assist campuses.</td>
</tr>
<tr>
<td>Human Resources (HR)</td>
<td>• Each campus has varied staffing sizes and types. • HR is a complex unit that serves multiple functions on each campus. • Processing of hiring new hires and lecturers is done at the campus level.</td>
<td>• Maintain campus-serving operations for the purposes of on boarding, handling face-to-face confidential needed services. • Evaluate what types of processing could be moved to a centralized process.</td>
</tr>
<tr>
<td>Financial Management</td>
<td>• Each campus has varied staffing sizes and types. • Business offices are a complex unit that serves multiple functions on each campus. • Processing of financial transactions is done at the campus level.</td>
<td>• Maintain campus-serving operations for the purposes of some face-to-face assistance of campus staff and students • Evaluate what types of processing could be moved to a centralized process.</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>• Each campus has an administrative structure and number of allocated personnel (executive, faculty and staff) that varies per campus.</td>
<td>• Centralize non-credit operations to have a consistent and aligned approach to responding to workforce and training needs. • Elimination of duplication of low enrolled offerings while using</td>
</tr>
</tbody>
</table>
There is no consistent approach or strategy shared among the campuses. Technology for effective delivery where possible.

### Table 2. Possible programmatic considerations

<table>
<thead>
<tr>
<th>Programmatic Area</th>
<th>Current Organization</th>
<th>Proposed Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program and course alignment</td>
<td>• Several campuses have duplicated programs. On Oahu, duplicated programs with additional capacity exist miles away from one another.</td>
<td>• Determine which programs are duplicated with the capacity to consolidate. Shared facilities may be necessary. • Determine programs that are highly similar, have additional student capacity and current low enrollment numbers. • Determine highly similar programs training students for highly similar positions (identify with CIP codes) for consolidation.</td>
</tr>
<tr>
<td>Program and course alignment - ONLINE OFFERINGS</td>
<td>• Each campus has developed general education courses utilizing technology to be offered as DE. • Multiple sections offered with the same delivery mode yield with unfilled seats that could be filled at multiple campuses.</td>
<td>• Eliminate small DE courses by aligning offerings among the seven community colleges. Example: Several campuses have difficulty offering higher levels of math and science disciplines.</td>
</tr>
<tr>
<td>Alignment of General Education course offerings</td>
<td>• Each of the seven colleges have comprehensive general education offerings. There is no doubt degrees and certificates need these support courses for CTE completion. Our AA degrees are an important degree offering for preparing students and for transfer options.</td>
<td>• Work as a UHCC system to align general education offering to avoid multiple campuses duplicating low-enrolled courses.</td>
</tr>
<tr>
<td>Courses not required in any degree pathway</td>
<td>• Individual campuses have created boutique course offerings due to faculty interest.</td>
<td>• Only offer courses that are in an academic pathway as a graduation requirement. • Would these courses be options for non-credit opportunities?</td>
</tr>
<tr>
<td>Student and academic support services</td>
<td>• There are currently over 300 faculty appointments at the CCs that are 11-month.</td>
<td>• Re-evaluate the job descriptions and workloads of individual positions to determine if an 11-month appointment is necessary.</td>
</tr>
</tbody>
</table>

### Other considerations for academic programs in specific areas (first review and open for discussion and modification):
A first review of credit programs using two years of ARPD data (2018-2019, 2019-2020), workforce data, CIP codes to review positions, and a review of program costs was completed. Other factors should be taken into consideration, such as the bullets below. Table 3 (below) is intended to be used for discussion around opportunities.  
- Review credit programs and remove duplication (e.g., move AMT duplicate programs to single sites, identify campuses to take the lead in particular programs such as business technology, health, creative media).
- Strategic course assignment of low enrolled courses to be shared by technology from a single campus to other CC campuses, University Centers, and Educational Centers (Calculus, Sciences, particular CTE programs).
- Consolidate programmatic facilities to reduce campus footprints.
- Eliminate low enrolled programs with little workforce benefit.
- Align credentials with workforce requirements.
- Reposition qualified faculty.

### Table 3: Possible academic program considerations

<table>
<thead>
<tr>
<th>Programmatic Area</th>
<th>Campus Majors / Unduplicated Degrees and Certificates (2019-2020)</th>
<th>Factors to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agripharmatech</td>
<td>• WinCC only (10 majors / 3 Certificates of Achievement)</td>
<td>• CIP code is aligned to a job position that requires a Bachelor's degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is workforce opportunity with a CA?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2 FTE assigned</td>
</tr>
<tr>
<td>Tropical Forest Ecosystem &amp; Agroforestry Management</td>
<td>• HawCC (17 majors / 12 degrees and CAs)</td>
<td>• 20 positions in the county</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Most positions require a Bachelor's degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Could this be consolidated with the Agriculture degree program (both very small)?</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>• HonCC and HawCC (combined 140 majors / 41 degrees and CAs)</td>
<td>• HonCC's enrollment is stronger with 110 majors vs 30 majors at HawCC. Is there an opportunity for HonCC to lead both programs?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 5 FTE between the 2 programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Only 60 job openings statewide</td>
</tr>
<tr>
<td>Auto Body Repair &amp; Painting</td>
<td>• HawCC (24 majors / 14 degrees and CAs)</td>
<td>• Should these programs move into a non-credit offering?</td>
</tr>
<tr>
<td></td>
<td>• HonCC (11 majors / 4 CAs)</td>
<td>• Degree is not necessary for employment</td>
</tr>
<tr>
<td></td>
<td>• Maui (3 majors / 3 degrees and CAs)</td>
<td>• 4 degrees awarded</td>
</tr>
<tr>
<td>Engineering Technology (BS)</td>
<td>• Maui (9 majors / 4 degrees)</td>
<td>• Very few majors and graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small need in the state</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current CIP code aligns with a job that requires an Associate's degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program is a pathway for the AS in ECET</td>
</tr>
<tr>
<td>Facilities Engineering</td>
<td>• KauCC (17 majors / 0 degrees and certificates)</td>
<td>• No faculty assigned to the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program review indicates position is actually training students for Building and Property Maintenance, a position that does not require a degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program is not a state priority and not in high demand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4 COs</td>
</tr>
<tr>
<td>Occupational &amp; Environmental Safety Management</td>
<td>• HonCC (13 majors / 10 degrees and CAs)</td>
<td>• Low fill rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Only 34 state job openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program currently has no full-time faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CIP codes indicates a Bachelor's degree is required to pursue this occupation</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sheet Metal &amp; Plastics Technology</td>
<td>HonCC (20 majors / 6 CAs)</td>
<td>Should this become a non-credit program?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training is very successful in transitioning into workforce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year of associate is not offered due to early transition of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students to workforce</td>
</tr>
<tr>
<td>Small Vessel Fabrication &amp; Repair</td>
<td>HonCC (stopped out)</td>
<td>Under consideration for termination</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>HonCC (38 majors / 5 degrees)</td>
<td>No assigned faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree uses same CIP code as similar LeeCC program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also similar program at KapCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opportunity to consolidate programs?</td>
</tr>
<tr>
<td>Creative Media</td>
<td>HawCC, KauCC and Maui (148 majors; 14 degrees)</td>
<td>KauCC has 11 COs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 FTE across 3 campuses</td>
</tr>
<tr>
<td>Digital Media Arts</td>
<td>HawCC (9 majors / 0 degrees and CAs)</td>
<td>5 COs</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>LeeCC (191 majors / 42 degrees and CAs)</td>
<td>Listed here for comparison purposes with the smaller Digital Media</td>
</tr>
<tr>
<td>New Media Arts</td>
<td>KapCC (50 majors / 17 degrees)</td>
<td>Listed here for comparison purposes with the smaller Digital Media</td>
</tr>
<tr>
<td>Television Production</td>
<td>LeeCC (27 majors / 23 degrees and CAs)</td>
<td>Small program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible consolidation with other creative media programs</td>
</tr>
<tr>
<td>Emergency Medical Tech</td>
<td>KapCC (29 majors / 0 degrees and CAs)</td>
<td>6 FTE 11-month for 47 Certificates of Competence (CO)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required for licensure</td>
</tr>
<tr>
<td>Mobile Intensive Care Tech</td>
<td>KapCC (22 majors / 14 degrees and CAs)</td>
<td>3 FTE 11-month for 7 degrees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very small faculty to student ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Same CIP code as program above</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>KapCC and KauCC (57 majors / 28 degrees and CAs)</td>
<td>High demand area but not clear if a non-credit short-term training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>could supply this need.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KapCC has 3 FTE for 43 majors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KauCC has 1 FTE for 14 majors</td>
</tr>
<tr>
<td>Occupational Therapy Assistants</td>
<td>KapCC (26 majors / 12 degrees)</td>
<td>Program is within the Healthcare and Social Welfare priority</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 openings statewide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High cost program for few degrees awarded</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>KapCC (17 majors / 16 degrees)</td>
<td>Few majors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 full-time faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High demand, good salary placement</td>
</tr>
<tr>
<td>Radiologic Technologist</td>
<td>KapCC (32 majors / 12 degrees)</td>
<td>Small number of majors with 3 FTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High demand, good salary placement</td>
</tr>
<tr>
<td>Respiratory Care Practitioner</td>
<td>KapCC (30 majors / 14 degrees)</td>
<td>Program is a state need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 FTE for 14 graduates</td>
</tr>
</tbody>
</table>

There are additional opportunities for revenue generation based on campus facilities, activities or initiatives. Please see Tables 4 and 5 for options.
Table 4. Reposition unique campus space for commercialization / revenue generation

<table>
<thead>
<tr>
<th>Campus</th>
<th>Type</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kauaʻi</td>
<td>Back 40 lands</td>
<td>Land development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public private partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rental of facilities</td>
</tr>
<tr>
<td>Kapʻolani</td>
<td>Vacant land</td>
<td>Land development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public private partnerships</td>
</tr>
<tr>
<td>Honolulu</td>
<td>DOT / Rail</td>
<td>Public private partnerships</td>
</tr>
<tr>
<td></td>
<td>METC</td>
<td>Commercialization</td>
</tr>
<tr>
<td></td>
<td>Hangar 111</td>
<td></td>
</tr>
<tr>
<td>Leeward</td>
<td>DOT / Rail</td>
<td>Public private partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commercialization</td>
</tr>
<tr>
<td>Hawaiʻi</td>
<td>Decrease campus footprint</td>
<td>Consolidate physical presence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with UH-Hilo</td>
</tr>
</tbody>
</table>

Table 5. Other revenue generating activities

Campus activities:
- Rent / Lease available campus spaces (building spaces / parking lots / outdoor space)
- Reposition non-credit to be completely self-supporting with more training options
- Seek more extramural opportunities
- Encourage entrepreneurial activities (campus specific)
Campus Council Minutes - Approved

November 6, 2020
1:00pm - 3:00pm
Online via Video Conference

Zoom Meeting: https://us02web.zoom.us/j/85787382115
Meeting ID: 857 8738 2115
Passcode: campus
See the Campus Council website for meeting dates and membership information

I. Call to Order at 11:06pm
II. Roll Call - Please sign-in on the Sign-in Sheet Google Doc
III. Approval of Minutes (October 16, 2020) by unanimous consent
IV. Unfinished Business
   A. Ad Hoc Feedback Committee Draft Report
      1. Write-up still in draft format
      2. Carlos: Targeting 10 pages for final writeup
      3. Memo due by Monday, 11/9
      4. Campus Council member to be added on draft with privileges to comments.
         a) Add comments on Draft Report
      5. Notation of error: Second to last page Read the document
         a) Health and creative media, some disconnect, target expansions of physical therapy, misalignment
   
   B. Counseling Charter - Warren Kawano
      1. Carlos addressed this with counselors. No action needed at this time.

   C. Animals on Campus Policy - Mark Lane (With the recent adoption of UH Executive Policy 1.207 - Executive Policy on Service Animals and Emotional Support Animals, there is no longer a need for the current LCC policy L11.102 - Animals on Campus. Campus Council is being asked to abolish the LeeCC policy.)
      1. Met with stakeholder group
      2. Saw no need to keep current Leeward CC policy
   a. Emotional support animals can be allowed on campus
   b. Feral cats policy still have as internal guideline

Motion made by West. Second by Kosasa
Motion: “Remove current LeeCC policy L11.102 - Animals on Campus, replace it with UH Executive Policy EP 1.207 – Executive Policy on Service Animals and Emotional Support Animals, and change current Feral Cat policy from policy to an internal procedure.”
   Vote:15 yes, 0 opposed  - Motion passes

D. Including the Native Hawaiian Center at Pu‘uloa in the updated CC Constitution and By-Laws - William Albritton

V. New Business
   A. Chancellor’s Report
      1. No new news. Still making small step progress. Still no budget from state. Some updates to BOR. Some conversations about threats to our own positions and groups. Carlos speaking up for LeeCC as much as can. Recently, spoke up for Counseling. LeeCC different position than other UHCC’s. Potential size changes. LeeCC is already quite lean. Charge from Erika or Carlos. Unless written and shared by Carlos, each chancellor handling this differently.
      2. Kudos to Mark’s leadership!

   B. Faculty Senate Report
      1. Few things to mention. AIS meeting. Working out details of facilities use. Major concern is room reservations. Tentative agreement for faculty to ask secretaries to book rooms. Campus wise rooms through Will Akama, as usual. See notes on Senate Website.

   C. Pūko‘a no Nā ‘Ewa Council Report
      1. No report (No member present)

   D. Student Government Report
      1. Videos. Well received. Spoke with Carlos and Kay with some questions. Such as F2F classes gone forever?
      2. Meeting monthly with Carlos and Kay

   E. Campus Announcements
      1. Wahiawā Product Development Center
a) Will present to Neighborhood Board 11/16, 7:00 p.m.
   (1) Board meetings are open to the public via Zoom
b) Carlos will provide update on the Wahiawā Product Development and Leeward CC.
   (1) Also presenting about Leeward CC at Pearl City Neighborhood board 11/24, 7:00 p.m.

2. Message from the Deans sent to students encouraging them to register for Spring 2021.

Ron
Wahiawā product center
Proestnt to Nov 16 at 7pm to neighbor board
Panel discussion on the project
FYI
Can attend by zoom

Carlos
Sometimes zoom challenges
Making progress
Foundation panel as well with Business partners, potential donors to get involved
Been going to neighborhood boards
Update on LeeCC as well
Usually people who are very upset about something on the agenda and long-term residents
Next, Pearl City, cover things that we are doing
Having a stronger presence in the community
Can go to 10:30pm

Ron
Webpage message to students to apply for the spring semester
Encourage students to register

VI. Notice of Next Meeting – Friday, December 18, 2020 (1 pm - 3pm) on zoom
VII. Adjournment
2020

Campus Response Report

to the University of Hawai‘i Community Colleges
Organizational and Resource Planning
Campus Response Report to the
University of Hawai‘i Community Colleges
Organizational and Resource Planning Document

Submitted by:
Leeward Community College
96-045 Ala ‘Ike
Pearl City, Hawai‘i 96782

To:
Dr. Erika Lacro
Vice President for Community Colleges
November 9, 2020
Introduction

On October 12, 2020, the University of Hawai‘i Community Colleges (UHCC) Organizational and Resource Planning document outlined ideas and considerations to address the impending budget shortfall for Fiscal Year 2022 and beyond. Tasked with reviewing and vetting the document to the campus community, Chancellor Carlos Peñaloza created a Campus Council Ad Hoc Committee that would assist in gathering campus feedback and creating an official response to the Vice President for Community College’s Office.

The Chancellor’s committee decided to organize the topics shared in the Organizational and Resource Planning document into three surveys (i.e., Consolidation of Operational Units and Personnel Changes, Campus Space Commercialization and Revenue Generation, and Instructional and Programmatic Considerations). Surveys were distributed on October 21, 2020 with feedback collected by October 28, 2020. Employees were encouraged to provide points of consideration, advantages and disadvantages of the proposal, implications, and what additional data or questions needed to be addressed. Survey results were collected, categorized, and summarized in a preliminary report that was then sent to potentially impacted units and individuals for a second review. Their feedback was requested to clarify points that were unclear or inaccurate, provide additional information that could help guide decision-making, and determine if any critical facts were missing in the report. The comprehensive draft report was then presented at the Campus Council meeting on Friday, November 6, 2020, for a third round of input. This report is the summative assessment of Leeward Community College’s feedback regarding the UHCC’s proposals for organizational and resource planning.
Consolidation of Operational Units and Personnel Changes

Financial Aid Offices
Consolidation of the general application intake and awarding would provide students with a consistent student experience and allow academic counselors to better assist students with streamlined information. Consolidation could reduce compliance issues, minimize paper trails, and provide a streamlined digital accessible system.

However, general feedback supports campus-level face-to-face services to provide extra guidance for students and to handle campus-specific details. Centralization has the potential of creating another level of bureaucracy and campus offices may be less able to effectively serve students without assistance from the system office. This could inadvertently result in lengthening student response time.

Considerations for consolidation include the development of processes that centralize functions (e.g., one financial aid website for all campuses, consistency in policies, procedures, and processing times, application management), education/awareness workshops developed and presented at a system-level, a common schedule or calendar, and compliance checks.

Admissions Offices
Consolidation of the general application intake could simplify the process for students by providing a consistent student experience with uniform processing times for all campuses. For the Admissions Office, it can minimize paper trails and provide a more streamlined digital accessible system.

Similar to the centralization of the Financial Aid functions, the knowledge and competency of leadership at the system level in this area would be imperative. In addition, the roles of system-level and campus offices would need to be clearly defined and communicated to students.

Considerations for consolidation include concerns about efficiency, including minimizing wait times for incoming inquiries, access to the application portal for campuses to assist students, and whether a “home campus” designation makes it more difficult for students to register for courses at other campuses. The handling of varying admissions processes for campus specific programs, processes for VA certification and transcript evaluation, and the hand-off to individual campuses are also among the items in question. If consolidation includes eliminating positions, this cost savings may reduce face-to-face interaction. Overall, the main concern is how enrollment will be affected.

Other areas that could be centralized are transcript evaluations and merging credit with non-credit admissions. Campuses still need face-to-face services to provide extra guidance for their students and to handle transactions that are campus specific. To truly centralize would mean being a UHCC consolidated unit with no competing programs. This would prioritize overall enrollment for UHCC as a system rather than individual campuses.
Institutional Research (IR)

With understaffed campus IR offices and some campuses losing their IR positions altogether, there is greater urgency for collaboration. Concern was expressed on how the campuses can support one another during this difficult time, but not necessarily be centralized as that may not give campuses the local knowledge needed to provide meaningful IR services.

Functions identified as areas that could be centralized included data reporting, campus-specific and cross-campus data analyses, the purchase, use, and maintenance of a systemwide assessment management tool, and other functions that occur at all campuses such as CCSSE administration. It is recommended that system-level personnel be designated to serve assigned campuses so that knowledge of campus programs and culture can be established. A point of contact at the campus level should serve as liaison to the System, providing the necessary balance between systemwide consistency and customized campus service.

More discussion is needed, especially with end users, regarding the envisioning of what kind of IR structure will help them the most. Questions for consideration during deliberations focus on what IR services entail, how to use these services, and what is the intended relationship between System and campus.

Human Resources (HR)

Centralization of the Human Resources function at a system level could help with cost savings and cross-campus consistency in operations, policies, and procedures. However, there is overwhelming support to maintain campus-serving operations for the purpose of confidentiality with sensitive, campus-specific issues, accurate prioritization of campus needs, and timely responses to requests. Direct campus services are identified as being critical, especially for onboarding new employees.

Feedback on areas which could potentially be aligned with a centralized human resources function include benefits administration, payroll administration, and labor relations. It was also mentioned that this may be challenging since those functions are increasingly being delegated to the campuses. Another proposal was to develop a system-level, digitized lecturer screening process for MQs where records are housed at the System and could be accessed by campuses who intend to hire. Evidently, this idea has also been proposed and rejected in the past because it is generally believed that subject matter experts (SMEs) and the expertise of evaluating applications should lie with the campuses.

A key point of consideration regarding the centralization of the human resources function include whether the cost of moving personnel from campus to system will now be at the system level or will the campus employee be “on loan.” In addition, any consideration of centralizing or consolidating HR offices should be done after Academic Affairs completes their “movements” (i.e., consolidations, transfers, reorganizations), as this will then determine human resources staffing requirements.

Fiscal Management Offices

The centralization of fiscal management offices can increase accountability. Considerations for consolidation include how to manage prioritizing tasks and campuses, minimize wait times, develop and maintain personal connections within the campuses, manage the risk of micromanaging individual campus monies, and stop deductions for services.
Non-credit (OCEWD)
In recent campus discussions about Consolidation of Operational Units, the idea of centralizing non-credit operations across campuses and the elimination of low enrolled offerings were brought to the forefront. Centralization would inherently address the problem of low-enrolled offerings by avoiding duplication and it could improve the student experience by migrating non-credit registration into Banner to remove duplicate and separate registration systems and staffing.

However, there is also a risk of not meeting students’ needs and hindering Leeward’s Office of Continuing Education & Workforce Development’s (OCEWD) ability to quickly respond to community and local industry needs. OCEWD is consistently among the leaders in UHCC non-credit revenue and enrollment, and consolidation would negatively impact Leeward’s ability to reap the benefits of their work.

The few benefits of consolidation need to be weighed against the negative impacts it could have on Leeward’s non-credit office and, ultimately, the college. OCEWD is currently experiencing historic enrollment and revenue because of its ability to move quickly and adapt to the impacts of the coronavirus. The feedback from many indicated that this area should receive more support from campus and even begin integrating with the credit side of Leeward in several ways, including utilizing faculty and lecturers and serving as an incubator hub for experimental programming that can transition to credit programs (i.e. HIT and IIT).

Campus Space Commercialization and Revenue Generation

DOT/Rail
Since Leeward CC will host one of the rail stations, there may exist opportunities for revenue generation. This would be a lagging strategy, as the Rail is yet to open. Nonetheless, the campus provided the following potential opportunities for the College and University to consider.

- Charge rail riders to park on campus or lease one or more designated parking lots to HART/City and County for rail rider use. The college should consider whether the cost of operating (e.g., security, parking attendant) will exceed revenue generated.
- Provide an inviting rest stop with amenities near the rail station. Suggestions include making vending machines, food wagons, and coffee stations, which would be managed or leased by the college, available to the rail ridership. Leverage the space for a culinary-prepared bakery or takeout food. Utilize the space for marketing opportunities (e.g., advertising income, promotion of education). If any of these are to be considered, the college would need a business plan, facilities plan, and determine how much revenue can be generated.

Rent/Lease Campus Spaces
Leeward CC has several large spaces with technology and capacity for community and private use. With a likely surge in distance learning post-COVID, there may exist capacity not previously there to rent space and generate revenue.
Suggestions include leasing the Pearl, theater, kitchens or cafeteria for special community events. Big tent events, such as concerts, weddings, luaus, religious services, film festivals, farmer markets, art shows, training events, and conferences, are also revenue opportunities.

Considerations should include access to Leeward by one narrow road as that is not ideal for events and public perceptions/concerns with the commercialization of the college. Events may also require a campus representative to be onsite and additional campus personnel (e.g., security, janitorial, maintenance, AV tech).

An on-campus farmers market has been attempted in recent years and failed. The college’s location and competition from other farmers markets in the area were the major challenges.

**Reposition non-credit to be completely self-supporting**

Non-credit provides critical training for workforce development. The office had been designed to serve almost exclusively in a self-supporting manner. It is possible that the unit reposition to self-fund an even greater part of their operations. Important to note that some of the campus’ feedback regarding OCEWD operations is already happening, and therefore considerations are for increased presence in these areas. Some considerations and concerns include the following.

- Decentralize and/or reorganize OCEWD. Strategic integration into existing campus systems or multi-campus units. Registration systems, course input and scheduling, student assessment, recruitment and enrollment management, marketing and promotion, IR data support, website management, annual reporting systems, building security systems and more.
- Integrate OCEWD program coordinators and programs with appropriate credit departments. Credit faculty from partner departments could occasionally teach short-term industry credentialing courses and custom training for Industry.
- Maintain some OCEWD staff to support program needs (e.g., student eligibility and intake needs, training setup, logistics). Identify strategies to shorten the time frame to employ casual hire instructors needed for rapid response training via OCEWD.
- Potential for increased revenue from OCEWD by promoting OCEWD to existing students, offering discounted classes for several years after they graduate, and adding culinary and automotive noncredit courses. Establish the Wahiawa Product Development Center as a Commercial Enterprise operation to manage lease agreements to private companies and manage facilities for a fee to Leeward.
- Workforce development needs are increasing, the cost of training is very high for the underemployed and unemployed. Programs are not eligible for financial aid and so seeking out federal, state, or private-sourced funding and contracts is critical. Complete removal of all support for OCEWD will drive tuition higher for programs that are not eligible for federal financial aid. A decentralized model has been attempted by others in the past, the college should reflect on what others have done before moving forward.

**More extramural opportunities**

Seek more grant funding to increase funding and support for areas of high impact: supporting underserved populations, student support services, tuition relief for students on the credit and noncredit side, seed funding for new programs, and support for aging infrastructure.
Develop a systematic or strategic grant acquisition plan. Train faculty and staff to write their own grants. It will benefit them professionally. Grants can pay for buy-out of teaching faculty’s time and hire a lecturer so they can put more focus on the grant project. Buy-out can be for the duration of the grant. Grants can hire Graduate Assistants (GA) to help the PI(s) with grant activities to take some load off of the PI.

Grant planning-writing, development, implementation, and reporting should not be one person’s job. The whole effort of seeking extramural funds is really an on-going, strategic planning/continuous improvement effort that lives within a program; with support from others who have grant experience. Program personnel need to understand that their kuleana is to build capacity and strategies that are worth funders' investment. A program is where grants are won and lost.

Administrators, Division Chairs, and Unit Heads would benefit from increased grant development and management experiences. Practical knowledge among campus leaders and formulating teams across campus will be highly beneficial. Projects that the College will want to sustain (e.g., institutionalize) beyond the initial extramural funding should take priority. Any beneficial/effective strategy that “dies” after the grant is a wasted effort.

**Encourage entrepreneurial activities**

The college can consider additional vendors on campus, hosting events, and selling products. Create an entrepreneurial student club which attracts students from all divisions and to hold a business plan competition that would consist of both Leeward CC students and high school students competing as teams in the competition. Develop Leeward CC as the entrepreneurial capital for the Leeward and Central O‘ahu communities.

Summer and off-hours "hobby shop" or entrepreneurial opportunities for automotive program graduates presents an opportunity for alumni to utilize Leeward facilities for start-up business purposes. Entrepreneurial activities will be encouraged as a low-impact startup by only requiring fees for facility use as needed, which is beneficial for a starting business that is not ready to commit to a long-term lease on an existing shop.

Current AMT partnerships with General Motors and Ford Motor Corporation are in place to serve as local training centers for dealership technicians. AMT facilities are also contracted to serve as a remote training facility for Servco Pacific (Toyota/Lexus). These partnerships provide revenue generation via facilities usage fees when training classes are operated, and also provide specialized tools and new vehicles for program use.

Use the Theatres to generate revenue and for fundraisers featuring student and alumni talent.

Pair OCEWD, Wahiawa Product Development Center, and Business Department with UH Innovation center for technology transfer and entrepreneurship.

Considerations include recognizing that most employees are not typically hired for entrepreneurial skills. Therefore, if revenue is generated, is it the college’s or would there be intellectual property issues? Other considerations are managing workloads and avoiding burnout. Some of these efforts may not result in a great deal of additional revenue.
Other Opportunities

Additional feedback was received, addressing possible opportunities for consideration, which were not a direct position on the Organizational and Resource Plan.

- Intentional marketing to increase enrollment and address workforce demand.
  - Leeward has a great Humanities program. Advertise the ASC in Performing Arts and Music.
  - Leeward has the only Business Technology program (secretarial science) program on the island now that Heald and Remington are closed.
- Have the faculty work with the community to build relationships for places the students can go to work/volunteer with.
- Increase number of non-credit to credit articulation agreements to provide credit onramp for the 3,000+ students served by OCEWD.
- Sell land by consolidating community colleges and revamping UH System structure - 100,000,000 land sale possible from the sale of any community college land and assets.
- System Reorganization and/or Closures
  - Do we need six different campuses with their own individual identities and staff? Reorganize UH into three divisions – UH, Community Colleges and State Colleges (UH Hilo and UWWO).
  - Close one CC campus, maybe two. Sell the buildings and land. Transfer students, faculty and staff to the other remaining colleges. Make appropriate curriculum reform. Let tenure be system-located rather than at individual colleges.
  - Considerations include: difficulty in making some of this happen, communities will not be served as effectively if locations are closed, legislative and community backlash and this would be a one-time cost savings.
- To reduce salary costs, incentivize 12-month sabbaticals at half pay through advertising, easier application and awarding, lower requirements, and reduce time required in between sabbaticals.
- UH System Tuition Increase
  - Could raise close to $16,000,000.00 with a $20.00 per SSH tuition increase based on an estimated delivery of 800,000 SSH per academic year.
  - A $20.00 per SSH tuition increase would add $2,000,000 to Leeward CC based on delivering 100,000 SSH per academic year. See Fall SSH results for the fall 2020.
  - This requires leadership from the UH System, likely community opposition and the BOR would need to approve.
- College Fees and Rates
  - Review charges and fees associated with copy machines and services offered by the Copy Center; set campus-wide pricing structure; increase user fees to cover costs as needed
  - Bank merchant fees are currently assessed to the college whenever an individual uses a debit or credit card to pay for services, like tuition and fees. The bank merchant fees for FY 2020 cost the college more than $112,000. Rather than have the college incur the bank merchant fees, charge the fees to individuals who use debit or credit cards. The surcharge imposed by the college would offset the cost of bank merchant fees.
  - Increase the student health fee to cover current and future costs. Presently, the college subsidizes student health services by tens of thousands of dollars each year.
• Explore opportunities to divest UH Mānoa from managing and operating the Leeward Bookstore. Presently, all UH bookstores fall under UH Mānoa. The Leeward CC bookstore has historically been profitable for UH Mānoa and these profits are used to subsidize other UH campus bookstores that are not profitable.

Instructional and Programmatic Considerations

Online Offerings
Coordination of online offerings between UHCC campuses, along with modality variation, provides pathways for student success. Leeward CC will pursue opportunities to coordinate online offerings within the UHCC System to reduce the number of low-enrolled sections, achieve higher section fill rates, and reduce overload expenses. In an effort to improve student success and enrollment in online courses, Leeward CC recommends encouraging faculty to utilize the Leeward CC DE Guidelines in designing their online courses in an effort to improve quality and increase standardization of online course design. Professional development on the Leeward CC DE Guidelines will continue to be available to faculty. A few noted weaknesses include 1) low-enrolled sections taught in less desirable modality, and 2) standardized course design may reduce faculty ability to be creative and design courses that best fit the needs of the specific content areas.

General Education Offerings
Continue to offer general education courses because they serve an important function to developing well-rounded graduates with global perspectives and critical thinking skills. General education course offerings will be evaluated based on the course value and student enrollment.

Leeward CC recognizes the benefit of coordinating general education course offerings within the University of Hawaii Community College system to offer a wide variety of courses and minimize low-enrolled sections. Coordination of course offerings within the UHCC system will require more time and effort at each campus.

Courses not required in degree pathway
Many courses that are not specifically required in a degree pathway are liberal arts courses, which often will meet elective, general education, and diversification requirements within the Associate of Arts degree and many Associate of Science degrees. A robust liberal arts offering is essential for any higher education institution because it 1) enriches the educational experiences of students, 2) aid students’ understanding of people from different cultures, 3) helps students evaluate possible career paths, and 4) promotes critical thinking. Leeward CC recommends enrollment levels of these courses be considered in determining if a particular course will be eliminated. Elimination of low-enrolled courses may result in some cost savings even as those savings remain unclear.

Evaluate 11-month appointments
The conversion of 11-month to 9-month appointments generated extensive campus feedback and concern. It was generally supported that an evaluation of position eligibility would be warranted and
should be based on the continuous need for services provided. Conversion from 11-month to 9-month should only be made if the current workload is appropriate for a 9-month appointment. If the conversions are made when the workload exceeds a 9-month appointment, this needs to be appropriately addressed and communicated. Furthermore, changes from 11-month to 9-month appointments need to consider the impact of reduction on services on students, retention, matriculation, and enrollment counts.

Consideration to convert faculty in programs with special requirements and summer duties, such as Culinary and Automotive, require consultation with the affected programs. A change will adversely affect students in these programs and industry partnerships (i.e. Ford Asset Program).

Cost savings relative to budget shortfall is unknown. Changes in 11-month to 9-month appointments should only be made when the exact budget shortfall is known. Reduction in services without meaningful impact to budget shortfall is detrimental to students and the campus.

The following points should be considered when discussing the possibility of 11-month to 9-month appointment conversions.

- Those converted from 11-month to 9-month appointments should be exempt from furlough pay cuts.
- Allowing eligible 11-month employees the option to convert to 9-month appointments, rather than be mandated, is strongly supported.
- What happens during the conversion process (e.g. vacation accumulation payouts or added to years of service)?
- Will there be a possibility of creating a 10-month employee category that could allow for departmental continuity of services during off-duty periods, salary savings for the college, and a more manageable pay cut for those who opt to participate?
- Will there be an option to pay overload for weeks worked during off-duty periods (in lieu of the creation of a new 10-month category)? How is that determined and by whom?

Credit Program Duplication: AMT

Leeward CC’s AMT program’s partnerships and collaboration with industry partners provide direct employment to the job market and creates central training hubs for students. Partnerships with Toyota, GM, Ford, FCA/CAP, and Audi are revenue generating for the campus. The depth and breadth of industry partnerships makes Leeward’s AMT program unique and therefore, consolidation is not recommended.

The Leeward CC AMT program directly serves the growing community and workforce needs in leeward O‘ahu. The current AMT Program is not able to keep up with the workforce needs of the industry. The growing population and continued high workforce demands of industry justify the need for an AMT program at Leeward CC.

Leeward offers a standard four-semester AMT program that is more cost effective for students, reduces time to graduation, and is preferred by industry representatives. Through existing articulation agreements with UH Maui College and Kaua‘i CC, Leeward CC students can seamlessly transfer to neighbor island programs without any wasted course credits.
The Leeward CC AMT program is physically situated in an ideal location to minimize commuting times with traffic. During normal traffic hours, there is less traffic congestion to Leeward CC from east O‘ahu than there is for those traveling from west O‘ahu to Honolulu. Leeward CC’s location is ideal for central and leeward communities. Additionally, free parking, rail station location, and bus transportation access make Leeward CC an ideal location for an AMT and all CTE programs.

Program consolidation will cause some students to face long commutes to different campuses. The reduced educational capacity will further exacerbate the industry’s workforce needs. Any AMT program consolidation will lead to increased need for additional operational funding to support any additional course sections, increased supply usage/replenishment, increased waste generation and disposal costs, increased tool and equipment replacement or repair costs, shop vehicle wear, and cost for repair and disposal at the consolidated campus.

A program consolidation will also require staffing increases to handle increased demand, as faculty and staff are needed for extended hours of operation. Furthermore, there are safety concerns with added use of shop and lab spaces; limited spaces; greater need for use of outdoor areas for shop activities with increased student needs; instructors’ abilities to supervise is stretched with the additional areas to monitor. In addition, the sharing of shop and lab space with multiple course sections (morning with afternoon or evening) will limit the efficiency of program function and student learning. Vehicles, stalls, and lab tables must be fully accessible at all times for student work. Leftover (disassembled and uncompleted) work must be removed and stored away for the next same day class. Afternoon or evening class must store away uncompleted work for the next morning class. Vehicles must be reassembled for next class’ students or pushed out of the shop area. Sharing of vehicles is not possible. Lab work must be put aside for next class’ students. Works in progress could be damaged or parts misplaced or lost. Result is lost instructional and student learning time for this daily total clean-up need.

In short, due to extensive industry partnership, growing Leeward Oahu community, and industry workforce needs, program consolidation is not recommended.

Credit Program Duplication: Business Technology

The Leeward Business Technology (BTEC) program enrollment is higher than many other small programs in the UHCC system; however, consolidation of BTEC programs is difficult since there is only one program on O‘ahu. BTEC programs are also at Hawaii CC and UHMC. Leeward CC has the largest BTEC program. Consolidation will minimize access to the program for students on different islands. ARPD Health Call Indicators are “Healthy” for Demand and Efficiency (BTEC, LeeCC, 2020). The consolidation of Leeward CC BTEC programs may save some funding at a UHCC campus, but the cost savings will be minimal. The total cost of the program and projected savings must be considered in determining if program consolidation is warranted. Reducing duplicate credit programs will cause some students to face long commutes to different campuses and/or eliminate access to programs.

BTEC has a UHCC System articulation agreement between BTEC programs to standardize core courses and detail course equivalencies. Faculty should further examine how to align more courses and program requirements in the BTEC articulation agreement.
Credit Program Duplication: Health
Improved access to articulated courses in the UH System will reduce low-enrolled courses at campuses. Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

Credit Program Duplication: Creative Media/Communication/Digital Arts/Media Programs
The Digital Media Program (DMED) currently has 191 majors (DMED, ARPD 2020), which makes it one of the larger CTE programs at Leeward CC. The high enrollment reflects the level of student interest and demand for the program. Kapiʻolani CC has a New Media arts program with 50 students and an average class size of 11. Leeward’s DMED Program has 191 majors with an average class size of 17. It is recommended that Leeward CC keep programs with high enrollment.

UHWO has a new facility but lost several positions due to COVID-19. Leeward CC’s current DMED equipment and computers could be moved to UHWO in a program consolidation. A consolidation of DMED with UHWO will result in higher tuition costs for students and elimination of access to these courses at the community college.

The Leeward CC DMED program recognizes the opportunity to articulate courses with similar student learning outcomes and course alpha and number within the UHCC system. Articulating courses with the UHCC system has the possibility of improving time to graduation for students and a reduction of low-enrolled courses.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Calculus
Discipline faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. Discipline faculty should also coordinate calculus course offerings to provide higher level calculus courses (Calculus II, III, IV) to students in the UH System, perhaps on a rotating basis among the UHCC’s.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Sciences
Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. We should also coordinate calculus course offerings to provide higher level STEM courses to students in the UH System.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: CTE
Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

The determination of low enrollment (currently defined as less than 10 students) is not sufficiently nuanced to take into account the variety of factors influencing enrollment in a particular course. Course limits are subject to facility limitations, equipment limitations, and safety measures. For
example, CULN 223 has a cap of 12 students due to safety and facility limitations, an enrollment of 9 students (currently defined as low enrolled) is in actuality a 75% fill rate.

Creative Media Programs are examining duplicated courses that may be low enrolled in smaller programs. Students from across the system could enroll in those identified courses such as ART 112, offered online by Leeward CC.

**Program facility consolidation**

Although program facility consolidation would reduce the cost of specialized equipment by having it only at one campus, it will lead to students having longer commutes to different campuses and lower overall enrollment. Each campus serves a different community with different needs, goals, and socio-economic influences that determine how to best serve that community and meet industry needs.

Faculty should consider sharing facilities to offer specialized courses with high equipment costs, but there will be no cost saving for equipment and facilities that are already in place and maintained. It is also important to evaluate the required physical space and facilities at a campus and assess the feasibility of increased classes, scheduling, and student safety.

**Low-enrolled, low workforce needs programs**

The UHCC system has the ARPD process in place to evaluate programs, which includes workforce demands relative to enrollment and graduation; therefore, low-enrolled programs are being evaluated in relation to workforce needs. Leeward CC recognizes that the UH system should consider revisions to the process in which perceived low-enrolled and low-workforce need programs are evaluated.

**Possible academic program considerations: Television Production**

TV Production consistently appears on the small program list. As a result, Leeward CC has explored the possible merger of TV Production with Video Track of Digital Media. The cost savings of a program merger is unknown. Leeward CC recommends that program faculty be consulted and included in the discussion of any possible program mergers.
Report Summary

Leeward Community College’s campus feedback recognizes that there may be merit to the centralization of certain functions in Financial Aid, Admissions, Institutional Research, Human Resources, and Fiscal Management. However, in all instances, system-level designees and campus points of contact would be necessary to ensure a balance between consistent system policy and procedural management and customized campus-specific supports. Leeward feedback does not support the consolidation of non-credit units at this time as the campus’ OCEWD division successfully serves the needs of the community and industry and the exploration of strengthening partnerships with the credit side of the college is encouraged.

Several potential revenue streams have been suggested in connection with the Rail (e.g., parking charges, rest stop amenities), renting and leasing campus spaces (e.g., the Pearl, theater, kitchens, grounds), and enhancing Leeward’s OCEWD (non-credit) by strategically partnering and marketing with Leeward’s credit programs. Developing a systematic, strategic grant acquisition plan, including training and incentivizing faculty and staff grant writing activities, would provide both individual and collective benefits. Lastly, multiple entrepreneurial activities (e.g. summer or off-hours automotive “hobby shop” for alumni) and other revenue-generating (e.g., tuition and fee increases) and cost-saving opportunities (e.g. incentivizing 12-month, half-pay sabbaticals) were presented; all of which would require further feasibility studies.

For instructional and programmatic changes, Leeward is supportive of coordinated online and general education offerings within the UHCC system to reduce the number of low-enrolled sections and reduce overload expenses. Elective courses play a significant role in a robust liberal arts education, however, enrollment levels of these courses should be considered when determining discontinuation.

Program consolidations to address credit program duplications are not recommended for Leeward’s Automotive Technology (AMT), Business Technology (BTEC), and Digital Media Program (DMED) due to healthy program indicators, enrollments, graduation rates, and established industry partnerships. A common theme that emerged was the support of articulating courses throughout the UH System with similar SLO and course alpha and numbers in order to improve student access to courses needed for graduation and provide consistency in learner outcomes and experiences. Rather than facility consolidation, it was suggested that faculty consider sharing facilities to offer specialized courses with high equipment costs, although this would not produce substantial cost savings. Low-enrolled indicators need to be examined in context to the course before cancellations. For example, Leeward’s CULN 223 must have a cap of 12 students due to safety requirements and therefore should not be canceled; whereas low-enrolled ART 112 courses across the system could direct students to an online ART 112 offering at another campus. Low-enrolled programs are evaluated by workforce needs and Leeward recognizes that the UH System should consider revisions to the ARPD process to effectively address this.

Lastly, the conversion of 11 to 9-month faculty was a topic that generated much discussion and concern at the Leeward campus. Although it was generally supported that an evaluation of eligibility would be warranted to determine which positions could be converted based on the impacts on student services and employee supports, considerations such as the cost savings to reduction in services must be made prior to any action. Furthermore, it was strongly stated that any 11 to 9-month conversions should be voluntary, exempt from additional furlough pay cuts, and clearly stated
as a temporary or permanent term when presented to eligible faculty. Suggestions for the creation of a 10-month category, rolling duty periods, or summer overloads for those who convert to 9-month appointments were also mentioned.

Overall, Leeward is a willing partner in the upcoming organizational and planning process for the UHCC system. The campus’ strengths lie in its successful programming, potential for additional revenue-generating activities, and student-focused services. However, Leeward’s greatest asset is its people. This report confirms that Leeward’s campus community understands the gravity of the current fiscal situation and is willing to make reasonable adjustments; however, Leeward is not in support of eliminating successful programs and positions that currently contribute to our campus’ success.
Employee Satisfaction Survey

Results from Fall 2019 and Fall 2016

Summary Report

OVERVIEW & PURPOSE
The college strives to provide valued employees with the facilities, tools, and support needed to excel in their positions. We conducted this survey to acquire a better understanding of employee morale, satisfaction, and engagement at Leeward Community College.

This survey was created by the 2nd Cohort of the Leadership Excellence Program (William Albritton, Kathryn Fujioka-Imai, Lori Lei Hayashi, Tracie Losch, and Grant Okamura) in collaboration with the Leeward Community College Office of Planning, Policy and Assessment.

DATA SUMMARY
Overall
The survey had 176 respondents in 2019 and 200 respondents in 2016. There are approximately 500 recipients that were emailed the survey. (Note that this list included active employees and retirees.)
Results

1. Which of the categories below best describes your work status and location at Leeward CC?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
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<tbody>
<tr>
<td>Faculty Leeward CC - Pearl City</td>
<td>115</td>
<td>65%</td>
<td>132</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty Leeward CC - Wai’anae Moku</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Staff Leeward CC - Pearl City</td>
<td>54</td>
<td>31%</td>
<td>59</td>
<td>29.5%</td>
</tr>
<tr>
<td>Staff Leeward CC - Wai’anae Moku</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>200</td>
<td>100%</td>
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2. Are you full-time or part-time?

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<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
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</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>180</td>
<td>91%</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20</td>
<td>9%</td>
<td>20</td>
<td>10%</td>
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3. How long have you been employed at Leeward?

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<th>2016 %</th>
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<tbody>
<tr>
<td>Less than a year</td>
<td>10</td>
<td>6%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>50</td>
<td>28%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>36</td>
<td>20%</td>
<td>46</td>
<td>23%</td>
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<tr>
<td>11 – 20 years</td>
<td>45</td>
<td>26%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35</td>
<td>20%</td>
<td>36</td>
<td>18%</td>
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</table>
4. I know the mission, major goals, initiatives, and priorities of the College.

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<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54</td>
<td>31%</td>
<td>69</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>63%</td>
<td>116</td>
<td>58%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>6%</td>
<td>11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.5%</td>
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</table>

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

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<th>2019 #</th>
<th>2019 %</th>
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<th>2016 %</th>
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<tr>
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<td>47%</td>
<td>90</td>
<td>45%</td>
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<tr>
<td>Agree</td>
<td>76</td>
<td>43%</td>
<td>90</td>
<td>45%</td>
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<td>Not sure</td>
<td>13</td>
<td>7.5%</td>
<td>16</td>
<td>8%</td>
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<tr>
<td>Disagree</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
<td>0%</td>
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6. The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

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<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>20%</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>45%</td>
<td>74</td>
<td>37%</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>20%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
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</tbody>
</table>
7. I participate in the planning processes of my division/department/unit.

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<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>44%</td>
<td>79</td>
<td>39.5%</td>
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<tr>
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<td>20</td>
<td>10%</td>
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<td>13.5%</td>
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<tr>
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<td>12</td>
<td>7%</td>
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8. The College planning process results in improvement of programs and services.

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<td>54</td>
<td>31%</td>
<td>68</td>
<td>34%</td>
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<td>7</td>
<td>4%</td>
<td>8</td>
<td>4%</td>
</tr>
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<td>2.5%</td>
<td>2</td>
<td>1%</td>
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<td>.5%</td>
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9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

<table>
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<td>82</td>
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<td>84</td>
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<tr>
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<td>15</td>
<td>8.5%</td>
<td>14</td>
<td>7%</td>
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<tr>
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<td>3</td>
<td>1.5%</td>
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10. I have the materials and equipment I need to do my work.

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<td>81</td>
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<td>107</td>
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<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>13%</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
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11. The resources provided for my division/department/unit are adequate.

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<td>99</td>
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<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>18%</td>
<td>28</td>
<td>14%</td>
</tr>
<tr>
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<td>7</td>
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### Cleanliness - 2019

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<th>Not Applicable</th>
</tr>
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<tbody>
<tr>
<td>My office space</td>
<td>46 (26%)</td>
<td>87 (50%)</td>
<td>2 (.5%)</td>
<td>22 (13%)</td>
<td>15 (9%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>23 (13%)</td>
<td>79 (45%)</td>
<td>10 (6%)</td>
<td>24 (14%)</td>
<td>9 (5%)</td>
<td>30 (17%)</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>58 (33%)</td>
<td>87 (50%)</td>
<td>12 (7%)</td>
<td>5 (3%)</td>
<td>2 (1%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>(Library, labs, tutoring services, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>36 (21%)</td>
<td>96 (55%)</td>
<td>5 (2.5%)</td>
<td>22 (12.5%)</td>
<td>14 (8%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>37 (21%)</td>
<td>99 (57%)</td>
<td>5 (3%)</td>
<td>16 (9%)</td>
<td>16 (9%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>60 (34%)</td>
<td>86 (49%)</td>
<td>0 (0%)</td>
<td>19 (11%)</td>
<td>7 (4%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>40 (23%)</td>
<td>105 (60%)</td>
<td>5 (3%)</td>
<td>13 (7.5%)</td>
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### Cleanliness - 2016

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<th>Not Applicable</th>
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<tr>
<td>My office space</td>
<td>54 (27%)</td>
<td>108 (54%)</td>
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<td>25 (12.5%)</td>
<td>10 (5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>37 (18.5%)</td>
<td>89 (44.5%)</td>
<td>9 (4.5%)</td>
<td>28 (14.0%)</td>
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<tr>
<td>Academic Support Services</td>
<td>70 (35%)</td>
<td>97 (48.5%)</td>
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<td>3 (1.5%)</td>
<td>14 (7%)</td>
</tr>
<tr>
<td>(Library, labs, tutoring services, etc.)</td>
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<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>10 (5%)</td>
<td>94 (47%)</td>
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<tr>
<td>Landscaping (Gardens, open areas, walkways, etc.)</td>
<td>52 (26%)</td>
<td>113 (56.5%)</td>
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<td>17 (8.5%)</td>
<td>6 (3%)</td>
<td>8 (4%)</td>
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<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>28 (14%)</td>
<td>125 (62.5%)</td>
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<td>23 (11.5%)</td>
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### Maintenance (Is everything in working order?) - 2019

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</thead>
<tbody>
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<td>50 (28.5%)</td>
<td>87 (50%)</td>
<td>1 (.5%)</td>
<td>21 (12%)</td>
<td>13 (7.5%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>26 (15%)</td>
<td>76 (43.5%)</td>
<td>14 (8%)</td>
<td>21 (12%)</td>
<td>9 (5%)</td>
<td>29 (16.5%)</td>
</tr>
<tr>
<td>Academic Support Services (Library, labs, tutoring services, etc.)</td>
<td>44 (25%)</td>
<td>78 (45%)</td>
<td>23 (13%)</td>
<td>7 (4%)</td>
<td>5 (3%)</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (18%)</td>
<td>91 (52%)</td>
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<td>23 (13%)</td>
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<td>Parking Lots &amp; Access Roads</td>
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<td>15 (9%)</td>
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### Maintenance (Is everything in working order?) - 2016

<table>
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<td>1 (0.5%)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>38 (19%)</td>
<td>88 (44%)</td>
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<td>13 (6.5%)</td>
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<tr>
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<td>60 (30%)</td>
<td>89 (44.5%)</td>
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<td>7 (3.5%)</td>
<td>2 (1%)</td>
<td>21 (10.5%)</td>
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<tr>
<td>Facilities (air-conditioning, lights, restrooms, etc.)</td>
<td>31 (15.5%)</td>
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<td>5 (2.5%)</td>
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<td>17 (8.5%)</td>
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13. My division/department/unit is adequately represented at Campus Council.

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<td>76</td>
<td>44%</td>
<td>81</td>
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<tr>
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<td>41</td>
<td>24%</td>
<td>64</td>
<td>32%</td>
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<td>8</td>
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<td>10</td>
<td>5%</td>
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14. Campus Council effectively carries out its role in governance.

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<tr>
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<td>57</td>
<td>33%</td>
<td>57</td>
<td>28.5%</td>
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<td>46%</td>
<td>111</td>
<td>55.5%</td>
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<tr>
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<td>4%</td>
<td>8</td>
<td>4%</td>
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<tr>
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15. Pūko’a no nā ‘Ewa Council effectively carries out its role in governance. *(2019 survey only)*

<table>
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<tr>
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<td>22%</td>
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<tr>
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<tr>
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16. The Faculty Senate effectively carries out its role in governance.

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<td>Agree</td>
<td>75</td>
<td>43%</td>
<td>87</td>
<td>43.5%</td>
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<tr>
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<td>34%</td>
<td>76</td>
<td>38%</td>
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<td>3%</td>
<td>6</td>
<td>3%</td>
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<td>2</td>
<td>1%</td>
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17. The Chancellor provides effective leadership to the campus.

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<th>2016 #</th>
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<td>61</td>
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<tr>
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<td>79</td>
<td>46%</td>
<td>95</td>
<td>47.5%</td>
</tr>
<tr>
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<td>48</td>
<td>28%</td>
<td>31</td>
<td>15.5%</td>
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<tr>
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<td>.5%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
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<td>0%</td>
<td>3</td>
<td>1.5%</td>
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</table>

18. The Administrative Team provides effective leadership to my division/department/unit.

<table>
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<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
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<td>23%</td>
<td>44</td>
<td>22%</td>
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<tr>
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<td>80</td>
<td>46%</td>
<td>88</td>
<td>44%</td>
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<tr>
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<td>36</td>
<td>21%</td>
<td>39</td>
<td>19.5%</td>
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<tr>
<td>Disagree</td>
<td>8</td>
<td>5%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
19. The Administrative Team encourages an open exchange of ideas that foster institutional improvement.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>20%</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48%</td>
<td>81</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>20.5%</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>8%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>3%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>.5%</td>
<td>3</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

20. I feel that I can freely express my opinions.

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>16%</td>
<td>39</td>
<td>19.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>79</td>
<td>46%</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37</td>
<td>21.5%</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.5%</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>6%</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>29%</td>
<td>62</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>43%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>5%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>12%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>17</td>
<td>10%</td>
<td>18</td>
<td>9%</td>
</tr>
</tbody>
</table>
### 22. Please rate the following aspects of your work environment. 2019 Results

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>107 (61%)</td>
<td>638 (36%)</td>
<td>4 (2.5%)</td>
<td>1 (.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>115 (66%)</td>
<td>55 (31%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>87 (50%)</td>
<td>68 (39%)</td>
<td>10 (5.5%)</td>
<td>8 (4.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>75 (43%)</td>
<td>68 (39%)</td>
<td>17 (9.5%)</td>
<td>13 (7.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>54 (31%)</td>
<td>75 (43%)</td>
<td>19 (10%)</td>
<td>226 (13%)</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>71 (41%)</td>
<td>60 (34%)</td>
<td>21 (12%)</td>
<td>18 (10%)</td>
<td>5 (3%)</td>
</tr>
</tbody>
</table>

### 22. Please rate the following aspects of your work environment. 2016 Results

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>119 (59.5%)</td>
<td>68 (34%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
<td>3 (1.5%)</td>
</tr>
<tr>
<td>My work is meaningful.</td>
<td>138 (69%)</td>
<td>54 (27%)</td>
<td>4 (2%)</td>
<td>3 (1.5%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>I enjoy coming to work.</td>
<td>106 (53%)</td>
<td>73 (36.5%)</td>
<td>11 (5.5%)</td>
<td>8 (4%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>I feel safe on campus.</td>
<td>87 (43.5%)</td>
<td>81 (40.5%)</td>
<td>19 (9.5%)</td>
<td>11 (5.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>My workload is appropriate.</td>
<td>57 (28.5%)</td>
<td>80 (40%)</td>
<td>18 (9%)</td>
<td>36 (18%)</td>
<td>9 (4.5%)</td>
</tr>
<tr>
<td>I feel fairly treated.</td>
<td>85 (42.5%)</td>
<td>63 (31.5%)</td>
<td>19 (9.5%)</td>
<td>23 (11.5%)</td>
<td>10 (5%)</td>
</tr>
</tbody>
</table>
23. Overall, how satisfied are you working for Leeward Community College?

<table>
<thead>
<tr>
<th></th>
<th>2019 #</th>
<th>2019 %</th>
<th>2016 #</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>68</td>
<td>39%</td>
<td>84</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>46%</td>
<td>86</td>
<td>43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>11%</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>2%</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>3</td>
<td>2%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
Campus Council Agenda
March 11, 2022
12:30pm - 1:30pm
Online via Video Conference


Voting Members Absent: 0

Non-Voting Members Attending: Carlos Peñaloza, Keala Chock, Leanne Risely, Kami Kato

Non-Voting Members Absent: Kelli Brandvold, Jim Goodman, Ron Umehira

Guests: Summer Barrett, Jayne Bopp, Lori Lei Hayashi, Fa’amaile Betty Ickes

I. Call to Order .................................................. William Albritton, Chair
   A. Reminder: Please prepare and put the link on the agenda to your written report or presentation before the meeting to cover your discussion points clearly and succinctly, similar to what the Faculty Senate does. It also helps the minute takers to know what is important and what is not.

II. Roll Call .............................................. Momi Kamahele and Eiko Kosasa, Vice Chairs
    A. Please sign-in on the new Sign-in sheet with your initials only

III. Approval of Minutes (January 21, 2022)

IV. Old Business
    A. Strategic Planning efforts update........... Strategic Plan Coordinator Summer Barrett

        • Outreach through marketing and communications (video, website, newsletter, etc.)
• Meetings in Jan. & Feb. with campus leadership: Governance Execs, Division Chairs, Waiʻanae Moku Coordinator, Kīpuka Coordinator, OCEWD Coordinator, Student Service Rep., Administrative Service Unit Heads, Academic Services Unit Heads, Deans
• Created subcommittee to research Leeward CC’s genealogy: co-chairs Annemarie Paikai and Poki Pokipala
• Mission and Vision Committee began work in Feb. and Strategic Planning Design Team began work in March
• General Timeline for Remainder of Spring with the Revised Strategic Plan draft a completion target date in early May

V. New Business
A. The Role of Campus Council…………………………….Chancellor Carlos Peñaloza

• To begin a discussion on the role of Campus Council, how to improve it, and how to get everyone to participate.
• Carlos shared a diagram of how he sees Campus Council functioning today where it addresses institutional issues and the College Administration handles programmatic issues.

• ACCJS flagged 2 points to improve upon:
  1) Communication with the public: How can we convey in a general way what our governance process looks like? Carlos wants a comprehensive way for the public to be able to identify our governance bodies and what they do. Website is one way, but not the only way.
  2) Communication within Leeward: How can we communicate effectively with each other such as during a process like the institutional resources process?
Wayde Oshiro (Academic Services): Website is one way to communicate about us, however, internally we don’t even have an understanding of what each group does? For example, do groups feel they have been part of the institutional request process before it gets to Campus Council?

B. Redesign Campus Council Membership

Want to begin a discussion on the composition of Campus Council membership as one of the pieces to make the Council more useful and engaging.

Wayde Oshiro: suggested we create a working group to look at Campus Council

C. Restroom renovation (FA and AM buildings)

Susan Lum

Wanted to know when the bathrooms in FA and AM would be renovated because they were missed the last time.

Grant Okamura (O&M): FA and AM bathrooms are on a project list and were not forgotten.

VI. Campus Reports

A. Faculty Senate Report

FS Chair Michael Oishi

B. Pūkoʻa no Nā ‘Ewa Council Report

Nā ‘Ewa Vice Chair Christopher Pokipala

No report

C. Student Government Report

SG President Alex Williamson

On April 7, student government will have its involvement fair and student government sent memo to Kalbert Young questioning the refund status for registration

D. Reports/Concerns from Other Campus Council Members: Academic Services, Administrative Support Group (ASG), APT Group, DCs, Lecturer Group, Kīpuka, OCEWD, O&M, Student Services, Waiʻanae Moku

Administrative Support Group (ASG) and the Lecturer Group decided to present their reports next month because there was not enough time.

E. Administration Report(s)

Carlos gave a quick update report for Kelli on the recent mold testing which came back fine. Only one classroom (MS 204) had a higher level of elevated spore count and must be retested. More detailed report will be given next month.
VII. Campus Announcements

VIII. Notice of Next Meeting – Friday, April 8, 2022 (12:30 pm - 1:30pm) on zoom

IX. Adjournment

See the Campus Council website for meeting dates, membership information, and Constitution and By-Laws
EXTERNAL EVALUATION REPORT

University of Hawaii – Leeward Community College
96-045 Ala Ike
Pearl City, HI 96782

This report represents the findings of the evaluation team that visited
Leeward Community College from October 15 – 18, 2018

Patrick U. Tellei, Ed.D
Team Chair
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Leeward Community College
Comprehensive Evaluation Visit

Team Roster

Dr. Patrick U. Tellei (chair)  
President  
Palau Community College

Ms. Deikola Olikong (assistant)  
Director of Institutional Research & Evaluation  
Accreditation Liaison Officer  
Palau Community College

Dr. Steven Reynolds (ACCJC staff liaison)  
Vice President  
ACCJC

Dr. Judy Kasabian  
Professor, Mathematics  
El Camino College

Ms. Evelyn Lord  
Head Librarian  
Laney College

Dr. Henry Shannon (System Team Chair)  
President  
Chaffey College

Ms. Julie Sanchez (System Team Assistant)  
Executive Assistant  
Chaffey College

Mr. Paul Wickline  
Interim Associate Vice President for Education Pathways  
Dean, School of Social and Behavioral Sciences  
College of the Canyons

Mr. Brian Thiebaux  
Instructor, English and Business  
Palo Verde College

Dr. Monica Flores-Pactol  
Vice President of Instruction  
Folsom Lake College

Dr. Mark Sanchez  
Assistant Superintendent  
Vice President of Student Services  
Cuesta College

Dr. Kay Nguyen  
Dean of Research, Planning & Institutional Effectiveness  
Golden West College

Ms. Eloisa Briones  
Vice President of Administrative Services  
Skyline College
A 10-member Evaluation Peer Review Team visited Leeward Community College on October 15 – October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team evaluated how well the College is achieving its stated mission, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for the Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the campus visit, the team chair attended a team chair training on August 2, 2018 in Los Angeles, California. The evaluation team attended team training on September 5, 2018 in Los Angeles, California. The team chair and team chair assistant pre-visited Leeward Community College on September 7, 2018 where tours of the main campus in Pearl City and the Waianea Moku Center were made available by the College.

The evaluation team received the College’s Institutional Self Evaluation Report (ISER) and related evidence in August 2018, well in advance of the team training and campus visit. The team found the ISER to be well-written and comprehensive with related supporting evidence. The ISER appropriately addressed the Accreditation Standards, Eligibility Requirements, Commission Policies, as well as USDE regulations. The team confirmed that the ISER was created through a broad process of College participation and was well examined prior to submission to Accrediting Commission for Community and Junior Colleges (ACCJC). The team found the ISER to be a thoughtful and largely accurate reflection of the current status of the College with the inclusion of an Institutional Quality Focus Essay outlining two overarching action projects to support the College Institution Set Standards for Student Achievement.

Prior to the campus visit, team members completed their team assignments from the team chair. The team assignment identified areas for further investigation and provided a list of interview requests, as well as additional evidence to review. On October 15 – 18, 2018, the team first visited the Waianea Moku Center that has more than 500 students. The team visited the Waianea Moku Center on the first day of the visit where the Center welcomed the team with a Hawaiian chant and provided a tour of the center. Two forums with students and with faculty and staff were also scheduled that day. Both forums were well attended by students, faculty and staff. The main campus hosted a welcoming reception on October 16th followed by a campus tour.

During the visit, team members held more than 35 individual/group meetings and interviews with approximately 100 students, faculty, classified staff, and administrators. The team also
reviewed comments provided by internal and external community members. The team visited classrooms, labs, tutoring center, student support center, library, bookstore, cafeteria, Culinary Arts restaurant, and different programs and service areas of the College. The team members were also invited to sit-in scheduled Campus Council Meeting, Curriculum Committee Meeting, Financial Management Group Meeting, and Faculty Senate Meeting. Three team members visited the campus during one evening to re-affirm the services provided to students attending evening classes, and to confirm the safety and security of students who are in the campus at night.

The team found the College was well prepared for the team visit and the team felt the warm “Ohana” welcome by the entire College. The outstanding support provided to the team during the College visit was acknowledged by the entire team.

The team found that the College satisfies all Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations, but provided one recommendation to meet standards, two recommendations to improve institutional quality and effectiveness, and seven commendations.
Major Findings and Recommendations of the
2018 External Evaluation Team

Team Commendations

Commendation

1. The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission’s core values throughout the curriculum, services and culture of the college. (I.A)

2. The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)

3. The team commends the College for the development of the innovative learning support program “The Hub”, which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)

4. The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

5. The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)

6. The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

7. The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)
Team Recommendations

Recommendations to Meet Standards:

Recommendation

1. In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

Recommendations to Improve Quality:

Recommendation

2. To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)

3. In order to improve effectiveness, the team recommends that the College develop a mechanism to inform the College community about the college governance structure, membership and responsibilities of committees, pertinent policies and the college decision-making process. (IV.A.6)

4. In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
Leeward Community College 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 Community College 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 Community College 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 Community College - 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. During the visit in October 2018, the center had a headcount enrollment of 548 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 Community College. One constant over the past 50 years has been Leeward’s focus on student learning as its motto makes clear: “To help people learn.”

Leeward Community College 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. The Board of Regents approved this program for established status in June 2018.

Leeward Community College 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 Community College’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 Puʻuloa 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 Waiʻanae town to a neighboring community. The previous Waiʻanae 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 Waiʻanae 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 Waiʻanae 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.
Eligibility Requirements

1. Authority
   The Team confirmed that Leeward Community College is a comprehensive two-year institution authorized to operate under the authority of the state of Hawaii and the UH Board of Regents to award academic degrees and certificates. This is also confirmed based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

   The College meets Eligibility Requirement.

2. Operational Status
   The Team confirmed that Leeward Community College is operational and provides educational services to approximately 6,800 students each year who are enrolled in degree applicable credit courses. The College awarded 1,019 degrees and certificates in 2017.

   The College meets Eligibility Requirement.

3. Degrees
   The Team confirmed that majority of courses offered by the College lead to a degree and/or transfer. The majority of the College’s students are enrolled in one of 15 associate degree programs. All of the degree programs are two years in length where significant proportion of the students at Leeward CC are enrolled in them.

   The College meets Eligibility Requirement.

4. Chief Executive Officer
   The Team confirmed that Leeward Community College has an institutional CEO (interim chancellor) who was appointed by the Board of Regents in July, 2018 who has the authority to administer Board policies, and whose full-time responsibility is to the institution. This CEO does not serve as the chair of the Governing Board.

   The College meets Eligibility Requirement.

5. Financial Accountability
   The UH system outlines policies and procedures for internal controls; an independent accounting firm audits the UH systems; and major campus audits are annually taken place to ensure financial accountability. Results of audit reports are made available to college constituents and communities it serves.

   The College meets Eligibility Requirement.
Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

**Public Notification of an Evaluation Team Visit and Third Party Comment**

**Evaluation Items:**

<table>
<thead>
<tr>
<th></th>
<th>The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.</td>
</tr>
</tbody>
</table>

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<table>
<thead>
<tr>
<th></th>
<th>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.</th>
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**Narrative:**

The College informed its constituents by posting a link to the ACCJC third-party comments on its college website prior to the accreditation site visit. The College informed its students, faculty, staff and the communities it served through students meetings, faculty and staff meetings, as well as information to the community and leadership constituents. As a result, all open forums were
well attended by students, faculty, classified staff, management, and community officials and leaders.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

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<table>
<thead>
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<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

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**Narrative:**

The UHCC System has set institutional-set standards for student achievement where it is implemented at the College campus level. The College uses data to determine how well it is accomplishing its mission through the UHCC System’s institutional-set standards for student achievement. The set standards are reviewed regularly where administrators use the results to
identify institutional priorities for the coming year. Each institutional-set standard has a minimum level of achievement and an aspirational target for improvement. The College has not set its own specific institutional-set standards; however, the College has set College goals under the umbrella of the UHCC System’s institutional-set standards for student achievement.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<table>
<thead>
<tr>
<th></th>
<th>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</td>
</tr>
<tr>
<td></td>
<td>Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.</td>
</tr>
<tr>
<td></td>
<td>The institution demonstrates compliance with the Commission <em>Policy on Institutional Degrees and Credits.</em></td>
</tr>
</tbody>
</table>

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

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</table>

**Narrative:**

Course credit hours are consistent with courses offered at colleges throughout the United States meeting program lengths required by higher education. Degrees are at least 60 credit hours in length and laboratories classes are appropriately structured.
Transfer Policies

Evaluation Items:

| X | Transfer policies are appropriately disclosed to students and to the public. |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer. |
| 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).]

Conclusion Check-Off (mark one):

| X | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative:

The College adheres to Executive Policy (EP) 5.209 – Student Transfer and Inter-Campus Articulation. The policy states that student who has 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. The College is a liberal arts institution with strong transfer programs that are aligned with the four-year degree programs at the University of Hawaii four-year institutions. The 15 associate degree programs offered by the College are transferable degree programs to the University of Hawaii four-year institutions or other colleges and universities in the United States.
**Distance Education and Correspondence Education**

**Evaluation Items:**

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<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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).</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission <em>Policy on Distance Education and Correspondence Education</em>.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

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**Narrative:**

Although Distance Education (DE) is not specifically named in Leeward’s Mission Statement, DE courses and programs offered through the college are consistent with the educational objectives expressed in the Mission Statement. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments.
Student Complaints

Evaluation Items:

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<tbody>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

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<td>□</td>
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</table>

Narrative:

The College has a clear procedure for student complaints which is outlined in the college catalog, college website, and several publications from the College Student Services. Student complaints are dealt with accordingly and confidentially. Results of student complaint are shared amongst appropriate constituents and are also used for institutional improvement when deemed necessary.
Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- 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.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Leeward Community College provides accurate, timely, and appropriate detailed information to current students, potential students and the public regarding its programs, locations, and policies through college catalog, college website and other college publications.
**Title IV Compliance**

**Evaluation Items:**

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

[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.]

**Conclusion Check-Off:**

|   | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

**Narrative:**

The College is in compliance with the Federal Title IV regulations and USDE requirements.
Standard I

Mission, Academic Quality and Institutional Effectiveness

IA. Mission

General Observations:

As part of the University of Hawaii system, the Leeward Community College mission aligns with the university mission’s commitment to open, accessible, quality learning, and includes language affirming active support for the participation of Native Hawaiians. The college mission plays an integral role in institutional planning, prioritization and resource allocation. The college follows a regular mission review process that culminates in approval by the Board of Regents.

Findings and Evidence:

Leeward Community College (LCC) directs its mission of providing high-quality liberal arts and CTE (career and technical education) to all students. In alignment with the University of Hawaii, the college also makes a special commitment to Native Hawaiians. To emphasize this point, the mission and values statements appear side-by-side in English and Hawaiian. The mission emphasizes a student-focused, collaborative and supportive approach to learning and student success. (I.A.1)

The college uses a strategic planning process to determine its effectiveness in meeting its mission and the educational needs of students. The LCC Strategic Plan 2015-2021 aligns five goals with the college mission and the UHCC Strategic Directions 2015-2021. As part of the process, the college reviews data targeted at these goals including data to determine if it is accomplishing its mission to Native Hawaiian students. Departments also review program-level data annually as part of the program review cycle. Additionally, the college analyzes data connected to the UHCC institution-set standards, which also serve as the college’s institution-set standards, to identify institutional priorities. (I.A.2)

The institution engages in an Integrated Planning and Budgeting Process that uses the college mission as a central component of the Comprehensive Review and Evaluation (CRE) program review template. Each program and student service aligns its program mission with that of the college. The CRE and Annual Report of Program Data (ARPD) identify resource requests, which the divisions and Campus Council prioritize. In turn, the college develops a budget based on these priorities. (I.A.3)

The college mission appears in key college publications, including the catalog, the website, the strategic plan and employee handbooks. It is also posted throughout classrooms, labs and other campus spaces. The college adopted a Policy on Institutional Mission in January 2010. The policy calls for review of the mission at least every six years. The Board of Regents (BOR) approved the current mission statement in May 2012, following a two-year process. The campus conducted an abbreviated review of the mission in 2017 and made no changes. (I.A.4.)
Conclusions:

The College meets Standard 1A.

Commendation 1:
The team commends the college for its mission, which emphasizes student support, quality learning opportunities and open access and includes a special commitment to Native Hawaiian students. The college embraces its mission, in planning and action, as evidenced by a consistent integration of the mission’s core values throughout the curriculum, services and culture of the college. (I.A)

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College’s response to standard IB in the Institutional Self Evaluation Report (ISER) demonstrates dialogue on student learning, equity, and academic quality throughout college program and services. The college provides sufficient evidence that it meets the standard. Site team interviews with campus personnel confirm the College engages in an annual program review process which includes Annual Report of Program Data (ARPD) and comprehensive / long-range planning (Comprehensive Review and Evaluation or CRE) occurring every four years, led by the Office of Planning, Policy and Assessment (OPPA). Additionally, the integrated planning process could be clearer and the college indicated that it is working to improve the planning process. Another area that needs to be addressed is the cycle of when policies are reviewed and evaluated. The college acknowledges that while the college evaluates its policies and procedures every five years, there are certain policies that have not been touched since 2012. The policy on course and program perquisites had an effective date of February 1992. In conversation with the Vice Chancellor of Academic Affairs, the College indicated that it is working to fully staff the Office of Planning, Policy, and Assessment which would provide OPPA with the capacity to complete the review/evaluation of policies and developing an evaluation calendar of when policies are reviewed and revised.

Findings and Evidence:

Dialogue concerning outcomes, equity, and institutional effectiveness and efforts to address continuous improvement of learning and achievement occur in multiple groups across the College. The Assessment Committee facilitates dialogue regarding learning outcomes and coordinates efforts to institutionalize assessment policies and practices and train faculty and College personnel to use the homegrown assessment database (“KNACK”). The institution supports an assessment technician who works with all constituencies to develop, implement, and improve the functionality of the new assessment database. While assessment results from Service Area Outcomes (SAOs) are available in Tk20, most are more than 10 years old. SAOs are not accessible by the site team in KNACK and appear to be submitted to division, program, and support area representatives. However, assessment data and dialogue is captured in the ARPD.
Dialogue on student equity takes place in informal administrator-led Talk Story sessions and at specific locations like the Wai‘anae Moku Education Center. According to the ISER, dialogue on academic quality and institutional effectiveness takes place at vice president for community colleges (VPCC) campus forums, in governance groups, and at bi-annual convocations. However, with the exception of the convocation and its use of table top discussions, little evidence is provided to demonstrate sustained, substantive and collegial dialogue is taking place around outcomes assessment at the course, program, GE or Institution-level. Team interviews confirmed the institution can improve dialogue on outcomes assessment and implications for assuring academic quality. (1.B.1)

The College defines and assesses student learning outcomes within instructional and learning support service. The College has developed instructional course learning outcomes (CLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), institutional learning outcomes (ILOs) and support service area outcomes for all programs and services (SAOs). CLOs are identified in the Curriculum Management Database and assessed directly by the instructor. CLOs are linked to PLOs through the assessment database Tk20. Currently, the College assesses PLOs through the mapping process in Tk20 and personnel reflect on results within the ARPD; however, the institution presented minimal evidence of meaningful assessment at the program level. As confirmed through interviews, the new outcomes assessment database (KNACK) does not yet have mapping capabilities. GELOs are assessed on a rotating cycle led by a faculty task force that developed and normed rubrics for its GELOs. They are finalizing a rubric for “ethical reasoning” and working with Writing Intensive course instructors to begin the next round of GE assessment. ISLOs are assessed through attitudinal student surveys, not direct measures of assessment. GELO assessment is reported in the ARPD and discussed at Faculty Senate.

The College provided data that shows 71% of courses in Catalog have been assessed. While the College is discussing assessment results in individual programs and areas, it can better engage in College-wide dialogue about academic quality and institutional effectiveness, particularly related to student learning. With the exception of an example of PLO assessment informing changes to instruction in the AA in Teaching Program and the aforementioned GELO assessment, dialogue is not college-wide. The same could be said for SAOs with an example of assessment training provided as evidence of assessing the learning outcomes using qualitative and quantitative data and only one example provided of an ARPD using data to request additional personnel. (I.B.2; ER11)

The College uses the UHCC System established institution-set standards based on the UHCC Strategic Directions 2015-2021 and regularly assesses performance against these standards. These standards are aligned with the College’s Strategic Plan 2015-2021, mission, and College goals including its goal of increasing retention and persistence by ten percent within a year. In pursuit of continuous improvement, each standard has baseline and target values, which the College annually assesses, shares with the campus community through VPCC presentations and its intranet, and publishes on the college and system websites (I.B.3).

The College has established a clear culture of assessment in which faculty and others identify, enter and reflect upon data entered into the assessment database (Tk20) and now KNACK. The
ARPD requires data, analysis, and reflection. OPPA staff, program coordinators, and unit heads utilize assessment data via ARPD and the four-year Comprehensive Review and Evaluation (CRE) to support student learning and achievement. The Institutional Effectiveness Report (IER), published every four years, incorporates data on student achievement and institution-set standards and disseminates this report widely across the campus. (I.B.4)

Through its use of the ARPD and CRE, the College effectively analyzes and assesses its ability to accomplish its mission using student achievement and student outcomes data. Data on key performance indicators regarding student achievement is disaggregated at the program level. Budget requests are integrated into the CRE and all planning and budget requests move through a cycle referred to as the College’s Integrated Planning and Budgeting Process. Planning and budgeting documents include the ARPD, a Resource Implications Template, the CRE, and the IER. All of these documents require an identification and analysis of data. (I.B.5)

Currently, the College is only disaggregating and analyzing student achievement data, not learning outcomes data. The College is using the UHCC identified performance gaps for Federal Pell Grant recipients and three underrepresented student populations: Native Hawaiian, Filipino, and Pacific Islander and disaggregating the achievement data to evaluate the impact on these populations. The IER identifies and communicates the equity gaps to the campus community. One effort to address the equity gaps is the UH system-wide Acceleration Initiative. Through collegial consultation, the College has shortened and accelerated developmental course sequences and adopted a co-requisite model and funded requests for equipment, support and professional development. The College engages in various efforts to monitor and address performance gaps for its Native Hawaiian students. Team’s visit to the Wai’anae Moku Education Center validates the efforts that the College has made to allocate resources to support Native Hawaiian students. Additionally, the College continues to monitor DE student success noting continued success rates similar to those taking face-to-face courses. (I.B.6)

The Office of Planning, Policy, and Assessment (OPPA) is charged with reviewing institutional policies and practices. But according to the ISER, OPPA has been understaffed leading to a delay in reviewing some policies. For example, L5.200, the Policy on Course and Program Prerequisites, has not been reviewed since 1992. L1.201, Policy on Shared Governance, had not been reviewed since 2003, but is under review. Interview with OPPA staff indicated that the College recognizes that it needs to establish a calendar to regularly evaluate its policies and will work to review and update policies once it has filled vacancies in OPPA. In spring 2017, the College reviewed the program review process noting strengths and areas for improvement which will be presented by an ad hoc committee. The College regularly administers employee satisfaction surveys to determine effectiveness of policies and practices across all areas of the institution. However, it is unclear if this invitation is extended to students. (I.B.7)

The primary methods for communicating assessment and evaluation results are the ARPD, the CRE, and the IER, which the college makes available on its website. The team learned from interviews that limited functionality of TK-20 has been a significant barrier to effective dissemination and discussion of assessment results. The college is transitioning to KNACK which should allow for easier reporting, dissemination and discussion of results. (I.B.8)
The College demonstrates a commitment to and an engagement in a well-established, institution-wide, systematic and integrated process of evaluation and planning. In 2012, the College determined that the planning and budgeting process needed revision and engaged in comprehensive analysis and inquiry to develop, approve, revise and institute the existing process. Throughout this process, the College engaged all those involved in the planning process through surveys and discussions at the Campus Council to ensure broad-based involvement in the new planning and budgeting process. The current process involves an annual leadership retreat, dissemination of an overview and timeline for the Integrated Planning and Budgeting Process, resource requests and prioritization of those requests, and resource allocation. In 2017, the College updated, published and disseminated its Integrated Academic, Facilities, and Enrollment Plan 2015–2021 to communicate updates to the planning process. Additionally, in an interview with site team members, College Council representatives cited the Integrated Planning Handbook as an effective means of communicating to campus personnel the planning and budget allocation process. Internal planning documents (ARPD, CRE) are used to determine needed resources and to recommend resource prioritization.

Through the annual program review (ARPD) process and the larger four-year CRE, all institutional programs engage in planning that informs resource requests and allocations addressing both short-term and long-term needs necessary to accomplishing the mission of the College. However, as acknowledged in the ISER and supported by findings from the team’s interviews, the College can more effectively communicate the improvements in programs and services to its stakeholders as a result of the integrated planning process. The College recognizes this need and is working to address it through an ad hoc committee. (I.B.9)

Conclusions:

The College meets Standard IB, with the exception of I.B.7.

Recommendation 1:
In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and practices. (I.B.7)

Recommendation 2:
To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)

IC. Institutional Integrity

General Observations:

The college provides a significant amount of information to all its constituents (students, prospective students, faculty, staff, administrators, board of regents, and the community) regarding the college, courses, programs, degrees and certificates, and policies and procedures pertinent to the stakeholders in print and electronic means. Through its programs and services and underlying philosophy, the college demonstrates that students and their education are at the forefront of all that it does. Regular self-examination and reflection provides the college will the
mechanism to continue on a cycle of self-improvement. As part of this cycle, the college has moved to a culture of assessment as it guides institutional policy, teaching and learning, and resource allocation.

Findings and Evidence:

The college catalog, provided in print and electronic forms, is examined annually and revisions are made should they be needed. The Office of Planning, Policy, and Assessment (OPPA), the entity which takes on role of updating the catalog, readily seeks input from faculty, staff, administrators, and students about the necessary revisions that need to be made. Careful attention is paid to ensure that all information published in the catalog is accurate and current. (I.C.1; I.C.2)

College wide communication is also the responsibility of Creative Services. As part of its work, it ensures that the communication to all constituents – students, faculty/staff, administrators, and the community is accurate and informative. It maintains the college website, social media sites, and other communication means so that information offered both internally at the institution and externally to the UH system and community accurately reflects the college’s mission and its work to best serve its students. (I.C.1)

The collection and analysis of assessment data and the thoughtful reflection of its implications is an integral part of the college’s work to ensure the academic quality of its educational programs and services. All courses have learning outcomes (CLOs), all programs have learning outcomes (PLOs), and the general education program has learning outcomes (GELOs) and they are vetted and approved by the college curriculum committee and housed the Kauli Student Curriculum Management System. Data from learning outcomes and other pertinent information is collected, analyzed, and reported in the Annual Report of Program Data (ARPD) and the six-year cycle of Program Review. (I.C.3)

The college catalog provides accurate information to students and prospective students about the institution, programs, courses, degrees and certificates, costs and fees, the code of conduct (published in the catalog and Student Handbook), the policies pertaining to academic honesty, responsibility, and academic integrity, and the consequences of dishonesty. (I.C.1; I.C.6; I.C.8; I.C.10) Students and prospective students are well-informed about the college’s degree programs, certificates of achievement, and certificates of competency with regard to the purpose, content, course requirements, and learning outcomes. (I.C.4) The College continues to examine ways in which it can make the cost of education more affordable. The use of the Open Educational Resources (OER) when available continues to be an effective way for students to minimize the cost of textbooks. (I.C.6)

The college catalog provides accurate information to faculty, staff, and administrators regarding Board of Regents policies and procedures pertaining to academic freedom and responsibility and professional accepted views to ensure that all constituents are treated fairly and equitably. (I.C.7; I.C.9; I.C.10)
The college respectfully complies with external entities which govern the accreditation of the college and its programs. Specifically, the college adheres to the Eligibility Requirements (Department of Education) and Accreditation Standards (ACCJC) as well as the agencies which accredit the Automotive Technology Program (National Automotive Technician Education Foundation), Culinary Arts Program (American Culinary Federation Foundation Accrediting Commission), Health Information Technology Program (Commission on Accreditation for Health Informatics and Information Management Education), and the Teacher Education Program (State Approved Teacher Education Program). The college website has a link which offers information about the accreditation process, the timeline for completion, and the Institution Self Study Report. The college website provides accurate information about the institution’s status of accreditation by ACCJC. The status of accreditation for the Automotive Technology Program, Culinary Arts Program, Health Information Technology Program, and the Teacher Education Program are provided on the respective webpages for each of these programs. The college continues to work with external agencies respectfully and adheres to their requirements and deadlines in a professional manner. (I.C.12; I.C.13)

The Strategic Plan 2015-2021 is the guiding document used by the college to ensure that its programs and services align with the institution’s mission and goals. This collaborative effort reflects the varied viewpoints of its constituents and clearly demonstrates that students and their education receive the highest priority. (I.C.14)

The college utilizes the L1.101 Policy on Policy Development Process as its mechanism to determine how policies are made. The college’s governance groups and appropriate administrators are responsible for determining if policies and procedures continue to reflect the college’s mission. Creative Services is responsible for examining and updating the college wide publications. (I.C.5)

The college has no foreign locations. (I.C.11)

Conclusion:

The College meets the Standard IC.
Standard II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

Leeward Community College provides consistent, high quality liberal arts and CTE education through a variety of modalities. Faculty ensure quality course content and instructional methods through a rigorous curriculum approval process. All courses have student learning outcomes which faculty assess regularly. The College has taken significant steps to meet the changing needs of students, including aligning pre-collegiate level curriculum with college-level curriculum through an accelerated learning program and developing strong support for distance education. The institution follows standard practices with regard to awarding credit and degree requirements. The College Catalog provides guidance on program completion and transfer requirements. Program learning outcomes align with General Education Learning Outcomes. CTE degrees and certificates lead to appropriate technical and professional competencies. The College regularly evaluates instructional programs. If the College eliminates a program, students are allowed up to two years to complete the program. If the College identifies a need for additional program resources, the program review process provides a means of allocating resources for this purpose.

Findings and Evidence:

The college’s programs of study are consistent with its mission in terms of content, targeted student population and delivery modes. Leeward offers 15 associate degrees and 12 certificates of achievement in the liberal arts and career and technical education (CTE), enabling students to transfer and pursue careers. The college offers programs through the main campus, at the Wai‘anae Moku Education Center and at several high school locations. It also provides special academic programs for native Hawaiians. Students can take courses in face-to-face, hybrid and distance education modalities. The college evaluates its programs annually through the Annual Report of Program Data (ARPD). DE courses and programs are required, like all other courses offered through the college, to have clearly defined and appropriate student learning outcomes. DE courses and programs, including outcomes, are evaluated in ARPDs and other assessments. (II.A.1)

The curriculum development and review process is systematic, with extensive involvement of faculty to ensure courses meet acceptable professional standards. Courses and programs are evaluated in the Annual Report of Program Data (ARPD) and in Comprehensive Review Evaluation (CRE) reports. In its review of a sampling of ARPD and CRE reports, the team found that the reports adhere to the required templates, and that the reports establish goals for improvement. The team was not able to follow up on the eventual results of stated goals in the ARPD and CRE reports reviewed. (II.A.2)

The College discussed the assessment of SLOs, summarized in the document, during spring 2018 Convocation Roundtable Discussions. In that report, faculty expressed the need for better
faculty training in Tk20, the database program that stores and reports SLO data. The subject also emerged as one of the two key activities recommended in the Quality Focus Essay. In interviews with college personnel, the team learned the college has recently transitioned to a home-grown assessment database called KNACK; however, because the program is so new, there has not been enough time to evaluate its effectiveness. The team’s examination of a sampling of face-to-face and DE course syllabi indicated that essential elements, including course SLOs, are included in syllabi. (II.A.3)

The college has taken an early lead in thoughtfully developing its accelerated programs in mathematics and English. Their work began in 2012 in English for classes that were one and two levels below transfer level and have expanded this effort so that students can complete a transfer level course along with a class that precedes it, as evidenced by the 2016 ARPD in Remedial/Developmental Writing. The mathematics department began its work in accelerated courses shortly thereafter by addressing courses that were one to three levels below transfer. A collaborative climate among faculty occurs regularly along with ongoing professional development. Both departments regularly examine the work on the accelerated courses, student retention and success rates, and make adjustments when needed. Consistent with this standard, the college distinguishes clearly between pre-college and college levels in its course numbering system. The College develops and assesses pre-college curricula in the same manner that college-level courses and programs are developed and assessed. (II.A.4)

The college’s policies and practices ensure “appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning” in its courses. Moreover, the college requires that distance education course proposals demonstrate “timely and effective interaction” between instructor and student, and identify technological skills required to complete the course, as defined in the Leeward CC DE Guidelines. DE courses and programs provided through the college are subject to the same control, development, implementation and evaluation as all other courses and programs offered under the name of the college. The team examined a sampling of twenty-six DE courses through Laulima and found all to be compliant with each of the policy elements stated in the ACCJC Policy on Distance Education and Correspondence Education, July 2011. (II.A.5)

The college uses the STAR system, enabling students to track their progress toward a degree or certificate. The system also enables faculty and administrators to evaluate space utilization, fill rates and other course characteristics to improve effectiveness in scheduling and to facilitate student progress. (II.A.6)

The college is effective in evaluating and meeting the changing needs of a diverse population of students. It does so through various means: accelerated learning programs in math and English, a variety of DE courses (including an AA in Teaching that can be earned primarily via DE), professional development workshops for faculty to enhance teaching skills including the use of technology, five-week long DE courses designed for working adults, and the use of open educational resource materials. The College’s DE courses and programs are consistent with the core values of open access and meeting the needs of students, as expressed in the College mission. (II.A.7)
Since the college does not use department-wide course or program examinations, this standard does not apply. However, in a related activity, the college has started pilot programs to award academic credit for incoming students’ life experience through portfolio-based assessment and other efforts. (II.A.8)

The two system-wide policies relevant to this standard are UHCCP 5.203 (Program Credentials: Degrees and Certificates) which sets graduation requirements and UHCCP 5.228 (Credit Hour) which defines credit hours. The college faculty conduct learning assessments of all course and program outcomes. (II.A.9)

The College publishes transfer-of-credit policies via the college Catalog and website. Equivalency information within the UH system is searchable by students through the UH System Course Transfer Database. The College certifies the comparability of learning outcomes of courses from outside institutions with its own courses through syllabus review by academic advisors and, when needed, transcript review by faculty. There are numerous course and program articulation agreements between the College and the UH system. (II.A.10)

Program learning outcomes, PLOs, have been established for each of the College’s programs, and they are published in the College Catalog. Based on the team’s review of a sampling of instructional and learning support ARPDs and CREs produced over multiple years, it is evident the College performs assessments of PLOs in those reports. Furthermore, the College has established seven specific learning outcomes in all its instructional programs in addition to program-specific outcomes; the seven learning outcomes align with the outcomes delineated in Standard II.A.11, thereby ensuring that GELOs meet that accreditation standard. The College has named these outcomes General Education Learning Outcomes, or GELOs; each GELO provides for specific skill standards, which are listed in the College Catalog. The College requires that each course in the general education program be mapped to PLOs, and to at least one GELO specific skill standard. The team examined the SLOs listed in the course outlines of record for six courses in the general education program, namely, ANTH 151, GEOG 101, PSY 260, ENG 100, HIST 152, and ENG 272, and found that each course has at least one SLO that addresses at least one GELO skill standard. This analysis demonstrates that general education course outcomes are mapped to general education outcomes, which, in turn, are consistent with the skills delineated in Standard II.A.11. (II.A.11)

The College publishes a carefully considered general education philosophy in the college catalog. All associate degrees require core courses categorized as “foundations” or “diversification.” Additionally, associate degrees require “focus” courses identified as writing intensive; Hawaiian, Asian and Pacific issues; contemporary ethical issues; and oral communication. Faculty-led boards review and approve courses proposed as foundation, diversification or focus. Degree program outcomes align with the learning outcomes identified in Standard II.A.12. (II.A.12)

College degree programs require focused study in at least one area of inquiry or an established interdisciplinary core. Faculty identify the specialized courses that make up the focused study based on appropriate learning outcomes and competencies. (II.A.13)
All CTE programs, both credit and noncredit, require learning outcomes and are subject to the same assessment process as other courses offered by the college. Every CTE program has an advisory board made up of industry representatives to provide guidance on professional competencies and emerging industry needs. Additionally, many of the college’s CTE programs are accredited by external agencies that require their own competencies. (II.A.14)

UH policy RP 5.201 (Instructional Programs) includes a section on handling program termination. The policy stipulates that the College will meet commitments for up to two years for students enrolled in programs designated for termination and will not admit new students. (II.A.15)

The Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE) (completed every four years) are the principal means by which the college evaluates its programs. The ARPD requires an analysis of the previous year’s performance and current data that informs an action plan for program improvement. The College prioritizes resource requests for program improvements based on this evaluation. (II.A.16)

Conclusions:

The College meets Standard IIA.

Commendation 2:
The team commends the College for developing programs and curricula that accelerate student progress toward college-level courses, particularly in English and mathematics. (II.A.4)

IIB. Library and Learning Support Services

General Observations:

The College supports student learning and achievement by providing a comprehensive set of library and instructional support services to students, regardless of location. The college relies on the expertise of librarians and other learning support professionals in developing its resource collections and implementing programs and services. The College continuously assesses its library and learning support services, including analysis of program effectiveness and student satisfaction. In addition, the college demonstrates that it is open to making changes as necessary to support students and the communities served by the college system.

Findings and Evidence:

Centrally located on the main campus, the three-story Learning Commons houses the library and an assortment of academic support services, including tutoring, a writing center, the Kākoʻo ʻIke Program (support for students with disabilities), an IT help center and a test center. Staffed by six librarians and five support staff, the library is open Monday-Friday for 60.5 hours per week. The library offers a wide assortment of print, media and electronic resources. The online library system (Hawaii Voyager) allows students to request items from anywhere in the University of Hawaii system for delivery at Leeward or the Waiʻanae Moku Education Center. Librarians teach several-hundred library orientations every year focusing on a range of information literacy
skills. The Learning Commons offers students access to computers and a variety of study spaces. Students may also borrow iPads. Tutoring is available in a variety of formats (appointment, drop-in, group, workshops, in-class) and for a range of content areas. Outside of the Learning Commons, Computer Science students provide individual technology assistance to students at the Hub, an innovative grant-funded help desk. The Math Lab provides additional tutoring options in the Math and Science Building. Tutoring options are also available at the Wai‘anae Moku Education Center, and online through Brainfuse. (II.B.1)

The library maintains a collection of print, electronic and audiovisual materials. Librarians follow a collection development policy that includes both selection and deselection criteria. Recently, the library adopted a zero-growth policy for its book collection. Each of the librarians serves as a liaison to a different instructional division in order to solicit suggestions and engage faculty in the development of the collection. The library also offers students the use of computers, laptops, iPads, study rooms, scanning, printing and device charging. Other instructional support areas also provide a wide array of equipment (computers, laptops, calculators), adaptive software and textbooks based on the recommendations of the learning support professionals in the respective areas. (II.B.2)

The Library conducts an annual evaluation through the ARPD, which includes assessment of learning outcomes. Other library assessment activities include an annual survey of students and analysis of a wide range of usage and inventory statistics. Librarians use the Information Literacy Exam to assess students enrolled in English 100 and English 24. The LRC, Test Center and KI Program all conducts ARPDs. The LRC’s Content Tutoring Center and Writing Center both assess learning outcomes by comparing pass rates and persistence rates for student who have used their services versus those who have not. The College also uses the CCSSE survey of students to assess learning support services. (II.B.3)

As a member of the Hawaii Library Consortium, the College provides system-wide electronic resources and lending services for students. The Library is also part of the UH Library Council which shares an integrated library system Hawaii Voyager, as well as support tools such as Primo and the SFX link resolver. The Library also maintains contracts for its printing services and security gates. The KI Program contracts with several services to meet interpreting and alternative text needs. The College is able to leverage collaborative discussions with professional organizations such as the UH Library Council and the Association of Higher Education and Disability to inform its evaluation of supplementary learning support services. The college has a two-tiered system of network security support. The UH system provides security for the main network while the college has an additional system to protect the local network. (II.B.4)

Conclusions:

The College meets Standard IIB.
Commendation 3:
The team commends the College for the development of the innovative learning support program “The Hub”, which facilitates student success by using Computer Science students to provide technology assistance to students in a Help Desk setting. (II.B.1)

IIC. Student Support Services

General Observations:

Leeward Community College provides comprehensive student support services that are aligned with the college’s mission and core values to meet the ever changing needs of its student population and to ensure that students meet their educational, transfer and career goals. Each of the Student Services units use student satisfaction surveys, program review and the Annual Report of Program Data to evaluate demand, effectiveness and efficiency of support services to make continuous quality improvements.

Findings and Evidence:

Leeward Community College has well-established processes for the annual and periodic assessment and evaluation of the adequacy and effectiveness of student support services. As part of the college integrated planning and budgeting process, each student support services unit evaluates its services annually and reports the results through the Annual Review of Program Data (ARPD), and the Comprehensive Review & Evaluation (CRE) at least once every four years. The College also administers the Community College Survey of Student Engagement (CCSSE) and integrates data from the survey into the ARPD and CRE. (II.C.1)

Student services units assess learning and Support Area Outcomes (SAOs) and report the results in the ARPD or CRE. Students complete surveys to provide feedback regarding services received, which the units use to improve student support services. (II.C.2)

Student Support units provide online, phone and in-person services at both the main campus and the Wai‘anae Moku Education Center. The Counseling and Advising unit offers a range of options for academic advising during the day and evening, including a new Express Counseling service available in the Learning Commons. In addition to general and program counseling, counselors work with specific populations such as dual enrollment students, Native Hawaiian students and veteran students. Some services, particularly back office support services (A&R File Drop and Financial Aid), are centralized to provide more consistent and efficient service to students. Where appropriate, system-wide support services are provided to ensure consistency of services to both on-campus and off-campus students. (II.C.3)

Leeward Community College co-curricular programs advance the college’s mission and core values of diversity and respect. The College supports a variety of co-curricular programs through the Student Life office, including Student Government, the Student Activities Board, campus clubs, the Budget and Finance Committee, Ka Mana‘o (the student magazine), New Student Orientation (NSO) and intramural sports. Policies and procedures are in place to oversee the effective operation of Student Life co-curricular programs and to ensure the College conducts these programs with sound educational policy and standards of integrity, including fiscal
accountability. The Student Government organizes and engages students in a wide range of creative, informative and meaningful activities allowing the students opportunities to participate in the college communities. (II.C.4)

The college has twenty-two counselors assigned to general or specific programs and special student populations. The Counseling and Advising unit conducts an annual professional development retreat. The UH System also provides regular training and updates for counselors and academic advisors. The College follows a Counseling Process model that guides every incoming student from recruitment to commencement, including mandatory New Student Orientation and mandatory New Student Advising, with counselor responsibilities identified for each stage of the student’s college experience. The College uses technology tools such as Maka’ala (the campus wide early alert system) and MySuccess (student retention software) to facilitate communication between students and faculty/counselors and to ensure that students stay on track. (II.C.5)

The UHCC System implemented exploratory majors in Fall 2016 and tasked all UHCC System campuses to create an exploratory model and major selection system for their students declaring a Liberal Arts major. By spring 2018, Leeward students had four exploratory Liberal Arts major options, with guidance from Liberal Arts Counselors who now operate with specific major groups in mind. In summer 2017, the UHCC System also implemented the Integrated Student Support (ISS) initiative whereby Student Services units collaborated to invite students who were close to graduating to return to complete their degree. As a financial incentive, students could take one class at no cost upon their return. The College guided pathways provides support to its students from students first semester at the College to completion of their degree program. This support had increased degree completion rate. (II.C.5)

Regents Policy 5.211 specifies the qualifications of students appropriate for the College’s programs and publishes admissions information in the Catalog and College website. The College fully implemented the UHCC Student Success Pathway framework, designed as a clear and structured pathway from point of interest through graduation to transfer or career completion. As part of the New Student Orientation, students learn how to use Laulima (course management system) and STAR GPS (academic pathway guidance). (II.C.6)

The College uses multiple measures for placement of all students regardless of intended course enrollment. The College regularly evaluates admissions and placement instruments and practices to ensure consistency and to validate their effectiveness while minimizing biases. (II.C.7)

The College follows an established process to maintain student records permanently, securely and confidentially. The College keeps physical copies of student records in locked cabinets for five years post-enrollment. Admissions and Records backs up records in Banner. The College Catalog states policies and procedures regarding the release of student information. (II.C.8)

Conclusions:

The College meets Standard IIC.
Commendation 4:
The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

Commendation 5:
The team commends the College for its leadership in the development and implementation of guided pathways. (II.C.5)
Standard III

Resources

III.A. Human Resources

General Observations:

The College is keenly aware that the employees at the institution are essential to support the academic and career pursuits of the student population. The College has well-developed and well-implemented protocol and policies to request new positions, develop job descriptions, post job opening, and hire highly qualified employees. As part of the UH system, the College integrates the UH board policies, UH executive policies, and UHCC policies with regard to all aspects of the human resources endeavors. The College ensures that all personnel are highly qualified for the positions they seek, a sufficient number of employees are secured, and a systematic evaluation process is in place. A variety of professional development activities are an integral part of the continual cycle of professional growth and improvement.

Findings and Evidence:

The 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 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. 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. The College accurately details the job qualifications and specifies how each position aligns with the institution’s mission and core values. Job announcements are widely distributed through postings and other venues. The protocol indicating which entity (LCC, UHCC, UH, BOR) makes the final decision on hiring employees (faculty, APT, administrators, civil service employees) is in place. (III.A.1)

The UH system provides the College with a comprehensive set of requirements and criteria used for faculty hiring and rank and tenure. The College has a mechanism to ensure that faculty are qualified and vetted through formal means. (III.A.2)

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. The College vets administrators and employees responsible for academic programs and services to ensure they have the necessary qualifications to perform their professional duties. (III.A.3)

The College ensures that 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.4)
All personnel at the College are evaluated on a regular basis and the process and frequency varies for each classification. The guidelines and processes for the evaluation are well-documented, include evaluation criteria, and are made available to personnel for review. The process for evaluation is collegial and feedback is provided to ensure that individuals are effective as employees. The continual improvement and growth for employees is encouraged. The processes for employee evaluation are formal, timely, well-documented. (III.A.5)

The College is mindful that student learning is of the utmost importance as evidenced in the formal evaluation process for those individuals who work directly with students. Assessment data, analysis, and findings focusing on student learning and success are observed and reported which also provides personnel with the opportunity for a continual cycle of examination and improvement. (III.A.6)

The College maintains an adequate number of qualified faculty, full- and part-time, to ensure that all educational programs and services are meeting the needs of students. The ARPD is the vehicle used to request full- and part-time faculty should they be needed. (III.A.7)

Adjunct faculty are welcomed into the college community through the orientation process, a variety of professional development activities, and mentoring services. Adjunct faculty are readily sought after to become active members on department and college committees. (III.A.8)

The College continues to have sufficient staff who are well-qualified as viable members of the academic programs and services. These individuals play a salient role in the educational, administrative, physical, and technological operations at the College to ensure student learning and success remains a high priority. (III.A.9)

The College recognizes that a sufficient number of qualified administrators is important to ensure that educational programs and services remain in alignment with the institution’s core values and mission and are effective, efficient, and ultimately meeting the needs for the student population. (III.A.10)

As part of a larger educational body, the College systematically implements UH board policies, UH executive policies and UHCC policies and develops and implements other policies when appropriate. These policies are vetted to ensure that each are fair and administered consistently and readily available to all interested parties. (III.A.11)

The College continues to be keenly aware of the importance of a diverse employees many of whom are a reflection of the communities they serve. Special attention is given to ensure that these individuals have the essential qualifications, experience, education, and mentoring to be a successful part of the college community. The Director of the EOO/AA at the Office of the Vice President for Community College plays a key role in this effort. (III.A.12)

The College adheres to the policies for the code of conduct regarding professional ethics provided by the UH system. Consequences for infractions to this policy are clearly stated. (III.A.13)
The College provides its employees with a robust professional development program. The Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC) play key roles in the professional development efforts. The ICTL takes on the role of an advisory entity to guide and oversee the work and the EMC determines the needs and interests of the employees so that the professional development activities are meeting the needs its employees. A campus survey indicates a high level of satisfaction (83%) by employees indicating that the professional development activities are meaningful, efficiently implemented, and helpful to improve teaching and learning. (III.A.14)

The College has a mechanism in place to ensure that the confidentiality and privacy of personnel documents are secure and available to employees for their review. (III.A.15)

Conclusions:

The College meets Standard IIIA.

Commendation 6:
The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

IIIB. Physical Resources

General Observations:

The College provided a comprehensive explanation of the responsibilities that the UH System, the UHCC System and Leeward Community College have with regards to immediate, near and long-term planning for the physical facilities to ensure that the College has adequate facilities that are safe, reliable and efficient to meet the needs of all students, faculty, staff and the general public. The institution has policies, processes and procedures for the development of the Long Range Development Plan at the college and its submission to the Board of Regents.

Facilities planning & management is shared with the UH System managing major capital projects and the UHCC managing minor projects, including repairs & maintenance. The institution is very cognizant and responsive to meeting the needs of its students, particularly Native Hawaiians, in accordance with the institutional mission, vision and core values. The College uses primarily its Annual Report of Program Data (ARPD) to identify facilities and space needs. The College Strategic Plan and Long Range Development Plan guide facilities expansion and renovation decisions in the immediate, near and long term. The College is committed to sustainability and minimizing adverse impact on the environment by implementing methods to increase energy efficiency.
**Findings and Evidence:**

The College meets the standard and its subsections. The institution is committed to promoting sustainable practices in constructing/renovating its physical resources resulting in significant savings both in terms of dollars and energy consumption.

Leeward Community College primarily serves students in the Leeward coast and Central O’ahu, a geographical region where approximately a third of the state’s population reside, in addition to students from all parts of the island. The College supports learning programs and services and provides safe, accessible, and secure learning environment to achieve its mission. The campus infrastructure includes 18 primary buildings and several clusters of portables located on 49 acres of land as well as an education center located in Ma’ili. The institution provides sufficient physical facilities at the Pearl City campus and the Wai’anae Moku Center to meet the needs of one of the largest service areas of the UHCC campuses. (III.B.1)

The College provides security and maintenance and operations services at Pearl City and Wai’anae Moku to ensure that campus facilities are clean and safe for students, faculty and staff. In coordination with the UHCC System, the College undergoes periodic assessment and evaluation of facility accessibility. The college has sufficient staffing for their Campus Security Office to meet the current needs of students, faculty and staff at the Pearl City campus and Wai’anae.

The College develops and administers a variety of health and safety training and awareness programs to familiarize students, faculty and staff and maintain a safe learning and working environment. The College regularly updates and distributes its Emergency Operations Plan and Emergency Guides to ensure that the campus community is informed of accessible evacuation points and emergency response procedures and protocols should the need arise.

Facilities planning is aligned with the institutional mission. The UH System and the UHCC System are responsible for the development of long-range physical plans and the implementation of capital improvement program projects. The Strategic Plan and Long Range Development Plan guide decision-making about the college’s physical resources, including capital improvement projects, in adherence with Regents Policies. The UHCC System Office of Facilities & Environmental Health prioritizes projects based on the needs of the UH System & UHCC System. Through the Annual Report of Program Data and the planning and budgeting process, the College evaluates program and services needs when planning for and maintaining physical resources. Stakeholders in new construction or facility improvement projects actively participate in the development of Leeward’s Long Term Development Plan that links the physical planning process with the college’s programmatic and institutional goals.

The College utilizes equipment replacement funds from the UHCC System to support equipment upgrades, technology, smart classrooms and library acquisitions to bolster its programs and services and achieve the college mission. The College is strategic in its effective and efficient use of physical and financial resources, exemplified firstly by the acquisition and renovation of a facility to house the Wai’anae Moku Education Center, resulting in lease cost savings that were reallocated to meet other college budget priorities, and by leveraging Title III grant dollars to
fund Phase II renovation costs; secondly, for allowing the expansion of the City & County of Honolulu’s rail project resulting in the construction of the College’s new rail station and the construction of the Office of Continuing Education & Workforce Development (OCEWD) complex at no cost to the college; and lastly for the UH System and Leeward’s commitment to sustainable practices demonstrated through the establishment of a net zero energy goal. The UH system (including the UHCCs) is expected to be net zero by the year 2035. Leeward has already generated significant verifiable energy cost savings from the implementation of its Energy Conservation Measures and Alternative Energy projects, and is close to meeting its net zero goal well in advance of the UH System goal. (III.B.2)

The institution regularly assesses the use of its facilities to identify current and projected needs by programs and departments, and uses the results of the evaluation to improve facilities and equipment to meet the changing needs of the campus. The College monitors all campus facilities on a regular maintenance schedule, including planning for deferred maintenance, utilizing computerized facilities management tools provided by the UHCC System and UH System. The College uses planning and assessment tools to ensure the efficient and effective use of clean and well-maintained facilities that support academic programs and services. (III.B.3)

The UHCC and UH System are responsible for planning for major new projects, including total cost of ownership. Long-range capital projects are linked to institutional planning: the Long Range Development Plan (LRDP), the UH System Integrated Long-Range Planning Framework (EP 4.201), and the Strategic Plan. The Leeward Community College Long Range Development Plan identifies the physical development needed to support the College mission and strategic goals within the near term and over the long term. The UH Board of Regents requires a Capital Project Information and Justification, which includes a needs assessment, scope of work and total cost projections to support any major CIP construction or renovation related project requests prior to approval and submission to the State of Hawai‘i for funding consideration. The UHCC System created a system wide equipment replacement fund that is allocated to the colleges to meet equipment replacement needs on campus. (III.B.4)

Conclusions:

The College meets Standard III.B.

IIIC. Technology Resources

General Observations:

With 79 smart classrooms and an assortment of computer labs, Leeward Community College integrates a wide range of current technology resources into its educational programs and support services at both the Pearl City campus and Wai‘anae Moku Education Center. The college offers a range of technology services for students, staff and faculty, with a strong emphasis on distance education support. Using its program review process for prioritization, the college maintains and updates technology resources on a regular basis. The college follows recommended protocols to ensure reliable and secure networks. University of Hawaii policies provide primary guidance on the use of technology.
Findings and Evidence:

The college provides an extensive array of technology support services. The Information and Technology Group (ITG) maintains computers across the Pearl City campus and Wai‘anae Moku Education Center, including nine computer classroom labs. ITG also manages servers, the VOIP telephone system, printers, networking services and security. ITG staffs a Help Desk that provides online and phone support for students and employees, and a Student Test Center. The Educational Media Center (EMC) focuses its support on instructional technology, including the college’s 79 smart classrooms. The EMC also loans equipment, produces instructional videos, manages the Copy Center and provides extensive professional development opportunities in instructional technology. Assistive technology support for students with documented disabilities is available through the Kāko‘o ‘Ike (KI) Program. The Information and Computer Science (ICS) program coordinates The Hub, an additional help desk, on its own network, that uses interns to provide technical assistance to students who need help with personal devices. (III.C.1)

The college uses the program review process to review, prioritize and update its technology infrastructure. ITG replaces network switches, battery backups and servers on a regular basis. A wireless network is available for 95% of indoor campus areas and many outdoor spaces as well. The college has a regular 4-year replacement cycle for most campus computers. The college has an annual Technology Support fund that is distributed based on prioritization by Academic Services and, for network-related needs, ITG. (III.C.2)

The ITG and EMC handle technology support at both the Pearl City campus and the Wai‘anae Moku Education Center. The University of Hawaii Office of Technology Infrastructure provides additional support for state connectivity between UH sites. The ITG houses servers in a secured room with uninterrupted power supply units and conducts daily backups of critical servers. Thirty percent of the servers have same-day replacement contracts and the college plans similar contracts for all new servers. ITG has a disaster-recovery plan that includes a gas-powered generator for extended power outages. (III.C.3)

With a dedicated staff of four full-time faculty, the EMC provides extensive support for faculty in instructional technology. It developed iTeach, a vibrant website designed for DE faculty. The website includes a variety of DE-themed online workshops and other useful resources. To support distance students, the EMC created iLearn, a website with online learning tools and resources. The ITG conducts some in-person workshops on technology topics for staff and students. (III.C.4)

As part of the University of Hawaii, the college adheres to all of the technology-related policies and procedures covered by the system’s Policies and Procedures Information System. In addition, the college follows a local Personal Equipment Use on Campus Network policy. The policies appear on the ITG website. (III.C.5)

Conclusion:

The College meets Standard IIIC.
Commendation 6:
The team commends the College for its dedicated and collaborative support of professional development, with an emphasis on supporting faculty in instructional pedagogy, teaching with technology and encouraging effective practices by modeling such practices during training sessions. (III.A.14, III.C.4)

IIID. Financial Resources

General Observations:

The college provided a comprehensive response to Standard III.D.1-III.D.16. A general observation is the college has implemented protocols and practices of checks and balances for ensuring their fiscal planning, responsibility and stability. In addition, to the required 5% reserves of cash balances, the system maintains a balance of 16% cash reserves as outlined in the system’s Board of Regents requirements. In addition, the college provided access to a broad range of internal college and public planning documents, which substantiated the response to the standard.

The college has systems and processes in place to ensure accuracy and credibility of financial and budget related documents at the institutional level. In addition, the College, in consultation and coordination with the University of Hawaii Community College System office, utilizes various multi-year financial projection tools (software), 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 Vice-Chancellor of Administrative Services perform internal and independent reconciliation procedures to ensure accuracy and to maintain integrity in financial and budgeting planning. Internal and external audits of the college is fiscal planning and expenditures have resulted in modifications and final reports verifying the college is using generally accepted practices for accounting practices.

Finally, the college has an integrated budget and planning process, which supports the adequate allocation of resources to student support, and learning programs.

The college has protocols for ensuring there are adequate resources and internal controls for how funds and expenditures are utilized to accomplish the mission of the college.

The college appears to have financial practices that encourage stability in resources in order for them to meet their institutional mission and goals. The college will need to enhance their process of gaining input from all constituent groups in the development of the annual budget.

Findings and Evidence:

The teams overall analysis of this standard and its subsections is that the college has processes and procedures in place to ensure they have adequate fiscal resources to meet the student support and learning needs of the college. These processes and procedures are aligned with an integrated
planning and budget structure, which allocates resources that supports the college’s mission and institutional effectiveness.

The college maintains sufficient financial resources to support and sustain student learning programs and services, thereby, improving institutional effectiveness. Financial planning at the college begins with a comprehensive operating financial plan submitted to the University of Hawai‘i, Board of Regents (BOR) for its approval prior to the start of each fiscal year. The financial plan provides the Board of Regents with oversight to ensure that the University of Hawai‘i System is managing its resources in a fiscally responsible manner. The college plans and manages its financial resources effectively, in a manner that ensures financial stability. (III.D.1)

The college demonstrates through strategic planning, the institution’s mission and goals drive financial planning. The college has policies and procedures for ensuring sound financial practices and resources. Financial updates are provided to the campus community at convocation, quarterly updates and posted on the college’s intranet site. (III.D.2)

The college provided documentation for this standard, which outlines the University of Hawai‘i and University of Hawai‘i Community College systems budget development process. The college provided evidence on the processes it utilizes to ensure college constituents develop institutional plans with requests for resources and how the allocation of these resources is decided. (III.D.3)

The college engages in institutional planning which takes into account available fund resources compared to college expenditure requirements. The University of Hawaii System and University of Hawai‘i Community College 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. (III.D.4)

The college has an internal control structure, which ensures financial integrity and the appropriate use of fiscal resources. The college provides fiscal reports hosted on the college’s website. The college has a system of evaluating its fiscal process through internal and external audits. (III.D.5)

The college has internal and external audit procedures in place to ensure accuracy and credibility in financial planning and budgeting documents. The college makes allocations based on their 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. An area for further review in this standard is how involved different college constituent groups are in this process. (III.D.6)

The college has not received any external audit findings or management letters of any material weaknesses or deficiencies during the last six years. (III.D.7)
The college’s financial and internal review systems are evaluated to determine effectiveness and area for improvement. The college appears to use this information to make improvements in their financial control systems. (III.D.8)

The college maintains sufficient cash flow and reserves to ensure operations. The college demonstrates they have appropriate procedures in place to account for unexpected financial occurrences. (III.D.9)

The college maintains effective practices in place ensuring appropriate oversight of finances. These processes including compliance with Federal Title IV requirements and regulations. The college has not been cited for material weaknesses or deficiencies in their internal processes for fiscal controls. (III.D.10)

The college provided evidence they participate in short-term and long-term fiscal planning. The college’s financial planning and resource allocation decisions take into account payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments. (III.D.11)

The state general fund pays the employer’s share of Other Post-Employment Benefits (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 covers 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. (III.D.12)

The college plans and budgets resources to repay locally incurred debt. The college funded several projects then repaid the incurred debt using the projections from their operating budget. (III.D.13)

The college has policies and procedures in place for ensuring financial resources are used according to their intended use. In addition, the college maintains a process of review for the use of these funds. (III.D.14)

The college projects financial resources for student assistance. The college monitors and manages their student loan default rates, and makes loans options available to students only when it is determined they do not qualify for other sources of financial support. The college has processes in place to ensure they are compliant with Federal Title IV requirements. The college’s loan default rate is below the thirty percent federal threshold. (III.D.15)

The college has policies and procedures in place to ensure contracts with external entities are appropriately reviewed, and there is a signatory process to ensure the contracts are aligned with the business of the college focused on the delivery of programs, services and operations. (III.D.16)
Conclusion:

The College meets Standard IIID.
Standard IV

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations:

The college supports an engaged community of faculty, staff, administrators and students by providing both formal and informal opportunities for individuals and groups to participate and share new ideas and unique perspectives. Policies and procedures ensure that administrators, faculty, staff and students are able to participate in governance, including a substantive role for administrators and faculty in areas relating to their responsibility and expertise. The governance structure reflects the primary role of faculty, with key support from academic administrators, in curriculum and student learning. College governance leaders meet regularly with system leaders to ensure alignment of planning and curriculum. Governance bodies share updates, agendas and minutes through the campus communication network. In evaluating the effectiveness of its governance practices, the college discovered that despite the widespread availability of these informational resources, there remains significant uncertainty as to the effectiveness of the campus governance structure.

Findings and Evidence:

The college encourages innovation through a variety of special funding opportunities and award recognitions. The Vice Chancellor of Academic Affairs (VCAA) established a $60,000 innovation fund and solicited applications. The UHCC system provided funding through the Acceleration Initiative that led to innovations in the English and math curriculum. The institution recognizes individuals in all staff categories with a variety of awards for new ideas and contributions toward institutional excellence. The college governance structure provides formal opportunities for students and employees to bring forward ideas. For less formal conversational input, the VCAA conducts periodic Talk Story discussion sessions with faculty and staff. (IV.A.1)

The Policy on Shared Governance (L1.201) explicitly states that any individual or group on campus has a right to participate in decision-making. The Student Government body is one of four established governance groups and is actively engaged on campus. The other governance groups - Faculty Senate, Pūkoʻa no na ʻEwa Council (Nā ʻEwa Council) and Campus Council all include student representation. In addition, the college committee structure includes ample representation by students. The Policy on the Policy Development Process (L1.101) documents procedures and responsibilities for developing policy. It illustrates the process from initiation to approval with a flow-chart and includes a template of elements to be included in new policy. (IV.A.2)

Both the Policy on Shared Governance Policy and the Policy on the Policy Development Process address the distinct and significant roles of faculty and administrators in the governance process. The Integrated Planning and Budgeting Process also describes the responsibilities of faculty and administrators through the entire cycle. In terms of planning and prioritization, faculty and
administrators have particularly prominent roles, whether at the program, area or governance body level. (IV.A.3)

University of Hawaii Regents Policy (RP) 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development affirms that faculty have primary responsibility in “such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research.” A memorandum of agreement between the Board of Regents and the University of Hawaii Professional Assembly further clarifies the academic governance areas assigned to the Faculty Senate. Committees with an academic focus (such as curriculum, assessment and distance education) fall under the purview of the Faculty Senate. (IV.A.4)

The college operates within the University of Hawaii Community College system which in turn is part of the University of Hawaii, with a UH President and Board of Regents. The Vice President of Community Colleges meets with three governance councils: Chancellors, Faculty Senate Chairs and Native Hawaiian Chairs. Curriculum approval follows an established process that centers on faculty with final approval by the college. Faculty develop programs with administrative support at the colleges and receive final approval by the Board of Regents. (IV.A.5)

The college communicates decisions throughout the year via electronic communications and special reports at college-wide activities. The Campus Council, Faculty Senate, and Student Government all maintain websites with agendas, minutes and other relevant information. The college also provides via its website a committee information list that includes committee name, contact person, description/mission, and membership requirements and whether or not the committee is seeking members. The College does not have a central consolidated resource that documents the governance process, structure and decisions. Most committees do not have websites. At roundtable discussions during the spring 2018 convocation, faculty and staff expressed interest in learning more about the decision-making process. The Fall 2016 Employee Satisfaction Survey shows that 73% of respondents participate in college committees. However, the same survey indicates that more than 60% of respondents are unsure of or disagree with the notion that the Campus Council carries out its role effectively. (IV.A.6)

The college primarily relies on surveys for evaluation of its governance and decision-making process. The college conducted a survey of employees in fall 2016 that ultimately led Campus Council to conduct a self-evaluation and increase its college-wide communications about meetings. In response to survey results, the Campus Council also created an ad-hoc committee to review the Policy on Shared Governance (L1.201). A review of the results also led the institution to launch a college-wide discussion at its January 2017 convocation to solicit feedback on how to improve the effectiveness and communication methods of the Campus Council and Faculty Senate. In response to the discussion, the Campus Council conducted a self-evaluation by surveying its members in spring 2017. The Faculty Senate and Student Government also conduct surveys of their respective constituencies. (IV.A.7)

Conclusion:
The college has policies and structures in place to support vibrant, engaged involvement in decision-making. However, information about decision-making policy, governance bodies and
committees is not centralized. There are few committee websites. Although governance bodies post a wealth of documentation, the college lacks a single site or source that ties together the disparate components of the college governance process and structure.

The College meets Standard IVA.

Commendation 4:
The team commends the Student Government for their organization and engagement of students in a wide range of creative, informative and meaningful activities and for actively encouraging student participation in college committees. (II.C.4, IV.A.2)

IVB. Chief Executive Officer

General Observations:

As part of the UH and UHCC systems, the roles and responsibilities of the CEO and the management structure of the college are clearly articulated and in place. Overseeing the process for institutional planning and resource allocation falls within the purview of the CEO and the process and responsibilities are clearly delineated.

Findings and Evidence:
The role of the CEO (chancellor) is clearly articulated in the job description and dictates that this individual will be the educational leader at the institution and responsible for the quality and the educational programs provided to students, the planning and resource allocation, selecting and developing personnel, and the overall effectiveness of the institution. The role of the CEO aligns with the accreditation standards and the process to select the CEO is described in UH Policy 9.210 (Recruitment, Selection, and Appointment of the Community College Chancellors). (IV.B.1)

The CEO manages seven executives including the VCAA and VCAS, and the Creative Services Office. The Vice Chancellor of Academic Affairs (VCAA) oversees the academic departments and supervises the college deans and the Office of Planning, Policy, and Assessment (OPPA). The Vice Chancellor of Administrative Services (VCAS) is responsible for all fiscal matters pertaining to the institution. The CEO meets weekly with the VCAA and VCAS and monthly with the entire administrative team. (IV.B.2)

The CEO is in charge of the institutional planning process. The annual Integrated and Planning Process utilizes the college’s Strategic Plan 2015-2021 and work begins with the summer leadership retreat. College constituents have the opportunity to provide their input which reflects the institutional mission, goals, and values. Information provided in the ARPD and the Institutional Effectiveness Report furnished by the OPPA play an important role in the decisions about resource allocation and the final decisions are made by the CEO. (IV.B.3)

The CEO is responsible for the overall accreditation process and delegates tasks to appropriate individuals and committees. The VCAA serves as the Accreditation Liaison Officer (ALO) whose major responsibility is the development of the Institutional Self-Evaluation Report.
The VCAS addresses all fiscal matters including information presented in the ISER as well as the preparation of the Annual Fiscal Report sent to ACCJC. The Faculty Senate subcommittees on curriculum and assessment are responsible for compliance with the ACCJC standards that pertain to curriculum and student learning. (IV.B.4)

The CEO is responsible for making institutional decisions that comply with statutes, policies, and regulations set forth by the UH system and reflect the mission and goals of the college. The Policy on Policy Development Process (College L1.101) is used to make institutional decisions. During the decision-making process, the Campus Council prioritizes potential expenditures reported in the ARPD and CRE and the CEO makes the final decision regarding resource allocation. The CEO participates in the Council of Community College Chancellors which serves as the entity to ensure compliance with state and federal laws. The VCAS, who bears the responsibility for all budget matters, works collaboratively with the Campus Council and Faculty Senate to ensure that monetary decisions reflect the mission and goals of the institution. (IV.B.5)

The former CEO has established a strong presence in the community by participating in a variety of partnerships and community groups and educational professional organizations and attending educational and community events. The institution expects that this will be an ongoing effort and expects that new partnerships should emerge. In July 2018, a change in leadership occurred as the chancellor retired and interim chancellor took the leadership role at the institution. The interim chancellor brings to the college her passion for education, her vast experience at the community college level and UH system, and a keen understanding that the institution plays in cultivating a climate which promotes student success. In the short time in this position, she has reached out to the high school principals to strengthen the pathway from secondary to post-secondary education for prospective students. She also works closely with UH Foundation to showcase the college’s endeavors and assist with fund raising. The CEO communicates regularly to faculty and staff during the convocation prior to each semester and through the faculty listservs. (IV.B.6)

Conclusion:

The College meets Standard IV.B.

IVC. Governing Board

General Observations

The College is part of the University of Hawaii system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.
The governing board for the college is established in Hawaii State statute and is appointed by the governor and confirmed by the Senate. The Board’s authority is also established in statute and the State constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services.

Findings and Evidence

The Board policy manual is organized under the UH System-Wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the Board’s accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of Regents with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a board self-assessment instrument. (IV.C.2)

Policies state that “the authority of the board reposes in the board as a whole.” The Board’s minutes and self-evaluation show that they are working collectively. Board of Regents meeting minutes of October 31, 2017, indicate that “acting as a unit” was included on the Board Self Evaluation Survey. The summary of results reflects three survey items related to this criterion supports the assertion that the board acts as a unit. One Regent commented, “Regents have been very good at representing as an individual and not speaking on behalf of the full board.” Regent Policy RP 1.202 states that “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.” (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212 and the selection of the College's chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the University of Hawaii president and the evaluation of the college chancellors is further delegated to the VPCC. Evaluations of the VPCC and the chancellors are governed by Executive Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)
The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) which establishes an annual review that includes a 360-degree assessment by the HCC Chancellor, as well as his or her peers, subordinates, and constituents of the Chancellors’ performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)

Article X of the State Constitution outlines the independent authority of the BOR and the autonomy of the University of Hawaii. The Article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. (IV.C.4)

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution’s mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

BOR policies related to the board size, responsibilities, structure and operating procedures are found on the Board of Regents’ home webpage. In addition, the bylaws of the BOR includes sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

The board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. (IV.C.6)
The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. There is a regular three-year cycle for policy review, and Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)

The BOR has established strategic goals for the University of Hawaii in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures are associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. (IV.C.8)

The board has established goals related to student success. It is kept informed of issues impacting student success through reports. The UH System, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the Board has staggered terms. The Board Bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the Bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices.
New members also are to be provided with a Reference Guide covering these and other topics. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

The Board has been conducting annual self-evaluations. The commitment to this process is codified in RP 2.204: Policy on Board Self-Evaluation. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the University of Hawaii are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission and those disclosures are made available to the public. (IV.C.11)

A review of Board minutes provided evidence that the Board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The Board is required to comply with Chapter 84 Part II Code of Ethics of the Hawaii Revised Statutes. The Board’s Code of Ethics is combined with its (State) Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH System President. The President's authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Board Policy RP 2.202, Duties of the President, delegates responsibility and authority to the President to implement and administer Board policies and delineates the President’s authority to delegate to VPs and Chancellors. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents were actively engaged in dialog about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017, Board meeting minutes show an item related to the Permitted Action Group’s participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction
group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full Board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018 BOR meeting. (IV.C.13)

Conclusion:

The College meets Standard IV.C.

IVD. Multi-College Districts or Systems

General Observations

The University of Hawaii System is the sole provider of public higher education in the state of Hawaii. The overall structure of the University of Hawaii System is established in the Board of Regents Policy 3.201: Major Organizational Units of the University of Hawaii. The ten-campus system as a whole includes the University of Hawaii Community Colleges (UHCC), which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawaii 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 a multi-campus system.

The UH system is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC) who reports directly to the UH system President. The VPCC delegates authority for each college to a community college chancellor. The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

Findings and Evidence

The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the college. System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between colleges and the system is timely and accurate and ensures effective operations of the colleges. The process for evaluating system and college role delineation, governance and decision-making is described as “ongoing and organic.” (IV.D.1)
The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps shows alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The system re-organization in 2005 created a new organizational chart that established the VPCC as a member of the senior administration of the UH System, reporting directly to the UH system president. The UHCC office then oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The vice president for community colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting 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. (IV.D.2)

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 community college 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 a more refined assessment of the success of various programs and initiatives. (IV.D.2)

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. (IV.D.2)

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 4.202 and a new Board of Regents Policy 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 community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

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
accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level and the campus level organizational structure mirrors the system level support. The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH System has Hawaii state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH System President and College Chancellors. (IV.D.3)

Campuses have also had access to additional funds from the Office of the Vice President for Community Colleges, and more recently from the Office of the University of Hawaii President, providing additional incentive for meeting certain goals linked to performance measures focuses 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 Office of the Vice President for Community Colleges for other campus or system initiatives, such as those associated with student success. (IV.D.3)

The district/system has established methods 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. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds and also other funds through the VPCC. Reallocation of resources is most clearly demonstrated through the pool of vacant positions system-wide that can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, cash reserves). Additional funds have been made available to colleges through the OVPCC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the colleges to more effectively manage vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The University of Hawaii 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 VPCC is the CEO of the system of the seven UHCCs. Each college has a chancellor, the CEO of the
institution. Board of Regents Policy 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 Colleges System and created the new executive position of Vice President for Community Colleges. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH 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 Hawaii 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 UH Executive Policy 9.112. 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)

The community colleges in the Hawaii statewide system of public higher education operate within a three-tiered system: the University of Hawaii (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; 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 the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

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 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)

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 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 Hawaii 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 (p. 18).” (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in 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. There is a high degree of congruity and integration between the three tiers of the public education system in Hawaii (UH, CC system and individual CC). 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 also 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. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

Conclusion:

The College meets Standard IV.D.

Commendation 7:
The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students’ academic pathways. (IV.D.5)

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 Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for Board of Regent approval (e.g. strategic plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of Board of Regents committee and board meetings, the VPCC is provided with memos summarizing Board of Regents 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. (IV.D.6)

Established mechanisms for communication exist between the three tiered system of public higher education in Hawaii. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and also semi-annual visits to each community college campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance.

While assessment of system-wide role delineation, governance and decision-making is “organic and ongoing”, a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

Recommendation 4:
In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
Quality Focus Essay

As part of the College 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 Self-Evaluation Core Team remained open regarding what the Quality Focus Essay topics would be. The College allowed the self-reflective nature of the Institutional-Self Evaluation Report to uncover those larger areas of focus for the College. Through this process, the College identified two action projects.

**Action Project 1:**

Increase student retention and persistence by keeping the students the College already has. (Standard I.B.3)

- 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 and persistence.

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 three-year graduation rate from 16 percent to 22 percent by 2020-2021.

**Action Project 2:**

Improve student learning by making assessment more meaningful for faculty. (Standard II.A.3)

- 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.

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.
Timelines, responsible parties and resources are identified for each action project and goals. Outcomes are extensive, detailed and clear. The team recognizes the time and effort that has gone into systematically identifying areas of needed improvement. The two action projects were supported by a rationale for why they were selected. Following the timelines and monitoring progress toward their measurable outcomes should show improvement in each of the action projects.
UH/UHCC Shared Governance Survey

Demographic Information

The following demographic information will only be collected and analyzed in the aggregate.

1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?
   - Full-time Faculty
   - Part-time Faculty
   - Lecturer
   - APT
   - Classified staff
   - Administrator
   - Other: ________________________________

2) At which campus or location are you primarily assigned?
   - Hawai‘i Community College
   - Honolulu Community College
   - Kapi‘olani Community College
   - Kaua‘i Community College
   - Leeward Community College
   - UH - Maui College
   - Windward Community College
   - UHCC System Office

3) How many years have you been employed in the UHCC System?
   - Less than a year
   - 1-5 years
   - 6-10 years
   - 11-15 years
   - 16-20 years
   - More than 20 years

4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:
   - Community College Council of Faculty Senate Chairs
   - Community College Council of Native Hawaiian Chairs
   - Community College International Education Council
   - HAP Systemwide Board
   - Program Coordinating Council (specific to program)
   - UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

☐ I have served on a systemwide committee in the past 3 years.
☐ I have not served on a systemwide committee in the past 3 years.
### Communication

5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>○</td>
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<tr>
<td>The UH System website is a reliable source of information.</td>
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<tr>
<td>I regularly use the UH System website to find information.</td>
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<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
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<td>The UHCC System website is a reliable source of information.</td>
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<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>○</td>
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</table>
6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

<table>
<thead>
<tr>
<th><strong>The roles of the UH System, UHCC System, and the college are clear.</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
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<tr>
<th><strong>UH System committees provide an effective forum for systemwide decision-making.</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
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<table>
<thead>
<tr>
<th><strong>The UH System effectively assists the college in meeting educational goals for students achievement and learning.</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
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<table>
<thead>
<tr>
<th><strong>UHCC System committees provide an effective forum for systemwide decision-making.</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
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<tr>
<th><strong>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
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</table>
7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?
### 1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>168</td>
<td>52.83%</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>2</td>
<td>0.63%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14</td>
<td>4.40%</td>
</tr>
<tr>
<td>APT</td>
<td>76</td>
<td>23.90%</td>
</tr>
<tr>
<td>Classified staff</td>
<td>33</td>
<td>10.38%</td>
</tr>
<tr>
<td>Administrator</td>
<td>13</td>
<td>4.09%</td>
</tr>
<tr>
<td>Other: [View]</td>
<td>12</td>
<td>3.77%</td>
</tr>
<tr>
<td>2 skipped this question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>318</td>
<td>99.38%</td>
</tr>
</tbody>
</table>

### 2) At which campus or location are you primarily assigned?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i Community College</td>
<td>38</td>
<td>11.95%</td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>51</td>
<td>16.04%</td>
</tr>
<tr>
<td>Kapi‘olani Community College</td>
<td>60</td>
<td>18.87%</td>
</tr>
<tr>
<td>Kaua‘i Community College</td>
<td>32</td>
<td>10.06%</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>48</td>
<td>15.09%</td>
</tr>
<tr>
<td>UH - Maui College</td>
<td>62</td>
<td>19.50%</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>17</td>
<td>5.35%</td>
</tr>
<tr>
<td>UHCC System Office</td>
<td>10</td>
<td>3.14%</td>
</tr>
<tr>
<td>2 skipped this question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>318</td>
<td>99.38%</td>
</tr>
</tbody>
</table>

### 3) How many years have you been employed in the UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>3</td>
<td>0.96%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>56</td>
<td>17.83%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>42</td>
<td>13.38%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>69</td>
<td>21.97%</td>
</tr>
<tr>
<td>6 skipped this question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>

### 4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:

- Community College Council of Faculty Senate Chairs
- Community College Council of Native Hawaiian Chairs
- Community College International Education Council
- HAP Systemwide Board
- Program Coordinating Council (specific to program)
- UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have served on a systemwide committee in the past 3 years.</td>
<td>91</td>
<td>28.98%</td>
</tr>
<tr>
<td>6 skipped this question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>
5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>23 (7.30%)</td>
<td>80 (25.40%)</td>
<td>73 (23.17%)</td>
<td>111 (35.24%)</td>
<td>27 (8.57%)</td>
<td>1 (0.32%)</td>
<td>315</td>
</tr>
<tr>
<td>The UH System website is a reliable source of information.</td>
<td>19 (6.03%)</td>
<td>36 (11.43%)</td>
<td>87 (27.62%)</td>
<td>130 (41.27%)</td>
<td>30 (9.52%)</td>
<td>13 (4.13%)</td>
<td>315</td>
</tr>
<tr>
<td>I regularly use the UH System website to find information.</td>
<td>33 (10.58%)</td>
<td>71 (22.76%)</td>
<td>58 (18.59%)</td>
<td>99 (31.73%)</td>
<td>44 (14.10%)</td>
<td>7 (2.24%)</td>
<td>312</td>
</tr>
<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
<td>28 (8.97%)</td>
<td>81 (25.96%)</td>
<td>66 (21.15%)</td>
<td>102 (32.69%)</td>
<td>29 (9.29%)</td>
<td>6 (1.92%)</td>
<td>312</td>
</tr>
<tr>
<td>The UHCC System website is a reliable source of information.</td>
<td>25 (7.99%)</td>
<td>42 (13.42%)</td>
<td>112 (35.78%)</td>
<td>90 (28.75%)</td>
<td>24 (7.67%)</td>
<td>20 (6.39%)</td>
<td>313</td>
</tr>
<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>46 (14.65%)</td>
<td>76 (24.20%)</td>
<td>70 (22.29%)</td>
<td>83 (26.43%)</td>
<td>30 (9.55%)</td>
<td>9 (2.87%)</td>
<td>314</td>
</tr>
</tbody>
</table>

4 skipped this question

Total responses 316 98.75%

6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles of the UH System, UHCC System, and the college are clear.</td>
<td>33 (10.48%)</td>
<td>90 (28.57%)</td>
<td>67 (21.27%)</td>
<td>103 (32.70%)</td>
<td>19 (6.03%)</td>
<td>3 (0.95%)</td>
<td>315</td>
</tr>
<tr>
<td>UH System committees provide an effective forum for systemwide decision-making.</td>
<td>38 (12.10%)</td>
<td>66 (21.02%)</td>
<td>106 (33.76%)</td>
<td>77 (24.52%)</td>
<td>15 (4.78%)</td>
<td>12 (3.82%)</td>
<td>314</td>
</tr>
<tr>
<td>The UH System effectively assists the college in meeting educational goals for students achievement and learning.</td>
<td>30 (9.68%)</td>
<td>58 (18.71%)</td>
<td>107 (34.52%)</td>
<td>86 (27.74%)</td>
<td>19 (6.13%)</td>
<td>10 (3.23%)</td>
<td>310</td>
</tr>
<tr>
<td>UHCC System committees provide an effective forum for systemwide decision-making.</td>
<td>34 (10.83%)</td>
<td>67 (21.34%)</td>
<td>100 (31.85%)</td>
<td>88 (28.03%)</td>
<td>16 (5.10%)</td>
<td>9 (2.87%)</td>
<td>314</td>
</tr>
<tr>
<td>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</td>
<td>28 (8.89%)</td>
<td>57 (18.10%)</td>
<td>99 (31.43%)</td>
<td>103 (32.70%)</td>
<td>19 (6.03%)</td>
<td>9 (2.86%)</td>
<td>315</td>
</tr>
</tbody>
</table>

5 skipped this question

Total responses 315 98.44%

7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>102</td>
<td>31.88%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>218</td>
<td>68.13%</td>
</tr>
</tbody>
</table>

218 skipped this question

Total responses 102 31.88%
The Curriculum Committee website lists the committee's membership, responsibilities, and contacts, and provides detailed information and guides to create or modify curriculum outlines.

See website at: http://www2.leeward.hawaii.edu/curriculum/committee

BYLAWS

ARTICLE V. Standing Committees

SECTION 4. Curriculum Committee

A. Functions

1. Review and recommend approval, revision, or rejection of proposals for new courses and modification or deletion of existing courses.

2. Review and recommend approval, revision, or rejection of proposals for new certificate and degree programs and modification or deletion of existing programs.

3. Support and assist faculty members in the proposal process.

4. Recommend to the Faculty Senate all course, program, certificates, and degree proposals that have been reviewed and approved by the Curriculum Committee.

B. Stipulation: In performing these functions, the Committee shall recognize the concerns of the various disciplines and shall make no recommendations without seeking their concurrence on matters within their respective academic fields.

C. Membership

1. Membership includes appointed faculty members representing each of the constituencies as defined in Charter, Article IV who shall be voting members.

2. The Vice Chancellor for Academic Affairs/Chief Academic Officer, the Dean of Arts and Sciences, the Dean of Career and Technical Education, and the Registrar, or their designated representatives, shall be non-voting members.

3. The Curriculum Support Coordinator and Web Support Specialist may serve on the Committee and shall be non-voting members.

Members (AY 2021 - 2022)

- Maricar Apuya
- Michael Bauer
- Ashley Biddle
- Darwin Bohnet
- Roselyn Bumanglag
- Donald Carreira Ching
- Faustino Dagdag
- LeeAnne Egan
- Jiajia Garcia (Chair)
- Anika Gearhart
- Candace Hochstein
- Ann Inoshita
- John "Kalei" Laimana
- Gregg Longanecker
- Jennifer McFatridge
- Erika Molyneux
- Mellissa Moody
- Allan Nebrija
- Igor Niktin
- Robert Oshita
- Bryson Padasdao (Curriculum Support Coordinator)
- Luca Preziani (Secretary)
Categories:
Standing Committee

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INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes

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.
Hi Lexer

I received Pete's final report regarding the 5-review of courses. We appreciate Pete's service over the years with Curriculum Central, transition to KSCM, technical service of KSCM, and chair of the Curriculum Committee. He is completing his many terms and passing the torch to Jiajia Garcia, who is very capable of taking the leadership.

Please review the attached report—it needs your immediate attention and action is requested.

Tab 1: 5-year Review AY 2021-2022

Action requested: Please alert your program coordinators and faculty that they must be prepared to review the course for its 5-year review in Fall 2021. All fields should be complete. If the course is not approved for DE, then it should not be taught in that modality. Due to the COVID 19, we had to pivot to online delivery, but in Fall 2021, courses can be offered in person.

Part of the 5-year review is to look at the SLOs. Are they measurable? All Faculty must be able to create measurable SLOs! Also, is there an alignment with your course description, course content, and SLOs? While reviewing courses as the Interim VCAA, I have discovered many disconnects, so please contact your instructional dean for help with course modifications. Jim and Ron are responsible for assisting you as DCs/Unit Heads with these 5-reviews, as well as new courses. Remember, your SLOs need to be correct as you plan for course assessments, which will be a campus focal point this coming academic year. Look for the roll out of Campus Labs—the new assessment tool that has replaced TK20. We have high hopes for Campus Labs since assessment is lagging. Thanks to Jayne, Michele Mahi (Faculty Senate Assessment Chair), and Adam for providing the assessment templates and providing assistance to the program coordinators & faculty. All SLOs are being checked (must be measurable) and assessment tools/methods are being identified. By assessing our courses, we find out what we are doing right and how we can improve. Adam is in charge of assessment, so please contact him if you have any questions.

Tab 2: Delinquent Reviews?

Action requested:
1. Please check the Division in Column C. Almost all were missing the Division name because it wasn’t in the KSCM division field. Please add this information when you complete the 5-year review or submit a course modification.

2. Is there an error? Was this course deleted? Any mistakes need corrective action this fall. Please make a note in Col. D of your action plan. If this was a mistake (example: course was deleted in Fall 2016), please include a concise note in Col D.

3. Is this an active course? Did this course complete a 5-year review recently? Please note any errors in Col. D. Example: 5-year review completed in 2019-2020 AY.

4. Not an error? Action needed immediately in planning for the 5-year review this fall.

**Tab 3: Report May 2021**

This is a copy of Pete’s report. Since I created Tabs 1 and 2, I hope all the information was copied correctly. If not, you have a reference point in Tab 3.

**Deadline (June 2) for Tab 3, Col. D Action Plan/Comments**

This spreadsheet is attached, so please provide your input to me no later than Wednesday, June 2. As leaders, we all need to take special interest and responsibility in our curriculum and assessment—it's a TEAM EFFORT! Thanks for all your help in these important issues!

Kay

--

Kay Ono  
Interim Vice Chancellor for Academic Affairs  
Leeward Community College  
96-045 Ala Ike, Office AD-108, Pearl City, HI 96782

808.455.0453, office  
808.455.0269, direct line  
808.455.0471, FAX  
kayono@hawaii.edu

Important Coronavirus Info:  
Campus Updates  
Resources for faculty moving instruction online  
Resources for Staff  
Resources for Students  
Directory of Leeward Offices and Services  
UH Updates and Resources  
Health Tips and Resources

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5-yr Review_Divisions_Final Report May 2021.xlsx  
23K
## Course SLO Assessment Progress Summary
### OPPA
### July 15, 2021

<table>
<thead>
<tr>
<th>DIVISION</th>
<th># Courses Taught Past 5 Years</th>
<th>All Course SLOs Assessed In Past 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Feb 13</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>110</td>
<td>14.0%</td>
</tr>
<tr>
<td>Business</td>
<td>56</td>
<td>66.1%</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>48</td>
<td>23.0%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>144</td>
<td>39.7%</td>
</tr>
<tr>
<td>Prof Arts &amp; Tech.</td>
<td>62</td>
<td>43.3%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>71</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>Total # of courses</strong></td>
<td><strong>496</strong></td>
<td><strong>32.8%</strong></td>
</tr>
</tbody>
</table>
General Education Redesign

The University of Hawai‘i at Mānoa last revised its general education curriculum in 1999 and after more than 15 years, that curriculum has now been adopted system-wide. With one exception (the transition to quantitative reasoning), little has changed in either the structure or content of the curriculum. Meanwhile, the state of the world as well as higher education has substantially transformed. It is now time to envision a new general education curriculum for the entire University of Hawai‘i (UH) system to prepare our graduates for the world in which they will live.

UH Mānoa commissioned an external review of general education, which provides valuable insights and recommendations. And all ten UH campuses have agreed to participation in the (WICHE) Interstate Passport program, a multi-state faculty-developed approach to base general education transfer on learning outcomes and proficiencies rather than specific courses and credits. These both provide valuable background, and the Mānoa General Education Committee has begun work on recommendations for reform. It is clear to all today that this work has implications across the UH system. With the support of faculty governance groups, I am therefore charging a system-wide working group to develop a plan for reform of general education at UH both substantively, what skills and competencies comprise general education, as well as structurally, how general education is organized and the
curriculum maintained. The working group will also consider any applicable accreditation standards.

Project Parameters

The starting assumption for a new general education curriculum must be how best to prepare our students for the uncertain future facing them. We must identify and articulate what our students need to know, be able to do, and value so they can be knowledgeable and contributing citizens in the complex, diverse, information-driven and interconnected world within which they will live and work. UH needs a general education curriculum that will prepare them for this world's challenges, and the many careers, not just jobs, and life experiences they are likely to face. From issues of civic engagement, sustainability, resilience, data analytics, critical thinking, effective communication, teamwork and much more, we need to ensure that we have created a general education curriculum that prepares our students to flourish and lead in the wide range of possible worlds before them.

The key guidelines that will structure the work of the UH General Education Curriculum Design Team, and shape our future General Education curriculum, are:

- To make the general education curriculum more understandable and efficient for students (fewer credits required) without diminishing its effectiveness.
- To make administration of the curriculum less bureaucratic, reducing the work required by faculty to manage general education coherently across the UH System.
- To design a curriculum that scaffolds learning throughout matriculation.
- To design a curriculum that ensures the key 21st-century competencies and knowledge necessary for all UH graduates to succeed in the workplace and society.
- To emphasize an interdisciplinary and integrated approach to learning, with consideration of project- and problem-based learning.
(Guardrails)

The task of redesigning UH's General Education Curriculum will occur within a network of already existing guidelines, including the ILOs for each institution, and accreditation standards. When charging a faculty group to the redesign principle, the President established some guiding principles to help focus the work:

1. To make the general education curriculum more efficient without diminishing its effectiveness.

2. To make the curriculum less bureaucratic and more easily administered.

3. To design a curriculum that is intuitive for students.

4. To design a curriculum that scaffolds learning.

5. To focus on what the UH System believes are the key competencies necessary for all UH graduates.

6. To emphasize an interdisciplinary and integrated approach to learning.

7. To design a curriculum that is oriented towards 21st century knowledge and skills.
For more information about how participants for the Summer 2021 General Education Summer Institute were recruited and selected, see the UH General Education Curriculum Design Team: Recruitment and Selection Process page.

For more information about the Summer 2021 General Education Institute and general timeline and process for this Systemwide General Education Redesign initiative, please see the Summer Institute page.

- Summer Institute
- Curriculum Design Team Recruitment Process
- Consultations
- Final Proposal
- FAQs

BOR Meeting – March 3, 2021
Gen Ed redesign presentation

Contact

✉ gedesign@hawaii.edu

Last modified: January 27, 2022
ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY OF HAWAI'I
LEEWARD
COMMUNITY COLLEGE
1. Program or Unit Description

The Associate in Arts (AA) degree program consists of at least 60 semester credits, entirely at the baccalaureate level (100 level and above), which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The AA degree program provides students with a solid liberal arts and sciences foundation in preparation for transfer to four-year colleges and universities. The AA degree program also develops critical thinking, information literacy, communication and problem-solving skills needed for a successful career.

The general education received in the program:

- Encompasses the common knowledge, skills, and attitudes needed by individuals to be effective as persons, family members, workers, and citizens.

- Provides opportunities to develop understanding, abilities, values, and personal attributes which should help students apply their knowledge, skills, and talents to make sound decisions and to analyze and solve problems in a multi-cultural community.

- Helps the students gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Written Communication (FW)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (FQ)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Multicultural Perspective (FG)</td>
<td>6</td>
</tr>
<tr>
<td>Diversification</td>
<td>Arts, Humanities, Literature (DA/DH/DL)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Social Sciences (DS)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences (DB)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Sciences (DP)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science Lab (DY)</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Electives</td>
<td>29</td>
</tr>
<tr>
<td>Focus</td>
<td>Contemporary Ethical Issues (ETH)</td>
<td>1 course</td>
</tr>
<tr>
<td></td>
<td>Hawaiian, Asian, &amp; Pacific Issues (HAP)</td>
<td>1 course</td>
</tr>
<tr>
<td></td>
<td>Writing Intensive (WI)</td>
<td>2 courses</td>
</tr>
<tr>
<td></td>
<td>Oral Communication (OC)</td>
<td>1 course</td>
</tr>
</tbody>
</table>

What is the target student or service population?

As stated in the 2020 – 2021 Course Catalogue, “As part of the University of Hawai‘i system, we are dedicated and responsive to our community, providing an open door to the world of educational opportunities. We offer a variety of educational programs and services on our main Pu‘u‘ola (Pearl City) and Wai‘anae Moku campuses. […] While the Leeward coast and Central O‘ahu are the
primary areas served by the College, students attend Leeward Community College from all parts of the island.”

## 2. Analysis of the Program/Unit

Overall program health is rated at a “cautionary” level, where it has remained for the past three academic years.

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of Majors</td>
<td>2,198</td>
<td>2,232</td>
<td>2,101</td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>634</td>
<td>678</td>
<td>694</td>
<td></td>
</tr>
<tr>
<td>1b.</td>
<td>Fall Full-Time</td>
<td>54%</td>
<td>52%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>1c.</td>
<td>Fall Part-Time</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1e.</td>
<td>Spring Full-Time</td>
<td>53%</td>
<td>53%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>1f.</td>
<td>Spring Part-Time</td>
<td>47%</td>
<td>47%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>1g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>2.</td>
<td>Percent Change Majors from Prior Year</td>
<td>-13%</td>
<td>2%</td>
<td>-6%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SSH Program Majors in Program Classes</td>
<td>31,462</td>
<td>31,118</td>
<td>28,897</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>28,113</td>
<td>26,610</td>
<td>27,156</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SSH in All Program Classes</td>
<td>59,575</td>
<td>57,728</td>
<td>56,053</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>FTE Enrollment in Program Classes</td>
<td>1,986</td>
<td>1,924</td>
<td>1,868</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Total Number of Classes Taught</td>
<td>988</td>
<td>883</td>
<td>867</td>
<td></td>
</tr>
</tbody>
</table>

Demand is currently rated as Needs Attention. The rating is based on the percent change in majors from the previous year, which saw a decrease of 131, or 5.87% for the 2020 – 2021 AY. Correspondingly, the total decrease in Student Semester Hours (SSH) over the last three academic years has seen a total decrease of 3522 SSH, or 5.91%.

The number of classes taught over the past three academic years has steadily decreased for a net loss of 121 classes offered. This can primarily be attributed to a decrease in full-time enrollment over the past three academic years, a 9.75% decrease in FTE BOR appointed faculty (see Efficiency Indicators below), and increased efforts within the system to streamline the path toward graduation, which dissuades students from taking classes that are not required for graduation.

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Average Class Size</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fill Rate</td>
<td>81%</td>
<td>81.7%</td>
<td>83.9%</td>
<td>Healthy</td>
</tr>
<tr>
<td>10.</td>
<td>FTE BOR Appointed Faculty</td>
<td>82</td>
<td>80</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>12a.</td>
<td>Analytic FTE Faculty</td>
<td>114</td>
<td>104</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Overall Program Expenditures</td>
<td>$12,307,216</td>
<td>$12,205,418</td>
<td>$11,296,070</td>
<td></td>
</tr>
<tr>
<td>13a.</td>
<td>General Funded Budget Allocation</td>
<td>$10,642,674</td>
<td>$10,632,266</td>
<td>$11,029,488</td>
<td></td>
</tr>
</tbody>
</table>
The health call for Efficiency continues to rate as Healthy. Class fill rates have remained steady over the past three academic years, seeing a 0.7% increase during the 2019 – 2020 AY and increasing again in the 2020 – 2021 AY by 2.2%.

The ratio of majors to FTE faculty has increased by one over the past three academic years and is currently measured at 28, though the number of FTE BOR Appointed Faculty has decreased by 12 since the 2018 – 2019 AY.

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Successful Completion (Equivalent C or Higher)</td>
<td>74%</td>
<td>75%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>17. Withdrawals (Grade = W)</td>
<td>1,106</td>
<td>1,264</td>
<td>1,020</td>
<td></td>
</tr>
<tr>
<td>18. Persistence Fall to Spring</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>18a. Persistence Fall to Fall</td>
<td>47%</td>
<td>49%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>19. Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>575</td>
<td>571</td>
<td>725</td>
<td></td>
</tr>
<tr>
<td>19a. Associate Degrees Awarded</td>
<td>532</td>
<td>532</td>
<td>686</td>
<td></td>
</tr>
<tr>
<td>19b. Academic Subject Certificates Awarded</td>
<td>63</td>
<td>57</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>19c. Goal Difference Between Unduplicated Awarded and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19d.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20. Transfers to UH 4-yr</td>
<td>376</td>
<td>370</td>
<td>393</td>
<td></td>
</tr>
<tr>
<td>20a. Transfers with degree from program</td>
<td>152</td>
<td>138</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>20b. Transfers without degree from program</td>
<td>224</td>
<td>232</td>
<td>251</td>
<td></td>
</tr>
<tr>
<td>20c. Increase by 3% Annual Transfers to UH 4-yr Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20d. Difference Between Transfers and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Efficiently health, which is measuring using Class Fill Rate (#9) and Majors to FTE BOR Appointed Faculty (#11), is currently rated at Progressing.

The number of students who were actively enrolled in program classes at the end of the semester and who earned a grade of ‘C’ or better has steadily increased by over the past three academic years by an average of and currently stands at 77%, seeing a 2% increase from the previous AY.

Overall Persistence from Fall to Spring has remained steady over the past three AYs at 71%, while Persistence from Fall to Fall has seen a consistent increase of 2% per AY over the last three AYs.

According to the “Hawai‘i Graduation Initiative” of the Strategic Directions 2015 -2021, “The goal is to increase the number of associate degrees by 5% per year in order to maintain progress toward
the P-20 goal of having 55% of working age adults with a college degree by 2025.” For the previous two academic years, the number of students who were awarded an Associate Degree remained steady at 532, but saw a significant increase of 686 degrees awarded during the 2020 – 2021 AY, which represents a 29% increase.

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

The program learning outcomes are:

- Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
- Develop, support, and communicate ideas to a particular audience through writing.
- Develop, support, and communicate ideas to a particular audience through speech and writing.
- Find, evaluate, and use information.
- Apply quantitative reasoning to solve problems, interpret answers, and communicate results.
- Use critical thinking to address issues and solve problems.
- Describe and analyze the nature of culture and its variations, past and present.

**Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.**

In the past, assessment for the AA Liberal Arts Program was conducted via the traditional method of collecting artefacts and scoring those artefacts against rubrics designed specifically for the assessment. Prior to scoring, the artefacts were normed. Following assessment, results were aggregated and presented as data sets. Requiring the work on a committee (the AA Task Force) composed of nearly a dozen faculty from various disciplines and support areas, this assessment method proved to be time-consuming, inefficient and, due to the nature of the artefacts collected, limited in scope.

At the end of the 2019 – 2020 AY, the AA Task Force was dissolved and an alternative assessment method of course mapping was devised that would not require the collection and assessment of artefacts and would not require the work of a committee. Course mapping would instead collect data on the success rates of students enrolled in designation courses, specifically Foundations, Diversification and Focus courses, in order to capture a broad view of how well students were meeting Program Learning Outcomes (PLOs). Additionally, course mapping would provide an overview of student success for the various designation areas and within specific courses. It would, in short, be more efficient and comprehensive.
Working collaboratively with the Office of Planning, Policy and Assessment (OPPA), the AA Liberal Arts Program Coordinator collected and aggregated data on student success rates for designation courses for the Spring 2021 semester. The tables below show the five highest and five lowest scoring courses for each of the designation areas. The data only includes those students who received a letter grade, an “I” grade, or a C/NC grade at the end of the semester and does not include students who received a “W” grade.

Courses in which 70% or more of enrolled students met PLOs are highlighted in green, while courses in which less than 70% of enrolled students met PLOs are highlighted in red.

Note:
- Some Diversification areas, such as Written Communication (FW) and Oral Communication contain less than five courses.
- All percentages have also been rounded to the nearest tenth.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication (FW)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td>653</td>
<td>70.6</td>
</tr>
<tr>
<td>ENG 100E</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning (FQ)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>23</td>
<td>95.7</td>
</tr>
<tr>
<td>ICS 241</td>
<td>23</td>
<td>95.7</td>
</tr>
<tr>
<td>ICS 141</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>MATH 103</td>
<td>236</td>
<td>83</td>
</tr>
<tr>
<td>MATH 100</td>
<td>177</td>
<td>74.6</td>
</tr>
<tr>
<td>MATH 115</td>
<td>186</td>
<td>69</td>
</tr>
<tr>
<td>PHIL 111</td>
<td>36</td>
<td>66.7</td>
</tr>
<tr>
<td>MATH 140</td>
<td>44</td>
<td>63.6</td>
</tr>
<tr>
<td>MATH 135</td>
<td>92</td>
<td>58.7</td>
</tr>
<tr>
<td>MATH 140X</td>
<td>24</td>
<td>58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global Multi-Cultural Perspective (FG)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Number of Students Enrolled</td>
<td>Percentage of Students Who Met PLOs with a Grade of “C” or Better</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>83</td>
<td>92.8</td>
</tr>
<tr>
<td>HIST 152</td>
<td>165</td>
<td>86.7</td>
</tr>
<tr>
<td>MUS 107</td>
<td>196</td>
<td>84.7</td>
</tr>
<tr>
<td>ART 175</td>
<td>56</td>
<td>83.1</td>
</tr>
<tr>
<td>HIST 151</td>
<td>230</td>
<td>80.1</td>
</tr>
<tr>
<td>ART 176</td>
<td>52</td>
<td>75</td>
</tr>
<tr>
<td>ANTH 152</td>
<td>52</td>
<td>75</td>
</tr>
<tr>
<td>GEOG 151</td>
<td>30</td>
<td>73.5</td>
</tr>
<tr>
<td>POLS 150</td>
<td>25</td>
<td>72</td>
</tr>
<tr>
<td>REL 150</td>
<td>90</td>
<td>65.5</td>
</tr>
</tbody>
</table>

### Diversification

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversification Arts (DA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 105B</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>ART 105C</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>THEA 222</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>MUS 121C</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>DMED 150</td>
<td>32</td>
<td>96.9</td>
</tr>
<tr>
<td>Diversification Humanities (DH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 113D</td>
<td>32</td>
<td>75</td>
</tr>
<tr>
<td>ART 112</td>
<td>62</td>
<td>74.2</td>
</tr>
<tr>
<td>ART 202</td>
<td>15</td>
<td>73.3</td>
</tr>
<tr>
<td>ART 107D</td>
<td>65</td>
<td>67.7</td>
</tr>
<tr>
<td>ART 123</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>REL 204</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>REL 207</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>HIST 241</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>REL 151</td>
<td>19</td>
<td>94.7</td>
</tr>
<tr>
<td>ASAN 203</td>
<td>29</td>
<td>93</td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
<td>GPA</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>HIST 284</td>
<td>26</td>
<td>73.1</td>
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<td>IS 250H</td>
<td>7</td>
<td>71.4</td>
</tr>
<tr>
<td>HIST 288</td>
<td>10</td>
<td>70</td>
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<td>ICS 170</td>
<td>69</td>
<td>65.2</td>
</tr>
<tr>
<td>AMST 202</td>
<td>17</td>
<td>41.1</td>
</tr>
</tbody>
</table>

**Diversification Literatures (DL)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 276</td>
<td>19</td>
<td>84.2</td>
</tr>
<tr>
<td>ENG 271</td>
<td>57</td>
<td>82.5</td>
</tr>
<tr>
<td>HWST 270</td>
<td>33</td>
<td>63.6</td>
</tr>
<tr>
<td>ENG 272H</td>
<td>9</td>
<td>55.6</td>
</tr>
</tbody>
</table>

**Diversification Social Sciences (DS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 218</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>SOC 100</td>
<td>137</td>
<td>93.4</td>
</tr>
<tr>
<td>SOC 250H</td>
<td>14</td>
<td>92.9</td>
</tr>
<tr>
<td>PSY 260</td>
<td>25</td>
<td>92.6</td>
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<tr>
<td>HDFS 230</td>
<td>161</td>
<td>91.3</td>
</tr>
<tr>
<td>PSY 212</td>
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<td>83.7</td>
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<tr>
<td>ANTH 150</td>
<td>48</td>
<td>79.2</td>
</tr>
<tr>
<td>PACS 108</td>
<td>63</td>
<td>73</td>
</tr>
<tr>
<td>ANTH 200</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>ECON 120</td>
<td>58</td>
<td>43.1</td>
</tr>
</tbody>
</table>

**Diversification Biological Sciences (DB)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHRM 203</td>
<td>87</td>
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</tr>
<tr>
<td>BIOL 172</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>FSHN 185</td>
<td>88</td>
<td>97.8</td>
</tr>
<tr>
<td>BOT 130</td>
<td>18</td>
<td>94.4</td>
</tr>
<tr>
<td>AG 200</td>
<td>21</td>
<td>90.5</td>
</tr>
<tr>
<td>ZOOL 200</td>
<td>17</td>
<td>75</td>
</tr>
<tr>
<td>PHYL 141</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>AG 264</td>
<td>21</td>
<td>71.4</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>85</td>
<td>68.2</td>
</tr>
<tr>
<td>BIOL 171</td>
<td>29</td>
<td>62</td>
</tr>
</tbody>
</table>

**Diversification Physical Science (DP)**
### Leeward Community College ARPD Program: Liberal Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>HWST 281</td>
<td>32</td>
<td>96.9</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>150</td>
<td>91.3</td>
</tr>
<tr>
<td>PHYS 272</td>
<td>27</td>
<td>85.2</td>
</tr>
<tr>
<td>ERTH 101</td>
<td>19</td>
<td>84.2</td>
</tr>
<tr>
<td>ASTR 110</td>
<td>60</td>
<td>68.3</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>18</td>
<td>66.7</td>
</tr>
<tr>
<td>CHEM 273</td>
<td>16</td>
<td>62.5</td>
</tr>
<tr>
<td>CHEM 272</td>
<td>28</td>
<td>60.7</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>82</td>
<td>52.4</td>
</tr>
</tbody>
</table>

**Diversification Lab (DY)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 281L</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 170L</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 272L</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>BOT 130L</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 273L</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

**Focus**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101L</td>
<td>83</td>
<td>77.1</td>
</tr>
<tr>
<td>AG 264</td>
<td>21</td>
<td>71.4</td>
</tr>
<tr>
<td>PHYS 100L</td>
<td>14</td>
<td>71.4</td>
</tr>
<tr>
<td>CHEM 162L</td>
<td>31</td>
<td>71</td>
</tr>
<tr>
<td>CHEM 161L</td>
<td>79</td>
<td>69.6</td>
</tr>
</tbody>
</table>

**Writing Intensive (WI)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Student Enrolled</th>
<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 150</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>ENG 204</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>REL 204</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>HWST 245</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>SOC 218</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>IS 250H</td>
<td>7</td>
<td>71.4</td>
</tr>
</tbody>
</table>
Of the 10,141 grades that were earned during the Spring 2021 semester, 8301 of those grades, or 81.9%, met or exceeded the minimum requirement to meet PLOs, while 1840 of those grades, or 18.1%, did not meet the minimum requirement. Specifically, 5147 (50.8%) “A” grades were earned, 1985 (19.6%) “B” grades were earned, and 1156 (11.4%) “C” grades were earned. There were also 13 “CR” grades awarded.

While there does not appear to be a clear-cut pattern or trend regarding underachieving courses, it would be advisable to examine division-level assessment results for the lowest scoring Foundations Quantitative Reasoning courses and Diversification Physical Science Courses to see if students are struggling with specific proficiencies (SLOs) that could be correlated with PLOs.
4. Action Plan

The college is pursuing initiatives aimed at student retention and degree completion. College pathways have been introduced and counseling teams are focusing on how to better meet the needs of our students, many who are part-time students. In addition to traditional face to face classes, options such as hybrid and online courses are being offered. Leeward Community College is also offering five-week online courses in the Liberal Arts.

The table below presents the four major goals of the Leeward CC Strategic Plan, 2015 – 2021, which are each divided into specific objectives. Notable steps that each of the four academic divisions that offer classes for the Liberal Arts Program---Language Arts, Arts and Humanities, Social Sciences, and Math and Sciences---have taken for each objective and their proposed action plans for each objective have been provided. The same information has also been provided for the Wai’anae Moku campus. Objectives for which none of the four divisions or Wai’anae Moku provided information have been omitted.

<table>
<thead>
<tr>
<th>Goal 1: Hawai‘i Graduation Initiative: Increasing enrollment and completion rates while reducing time to completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Accelerate time to “college-ready” status for students at one or two levels below the college ready standard</td>
</tr>
<tr>
<td>Division</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
</tbody>
</table>
Hearts Academy in Kaimuki. For AY, 10 courses were offered.

<table>
<thead>
<tr>
<th>Math and Sciences</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
</table>
| Wai’anae Moku     | Students enrolled in ENG 24 has reduced resulting in phasing out that course offering in 2017. ENG 22 enrollment and subsequent passing of ENG 100 reached a high of 71% in 2017, then reduced to 57% in the subsequent academic year and then reduced again to 46% in the 2018/9 academic year. The transition to online offerings has proven detrimental to students passing both the ENG 22 and ENG 100 courses. Continue to place Peer Mentors to assist the ENG 22 students during classes to increase one on one instruction. Transitioning all course offerings to hybrid modality in order to require more face-to-face instruction as much as possible during the COVID Pandemic.

**Objective:** Establish clear structured pathways for each degree for both full-time and part-time students

| Language Arts | • Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for an accelerated pathway  
• Offered the Academic Subject Certificate in Writing – Business Track and Academic Subject Certificate in Writing – Creative Track | • Continue to support the Online Associate of Arts degree by offering five-week courses based on requests |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>A &amp; H has academic Subject Certificates in Digital Art, Digital Photography, and cooperates with DMED Program.</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>M&amp;S Division has an Academic Subject Certificate in Information and Computer Science.</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Institutionalize Open Educational Resources (OER) as campus wide initiative to reduce or eliminate cost of textbooks for students.

<p>| Language Arts | Offered 107 course sections during Fall 2020 and 108 course sections | Continue to offer sections designated for program participants based on |</p>
<table>
<thead>
<tr>
<th>Program: Liberal Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Continue to serve populations in geographic regions with large Native Hawaiian populations.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Offered ENG, HAW, and SP courses at Waiʻanae Moku in collaboration with the Waiʻanae Moku coordinator</td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>Offered 7 to 10 courses at Waiʻanae Moku.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>TEP serves a larger percentage of Native Hawaiian students.</td>
</tr>
<tr>
<td><strong>Math and Science</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Waiʻanae Moku</strong></td>
<td>The Native Hawaiian unduplicated headcount from Fall 2019 to Fall 2020 reduced from 70 – 65% due to the increasing numbers of non-Waiʻanae Moku students enrolling in Moku courses. Initial readings show the percentage continued to fall in the Spring Semesters.</td>
</tr>
<tr>
<td><strong>Objective:</strong> Eliminate achievement gaps for target populations – Pell recipients, Pacific Islanders, Native Hawaiians, Filipino – in enrollment, graduation, STEM degrees and transfer.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Supported the Kahua Hoʻomau Ola and Lanakila cohorts by offering ALP ENG 100/ENG 22 and SP 151 sections designated for program participants</td>
</tr>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Math and Sciences</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Waiʻanae Moku</strong></td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Objective:** Collaborate and discuss with Na ‘Ewa Council and appropriate Native Hawaiian representatives regarding the recommendations from Hawai‘i Papa O Ke Ao.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for upcoming AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Offered Early College courses, including ENG 100, ENG 200 (WI), ENG 204 (WI), SP 151, and SP 251 (WI) at Aiea HS, Campbell HS, Hawai‘i Technology Academy, Kapolei HS, Mililani HS, Pearl City HS, Sacred Hearts Academy, Wai‘anae HS, Leilehua HS, and Waipahu HS.</td>
<td>• Continue to offer Early College courses based on requests</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>A&amp;H offers 7 – 12 courses each semester in Early College Program.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social Sciences courses participate in enrollment programs of Early College and On Track.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>In fall 2020, M&amp;S Division is offering 18 Early College classes. In spring 2021, M&amp;S Division offered 23 Early College classes.</td>
<td>Continue to offer classes for Early College students.</td>
</tr>
</tbody>
</table>

**Goal 2:** Increase Enrollment of Target Populations: Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students

**Objective:** Continue dual credit enrollment programs such as Early College, Jump Start, & Running Start
## Wai’anae Moku

Early College classes are offered at Waianae and Nanakuli High Schools. Courses beginning to be offered at the Kamaile Academy.

Continue working with the DOE on offering selected courses. Seeking Gear Up funding support to hire two Peer Mentors at both Coastal HS to recruit for Leeward CC.

**Objective:** Provide support for programs that target working adults and fully implement the Prior Learning Assessment techniques.

### Language Arts
- Supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for the returning adult cohorts
- Continue to offer five-week courses based on requests

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>n/a</th>
<th>n/a</th>
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</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Wai’anae Moku

The ATE program at the Waianae Moku campus focuses on those who were incarcerated, in drug treatment programs and those aging out of the foster care program.

Seek outside funding to support the ATE program in order to expand its efforts.

**Objective:** Continue to develop and expand programs that recruit and serve international students.

### Language Arts
Served international students via the Office of International Programs’ English Language Institute (ELI)

Continue to offer and develop existing programs, particularly in light of health and safety protocols maintained due to the COVID-19 pandemic, which include distance education components and remote recruitment efforts.

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>n/a</th>
<th>n/a</th>
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</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Goal 3: Hawai’i Innovation Initiative:** Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.
**Objective:** Create specific pathways into baccalaureate programs in data science and cybersecurity, biotechnology, engineering, physical sciences, and other demand fields using meta majors.

<table>
<thead>
<tr>
<th>Division</th>
<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for Upcoming AY</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>The ICS AS degree is articulated to transfer to UHWO’s Bachelor of Applied Science, Information Security and Assurance and UHMC’s Bachelor of Applied Science with a Concentration in Applied Business and Information Technology (ABIT). The ASNS degree is articulated to transfer to UHM for ICS, Engineering, Biology, and Physical Science fields. The Sustainable Agriculture AS degree articulates to UHWO’s BAS in Sustainable Community Food Systems (SCFS). AS in Natural Science with a concentration in Biological Sciences articulates with UHWO’s BS in Natural Science with a concentration in Health Sciences and BS in Natural Science with a concentration in Life Science.</td>
<td>In fall 2022, M&amp;S will offer OEST 101 again. This course transfers to UH Manoa’s SOEST program.</td>
</tr>
<tr>
<td>Wai‘anae Moku</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Objective:** Increase credit and noncredit programs to prepare students for high-wage, high-demand jobs.

<table>
<thead>
<tr>
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<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>M&amp;S has offered the IIT program for several years now. Most students are hired before they graduate into working on the rail and other jobs for electronic, electrical, mechanical, and</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### 2021 Leeward Community College ARPD
**Program: Liberal Arts**

| Objective: Identify new programs and opportunities that align with the community needs and workforce demands. |
| --- | --- |
| **Wai’anae Moku** Offered a Landscaping Certificate course. | Continue to seek funding to renovate the Waianae Moku campus to include credit and non-credit course offerings. |

| Language Arts | n/a | n/a |
| Arts and Humanities | n/a | n/a |
| Social Sciences | The Teacher Education Program (TEP) addresses the state’s need for teachers in the DOE. Its Associate in Science in Teaching (AST) degree prepares paraeducators to be in the classroom. TEP also has two licensure programs for CTE and SPED teachers as well as two CTE and SPED transfer (3+1) programs where students take 3 years at Leeward and the final year at Chaminade University. | n/a |

| Math and Science | IIT is newest program in division. | The ICS program is adding a Cloud Support Specialty consisting of ICS 235 (Machine Learning Methods), ICS 262 (Data Analysis Using R and Python), and ICS 263 (Data Visualization). |
| Wai’anae Moku | n/a | n/a |

### Goal 4: 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

**Objective:** Enhance facilities with appropriate technology and ensure all facilities support 21st century learning and teaching environments.

| Language Arts | Provided instructors with requested devices and digital tools to support distance learning. | n/a |
| Arts and Humanities | A&H has renovated a classroom to make an ART Gallery | ART Gallery should open in 2022 |
| Social Sciences | n/a | n/a |
| Math and Science | Construction is nearing completion on the renovation of four (4) lecture-style classrooms located in Physical M&S was informed during 2019 – 2020 AY that the college has chosen three main projects for the Title III |
**2021 Leeward Community College ARPD**  
**Program: Liberal Arts**

<table>
<thead>
<tr>
<th></th>
<th>Science (PS) and Biological Science (BS) buildings.</th>
<th>renovation project:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. New Shadehouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Accessibility on lower campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. MS 102 lab space</td>
</tr>
<tr>
<td>Wai`anae Moku</td>
<td>Purchased 8 84’ touch screen monitors for classrooms. Converted 4 classes into TECH rooms with IT assistance.</td>
<td>Train faculty to use TECH rooms.</td>
</tr>
</tbody>
</table>

**Objective:** Develop a professional development and certification program for online instructors to master online teaching techniques and share best practices.

| Language Arts         | • Supported the Distance Education (DE) Committee in encouraging existing and emerging online instructors to participate in professional development and the DE Guidelines Self-Assessment  
|                      | • Encouraged instructors to reach out the division’s DE liaisons | • Continue to support the DE Committee’s initiatives to promote quality online instruction and learning  
|                      |                                                   | • Continue to encourage instructors to consult the DE liaison |
| Arts and Humanities   | 15% of A&H faculty have completed the Quality Matters Courses to support better online teaching. | Advocate for additional training for online teaching. |
| Social Sciences       | n/a                                               | n/a                 |
| Math and Science      | n/a                                               | n/a                 |
| Wai`anae Moku         | n/a                                               | n/a                 |

**Objective:** Develop professional development programs to encourage innovative practices for faculty and staff including the opportunity to experiment and test various teaching strategies to enhance student success.

| Language Arts         | Supported various division professional development efforts, such as workshop / conference attendance via CARES / CRRSAA funding | Continue to support professional development efforts |
|                      |                                                   |                                                   |
| Arts and Humanities   | n/a                                               | n/a                                               |
| Social Sciences       | n/a                                               | n/a                                               |
| Math and Science      | n/a                                               | n/a                                               |
| Wai`anae Moku         | Converted MATH 115 to OER                         | n/a                                               |
### Goal 5: 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.

<table>
<thead>
<tr>
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<th>Steps Taken for 2020 – 2021 AY</th>
<th>Action Plan for Upcoming AY</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective</strong>: Expand partnerships with area high schools to continue to align programs with DOE pathways with the community college.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>The Teacher Education Program (TEP) is one of the DOE pathways to employment. TEP works closely with the area high schools.</td>
<td>TEP to continue its work and how to handle its growth with hiring freeze.</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>Visited Waianae and Nanakuli High Schools in consultation with respective principals.</td>
<td>Complete Gear Up grant to place two Peer Mentors at each High School starting Spring 2022.</td>
</tr>
</tbody>
</table>

**Objective**: Expand partnerships with community organizations and employers in the local area.

<table>
<thead>
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<th>Steps Taken for 2020 – 2021 AY</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>TEP has 2 licensure programs and thus works close with community organizations and public agencies in the area.</td>
<td>n/a</td>
</tr>
<tr>
<td>Math and Science</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Wai’anae Moku</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

As a means of coordinating with the DOE Adult Schools to align education and GED preparation courses with community college curricula, the Wai’anae Moku campus is currently examining the possibility of offering GED courses.

In order to stay connected to students and inform them in an efficient manner, The Waianae Moku campus consistently communicates via social media in addition to college email. The Moku campus also utilizes the Westside Stories local newspaper and attends neighborhood board meetings for the Waianae and Nanakuli/Maile Boards.
To increase access to STEM programs and provide distance and hybrid education opportunities in STEM education, the Wai’anae Moku campus has expanded offerings for BIOL 130, BIOC 141, and MATH 135.

The Wai’anae Moku campus also purchased subscription to Penji online student support services to assist students with tutoring needs.

5. Resource Implications

The needs of the program are filtered through the Divisions and are articulated in the Planning Lists developed through the Annual Program Reviews.
Leeward Community College
Comprehensive Review and Evaluation - 2021

Program or Unit Name:
AA Liberal Arts

Assessment Period
August 2016 to May 2021

College Mission
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 or Unit Mission
The Associate in Arts (AA) degree program offers a solid liberal arts and sciences foundation in preparation for transfer to four-year colleges and universities. The AA degree program also develops critical thinking, technology and information literacy, communication, and problem-solving skills needed for a successful career.

The general education received in the program:

- Encompasses the common knowledge, skills, and attitudes needed by individuals to be effective as persons, family members, workers, and citizens.
- Provides opportunities to develop understanding, abilities, values, and personal attributes which should help students apply their knowledge, skills, and talents to make sound decisions and to analyze and solve problems in a multi-cultural community.
- Helps the students gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility.

Because knowledge leads to action, students should be actively engaged in learning. This holistic point of view provides the student a foundation of lifelong learning in a changing world.

Part I. Executive Summary of Program or Unit Status
The follow is a list of curricular, pedagogical, and professional development initiatives occurring within divisions, as reported in the prior year’s action plans.

**Acceleration Initiative**

The 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, the UHCC Time to Degree: Co-Requisite policy, and the College’s Strategic Plan 2015-2021. 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. These tracks were designed to move students into college-level courses. These efforts are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence.

The English and Math disciplines are both involved with the Acceleration Initiative of providing curriculum to students who do not qualify for the college level English and/or math classes to complete their college level English or math course within a year of entering our college.

**Developmental English**

Over the past five years, students who place two levels below transfer-level college English (ENG 100) have been enrolled in ENG 24 (Reading, Reasoning, and Writing), a 6-credit introduction “to the reading, reasoning, and writing skills essential to succeed in ENG 100” (“Leeward Community College Catalog, 2016 – 2017”). To more effectively address some of the challenges that a six-credit developmental ENG course poses for some students—particularly the fact that six credits of developmental English use a great deal of students’ financial aid. If they do not pass (about 40% do not pass each semester), they must take six more credits of the lowest level of developmental English, leading to non-enrollment or mid-semester attrition—ENG 98B (Fundamentals of Reading and Writing), a 3-credit course, was developed and piloted as an experimental course in Fall 2018 as part of the Transitional English Pathway (TEP) initiative.

According to the TEP model, following completion of ENG 98B, students would move on to ENG 22, which they would take concurrently with ENG 100 the following semester. ENG 22 would be taken back-to-back with ENG 100 and would allow students to develop and practice soft skills and technical skills needed to persist and successfully complete ENG 100 in one academic year. Because ENG 98B was offered as an experimental course, one section of ENG 24 would continue to be offered as a control section for data comparison. Currently, students who complete ENG 24 must go directly into ENG 100. Some students, however, have reported difficulty with following lectures and discussions in ENG 100. With the TEP model, instructors can use ENG 22 to preview and break down course content and skills before the ENG 100 section. The ENG 22 sections in the TEP sequence are also capped at 15 and the ENG 100 sections are capped at 20.
The experimental term for ENG 98B expired at the end of the Spring 2021, and the course officially became ENG 16 beginning in Fall 2021, but due to low enrollment no ENG 16 sections were offered, and only one section is being offered for the Spring 2022 semester. Prior to the pandemic, developmental ENG courses were not offered as online courses, since such a format undermines the instructional imperatives of the course, which are predicated on direct, personalized instruction that utilizes faculty mentors and integrated student support.

Students are placed in either ENG 24 or ENG 16 based on EdReady or Accuplacer scores. The placement score range is the same for both courses since both courses are considered two-levels below college-level. The choice of taking ENG 24 or ENG 16 is explained in the student’s mandatory incoming student advising session with a counselor, who informs the student about the credit load and time commitment difference, explores the student’s prior learning experiences and ability, and helps the student decide if he or she would benefit from a faster remedial option (ENG 24 to ENG 100) or if he or she would prefer the TEP path, which offers more support.

The Language Arts (LA) Division also offered an accelerated course sequence for English language learners: ESL 18, 19, 21, and 22 and supported the Online Associate of Arts degree program by offering five-week courses (ENG 100, ENG 200 (WI), and SP 151) for an accelerated pathway.

Developmental Math

MATH 75 (two levels below college-level) has not been offered since Spring 2019. As a replacement, a 3-credit co-requisite course—MATH 78B (two levels below college-level)—was created for designated college-level non-STEM courses and was offered each semester starting in Fall 2019. Students who would have ordinarily enrolled in MATH 75 now enroll in MATH 78B concurrently with a college-level math course in the same semester so they can complete their college-level math course in one semester rather than two. MATH 78B, 78, and 88 are co-requisite courses and students take them concurrently with either MATH 100, 103, or 115 depending on their track (Math, Algebra, or Quantitative Methods).

Between the AY 2016 and 2017, the successful completion rate for MATH 82 decreased by 3 percentage points from 60% to 57%, respectively. At least some of this decrease was attributed to the shortened developmental math pathway. Since there was no pre-requisite course below MATH 82 in the STEM pathway, more topics were added to the MATH 82 course to prepare students for the college level courses. Furthermore, 19% of remedial/developmental math students who did not meet the MATH 82 placement measures were given overrides into the course and were allowed to enroll. These students signed a pre-requisite exception form indicating the amount of time that they would need to spend on course material to have a reasonable chance at passing MATH 82. These factors may have caused the decline in the MATH 82 completion rate. To help increase student success, MATH 82 was modified to MATH 82X, and the number of credit and instructor contact hours was increased, effective Fall 2019.
The modification appears to be successful as the completion rate for MATH 82X increased by 13 percentage points from 49% (AY 2019) to 62% (AY 2020).

Completion rates for students who placed one level below college-level math decreased by 10% from 64% in AY 2020 to 54% in AY 2021, and for students who placed two levels below college-level, there was a 3% decrease from 52% in AY 2020 to 49% in AY 2021. This decrease has primarily been attributed to the modality change in Fall 2020 from face-to-face and split hybrid to completely online asynchronous delivery. Students who enroll in developmental and co-requisite learning communities are usually not college-ready and therefore need more interaction with the instructor. And while for Spring and Fall 2021, all remedial/developmental and co-requisite learning communities were offered as online synchronous so students were able to virtually meet with the instructor, there are still a number of challenges to the synchronous format. In Spring 2022, all remedial/developmental and co-requisite learning communities, and some standalone college-level classes will be offered as hybrid. This will give instructors time to meet and assist each student in-person one-on-one which will help increase success rates.

**Writing-Intensive Program**

Leeward CC’s Writing Intensive (WI) Program is the most robust in the UHCC system. During the Fall 2021 semester Leeward CC offered 76 WI courses within the four academic divisions that comprise the AA Liberal Arts Degree. Comparatively, according to the class availability listings, Kapi‘olani CC only offered 35 WI courses within divisions that comprise the AA Liberal Arts Degree, Honolulu CC offered 19, and Windward offered 9.

While comparatively Leeward CC offers more courses within the four academic division that comprise the AA Liberal Arts Program, many courses that are designated as WI at Leeward find no such designation at other campuses. For example, Kapi‘olani CC, Windward CC, and Honolulu CC do not offer WI designations for ASAN, THEA, MATH, ICS, ANTH, HDFS, or BIOL L, all of which Leeward offers WI designations for. Compared to Kapi‘olani CC, Windward CC, and Honolulu CC, Leeward CC also offers the greatest diversity of WI courses in SOC, ENG,¹ HIST, REL and HWST. During the Fall 2021 semester, Leeward CC offered WI designations for 3 different SOC courses, 5 different ENG courses, 6 different HIST courses, and 2 HWST courses. This is compared to 1 SOC course at Kapi‘olani and Windward, and 0 at Honolulu; 2 ENG courses at Kapi‘olani and Windward, and 4 at Honolulu; 0 HIST courses at Kapi‘olani, 1 at Windward, and 2 at Honolulu; 1 REL course at Kapi‘olani and Honolulu, and 0 at Windward; and 0 HWST courses at Kapi‘olani, and 2 at Honolulu and Windward. Currently, Leeward has actively WI designations for 7 SOC courses, 8 ENG courses, 11 HIST courses, 8 REL courses, and 5 HWST courses.

The diversity and breadth of WI courses that Leeward offers ensures that, in addition to receiving additional practice with and instruction in writing, which fulfills the third PLO for the AA Liberal Arts Degree (“Develop, support, and communicate ideas to a particular audience

¹ This only includes writing courses and not literature courses.
through speech and writing”), students are also engaging all other PLOs, since each of the four academic divisions within the AA Liberal Arts Program offer an array of WI courses.

**Early College Program (ECP)**

Leeward Community College’s Early College Program (ECP) strives to increase college-going and college success rates of high school students who do not traditionally aspire to college (e.g., low-income and first-generation students) by providing them with an opportunity to take college classes while still in high school.

The college credits earned via this program can be applied to both the high school diploma and college degree requirements. The intention is to help students gain confidence in their abilities to succeed in college; therefore, the program’s success depends upon the collaborative support of both the high school and Leeward Community College. The ECP also strives to develop participants into “college ready students” (i.e., students who have both the cognitive and non-cognitive skills needed for college).

The ECP strives to help the College meet UH system goals of reducing time to degree and of increasing college graduation entry and graduation rates for the State of Hawai‘i. Several types of Early College programs are offered at Leeward Community College: dual credit Memorandum of Agreement (MOA) where students take closed classes at the high school; dual credit Running Start where singletons enroll in open classes at the college, and Early Admit for students who seek only college-credit or are home schooled. The first two options are limited to HIDOE schools through UH/HIDOE agreement and one private institution by special contract.

Early College works collaboratively with the various units across Student Services, Academic Services, as well as academic services and divisions to encourage student success. The program serves as a conduit for students into the world of higher education, building a reverse-scaffolded structure of support to develop our students into independent learners, thinkers, and active participants in their educational journey.

From AY 2016 – 2017 to AY 2020 – 2021, the ECP has seen substantial growth, both in its number of partnerships and in the number of courses offered. Between AY 2016 – 2017 and AY 2019 – 2020, the number of partnerships increased from 8 to 14, the number of courses offered increased from 65 to 127, and the number of enrolled students increased from 1073 to 1967. During the 2020 – 2021 AY, one partnership was dissolved by mutual consent, lowering the number of course offered by 7 and the number of enrolled students by 446. The precipitous drop in enrollment can also be attributed to COVID-19, since the ECP, which typically holds in-person application and registration processes at the high schools, was unable to meet students face-to-face at their home campuses. Improvements in this process, however, have increased enrollment, which are currently near pre-COVID numbers for the Spring 2022 semester.

The ECP offered 54 courses during the Spring 2021 semester within the AA Liberal Arts Program: 19 within the Language Arts (LA) Division, 11 within the Arts and Humanities (A&H)
Division, 11 within the Social Sciences (SSCI) Division, and 14 within the Math and Sciences (M&S) Division.

**Open Educational Resources (OER)**

The Mission of Leeward CC’s OER initiative “aims to eliminate barriers to quality higher education through the adoption of open education practices including the use of open educational resources (OER) and open pedagogy. We hope to build a local community of practice which participates in the global Open Education movement.”

Between Fall 2016 and Fall 2021 the number of instructors who have adopted OER has increased from 71 to 172, or 64.53%, and the number of Textbook-Cost-Zero (TXTO) sections offered has increased from 217 to 553, or 60.76%. This has saved students an estimated $5.3 million dollars in textbook costs. For the Fall 2021 semester, 56.1% of sections offered at Leeward are TXTO, and 66.7% of Leeward faculty are OER-adopters.

For Fall 2021, of the four academic divisions representing the AA Liberal Arts Program, 24.6% of the Language Arts courses are TXTO, 15% of Arts and Humanities courses are TXTO, 28.8% of Social Sciences courses are TXTO, and 26% of Math and Sciences courses are TXTO. Approximately 30% of all ENG courses, 18% of all ED courses and 11% of all ART courses are TXTO.

In 2019, Tasha Williams and Rachael Inake created a renewable assignment project for ENG 100, and in 2019, Ann Inoshita, Jeanne K. Tsutsui, Tasha Williams, and other UH system faculty created an OER textbook, *English Composition: Connect, Collaborate, Communicate*. In 2020, Cara Chang published an OER textbook, *Business Writing for Success*, and she and Education Technologist Brent Hirata, created a renewable assignment project for ENG 209. During the 2020 – 2021 AY, Daniela Elliott and Paula Mejia Velasquez created an OER textbook for Botany and Horticulture. Leeward students in BOT 101, BOT 130, and HORT 110 will use the textbook.

**Hawai‘i Graduation Initiative**

The metrics and associated weights for performance funding include:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (Associate Degrees &amp; CAs)</td>
<td>35%</td>
</tr>
<tr>
<td>Native Hawaiian Graduates (Associate Degrees &amp; CAs)</td>
<td>10%</td>
</tr>
<tr>
<td>STEM Graduates (UHCC Associate Degrees and CAs + UH STEM baccalaureate graduates)</td>
<td>10%</td>
</tr>
<tr>
<td>PELL Graduates (Associate Degrees &amp; CAs)</td>
<td>10%</td>
</tr>
<tr>
<td>Annual Transfers to Baccalaureate Colleges</td>
<td>35%</td>
</tr>
</tbody>
</table>

2 https://sites.google.com/a/hawaii.edu/oer/
3 Estimated saving are based on an average textbook price of $100 multiplied by total enrollment in TXTO classes.
4 Calculated from: https://public.tableau.com/app/profile/petersen.gross/viz/TXT0/TXT0
Numbers of Degrees and Certificates

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</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>553</td>
<td>621</td>
<td>532</td>
<td>532</td>
<td>686</td>
</tr>
</tbody>
</table>

Despite a 6% decrease in the number of AA Liberal Arts majors from AY 2019 – 2020 to AY 2020 – 2021, the number of degrees and certificates awarded increased by 22.4% in AY 2020 – 2021. This is also despite a 1.8% decrease in the number of classes taught and a 7.5% decrease in the number of FTE BOR Appointed Faculty.

Native Hawaiian Graduates (Associate Degrees & CAs)

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</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>147</td>
<td>164</td>
<td>125</td>
<td>144</td>
<td>195</td>
</tr>
</tbody>
</table>

Despite a 23.8% decrease in the number of degrees and certificates awarded to Native Hawaiian graduates during the 2018 – 2019 AY, the 2019 – 2020 AY saw a 13.2% increase, which was followed by a 26.1% increase during the 2020 – 2021 AY.

PELL Graduates

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</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>258</td>
<td>304</td>
<td>376</td>
<td>370</td>
<td>393</td>
</tr>
</tbody>
</table>

Despite a slight decrease during the 2019 – 2020 AY, the number of PELL graduates has steadily increased over the past five academic years. Between AY 2016 – 2017 and AY 2017 – 2018, there was a 15.1% increase, followed by a 19.1% increase from AY 2017 – 2018 to AY 2018 – 2019. AY 2020 – 2021 saw a 5.8% increase from AY 2019 – 2020.

Annual Transfers to Baccalaureate Colleges

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<tbody>
<tr>
<td>Transfers</td>
<td>424</td>
<td>439</td>
<td>376</td>
<td>370</td>
<td>393</td>
</tr>
</tbody>
</table>

Between AY 2016 – 2017 and AY 2019 – 2020 there was an 12.7% overall decrease in the number of transfers, but AY 2020 – 2021 AY saw a 5.8% increase.

Part II. Program or Unit Description

The Program Learning Outcomes for the Liberal Arts Program are as follows:

Upon completion of the certificate, students will be able to:
• Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
• Develop, support, and communicate ideas to a particular audience through writing.
• Develop, support, and communicate ideas to a particular audience through speech and writing.
• Find, evaluate, and use information.
• Apply quantitative reasoning to solve problems, interpret answers, and communicate results.
• Use critical thinking to address issues and solve problems.
• Describe and analyze the nature of culture and its variations, past and present.

During the Fall 2020 semester, the Interim Coordinator for the Office of Planning, Policy and Assessment (OPPA) spearheaded efforts to have the General Education Outcomes (GELOs) removed as a means of streamlining the assessment process for the AA Liberal Arts Program and because the GELOs and PLOs were nearly identical. While efforts to remove references to the GELOs in the college catalog and website are ongoing, a motion to revise Policy L5.210 (Leeward College Policy on Assessment), was put before Faculty Senate during Spring 2021 and passed. Subsequent assessment of the AA Liberal Arts Program during the Spring and Fall of 2021 mapped achievement in Diversification, Focus and Foundations courses based on PLOs.

Part III. Analysis of Program or Unit Data

Demand

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Progressing</td>
<td>Needs Attention</td>
</tr>
</tbody>
</table>

Although Demand was rated as Needs Attention between AY 2016 – 2017 and AY 2018 - 2019, Demand was upgraded to Progressing during the 2019 – 2020 AY. This can be attributed to the number of majors increasing by 1.55% from 2198 during the 2018 – 2019 AY to 2232 in the 2019 – 2020 AY as well as the increase in Percent Change Majors, which saw a 2% increase.

The number of classes taught over the past four academic years has steadily decreased for a net loss of 193 classes offered, an 18.2% difference. This can primarily be attributed to decreased enrollment over the past five academic years, as well as increased efforts within the system to streamline the path toward graduation, which dissuades students from taking classes that are not required for graduation. This is a trend being seen on other UHCC Oahu campuses, with Kapiolani, Windward and Honolulu recording 8.1%, 18.5%, and 29.5% decreases, respectively, between AY 2018 – 2019 and AY 2020 – 2021. For the same period, Leeward’s decrease stands at 12.2%.

Efficiency
Fill Rate over the past four academic years has remained relatively steady, increasing by .7% during the 2019 – 2020 AY and by 2.2% during the 2020 – 2021 AY. This trend is consistent with other UHCC campuses on Oahu, all of which have seen increases over the past three academic years.

The average class size has also remained relatively steady over the past five academic years, ranging from 20 for the 2018 – 2019 AY to 22 for AY 2016 – 2017, 2019 – 2020, and 2020 – 2021.

The number of Majors to FTE BOR Appointed Faculty has steadily increased over the past five academic years from 25 for AY 2016 – 2017 to 28 for AY 2020 – 2021. This can be attributed to the decrease in the number of courses taught and the number of FTE BOR Appointed Faculty.

### Effectiveness

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</thead>
<tbody>
<tr>
<td>Needs Attention</td>
<td>Progressing</td>
<td>Progressing</td>
<td>Progressing</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Effectiveness has remained at *Progressing* for the past four academic years. This can be attributed to persistence from Fall to Spring remaining consistent at between 70% and 71%. And as indicated on page 7 in the Executive Summary portion, while the number of Associate Degrees Awarded has increased substantially over the past three academic years, Transfers to UH 4-year institutions and Fill Rates have seen steady, but marginal decreases over the past three academic years, excepting 5.8% increase in Transfers to UH 4-year institutions during the 2020 – 2021 AY.

### Part IV.A. Analysis of Program or Unit Measurable Goals (previously known as service area outcomes or SAOs), Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

**Assessment of AA Liberal Arts Program (2017 – 2018)**

In 2017, the AA Task Force (now defunct) was convened to continue the assessment process that had begun in 2014 and concluded in 2015. The assessment focused on measuring four General Education Learning Outcomes (GELOs): written communication; information literacy; the arts, humanities and sciences; and critical thinking.
The relationship between these four outcomes is that through writing and information literacy, using the arts, humanities, and sciences, liberal arts students develop critical thinking.

Task force members reviewed the degree’s GELOs and associated academic skill standards and VALUE rubrics developed by AAC&U and developed a revised learning outcome and its associated rubric that would best assess student learning of each outcome.

The revised GELOs and their associated criteria that were assessed are as follows:

1. Written Communication - Develop, support, and communicate ideas to a particular audience through writing.
   - Develop a position, thesis, or central idea to communicate main ideas.
   - Use language, style, and organization appropriate to particular purposes and audiences to communicate position, thesis, or central idea.
   - Develop appropriate content to support position, thesis, or central idea.
   - Gather and document credible sources to support position, thesis, or central idea.
   - Use appropriate grammar and mechanics to communicate position, thesis, or central idea.

2. Critical Thinking - Use critical thinking to address issues and solve problems.
   - Describe an issue or problem.
   - Analyze the issue or problem.
   - Develop a position, thesis, or central idea on the issue or problem.
   - Evaluate stated position, thesis, or central idea on the issue or problem.

3. Information Literacy - Find, evaluate, and use information.
   - Determine the extent of information needed.
   - Access the needed information.
   - Evaluate information and its sources critically.
   - Use information effectively to accomplish a specific purpose.
   - Access and use information ethically and legally.

4. Arts, Humanities, and Sciences - Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.
   - Explain the concepts, theories, or methodologies.
   - Apply the concepts, theories, or methodologies.
   - Evaluate results.

Each of these criteria were further defined and described along a scale of exceeds proficiency, meets proficiency, developing proficiency and below proficiency to create a rubric for each GELO.

The rubrics for each of the learning outcomes was tested or normed by the AA Task Force. Norming sessions typically involved an overview of the learning outcome and rubric followed by a group reading
of various student papers. Following the reading, the papers were scored against the rubrics for their respective GELOs. Each member’s scores were recorded and reviewed to locate how close or far the group was in using the rubric. When discrepancies were found, discussion was held to understand why. In some cases, revisions to the rubric were suggested and accepted. In some cases, the task force learned how various disciplinary perspectives influenced the interpretation of the rubric. This process continued until each rubric across a variety of student work representing all divisions and a variety of disciplines was normed within one point.

Sampling Strategy

Given the nature of the AA degree, existing student artifacts that would best represent what graduates or those farthest along in the degree program were determined to be end-of-semester papers located within Writing Intensive (WI) courses. For students to enroll in a WI course, the prerequisite is to pass ENG 100 with a C or higher. In collaboration with the Writing Intensive Focus Board, a list of all WI courses for Fall 2018 was obtained. Instructors teaching WI courses as part of the AA degree were contacted to request their participation. Instructors were asked if they were willing to participate by submitting end-of-semester final papers and to also indicate which learning outcome(s) they thought their assignment would measure. A total of 201 student papers were collected representing 13 courses and the four academic divisions of the degree program.

The AA Degree Program Coordinator collected the papers and respective assignment guidelines. In collaboration with OPPA, student and instructor names were redacted to protect student and instructor confidentiality. The papers, assignments, and rubrics were uploaded into the task force’s shared team drive and Task Force members received training on how to conduct the assessment using Knack, the college’s assessment management system. A final group norming session was held using all four rubrics.

Using random number generation, Task Force members were assigned student papers they would score. Task force members were assigned to areas of strength or expertise but were not assigned their own papers. In total, the task force scored 100 student papers for written communication and critical thinking. The number of student papers scored for information literacy and the arts, humanities, and sciences was 80. The data was reviewed and analyzed by the AA Degree Program Review Coordinator.

Results

Papers from WI courses in Language Arts (ENG 200), Arts & Humanities (ENG 270, 271, and 271; HIST284; and ART 175), Social Sciences (SOC 218, 250H, and 251; and ANTH 200), and Math and Sciences (BIOL 172L) were used in the assessment.
Figure 1 (right) presents the percentage of students meeting or exceeding proficiency in each of the four general education learning outcomes. A little over half met levels of proficiency in written communication (62%), information literacy (61%), the arts, humanities and sciences (58%), and critical thinking (60%). These results did not meet the college’s benchmark of 70 percent or more of AA graduates meeting the learning outcomes.

**Figure 1. Students Meeting or Exceeding Proficiency in Written Communication, Information Literacy, the Arts, Humanities and Sciences, and Critical Thinking**

**Written Communication**

For written communication, 12 percent exceeded proficiency and 50 percent met proficiency levels. Another 34 percent were assessed as developing proficiency and 4 percent below proficiency.

**Written Communication: Develop, support, and communicate ideas to a particular audience through writing.**

- Develop a position, thesis, or central idea to communicate main ideas: 66%
- Use language, style, and organization appropriate to particular purposes and audiences to communicate: 65%
- Develop appropriate content to support position, thesis, or central idea: 53%
- Gather and document credible sources to support position, thesis, or central idea: 61%
- Use appropriate grammar and mechanics to communicate position, thesis or central idea: 65%
In analyzing the criteria or dimensions of written communication, student strengths were in developing a position, thesis, or central idea (66%), and using appropriate language and style (65%), and appropriate grammar and mechanics to communicate (65%). Areas of challenge were gathering and documenting credible sources (61%) and developing appropriate content to support the position (53%).

**Information Literacy**

For the GELO of information literacy, 9 percent exceeded proficiency and 52 percent met proficiency levels. Another 34 percent were assessed as developing proficiency and 5 percent below proficiency.

The information literacy outcome – find, use and evaluate information – consisted of five criteria or dimensions. Areas of strength included accessing the needed information (67%), determining the extent of information needed (65%), and accessing and using information ethically and legally (65%). Areas that were more challenging included evaluating information and its sources critically (58%) and using information effectively to accomplish a specific purpose (52%).
**Arts, Humanities and Sciences**

For the arts, humanities and sciences outcome, 9 percent exceeded proficiency and 49 percent met proficiency levels. Another 41 percent were assessed as developing proficiency and 1 percent below proficiency.

This outcome involved using the concepts, theories, and methodologies of the arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences. In analyzing the outcome’s dimensions, most students did well in explaining the concepts, theories, or methodologies (69%). Application was somewhat more challenging, with 59% meeting or exceeding proficiency. Evaluating results was the most challenging, with 46% at or above proficiency.
Critical Thinking

For critical thinking, 12 percent exceeded proficiency and 48 percent met proficiency. Another 37 percent were assessed as developing proficiency and 3 percent below proficiency.

In analyzing the various dimensions of critical thinking, students were able to describe an issue or problem, with 77 percent meeting or exceeding proficiency. However, developing a position, thesis, or central idea and analysis of the issue or problem are areas needing improvement with a little over half meeting or exceeding proficiency (57 and 55 percent). Fewer were able to evaluate their position, thesis or central idea (49 percent).

Conclusions

In reviewing the Degree Qualifications Profile expectations by degree level, about half to two-thirds of students (52 to 65%) meet degree level expectations with student performance strongest in written communication, less so with information literacy, and weakest in critical thinking. These results did not meet the college’s benchmark of 70 percent or more of AA graduates meeting the learning outcomes.

In reviewing the data, when students meet or exceed expectations in one outcome, they also performed well in the other outcomes. Similarly, students who are struggling with one outcome also struggle with the other outcomes. For example, students who scored low in written communication and information

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literacy, also scored low with using the concepts from the arts and sciences and demonstrating critical thinking.

When examining the results by cognitive domain levels, it is clear that students’ immediate needs are to grow from the lower levels of understanding and application to the next level of analysis.

Based on the assessment results, the AA Task Force made the following recommendations:

1. **Assessment of the GELOs**

The process of locating and collecting student artifacts is labor intensive and time consuming. Additionally, the Task Force did not have the ability to factor in student characteristics that could help inform how to support our students; specifically, length of time in the program, traditional or non-traditional student, and type of instruction (online, hybrid, face to face). To address this issue, the Task Force recommended that the campus, through its Office of Planning, Policy, and Assessment (OPPA) find a long-term sustainable process to support the ongoing assessment of the degree’s learning outcomes.

2. **Use of Results**

The Task Force recommended that the results be shared with the following stakeholders:

1. Faculty who submitted papers for the assessment
2. Student Government
3. Faculty Senate at large
4. Writing Intensive Board, General Education Board, and the Diversification Board
5. Dean of Arts and Sciences and the Division Chairs of the AA degree (Language Arts, Math and Science, Social Sciences, and Arts and Humanities)

In addition to disseminating the results, priority areas of action appear in the areas of critical thinking and assisting our students develop and build their skills to not only to increase the percentage of students meeting proficiency in all the outcomes, but to help prepare students to continue in their transfer to a bachelor’s degree.

To accomplish this . . .

3. **Sustaining Assessment**

The Task Force recommend that through the Dean of Arts and Sciences and Faculty Senate, that the current work of the AA Task Force become a permanent ongoing committee.

**Critical Thinking Cohorts**

Following the AA Task Force’s previous assessment of GELOs, it was determined that efforts should be focused on Critical Thinking, since this was where students cumulatively scored the lowest.

The AA Program Review Coordinator determined that initial steps toward addressing critical thinking-related issues should have faculty from the four divisions representing the AA Liberal Arts Program come together for cross-disciplinary discussions on critical thinking and pedagogy. Faculty-led cohorts from each division would lead discussion and critical-thinking initiatives for their division and would collaborate and share with other cohorts. The overall objective was to increase the campus’s overall
engagement with and commitment toward making inter- and cross-disciplinary exchanges on critical thinking actionable and meaningful.

Thus, during the Spring 2020 semester four two-member cohorts (one for each academic division) were formed and two rounds of virtual meetings took place between the AA Program Review Coordinator and each cohort. During the first meeting each cohort was asked to provide a definition for critical thinking since it had been determined through initial email exchanges with cohort members that this was the first logical step toward productive discourse on critical thinking. Additionally, as one faculty member put it, “Critical thinking is [. . .] difficult to define as it does not just vary from discipline to discipline but varies from individual to individual.” While this first meeting did not yield any consensus on a concrete definition of critical thinking—in fact, it was agreed that no such thing is possible, given the contextual and subjective nature of critical thinking—the meetings were productive forums for idea- and knowledge-exchange.

Prior to the second meeting, which took place during the cohorts were provided with questions on the pedagogical, cultural and social challenges pertaining to ability of students to obtain and deploy critical thinking skills at the college level. Responses to these questions were discussed during the second meeting.

After the second round of meetings, it was agreed that one member from each cohort, along with the AA Program Review Coordinator would host a virtual panel discussion during Spring 2021. Hosted by the TGIF Committee, the panel discussion, open to all Leeward faculty and staff, and led by cohort members, focused primarily on the two fundamental questions that informed the first two rounds of virtual discussion between the cohorts and the AA Program Review Coordinator: What is critical thinking? and How do we help students to think critically? While the panel discussions were provocative and at times illuminating, the workshop was attended by only about half a dozen faculty members, and owing to the logistical difficulties virtual meetings and workshops, the cohorts were essentially dissolved at the end of the Spring 2021 semester.

**Assessment of AA Liberal Arts Program (2021)**

As pointed out in the recommendations of the AA Task Force above, the previous assessment method proved to be time-consuming, inefficient and, due to the nature of the artefacts collected, limited in scope. Thus, at the end of the 2019 – 2020 AY, the AA Task Force was dissolved and an alternative assessment method of hallmark course mapping was devised that would not require the collection and assessment of artefacts and would not require the work of a committee.

The rationale for the course mapping is as follows:

- Course mapping would collect data on the success rates of students enrolled in hallmark courses, specifically Foundations, Diversification and Focus courses, in order to capture a broad view of how well students were meeting Program Learning Outcomes (PLOs). Additionally, course mapping would provide an overview of student success for the various designation areas and within specific courses. It would, in short, be more efficient and comprehensive.

- The hallmarks represent institutionally designated areas of importance with respect to learning and knowledge for an AA degree. These designations are required to graduate with a degree.
• To receive these designations, each course goes through an application process and the regular renewal review process ensures that they meet the designation hallmarks.

• Students in the Lib Art AA degree program must take courses that have these designations to graduate.

Hallmark – PLO Map

<table>
<thead>
<tr>
<th>AA Liberal Arts PLOs</th>
<th>Focus (ETH, WI, HAP, OC)</th>
<th>Foundations (FG, FQ, FW)</th>
<th>Diversifications (DA, DH, DL, DS, DB, DP, DY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication – Develop, support, and communicate ideas to a particular audience through writing.</td>
<td>WI, FW</td>
<td>FW</td>
<td>DL</td>
</tr>
<tr>
<td>Oral Communication – Develop, support, and communicate ideas to a particular audience through speech and writing.</td>
<td>OC</td>
<td></td>
<td>DA, DL</td>
</tr>
<tr>
<td>Quantitative Reasoning – Apply quantitative reasoning to solve problems, interpret answers, and communicate results.</td>
<td>FQ</td>
<td>DS, DB, DP, DY</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Use critical thinking to address issues and solve problems.</td>
<td>ETH, FQ</td>
<td>DS, DB, DP, DY, DH, DL</td>
<td></td>
</tr>
<tr>
<td>Information Literacy – Find, evaluate, and use information.</td>
<td>WI, ETH</td>
<td>FW</td>
<td>DH</td>
</tr>
<tr>
<td>Arts, Humanities &amp; Sciences - Use the concepts, theories, and methodologies in arts, humanities, natural and social sciences to examine natural phenomena or to evaluate human experiences.</td>
<td>ETH</td>
<td>FG</td>
<td>DA, DH, DS, DA, DL, DB, DP, DY</td>
</tr>
<tr>
<td>Cultural Diversity – Describe and analyze the nature of culture and its variations, past and present.</td>
<td>ETH, HAP</td>
<td>FG</td>
<td>DL</td>
</tr>
</tbody>
</table>

Designations that a student may not HAVE to take to graduate depending on how they take their classes: DA, DH, DL, DB, and DP. For example, student need 6 credits in DA, DH, or DL, so if a student took 2 DA classes, he or she would not have to take DH or DL.

FOCUS, FOUNDATION AND DIVERSIFICATION HALLMARKS DESIGNATIONS

Focus Designations

Contemporary Ethical Issues Hallmarks (ETH)

1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.
2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.
3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues, to help them make ethically determined judgments.
4. The equivalent of one semester credit-hour, or 30% of a three-credit course, will be devoted to contemporary ethical issues.

Writing Intensive Hallmarks (WI)

1. The course uses writing to promote the learning of course materials. Instructors assign formal and informal writing, both in class and out, to increase students’ understanding of course material as well as to improve writing skills.
2. The course provides interaction between teacher and students while students do assigned writing...

Hawaiian, Asian and Pacific Hallmarks (HAP)

1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practices that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
3. A 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; for example, the relationships of societal structures to the natural environment.
4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Oral Communication Hallmarks (OC)

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course will be a function of the student’s oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).
2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

Foundations

Global & Multicultural Perspectives (FG)

Global and Multicultural Perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from pre-history to modern times through consideration of narratives and artifacts of and
from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai‘i, the Pacific, and Asia. FGA: Global & Multicultural Perspectives – Early (A); FGB: Global & Multicultural Perspectives – Modern (B); FGC: Global & Multicultural Perspectives – Early to Modern (C).

**Quantitative Reasoning (FQ)**

Quantitative reasoning is the ability to apply mathematical concepts to the interpretation and analysis of quantifiable information, expressed numerically or graphically, in order to solve a wide range of problems. In Quantitative Reasoning courses students learn to understand and communicate quantitative information using such tools as variables and equations, graphs and charts, and words/sentences. They learn to apply math skills and judge reasonableness of results. Students also learn to recognize the limits of mathematical or statistical methods. Note: Students who entered UH prior to Fall 2018 could have taken FS – Symbolic Reasoning instead.

**Written Communication (FW)**

Written Communication courses introduce students to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. Courses also provide students with experiences in the library and on the Internet and enhance their skills in accessing and using various types of primary and secondary materials.

**Diversifications**

**Arts Hallmarks (DA)**

DA.1 uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;

DA.2 emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes;

DA.3 develops creative abilities in which artistic conventions are applied and originality is sought.

**Humanities Hallmarks (DH)**

DH.1 uses the terminology of historical, philosophical, language, or religious studies;

DH.2 involves texts, artifacts, concepts, processes, theories, or issues of concern in these studies;

DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

**Literature Hallmarks (DL)**
DL.1 uses the terminology of literary and/or cultural analysis;
DL.2 involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis;
DL.3 demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis.

Social Sciences Hallmarks (DS)
DS.1 uses the terminology of theories, structures, or processes in the social or psychological sciences;
DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes;
DS.3 demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

Biological Sciences Hallmarks (DB)
DB.1 uses the terminology of the biological sciences;
DB.2 involves knowledge and theories relating to processes in the biological sciences;
DB.3 demonstrates inquiry that is guided by observation/experiment and reasoning/mathematics.

Physical Sciences Hallmarks (DP)
DP.1 uses the terminology of the physical sciences;
DP.2 involves knowledge and theories relating to processes in the physical sciences;
DP.3 demonstrates inquiry that is guided by observation/experiment and reasoning/mathematics.

Science Laboratory Hallmarks (DY)
To satisfy the Science Laboratory area requirement, a course:
DY.1 uses the laboratory methods of the biological or physical sciences;
DY.2 involves processes and issues of design, testing, and measurement;
DY.3 demonstrates the strengths and limitations of the scientific method.

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<tr>
<th>GRADUATION REQUIREMENTS FOR LIBERAL ARTS DEGREE</th>
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<tbody>
<tr>
<td>Focus Requirements</td>
</tr>
<tr>
<td>1 course ETH</td>
</tr>
</tbody>
</table>
Working collaboratively with the Office of Planning, Policy and Assessment (OPPA), the AA Liberal Arts Program Coordinator collected and aggregated data on student success rates for designation courses for the Spring 2021 semester. The tables below show the five highest and five lowest scoring courses for each of the designation areas. The data only includes those students who received a letter grade, an “I” grade, or a C/NC grade at the end of the semester and does not include students who received a “W” grade.

Courses in which 70% or more of enrolled students met PLOs are highlighted in green, while courses in which less than 70% of enrolled students met PLOs are highlighted in red.

Note:
- Some Diversification areas, such as Written Communication (FW) and Oral Communication contain less than five courses.
- All percentages have also been rounded to the nearest tenth.

<table>
<thead>
<tr>
<th>Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
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<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Written Communication (FW)</strong></td>
</tr>
<tr>
<td>ENG 100</td>
</tr>
<tr>
<td>ENG 100E</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning (FQ)</strong></td>
</tr>
<tr>
<td>MATH 112</td>
</tr>
<tr>
<td>ICS 241</td>
</tr>
<tr>
<td>ICS 141</td>
</tr>
<tr>
<td>MATH 103</td>
</tr>
<tr>
<td>MATH 100</td>
</tr>
<tr>
<td>MATH 115</td>
</tr>
<tr>
<td>PHIL 111</td>
</tr>
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<td>MATH 140</td>
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<td>MATH 135</td>
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<td>Course</td>
</tr>
<tr>
<td>---------------</td>
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<td>MATH 140X</td>
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Global Multi-Cultural Perspective (FG)

<table>
<thead>
<tr>
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<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
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<tbody>
<tr>
<td>GEOG 102</td>
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<tr>
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<table>
<thead>
<tr>
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<tr>
<td>ANTH 152</td>
<td>52</td>
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</tr>
<tr>
<td>GEOG 151</td>
<td>30</td>
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</tr>
<tr>
<td>POLS 150</td>
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<tr>
<td>REL 150</td>
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<td>65.5</td>
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</table>

Diversification

Diversification Arts (DA)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ART 105B</td>
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<table>
<thead>
<tr>
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<tr>
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<td>ART 107D</td>
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Diversification Humanities (DH)

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<td>-------</td>
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<tr>
<td>REL 207</td>
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<td>REL 151</td>
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<td>94.7</td>
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<tr>
<td>HIST 288</td>
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<td>ICS 170</td>
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<td>AMST 202</td>
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<td>HWST 270</td>
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</tr>
<tr>
<td>ENG 272H</td>
<td>9</td>
<td>55.6</td>
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**Diversification Literatures (DL)**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>HIST 276</td>
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<td>ENG 271</td>
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<td>82.5</td>
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<td>HWST 270</td>
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<tr>
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**Diversification Social Sciences (DS)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>60</td>
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**Diversification Biological Sciences (DB)**

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<tbody>
<tr>
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<tr>
<td>BIOL 172</td>
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<td>100</td>
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<tr>
<td>FSHN 185</td>
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<td>97.8</td>
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<tr>
<td>BOT 130</td>
<td>18</td>
<td>94.4</td>
</tr>
<tr>
<td>AG 200</td>
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<td>90.5</td>
</tr>
<tr>
<td>ZOOL 200</td>
<td>17</td>
<td>75</td>
</tr>
<tr>
<td>Course</td>
<td>Number of Student Enrolled</td>
<td>Percentage of Students Who Met PLOs with a Grade of “C” or Better</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>PHYL 141</td>
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<td>75</td>
</tr>
<tr>
<td>AG 264</td>
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<td>71.4</td>
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<tr>
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<td>62</td>
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**Diversification Physical Science (DP)**

<table>
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<tbody>
<tr>
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<td>100</td>
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<tr>
<td>PHYS 272</td>
<td>27</td>
<td>85.2</td>
</tr>
<tr>
<td>ERTH 101</td>
<td>19</td>
<td>84.2</td>
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</tbody>
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**Diversification Lab (DY)**

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<td>66.7</td>
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<tr>
<td>CHEM 273</td>
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<td>62.5</td>
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<tr>
<td>CHEM 272</td>
<td>28</td>
<td>60.7</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>82</td>
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**Focus**

<table>
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<td>23</td>
<td>100</td>
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<tr>
<td>PHYS 272L</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>BOT 130L</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 273L</td>
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<td>100</td>
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</table>

**Writing Intensive (WI)**

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<th>Percentage of Students Who Met PLOs with a Grade of “C” or Better</th>
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</thead>
<tbody>
<tr>
<td>BIOL 101L</td>
<td>83</td>
<td>77.1</td>
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<tr>
<td>AG 264</td>
<td>21</td>
<td>71.4</td>
</tr>
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<td>PHYS 100L</td>
<td>14</td>
<td>71.4</td>
</tr>
<tr>
<td>CHEM 162L</td>
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<td>71</td>
</tr>
<tr>
<td>CHEM 161L</td>
<td>79</td>
<td>69.6</td>
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<tr>
<td>Course</td>
<td>Credits</td>
<td>GPA</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>ANTH 150</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>ENG 204</td>
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<td>100</td>
</tr>
<tr>
<td>REL 204</td>
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<td>100</td>
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<tr>
<td>HWST 245</td>
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<table>
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<tr>
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<tr>
<td>HIST 288</td>
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<td>70</td>
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<tr>
<td>HWST 270</td>
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<td>ANTH 200</td>
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<tr>
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Oral Communication (OC)

<table>
<thead>
<tr>
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<tbody>
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<td>SP 151</td>
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<td>84.1</td>
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Hawaiian, Asian and Pacific Issues (HAP)

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<td>73</td>
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<td>HIST 284</td>
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<td>73</td>
</tr>
<tr>
<td>HIST 288</td>
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<td>70</td>
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</table>

Contemporary Ethical Issues (ETH)

<table>
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</tr>
</thead>
<tbody>
<tr>
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<td>ICS 170</td>
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</table>

Results
Of the 10,141 grades that were earned during the Spring 2021 semester, 8301 of those grades, or 81.9%, met or exceeded the minimum requirement to meet PLOs, while 1840 of those grades, or 18.1%, did not meet the minimum requirement. Specifically, 5147 (50.8%) “A” grades were earned, 1985 (19.6%) “B” grades were earned, and 1156 (11.4%) “C” grades were earned. There were also 13 “CR” grades awarded.

While there does not appear to be a clear-cut pattern or trend regarding underachieving courses, it would be advisable to examine division-level assessment results for the lowest scoring Foundations Quantitative Reasoning courses and Diversification Physical Science Courses to see if students are struggling with specific proficiencies (SLOs) that could be correlated with PLOs.

Further analysis of underperforming courses is likely necessary to determine if there are patterns pertaining to specific SLOs that students are having difficulty meeting. This is not possible with the program-level assessment strategy, data from division-level assessment would need to be collected.

**Quantitative Reasoning Assessment (2019 – 2020)**

The third PLO—*Apply quantitative reasoning to solve problems, interpret answers, and communicate results*—was assessed by math faculty during the 2019 – 2020 AY.

Using student work from Fall 2019, several Math faculty members assessed MATH 100 (with developmental course as co-requisite) and MATH 103. Separate assessment tools were used to assess each of the Quantitative Reasoning (QR) criteria as stated in the QR General Learning Outcome:

1. Choose and apply appropriate models to solve quantitative problems.
2. Solve computational problems.
3. Select and/or use appropriate numeric, symbolic, graphical, and/or statistical reasoning to interpret, analyze, or critique information and draws a conclusion.
4. Express quantitative information symbolically and/or graphically, in written or oral language.

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
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<td>0</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>65</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

For Math 103, 20 artefacts were scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:

For the MATH 100 assessment, two sections were assessed, one of which is a face-to-face emporium-style course with a co-requisite and the other an online five-week course without a co-requisite. Based on the assignments in the emporium-style course, only criteria 2 -4 were assessed. All four criteria were
assessed for the five-week course. For each section, 10 artefacts were assessed and scored on a scale of 4 – 1 (4 being the highest score). The results are as follows:

Emporium-style course (face-to-face)

<table>
<thead>
<tr>
<th>Criteria number</th>
<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
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<tbody>
<tr>
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<td>10</td>
<td>10</td>
<td>10</td>
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<td>0</td>
<td>20</td>
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<tr>
<td>4</td>
<td>30</td>
<td>30</td>
<td>20</td>
<td>20</td>
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</table>

Five-week course (online)

<table>
<thead>
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<th>Percentage of students who received 4</th>
<th>Percentage of students who received 3</th>
<th>Percentage of students who received 2</th>
<th>Percentage of students who received 1</th>
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</thead>
<tbody>
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<td>30</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>50</td>
<td>40</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>50</td>
<td>40</td>
<td>0</td>
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</tbody>
</table>

Math faculty determined that, overall, the assessment results for QR were satisfactory.

For the next round assessment, Math faculty will work together to determine an appropriate assessment problem(s) for assessing criterion 1 for the MATH 100 emporium course.

In both of the sections of MATH 100 that were assessed only 60% of the students met criterion 4. Currently, only MATH 111 (Math for Elem Teachers I) has ENG 100 as a prerequisite. Because many MATH 100 and 103 students have not yet taken an English course, it can be challenging for them to express their solutions clearly in written format. Therefore, Math faculty are considering creating an ENG prerequisite for these courses.

**Part IV.B. Curriculum Revision and Review (For Instructional Programs)**

A minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate. The Curriculum Committee presented the following in its annual reports.

**2017 – 2018**

Reviewed, recommended, and presented to the Faculty Senate the following outline proposals during the academic year:

- 22 new courses
• 150 course modifications
• 40 course deletions
• 3 new programs
• 19 program modifications
• 3 program deletions
• 4 experimental courses

This is a total of 246 proposals the Curriculum Committee reviewed and approved during this academic year.

2018 – 2019

Reorganized the subcommittees and created one that only reviewed Learning Outcomes (LOs) of courses and programs. This greatly improved the overall LOs of proposals, improved efficiency of Curriculum Committee meetings and will continue to be implemented.

The Curriculum Committee reviewed the questions and location of questions in KSCM. Recommendations were made to update KSCM based on the findings and recommendations (Faculty Senate Motion 18.78). This was implemented during the summer of 2019 and became effective Fall 2019.

Reviewed, recommended, and presented to the Faculty Senate the following outline proposals during the academic year:

• 16 new courses
• 123 course modifications
• 90 course deletions
• 2 new programs
• 29 program modifications
• 1 program deletions

This is a total of 263 proposals the Curriculum Committee reviewed and approved during this academic year.

2019 – 2020

The Curriculum Committee website was redesigned and launched this year.

Reviewed, recommended, and presented to the Faculty Senate the following outline proposals during the academic year:

• 11 new courses
• 68 course modifications
• 7 course deletions
• 2 new programs
• 18 program modifications
• 1 program deletions

This is a total of 106 proposals the Curriculum Committee reviewed and approved during this academic year.

2020 – 2021

Reviewed, recommended, and presented to the Faculty Senate the following outline proposals during the academic year:

• 11 new courses
• 133 course modifications
• 10 course deletions
• 1 new program
• 16 program modifications
• 0 program deletions

This is a total of 171 proposals the Curriculum Committee reviewed during this academic year.

Part V. Survey Results (if applicable)

An indirect assessment of student learning of the college’s GELOs was administered through a survey of graduates of the Associate in Arts in Liberal Arts degree in May 2014. The survey was administered through Survey Share to the graduating class of Spring 2014.

Of the 312 students who petitioned to graduate, 97 responded to the survey for a response rate of 31 percent. The survey asked a total of 11 questions. The areas of questioning involved perceptions of achievement of the college’s general education learning outcomes; courses, support services, and extracurricular activities that helped students achieve the outcomes; and any thoughts the students would like to share about their learning experience at Leeward Community College.

Since the last CRE, the AA Liberal Arts Program has not conducted any form of indirect assessment of student learning.

Part VI. Overview Analysis of Program or Unit

The PLOs for the AA Liberal Arts Program align with the college’s Mission:

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.
Evidence of student learning or meeting student needs

There is a substantial disparity between the results of the 2017 – 2018 assessment of the AA Liberal Arts Program and the results of the most recent assessment. During the 2017 – 2018 assessment, only 62% of student met or exceeded proficiently in Written Communication, 61% in Information Literacy, 58% in Arts, Humanities and Sciences, and 60% in Critical Thinking. The overall result of the 2021 assessment showed that 81.9% of students received a letter grade of “C” or higher in the measured hallmark courses. While the assessment methodologies are quite dissimilar, the near 20% disparity between the two sets of assessment numbers indicates that we are not obtaining a clear picture of which specific proficiencies students are struggling with.

As previously recommended, it would be advisable to collect division-level assessment data on under-performing courses. The SLOs from these courses can be mapped to PLOs to form a clearer picture of where students are struggling.

This data can also be cross-referenced with indirect assessment data of student learning to see if student perception of their learning matches actual outcomes.

Part VII. Action Plan

- Reevaluate current assessment strategies
- Work with division chairs to obtain division-level assessment data
- Devise and distribute indirect assessment of student learning for each spring semester
- Update program information in Kuali during spring 2022

Part VII. Resource and Budget Implications

The needs of the program are filtered through the Divisions and are articulated in the Planning Lists developed through the Annual Program Reviews.
1. Program or Unit Description

Program or Unit Mission or Purpose Statement

Leeward Community College once had two programs on campus to serve the needs of students with disabilities. The Program for Adult Achievement (PA’A) served students with learning disabilities and the Komo Mai Program served students with physical and psychiatric disabilities. In 2002, these programs were combined to form the Kakoʻo ‘Ike Program (KI), serving students with learning, physical, and psychiatric disabilities. “Kakoʻo ‘Ike” translates into Support for Learning, also known as the KI Office. Currently we serve students with physical, psychiatric, and learning disabilities. We are a two person office, with both positions classified as Faculty, and we rely on student workers (paraprofessionals) to receive visitors at our reception desk, serve as exam proctors, and who support our day to day clerical duties. In order to increase awareness among students and to be more aligned with other campuses within the University of Hawaii system, the KI Office changed its name to Disability Services Office or DSO for short in July 2021. We are hoping that the name change will make it easier for students to locate our office when they are seeking out classroom accommodations.

The Mission of the Disability Services Office is to ensure that all students with disabilities (SWD) can freely and actively participate in college life. In accordance with the ADA and Section 504 of the Rehabilitation Act of 1974, we provide classroom accommodations for SWD to enable them to maximize their educational potential in order to develop their independence to the fullest extent possible. We also consult with faculty to increase awareness among all members of the college community so that SWD are able to perform at a level limited only by their abilities, not their disabilities. The goal of the program is to provide the appropriate accommodations and services for SWD who have made contact with our office.

In order for students to receive services and/or accommodations they must self-identify with the Disability Services Office. The DSO maintained paper files on all students. Student files contained intake information, documentation of disability (evaluative reports that provide information and prognosis about individual students) and accommodation information. However, at the beginning of the Spring 2019 semester the DSO implemented an electronic workflow system which allows students to notify their instructors of their accommodations via email. Instructors now have the capability of viewing and approving student accommodations electronically. This eliminates the process of drafting a physical Letter of Accommodation, requiring the student to pick it up from the DSO, hand deliver it to their instructor to obtain their signature, and then returning a signed copy to the DSO. Our new software allows students to self-identify using our online self-registration form. Upon completion, students are prompted to contact the DSO to schedule an Initial Intake Interview. During the Initial Intake Interview, students will answer questions about their disability, and will have an opportunity to discuss the accommodations they are requesting. Once accommodations have been determined, students are given the opportunity to approve their accommodations and submit their Letter of Accommodations to their instructors via email. Since transitioning to an electronic workflow system, the DSO has been slowly purging hard copy files. The DSO student help has been going through files of inactive students and shredding documents that are 3 years old or older.
The transition to an electronic workflow system played an integral role in allowing the DSO to pivot to a remote delivery of their services as a result of the Covid19 pandemic. As of April 2020 the DSO has been conducting initial intakes, meetings, and proctoring exams virtually through Zoom in order to comply with health and safety requirements put in place as a result of the Covid19 pandemic. The DSO has also reached out to all active students to determine if they encountered any challenges since Leeward CC pivoted from on campus courses to distance learning. We contacted students initially through email, and followed up with phone calls. When appropriate we made changes to student accommodations based on their reports on how distance learning was affecting their learning.

Disability Services Office resources that are available for students with disabilities (SWD):

- Low-distraction study stations equipped with computers, AT software and scanners.
- Training for Dragon Naturally Speaking, Kurzweil, Sonocent Audio Notetaker.
- Consistent support for SWD at both Leeward CC Pearl City campus and Leeward CC Waianae Moku.

Disability Services Office regularly interacts with:

- Isle Interpret and/or Hawaii Interpreting Services (for ASL services.)
- The Department of Vocational Rehabilitation (DVR).
- Ho’opono (the Division of DVR that serves individuals who are blind).
- Access Text Network and various publishers (for our alternative text needs).

Articulation agreements:

DSO cooperates with other Disability Support offices within the UH system. Our intention is to streamline the process of obtaining accommodations for SWD who enroll in courses at multiple UH campuses. Community connections, advisory committees, internships, Coops, DOE connections, ongoing connections to transition teachers at several area high schools (Campbell, Waipahu, Mililani, Leilehua, Aiea, Moanalua). These high schools routinely bring students for a tour of our Leeward campus and the Disability Services Office in particular. These connections aid in the student’s transition to postsecondary education.

Faculty/Staff collaboration and training:
The Disability Services Office participates in system and campus wide professional development and training. DSO has begun presenting regularly at the HSSI conference about classroom accommodations and our electronic workflow system. DSO also participates in breakout sessions during Fall and Spring Convocation, and has held informational sessions for TGIF for faculty and staff interested in learning about current disability practice and classroom accommodations. DSO continues to partner with the EMC to provide training for faculty and staff on how to make online documents accessible.

**What is the target student or service population?**

The Disability Services Office is responsible for providing accommodations to students who self-identify with a disability (SWD). This includes students enrolled in all Leeward Community College courses whether they are offered in-person, online, or at alternate locations (dual-enrolled high school students), Leeward Wa‘ianae Moku. In addition, disability services for the newly created 5-week accelerated courses (online offerings across UHCC campuses) Leeward Cohort are the responsibility of Leeward DSO.

### 2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

### Key Demand Indicators are Cautionary

<table>
<thead>
<tr>
<th>Key Demand Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who completed an initial intake appointment (First time applying for accommodations)</td>
<td>102</td>
<td>90</td>
<td>-11.76%</td>
</tr>
<tr>
<td>Number of new students who submitted an accommodation letter to</td>
<td>67 (65.68%)</td>
<td>57 (63.33%)</td>
<td>-14.92%</td>
</tr>
</tbody>
</table>
The number of students who completed an initial intake measures the number of new students who are self-identifying and meeting with a DSO Disabilities Specialist for the first time. The number of initial intakes declined by 11.76% from 102 to 90 between the 2019 and 2020 academic year. We attribute this decline to several factors. The shift to online learning definitely affected the need for accommodations for some students. Also, some students may have chosen not to enroll in school due to financial reasons, and also health and safety reasons. We anticipate intakes to increase and trend upward as the University of Hawaii system slowly returns to normal operations.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of new students who submitted an accommodation letter to their instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 20</td>
<td>67</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>57</td>
</tr>
</tbody>
</table>

When measuring the number of students who self identified for the first time and whether or not those students submitted accommodation letters the data shows that during the 2019 academic year 67 out of 102 students submitted an accommodation letter to their instructor, this equates to 65.68%. The number of newly identified students who submitted accommodation letters during the 2020 academic year equates to 57 out of 90 or 63.33%. Additionally, the amount of new students who submitted accommodations declined by 14.92% from 67 to 57 students.

The number of overall students who submitted accommodation letters also declined by 14.17% between the 2019 and 2020 academic year. The number of students who submitted an accommodation letter also includes continuing students, and this explains why the number of students who completed an initial intake is less than the number of students who submitted an accommodation letter.

Upon completing an intake appointment students do have the choice whether or not they want to forward their accommodation letters to their instructors. It is not uncommon for students to complete the intake process and later decide they would like to attempt the course without accommodations. Students who received special education services in the K-12 setting sometimes feel that they would like to attempt taking a course without accommodations because they feel that they have been receiving accommodations throughout the duration of their K-12 school years and would like to see if they can succeed on their own merit. A few of our students who register for our services may not always register for courses due to several factors, one being financial situations and this can also affect the percentage of students submitting accommodation letters.
The number of exams proctored at the DSO testing rooms significantly declined by 98.22% from 281 to 5 between the 2019-2020 and 2020-2021 academic year.

We can make a strong assertion that the change in course modality and the limited access to in-person services due to the pandemic significantly impacted the amount of students requesting services from the DSO. With the shift to online courses, the need to take exams in a distraction reduced setting decreased as most students were taking exams in the privacy of their own home. A significant amount of courses that were being offered online were also classified as asynchronous which may have further reduced the need to have exams proctored in a distraction redacted setting, as most asynchronous courses may have also offered exams that were untimed. It’s anticipated that face to face course offerings in the Spring 2022 semester will increase. If this holds true we anticipate an increase in foot traffic in our office, particularly relative to an increase in exams being proctored in our testing rooms.

The amount of general visits to the DSO office decreased significantly during the pandemic. This was expected as most of our intakes with students were done virtually. Also most faculty were teaching online and were not on campus during the pandemic which reduced the possibility of faculty visiting the DSO office to ask questions. Online classes also reduced the possibility of students coming to the DSO office to take exams, ask questions, and to use our study rooms. The campus itself had limited access to the general public which meant you had less people coming to campus to make inquiries about services.
Our paraprofessionals play an important role in maintaining our front desk and welcome area. They are the first point of contact when visitors come into the DSO office. They field questions from potential students, parents, faculty and staff. They also carry out administrative duties such as scheduling intake appointments, and taking messages for DSO specialists. During the pandemic we reduced our staffing for paraprofessionals to reflect the reduced traffic in our office. As you can see the amount of individuals interacting with our paraprofessionals has also decreased. This can also be attributed to the pandemic and the limited access to our campus due to health and safety reasons. We anticipate interactions with paraprofessionals to increase as the campus opens up more to the public and we increase our face to face course offerings and services.

<table>
<thead>
<tr>
<th>Year</th>
<th>Paraprofessional Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 20</td>
<td>130</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>53</td>
</tr>
</tbody>
</table>

During the pandemic both Disabilities Specialists in the DSO office were working from home. Even when Disabilities Specialists returned to work to provide a physical presence intakes continued to take place virtually through Zoom. This explains the significant decrease of visits to DSO Specialists from 98 to 5, which equates to a decline of 94.89%. Currently, intakes are still being conducted through Zoom, along with other meetings with staff, faculty, and students. We continue to participate in virtual meetings for professional development, training, and campus updates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Visits to the DSO Specialists (Physical visits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 20</td>
<td>98</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>5</td>
</tr>
</tbody>
</table>
There are more students and students who require more support than in past years. Individuals with Autism Spectrum Disorder (ASD) are increasingly attending postsecondary institutions, including Leeward. This population often requires more direct contact and direct support than most other SWD. This means that a faculty professional is taking more time to assess the needs of these individuals and will take more time to help the students with their accommodations. This also means that DSO professionals will consult with their instructors on how to accommodate these students in the classroom.

Because we noticed an increase in students with ASD, we included information on this segment of our population and will continue to track our population by disability category. In the 2019 academic year DSO served 5 students with ASD. For the 2020 academic year this number fell slightly to 4 students. Students with ASD may have difficulty in social settings, and may experience difficulty in expressing their needs. As a result, they may be accompanied by parents or guardians during their initial interaction with the DSO Office. Although we encourage students to self-advocate and self-identify, we anticipate the challenges that students with ASD experience and will continue to work with parents or guardians and allow them to be a part of the intake process when needed.

Sometimes, students with ASD will attend classes with an aide/coach/personal assistant who is hired by the family of the student. While these aides are not employees of DSO, course instructors may be under the impression that they are. For this reason, a DSO professional meets with any person who may accompany a DSO student into class, to establish a common understanding of the role and responsibility of that aide.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of ASD (Autism Spectrum Disorder) students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 20</td>
<td>5</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>4</td>
</tr>
</tbody>
</table>
Virtual Appointments During COVID

<table>
<thead>
<tr>
<th>Virtual Meetings</th>
<th>2019 - 2020</th>
<th>2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings (Includes intakes, meetings with staff, students, and professional development)</td>
<td>0</td>
<td>537</td>
</tr>
<tr>
<td>Phone Calls to check in on students during Covid</td>
<td>0</td>
<td>137</td>
</tr>
<tr>
<td>Phone Calls General</td>
<td>0</td>
<td>39</td>
</tr>
</tbody>
</table>

During the pandemic we continued to meet with students to complete initial intake appointments and to address any concerns students might be having as a result of the shift to online learning. We also continued to meet with colleagues, supervisors, and our counterparts across the University of Hawaii system of colleges. We also contacted our active students to check in with them, and to determine if any of their accommodation needs have changed as a result of the change in course delivery from face to face to online. We proctored exams through Zoom for those students who requested this service. We conducted Professional Development and Training for our colleagues and staff at Leeward CC. The Disability Services Office provided training on the Americans With Disabilities Act, and how to create accessible documents. All of our efforts were focused on our Wildly Important Goal or WIG of “Keeping the students we have”. The 2019 academic year data shows 0 virtual appointments which makes sense since the shift to distance learning didn’t occur until early 2020. We included the 2019 data to highlight our effectiveness to respond to the sudden shift in the delivery of services caused by the pandemic.

Wai'anae Moku Appointments

<table>
<thead>
<tr>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Our Wai’anae Moku campus exists to meet the needs of students located on the Leeward coast of Oahu, which also happens to be home to many underserved communities. We currently don’t have a Disabilities Specialist office at Wai'anae Moku so in order to ensure that their students receive the appropriate classroom accommodations I currently hold office hours there during the Fall and Spring semesters. I began servicing students at Wai'anae Moku during the Fall 2017 semester and have held regular office hours there ever since. This is our first time including Wai'anae Moku data.
in our ARPD. We would like to increase our student population that apply for services at the Wai’anae Moku campus. It’s a challenge because we do not have a consistent presence at the campus. Our Disabilities Specialist continues to work with Wai’anae Moku faculty and staff to determine the best time to hold office hours in order to create visibility and awareness of our services. We tried different days of the week, going there every week, or every other week, and currently one Disability Specialist is there every week, one day a week on Mondays. The pandemic also affected our numbers as you can see we went from 4 appointments to 0 from the 2019 academic year to the 2020 academic year. We will continue to work with faculty and staff at Wai’anae Moku to determine how we can increase the amount of students we serve there.

**Key Efficiency Indicators are healthy**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Note Taker Usage</td>
<td>25/50 (50%)</td>
<td>25/25 (100%)</td>
<td>Amount of usage remains the same, licenses were reduced.</td>
</tr>
<tr>
<td>(Licenses Available/Licenses Used)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text to speech software</td>
<td>7/10 (70%)</td>
<td>7/10 (70%)</td>
<td>0%</td>
</tr>
<tr>
<td>ASL Interpreters</td>
<td>1/1</td>
<td>1/1</td>
<td>0%</td>
</tr>
</tbody>
</table>

During the 2019 academic year we experienced a decrease in usage of our audio notetaker. We usually carry 50 licenses for our audio notetaker and in previous years all 50 licenses were utilized. Usage decreased in the Spring 2020 semester, which was the onset of the COVID pandemic. We attribute this decrease to the change in course delivery. Since most courses shifted to online from face to face students dependence on taking notes or capturing lectures has decreased. As a result of the decrease in audio notetaker usage we also decreased our licenses from 50 to 25, and this number has been sufficient to meet our students' needs. Text to speech software usage has remained constant at 7. In the past text to speech software utilization has been cautionary. We believe that low utilization of text to speech software can be attributed to our student population. Text to speech software is mainly utilized by individuals who are sight impaired, and those who have challenges in reading printed materials. Our population and the disabilities they present vary by semester and this affects the usage of our assistive technologies. Our ASL interpreters usage has been healthy and consistent. We have been averaging 1 request per semester for ASL services. This may increase as the pandemic continues. Any future increases in ASL requests will be discussed in future ARPD and CRE.
Key Effectiveness Indicators are healthy

<table>
<thead>
<tr>
<th>Indicators</th>
<th>FA 2019</th>
<th>SP 2020</th>
<th>FA 2020</th>
<th>SP 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) KI professionals (faculty) are helpful and responsive to my needs.</td>
<td>90.62%</td>
<td>73.33%</td>
<td>77.41%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2) My overall experience with KI has been positive.</td>
<td>84.37%</td>
<td>80%</td>
<td>83.87%</td>
<td>85.71%</td>
</tr>
<tr>
<td>3) I am satisfied with the services I receive through the KI Program</td>
<td>87.50%</td>
<td>93.33%</td>
<td>74.19%</td>
<td>71.42%</td>
</tr>
</tbody>
</table>

At the end of the semester, we send out satisfaction surveys to our students to solicit feedback about the services we provide and also to determine where we can make improvements. During the Fall 2019 semester we received 32 responses to our survey. Effectiveness indicator 1 has a healthy satisfaction rate of 90.62%, and effectiveness indicator 2 shows a healthy satisfaction rate of 84.37%, and effectiveness indicator 3 shows a healthy satisfaction rate of 87.50%. During the Spring 2020 and Fall 2020 semester our satisfaction rates for effectiveness indicator 1 is indicating a cautionary satisfaction rate of 73.33% and 77.41% respectively. We received 15 responses in Spring 2020, and 31 responses in Fall 2020. Effectiveness indicator 3 showed improvement in Spring 2020 at 93.33% and indicates a cautionary for Fall 2020 at 74.19%. In Spring 2021 only 7 students replied to our survey. Effectiveness indicator 1 is healthy at 87.5%, effectiveness indicator 2 is also healthy at 85.71%, and effectiveness indicator 3 is cautionary at 71.42%.

The decrease in our satisfaction rates took place during the height of the pandemic. Disabilities Specialists were working from home, and student’s needs were increasingly changing as a result of the pivot from face to face to online services. The Disabilities Services field experienced significant challenges in how to address the changing needs of the students that we serve and we were all attempting to learn new skills while simultaneously addressing the current needs of our students. We had to learn how to determine if a request for a particular accommodation was a result of a barrier to access that was being created by a diagnosed disability or if it was a result of the current health and safety guidelines that all individuals were faced with at the time. The changes in the delivery of services, along with having to deny accommodation requests that were not related to a particular disability, but rather a result of the current health and safety guidelines may have affected the response to our survey.

We are continuously faced with the expectations of our clients and how they understand classroom accommodations: Student Intake Interviews are the initial contact we have with students who self-identify as having a disability. This initial interview is our opportunity to gather information about the student, the nature of their disability, their own perceived “blocks to access,” and the nature of the services/accommodations they require. At times, there is a discrepancy between the services students may have received in the high school setting and what they anticipate in the college setting.
For example, as part of a special education plan, a student may have received assistance with note-taking while in the K-12 school setting. However, while the DSO provides note-taking accommodations for students who are unable to take notes, we do not provide note-taking accommodations for students who report they cannot take “good notes.” This difference between services may be a surprise and disappointment to students who transition from the high school to the postsecondary educational setting. In order to address these concerns the DSO office has increased its outreach to the DOE and has begun attending transition meetings coordinated by DOE transition counselors. Our expected outcome for participating in these meetings is to create awareness among the DOE community and rising seniors who are making the transition to college about how accommodations are determined at the college level.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

c) Assessment Results.

d) Changes that have been made as a result of the assessment results.

Service Outcomes

SAO 1 Students will participate in the intake process, which includes self-identifying, approving their accommodations, and sending out their accommodation letters electronically to their instructors.

Students are sending out their accommodation letters once they complete their intake appointments. Continuing students are also sending out their accommodation letters prior to the start of a new semester. Upon completing an intake, new students are encouraged to send their letters out immediately, and sometimes this occurs immediately after the intake with guidance from the Disability Specialists. Email reminders are sent out to continuing students prior to the start of the new semester.

SAO 2 Faculty will be familiar with the accommodations process and the role they play in providing accommodations to students with disability.

Faculty are approving and viewing accommodation letters in a timely manner. The DSO office runs a report at the beginning of each semester and continuously throughout the semester to determine if there are any outstanding letters that have not been viewed and acknowledged. The DSO office sends an email to instructors who haven’t viewed and acknowledged accommodation letters. The number of instructors that need to be reminded to acknowledge accommodation letters are low and
are not at a concerning level. This can be an indication that the current mechanisms in place to remind instructors appear to be working.

**SAO 3** Increase active students in DSO so that it equates to 5 percent of total enrollment

Currently the percentage of students actively utilizing classroom accommodations equate to 1.84% during the 2019 academic year, and 1.69% during the 2020 academic year. This number is considered low compared to most colleges who are in the 5% to 10% range. We would like to note that this number is based on students actively utilizing classroom accommodations. We have students who are registered with our office who choose not to use classroom accommodations but may choose to do so at any time they are enrolled in a Leeward CC course. Students who are registered with the DSO but choose not to utilize accommodations or do not send out their letters can impact the percentage rate of utilization of our services.

**SAO 4** Increase the number of accommodation letters sent out by new students so that it equates to 90% of the total number of new students who self identified for the first time.

Currently only 65.68% of new students in the 2019 academic year and 63.33% of new students in the 2020 academic year sent out their accommodation letters. Students certainly have a choice whether or not they want to utilize classroom accommodations even after completing an intake appointment with the DSO office. Students may also choose not to enroll in classes due to financial reasons, and possibly health and safety reasons as a result of the current pandemic. All of these factors can affect the percentage rate of letters that are sent out to instructors. We still would like to continue to make efforts to increase the number of students utilizing classroom accommodations regardless of the presence of other factors that may be beyond our control.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who sent out accommodation letters</td>
<td>120</td>
<td>103</td>
</tr>
<tr>
<td>Number of Instructors who approved and acknowledged accommodation letters</td>
<td>120</td>
<td>103</td>
</tr>
<tr>
<td>Percentage of new students who sent out accommodation letters</td>
<td>65.68% (67/102)</td>
<td>63.33% (57/90)</td>
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<tr>
<td>Percentage of active students in relation to total enrollment at Leeward CC</td>
<td>1.84% (121/6568)</td>
<td>1.69% (108/6363)</td>
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</table>

**4. Action Plan**

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Based on the data collected for this year’s ARPD, the DSO office would like to focus on increasing the utilization rate of our services, as well as increase our student population. We understand that student’s have the right to self identify with a disability and additionally have the right whether or
not to utilize classroom accommodations even after they self identify. It is our goal to foster independence and autonomy with our students, but we also understand that the student population that we serve come to us with varying degrees of aptitude and learning capacity. Which is why prior to the start of each semester all of our students are reminded via email messaging to send their accommodation letters out to their instructors. We plan to continue to send email reminders to students, and will also look at the timing of those messages and perhaps spread them out up until the midterm testing period. Furthermore, we set a goal this year to increase awareness of our services and to educate stakeholders on our process when it comes to requesting classroom accommodations. We plan to increase awareness by providing training to faculty and staff through various mediums. We would like to continue to participate in convocation breakout sessions, TGIF, HSSI, and other opportunities on campus that give us an opportunity to connect with our faculty and staff. We are also working on formalizing our training on ADA law and also on how to use our Clockwork software. We are considering live sessions, virtual sessions, and also pre-recorded videos that faculty and staff can access at any time.

Currently we are increasing our outreach efforts to the community and the DOE, especially to our feeder schools near and around our community. DSO specialists are participating in DOE transition meetings and parent nights in order to educate DOE personnel and potential incoming students on the difference on how accommodations are determined between K-12 and the college setting.

The Disability Services Office was formerly known as the Kakoo Ike program or KI for short. This past summer we changed our name to Disability Services Office in order to make ourselves more identifiable to students who may be seeking out our services. It is yet to be determined if this name change will contribute to an increase in our student population.

Our efforts are aligned with the current Leeward CC Mission since the services we provide contribute to the students ability to attain their goals through high-quality liberal arts and career and technical education. Although the purpose of the DSO office is to ensure equal access in accordance with the ADA, we recognize that without access first, success cannot be achieved.

In providing classroom accommodations we work closely with the student, the student’s instructor, and when necessary we also communicate with other colleges including other UH campuses to obtain additional information and to discuss previous classroom accommodations that the student has received. When we reach out to our counterparts at other UH campuses and as we consult with our instructional faculty we are putting into action Leeward CC’s core value of “Community” where it states that “We value cooperation, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

The students who self identify with the Disability Services Office are equipped with various capacities of learning. Our students have unique learning styles, and as a result we apply an individualized interactive process when determining appropriate accommodations for them. We take into account the differences that our students present to us and when appropriate we recognize those differences and reinforce their strengths when they demonstrate the ability to mitigate some of the barriers that they are experiencing based on their disability. Our interactive process demonstrates another Leeward CC core value, which is “Diversity and respect” “We value the
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.”

Our overall goal is to continue to provide our students with appropriate and reasonable accommodations. We plan to continue to participate in professional development to keep up with current trends in the field of Disability Services, and to increase awareness of our services by providing outreach and training to our stakeholders, and this includes students, faculty, staff, and collateral agencies.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional resources for my program/unit.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.
The Disability Services Office participated in a Quarterly Transition Meeting with DOE Complex Areas on April 30, 2021.

The schools represented at this meeting are listed below:

Kapolei HS, Campbell HS, Waipahu HS, Pearl City HS, Waianae HS, Nanakuli HS. DVR counselors, district DOE level personnel, and Center for Disability Studies.

On September 20, 2021 Leeward DSO met with Kapolei High School counselor Myles Okoji

On October 4, 2021 Leeward DSO met with Special Education Department Chair of Moanalua High School.

On November 5, 2021 Leeward DSO participated in Quarterly Transition Meeting

During these meetings Allan Nebrija presented information about the differences between ADA and IDEA laws and emphasized how the differences affected the type of accommodations that are determined for students at the K-12 level and for those who are attending college.

Allan also talked about how students with disabilities need to self-identify if they are seeking accommodations for their college courses. The general steps that students need to take at Leeward CC were also outlined during this meeting. Leeward CC DSO uses an electronic workflow that allows students to self-identify, schedule their intake process, and send their letters out electronically to their instructors. This process was also covered during these meetings.

The purpose of participating in these meetings is to increase awareness of the services we provide at Leeward CC for students with disabilities and also to inform DOE support personnel, DOE Teachers, collateral agencies, and stakeholders about the steps that students need to take in order to receive services and accommodations at the college level.

Future Meetings: Moanalua High School Parent Night, Jan 26, 2022
Campus Scorecards – Overall

Campus Scorecards summarize key success measures, including number of degrees and certificates earned, graduation rates, transfer rates and credits-to-degree. Additionally, leading indicators of success, such as taking 6 or more credits before beginning college, taking 30 credits in the first year, completing college level English and math in the first year are included. The scorecards provide campuses with indicators that show improvements over three years by their overall student population and their under-represented minorities. See also Scorecards for Native Hawaiian students.

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>AY</th>
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<tr>
<td>UH Mānoa</td>
<td>Scorecard</td>
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<tr>
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<td>Scorecard</td>
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<tr>
<td>Windward CC</td>
<td>Scorecard</td>
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</tbody>
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Scroll down scorecard for tables and footnotes
Re: LEP cohort 4?
1 message

P. Jayne Bopp <pbopp@hawaii.edu>
To: Erin Thompson <enkt@hawaii.edu>

Wed, Jan 19, 2022 at 10:47 AM

Thank you Erin!!!
jayne

On Wed, Jan 19, 2022 at 10:42 AM Erin Thompson <enkt@hawaii.edu> wrote:

Here you go...if you want more details on the LEP program let me know. Current ICTL website is out of date for everything...will be updating with the new website. Take care, Erin

Cohorts

Cohort 5: August 2021 – December 2022 (January convocation culminating activity) Their project will be focused on the research, analysis, and recommendations to improve Leeward’s Early Alert Program.

Andrea Herndon, Math and Sciences
Kelly Kennedy, Language Arts
Alyssa MacDonald, Math and Sciences
Michael Oishi, Arts and Humanities,
Kale’a Silva, Social Sciences

Cohort 4: Feb 2019 – August 2020 Their project was a campuswide leadership perception survey and the result was a comprehensive report and presentation to administration on recommendations to foster leadership growth and development opportunities on campus.

Summer Barrett, LCCWM
Michael Cawdery, Education
Adam Halemano, OPPA
Rachael Inake, EMC
Tina Lee, Business

Cohort 3: Fall 2017 – Fall 2018 Their project was called “Students First” and designed to provide a “Student Mystery Shopper” experience for non-instructional units which would give them service feedback. LEP members created a report as well as met with participating units to develop response plans and provide consultation, especially as it pertained to supporting the campus WIG (Wildly Important Goal) to “Keep the Students We Have”.

Will Castillo, OCEWD
Junie Hayashi, Library
Wayde Oshiro, Library
Jan Shimabukuro-Lee, Counseling
Erin Thompson, Counseling

Cohort 2: January 2016 until December 2017. Their project was to review, revise, administer, and report the results of an Employee Satisfaction Survey (similar to that conducted in 2011 and 2014). This project could also include open forums or other avenues of gathering feedback.

William Albritton, Math and Science
Kathryn Fujioka-Imai, Language Arts
Lori Lei Hayashi, Human Resources
Tracie Losch, Arts and Humanities
Grant Okamura, Operations and Maintenance

Cohort 1: December 2014 until December 2015. Their project was to design, plan, and conduct the 2015 Leadership Summit in July 2015.

Corey Adler, Social Science
Alicia Brown, Office of Planning, Policy, and Assessment
Lexer Chou, Student Life
Michelle Igarashi, Language Arts
Warren Kawano, Business
Christy Takamure, Language Arts
Natalie Wahl, Library

Each cohort participates in activities that include a self-assessment, participation in a one-on-one mentoring session, and the development of a project to benefit the campus.

On Wed, Jan 19, 2022 at 10:23 AM P. Jayne Bopp <pbopp@hawaii.edu> wrote:

Hi Erin,
Who was in the LEP cohort 4 group? The info stops at cohort 2 on the ICTL website.
Thanks!
jayne

--
P. Jayne Bopp, MPH, MA
Interim Coordinator, Office of Planning, Policy & Assessment
Associate Professor, Sociology & Women's Studies
Accreditation Liaison Officer
Leeward Community College, DA-205C
96-045 Ala Ike St., Pearl City, HI 96782
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WIG Design Meeting Minutes 2018 - 2019
Leeward CC WIG Design Team Meeting Notes
01-30-2018


Team Members who couldn’t make it: Jeff Judd.

Primary Goal of the Meeting: Begin to develop a shared understanding about the problem we’re trying to solve (i.e., “Keep the students that we have”)

Kami explained that although we, as a College, have a common goal to accomplish—“keeping the students that we have”—we all have different ideas of what that means—what students we’re talking about, what we need to do, etc. If we’re going to be successful at tackling it together, we need to be on a same page about what we’re talking about.

Primary Task of the Meeting: Using a year-long timeline, which started at the point of inquiry and ended after the 2nd semester, identify together:

- At what points on the timeline do we think we’re losing a critical mass of students
- What kinds of students are we losing at each point

Once we came up with our shared theory, we will need to use data to help us know if we’re right or wrong.

Big Meeting “Take Aways”:

- We think we’re losing students all along the timeline (see attached timeline). We think we lose new students during the on-boarding process. But, we don’t know who they are or how many.
  - We think we lose students through the purge process.
  - We think we continue to lose students once instruction begins as students start to falter in their performance in their classes.
- We have more Questions than Answers right now.
  - We know we’re losing students, but we don’t really know where we’re losing critical masses of students and who they are. We have anecdotes, but we don’t really know if the situations we know of apply to masses of other students. So, when are we losing masses of students and who are they?
  - How are the students with financial obligations (i.e., did not pay for their classes and did not get purged) faring in class? Are they successful or unsuccessful?
  - Do we lose a critical mass of students in the 1st week of instruction? If so, who are they and why do they leave?
- We have some ideas about potential Protective Factors (i.e., the factors that help students persevere). But we have questions about them.
  - Course Success: OPPA knows that course success boosts retention & persistence rates o Career Awareness: Is it a key protective factor? Provides a sense of purpose. o Structured Programming: Is it a key protective factor? There may be some evidence that it is success rates of Leeward’s AAT Program & CTE programs.
Sense of Belonging: Is it a key protective factor?
Which Protective Factor is more Important? How important is a sense of belonging vs. a sense of direction/structure/purpose?
Commitment to why they’re here: Is it a key protective factor?

AAT and CTE Programs are Potential Models
- AAT in particular has a very strong success rate (82%)
- What are they doing that is creating this success rate?
  - The profession is well understood?
  - A strong sense of belonging within the program amongst staff and students?
  - A solidly defined course-taking structure?
  - Program re-emphasizes to students over and over again that there is a higher purpose to their degree attainment?

Do we need to re-define our idea of “keeping” students to include those who start and stop and start and stop?
- National data says no—that the more stops a student takes, the less likely they will finish overall
- Is this true for our students?

Thinking about our perceived “Barriers”
- Many perceived/potential barriers were talked about throughout the meeting
- We have to remember that a place where students commonly “stop out” doesn’t necessarily mean that the checkpoint they don’t make it to is a “barrier”
- More research is needed to determine how many students we lose at these points (is it a critical mass?), what kinds of students we lose, and why
- The team was reminded that the job of the WIG team is not to tell anyone else how to do their job. Instead, it is to help campus stakeholders better align their efforts to the goals, strategies (i.e., “what” we’re going to do) and perhaps value propositions (i.e., “how” we’re going to do it) that the Design Team develops.

Next Steps:
- Guy and OPPA will help to pull some data before the next meeting in order to help us better understand where we are.
  - Can’t pull all data, but can pull some.
- Next meeting is Friday, February 16, 2018 from 11:00 am-12:30 pm in BE-102. Other Logistics:
  - The March 2, 2018 meeting has been rescheduled to Tuesday, February 27, 2018 from 11:00 am-12:30 pm due to Leeward CC’s Professional Development Day.
  - We will not be meeting during Spring Break (March 30, 2018).

Leeward CC WIG Design Team Meeting Notes
02-16-2018

Team Members Present: Summer Miles, Wayde Oshiro, Cecilia Lucas, Della Teraoka, Kami Kato, Kay Ono, Kathleen Cabral, Guy Nishimoto, Tao Feng, Jeff Judd.

Team Members who couldn’t make it: Erin Thompson, Curtis Washburn, Tommylynn Benavente, Jim Goodman, Ron Umehira, Kristina Nip.

Primary Goal of the Meeting: Continue to develop a shared understanding about the problem we’re trying to solve (i.e., “Keep the students that we have”). Start to put some data into our
understanding of what student loss looks like on our campus.

**Revisiting the Process and Role of the WIG Design Team:** Kami started the meeting by recapping and explaining more in-depth the role of the WIG Design Team and the process we were going to go through together.

Important points about the process:

- It is a process, and will take some time.
- Although it is tempting to jump to solutions, we need to stop and understand what’s going on first.
- The group will be taken through several different phases (see WIG Design Team Process Chart). We are now in the 3rd phase in the chart of trying to establish a common understanding of how we lose students.
- In the words of Pam Cox-Otto, we are trying to figure out which watering holes we lose our “wildebeest” between, and we’re trying to figure out which “wildebeest” we lose there.
- The next steps involved will include finding a focus, diving deeper into the “whys”, and then moving more into creating outcomes, pulling others into the work, and other things needed for implementation and action.

Important points about the Design Team members:

- The cross-campus make-up of the WIG Design Team is important. It ensures that we have a holistic view of student retention, the issues and who needs to be involved in solutions. WIG Design Team members were not invited to the team because of their expertise in student retention. Rather, they were asked because of their expertise in the area they represent. We all need to learn from each other.
- The most important role of each member is to be a voice for the areas that they represent and to be a voice back to their constituents from the Design Team. Design Team members are expected to talk with the people from their areas to get feedback and input that can be brought back to the team.

**Primary Task of the Meeting**: To begin looking at data to help us understand what student retention looks like on our campus.

**Data Review:**

**Unsatisfactory Academic Progress (UAP) Students**

- Jeff Judd shared data on UAP (Unsatisfactory Academic Performance) Students.
- Only a small number of students that go on Academic Warning ever complete.
- We lose 40% of First Time Freshman who are placed on Academic Warning (1st academic sanction), which equates to about 600 students in 1 year.
- In comparison we lose 14% of students who are not placed on UAP.

**Discussion**

- Is there any way to know how students are doing before they go on UAP? Students who stop attending (i.e., after they’re on UAP) are hard to track down.
- Yes. MySuccess/Makaʻala provides us with the opportunity to find out information on students before they fail/leave.
• Problem: low instructor participation rates in Maka’ala

A Beginning Picture of where we lose Students Chart (See Attached)
• Kami’s Disclaimers:
  ○ This was prepared by Kami using STAR Academic Logic Data. It has not been validated by OPPA or any other data expert!
  ○ Meant to give us a beginning understanding of what the picture may look like and what data might be able to tell us.
  ○ It only tells the story of students who were registered with us (home campused at Leeward) in the Fall of 2016.

Big Data “Take Aways”:
• We are losing a lot of First Time, Full Time Students who are placed on UAP. o Re-emphasizes the point made last meeting that course success is strongly tied to student retention and persistence.
  ○ Need to be able to know they are failing before they fail, though. Once they fail, it’s hard to get them back.
• A large number of our Student Body already hold degrees, are in Early College or are Undeclared.
  ○ We don’t necessarily expect these students to persist or finish with us.
  ○ They may be doing prerequisites for their 4 year degree or may be taking special interest classes.
• We lose a large number of First Time (not necessarily full time) students in the 1st year. The greatest drop off is from Spring to Fall, not Fall to Spring.
• In pure numbers, we might be losing more Continuing Students from Semester to Semester than First Time Students
  ○ Students who had been admitted at least a semester earlier than the first time students.
• It may be that the longer the student persists before stopping, the more likely they’re leaving with a good GPA.
  A greater percentage of the students who stopped after being with us a year or more left with GPAs of 2.0 or higher.
  ○ First time students who left in their first year were much more likely to be leaving with a GPA below 2.0.
  ○ This would be consistent with national literature that says that “time is the enemy.” This may be representing part-time students who take a small course load each semester, and just wear out at the end due to the lifestyle it requires as well as the continual sacrifices, etc.

MySuccess/Maka’ala
• Could give us additional information. But, currently, not very many instructors participate in Maka’ala. So, we don’t have as much information on attendance, when people stop out before they fail, etc., that we could have.
• More and more students are being told at least once by an instructor that he/she is doing well (via Maka’ala). In Fall 2016, 1140 students received at least 1 such message.

Two Potential Target Student Groups may be Emerging
• First Time UAP Students on Academic Warning
• Continuing Students (been with us 1 year or more) who stop Attending
Suggestion Made: We should focus on the Students who are doing well who don’t persist

Rationale:
- Guy reiterated that as a College, we often focus on the students who are hardest to move towards success
- These students often take a lot of effort with little returns. Therefore, we don’t see big improvement in our success rates.
- He suggested that we instead focus on those who are doing well and those who are on the cusp. We are more likely to be able to make an impact on more of those students. And there are just as many, if not more, of those students.
  - 2/3 of our student body complete 100% of their attempted credits every semester. But, we still do not see them finish their degrees/transfer at those rates.

Decision Made: We need to know more about these Students before we can decide if they should be an area of focus for the WIG and before we can decide how we might focus on them.

What we would want to Know
- Who are these students? How can we identify them (i.e.,what is their profile)? o Full-time? Part-Time? DE? F2F? Liberal Arts vs. CTE? Age group? What is their GPA? Etc.
- How many students are there like this (Kami’s inserted question)?
- What is the pattern of these students?
  - Do they take classes every semester consistently and then just stop?
  - Do they start and stop multiple times?
  - How many credits do they take?
- How long do we have before they stop out?
  - Is it a time-based “limit” or a credit-based “limit”—i.e., do they stop out after a certain number of credits? Or do they stop out after so many semesters?
- What are their life obligations?
- What are their work obligations?
- Are they involved with the military? Financial Aid?
- Are they earning too many unnecessary credits?
- Can instructors help us identify who is “close” to being successful?
- Have they seen a counselor?
- Do they know why they’re here?

Other General Questions:
- Is STAR helping students understand how many credits they need to take each semester? Ideas to “Park” for the Future:
  - Completion of Course Work & Assignments possible lead measure?
  - Competency-Based Instruction. Does it have a role in degree completion/student retention?
  - Attendance. Does it have a role in this as well?
  - Faculty & Staff Buy-In will be key, but how will we accomplish it?

Next Steps:
• Guy, Kami and Tao will meet before the next meeting to determine what questions can be answered now; what can never be answered; and what can be answered later, but only if we deliberately try to collect the data.
• They will also try to pull some of that data.
• Next meeting is Tuesday, February 27, 2018 from 11:00 am-12:30 pm in DA-103.

Other:
• Kami and Della briefed the group on the 4 main system initiatives that are happening (see “WIG Design Team Cheat Sheet”).
• The role that the WIG Design Team will play with the system initiatives (i.e., helping to integrate the two things) was explained; so WIG Design Team members will be invited to opportunities to learn about the different system initiatives.
• Team members were invited to the HSSI Post-Event. It will be held on Thursday, March 29, 2018 at Honolulu CC. The HSSI Post-Event will focus a lot on the Integrated Student Support (ISS) initiative—which is a primary point of focus for the system right now.
• The hope is that as we become more focused via the WIG, what we develop for the WIG can also be used for the system-initiatives.

Leeward CC WIG Design Team Meeting Notes 04-06-2018

Team Members Present: Jeff Judd, Guy Nishimoto, Kami Kato, Tao Feng, Tommylynn Benavente, Kay Ono, Danny Wyatt, Della Teraoka, Curtis Washburn, Kristina Nip.

Team Members who couldn't make it: Erin Thompson, Ron Umehira, Jim Goodman, Wayde Oshiro, Kathleen Cabral, Cecilia Lucas.

Primary Goal of the Meeting: Begin to understand what we, as a College, might need to do to become an institution that “keeps” its students.

Primary Task of the Meeting: To engage in a brainstorming activity that would help us identify what might become Leeward CC’s equivalent to Disney’s “4-Keys”—or the primary values that could be interwoven into much of what we do.

What Happened:
• Kami passed out a synopsis of what we, as a group, have discussed and perhaps might “know” about our student success/persistence picture at this point (attached).
• Did a small group brainstorming activity with post-its that attempted to answer the question “What does a student-keeping institution look like?”

Big Meeting “Take Aways”:
• The group identified 4 main characteristics that they thought a “student keeping institution” had
  ○ Connection
    ■ The environment is warm & welcoming
    ■ People establish and build genuine relationships (and the environment is conducive to this)
    ■ This happens across the board—not just between counselor & student or student & instructor, etc.
They are actual relationships
- People actually care about what happens to each other
- Because of this, they monitor what is going on for each other
- They communicate with each other
  - They let people know when they’re about to get into trouble
    - They give positive feedback
  - The relationships are personal
  - Instructors, counselors, etc. bother to learn and remember students’ names • Instructors, counselors, etc. know student’s individual situation
  - The institution “notices” when something happens to its students
  - It’s much more than good customer service
- Easy to Engage/Navigate
  - All required processes are user-friendly, including classes
  - People understand what they need to do to accomplish it/be successful at it
  - People have enough information to make good decisions for themselves
  - Students are offered the means to successfully engage/participate in college-related processes (including classes)
  - Adequate Information: about all that is needed to succeed in a particular class; timely feedback on how they’re doing in class so they can monitor their progress, etc.
  - Actual Resources: computers, daycare, financial help
  - Physicality: physical layout is easy to navigate and to find things
- Focused on and helped to reinforce to students the Purpose/Benefits of what students were doing at our College
  - There is a campus focus on completion
  - There is a campus focus on reminding/reinforcing for students the purpose/benefits of their journey and completing
  - Campus processes/activities help to encourage and remind students about the importance of completion
- Self-Regulating
  - Institution is constantly monitoring and evaluating its work
  - Institution is constantly making improvements based on its evaluation
- Jeff revealed to the group that they had just outlined the principals of Social Cognitive Theory
  - Triadic Reciprocal Determinism Model
  - This model states that there are 3 interconnected factors: skill, will and belonging
    - Belonging = “Connection”
    - Skill = “Easy to Engage/Navigate”
    - Really characterized as “support”
    - Will = Purpose/Benefits
  - Via this model, if you positively impact one of the components, you will end up positively impacting all 3
    - The positive impacts from the one factor will then cause positive impacts on the others • Most common place people try to positively impact skill
  - Institutions who are good at facilitating positive impacts on all areas end up self-regulating • Self-monitoring
    - Evaluating their effectiveness
    - Improving based on evaluation
  - Guy suggested that it might be “Connect, Help, Remind”
- Next Steps:
Decide:
- Do we think these are the “3-Keys” to keeping students?
  - If we adopt them across campus and integrate them into everything we do, will it move the needle in student retention?
  - Is it realistic? Can we really integrate these things?
- If so, what do we really mean when we say “connection,” “easy to engage/navigate,” and “purpose/benefits?”
- Which of the “keys” is the most important “lever;” i.e., if we impact it, it will have the biggest impact overall

At a later, later date, also decide:
- Where will we start?
- How will we start and what do we make sure we do uniformly (e.g., establish lead measures)?
- How will we know we’re successful?

Next meeting is Friday, April 20, 2018 from 11:00 am-12:30 pm in BE-102.

Leeward CC WIG Design Team Meeting Notes
04-20-2018

Team Members Present: Jeff Judd, Kami Kato, Tao Feng, Tommylynn Benavente, Kay Ono, Danny Wyatt, Della Teraoka, Kristina Nip, Erin Thompson, Kathleen Cabral, Cecilia Lucas.

Team Members who couldn’t make it: Ron Umehira, Jim Goodman, Wayde Oshiro, Guy Nishimoto, Curtis Washburn.

Primary Goal of the Meeting: Solidify Leeward CC’s “4-Keys” and decide how they would be used.

Primary Task of the Meeting: Review and revise the draft “4-Keys” developed at the last meeting and make some decisions.

What Happened:

- Kami checked in with the group to see how the process has been for them so far.
  - Folks seemed to indicate that the process has been going okay and that some of the information we’ve looked at has been interesting. The conversation is important and we are talking about something that no one else talks about.
  - However, people felt like last meeting was a turning point—that the conversation re: what a “student keeping institution” looked like became really exciting and helped us know that we’re going in the right direction.
  - Made people wonder if what sometimes naturally happens at a program-level can be scaled up and done at a campus-level.
  - Need to continue to have a facilitated conversation to make sure we stay on-track and keep moving forward.
- Danny told the group that he had asked their newest counselor, Jasmine, to call all 200 students that the LCCWM campus had lost to find out why they left.
  - Once she is done, we will have some great data on student leavings.
- Kami reviewed the big themes that had come out of the brainstorming session at the last meeting and presented a beginning draft of what could be Leeward’s “4-Keys.” The major themes were:
Connection: which was more than just customer service. The key here was having a personalized experience and having actual, two-way relationships across campus.

Easy to Engage/Navigate: The main keys were that 1) processes were navigable; and 2) that students actually had the means to complete everything required—including succeeding in their classes and accessing the classes they need when they need them.

Purpose/Benefits: The main key was that the campus was institutionally set up to systematically remind/reinforce to students the purpose and benefits of what they were doing.

Self-Regulating: The institution monitors, evaluates and improves itself re: its provision of the above 3 things.

- The group reviewed, discussed and made decisions about the keys to arrive at a more finalized product.
- The group discussed and considered implementation strategies and anticipated challenges. Kami presented 2 possibilities: a campus-wide implementation vs. incorporating the 3 keys into strategic interventions we would do with target groups (e.g., with successful students who leave)
  - The group also discussed the fact that there are 2 levels of implementation that need to be addressed:
    - Individual Level: how each person incorporates the keys into his/her day-to-day work and into his/her individual interactions with students
    - Institutional Level: the systems that we, as an institution, put into place so that we, as an institution, can personify the 3 keys
  - Erin shared the work that has been going on in Counseling.
    - The WIG has helped to “anchor” the efforts that Counseling has decided to engage in. Counselors have chosen areas of focus and have developed sub-committees.

Agreement was made amongst all counselors that whatever the groups come up with, all will agree to do. There won’t be a 2nd “vetting” of the ideas that come out of the groups.

- Erin has found that the best practice is to set the goals/targets for people, but then let them design how they’re going to get there.
  - More buy in
  - Better ideas

Decisions Made:

- **Leeward CC will have 3, not 4, Keys**
  - Leeward CC’s 3 Keys are (see attached handout):
    - Personalize…the Experience
    - Promote Purpose…in All Students
    - Provide…the Means to Succeed
  - “Self-Regulation” or Self Evaluation was removed as a key.
    - Because it is something that naturally happens when an institution is focused on doing the other 3 things (according to the Social Cognitive Theory), and because it isn’t something we do for students, it was decided it shouldn’t be a key.
    - However, people wanted it noted that self-evaluation is an important piece of work that should be included in everything we do—and may have to sometimes be deliberately built in to make sure it happens.
○ The keys need to be simple to explain and simple to understand.
○ Each heading needs to have 2-3 sub-bullets to further define what is meant by each heading • Will help with consistency and fidelity of implementation
  ■ The current bullets still need to be hashed out more—they are not final
○ The hierarchy in the keys would be 1) Personalize; 2) Provide; and 3) Promote Purpose. So, individual decision-making should consider how to personalize the experience first, then how to provide the means; and then how to promote purpose.

● Leeward CC’s 3 Keys fit well with the College’s vision, mission and strategic plan
  ○ The keys provide the “how” or the operationalization of these things for the College
  ○ This is in-line with what Disney expressed at the Returning Adults Initiative workshop. For Disney, their 4 keys is the way that they operationalize their vision of “creating happiness.”

● In Fall 2018, we will begin to try to institute Leeward CC’s 3 Keys by attempting to embed them, campus-wide, in how we regularly do business (Institutional Level Implementation)
  ○ This way, we can provide a protective measure for all students in an attempt to decrease the number of students that we lose
  ○ This will be our focus over the next year
  ○ Will work with each stakeholder group on campus and will develop a WIG Work Team for that area
  ○ Will ask them to identify 1 strategy for how they will incorporate 1 of the keys into their normal operations
    ■ WIG tells us there needs to be 1 goal
    ■ The group will also be asked to design how they will monitor how they’re doing • Need to figure out accountability
  ○ More targeted interventions with strategic student groups would be handled by Della and Kami on a case-by-case basis for now as opportunities arise
    ■ Would want to make sure that these efforts align with the 3 keys and with the information discovered by the WIG Design Team thus far
    ■ Won’t deliberately work on this this year, but as things come up organically or out of other initiatives, will seek to align them

● We will also put out a suggested list of things people can individually do to incorporate the 3 Keys into their daily work
  ○ List will be limited to 2-3 things per key
  ○ List will include only items that are highly impactful
  ○ Will look at information already gathered from instructors about what works as a starting point
    ■ Jeff’s initiative a few years ago that interviewed instructors with consistently high success rates
    ■ Recent Wildly Important Gathering (March 4). Break out session had instructors brainstorm out this kind of information.
  ○ Ask everyone on campus to select at least one thing to adopt

Things to Address:

● How will we work effectively with instructors?
  ○ Instructors represent the largest group—approximately 250-300 a semester
  ○ They are the hardest to engage
- There is no natural venue to go to in order to reach all of them
- Not all divisions meet outside of their once a semester meeting
- Division meetings are difficult venues because their agendas are so full. Can’t have a meaningful conversation.
  - Email and convocation is not personal enough.
  - Because the group is so large, they are diverse as well (in practice, interests, issues, etc.)
  - They are an extremely important group to engage/work with
  - Will need the input of other instructors to figure this out
  - Can we start with input instructors have already given via different venues?
- **How will we do this Work without it adding an unreasonable amount of Time and Effort to everyone’s Plates?**
  - Especially the WIG Design Team members
  - Everyone is so busy
- **How can we encourage Innovation in Folks and how can we use Technology to Help?**
  - We want people to think outside of the box. We want the alignment with the 3 Keys to be meaningful.
  - Part of it will be asking people what they will need to be empowered to make the change.
- How will this be introduced to the Campus?
- What kinds of Professional Development and Support will we need to provide to Folks for this to happen?

**Things to Consider:**

- Although we are going to be Promoting the incorporation of the 3 Keys into different areas of Campus, we have to remember that we, in our facilitation, should be using the 3 Keys.
  - As Jeff reminds us: we are not exempt to the effects of the Social Cognitive Theory. They hold true for our work, too.

**Next Steps:**

- Finalize the 3 Keys
- Figure out what our Game Plan is for Fall 2018
- Kami to send out a Doodle Poll for the week of May 21 so we can set a final meeting date of the semester
- Next meeting is Tuesday, May 1, 2018 from 11:00 am-12:30 pm in DA-103.

**Leeward CC WIG Design Team Meeting Notes 05-01-2018**

**Team Members Present:** Jeff Judd, Kami Kato, Tao Feng, Tommylynn Benavente, Kay Ono, Danny Wyatt, Kathleen Cabral, Cecilia Lucas, Ron Umehira, Guy Nishimoto, Curtis Washburn.

**Team Members who couldn’t make it:** Jim Goodman, Wayde Oshiro, Della Teraoka, Kristina Nip, Erin Thompson.

**Primary Goal of the Meeting:** Solidify Leeward CC’s “3-Keys” and figure out the next steps.
Primary Task of the Meeting: Review and revise the sub-bullets under the “3-Keys,” and make some decisions about their implementation.

What Happened:
- Kami recapped what happened last meeting and where we are at this point.
  - We had finalized the headings
    - Still need to finalize the sub-bullets to fully capture the spirit behind the headings.
      - Minimize misinterpretation of the 3 Keys
      - Maximize standardizing the “spirit” of the keys
      - The group reviewed the 3 Keys document and specifically tried to adjust the language of the sub-bullets (see attached).
    - Kami reminded the group to try and adopt language that would help to drive both systemic and institutional change as well as individual and personal change
      - The group reviewed and decided upon a proposed implementation process (see attached).
    - Ron said that at the next meeting, he would like to present the results that have been collected from surveys given to completers
      - Ron shared with the group that the College has just begun to put out surveys to those who complete their certification or degree
      - There are about 3 semesters worth of data—this semester’s data will probably be the most complete
      - Wants to share the outcomes with this group
  - Ron also suggested that the WIG Design Team thinking about viewing a retention webinar in order to learn from others
  - Guy spoke of continuing to hone the data available regarding retention and completion in ways that would help to inform practice/strategies
  - Curtis raised the issue of wanting to make sure that we specifically target groups of students that we are at risk of losing
    - The group was reminded that when these types of initiatives did come up (as they will), the team (esp. Della and Kami) should work to incorporate the 3 Keys into those initiatives as well and make sure they’re aligned with what we’re trying to do overall
    - The group was also reminded that they had made the decision to focus, in this next year, in implementing the 3 Keys across the entire campus

Decisions Made:
- Leeward CC’s 3 Keys would be called “Leeward’s 3 Keys”
  - People felt it was short, sweet and to the point
  - Kathleen felt it was communications-friendly
- The 3 Keys are still about 85% done
  - The headings are finalized. The sub-bullets, although worked on, still need to be tweaked to fully capture the spirit of what is meant.
  - The team can continue to perfect it over the summer.
- The work to Implement the 3 Keys across Campus would commence in Fall 2018
  - However, some work would occur prior to Fall so that when the semester began, the team could just “go.”
    - The team would work to identify what is already happening across campus that might logically/naturally align with the 3 Keys implementation.
      - These groups could be brought into the fold as Work Teams.
      - We might be able to find Work Team leads this way.
      - Example: The group that planned the March 4 day could help with an instructional work team.
Identifying these groups and identifying possible Work Team leads would be the focus of the next meeting.

WIG Design Team members would work with the Work Team Leads to help them understand what we're trying to do and what we need accomplished by the work teams.

- Over the summer, Design Team members who are still on-duty will start to approach potential Work Team Leads and will work to put together a facilitator's packet.
  - The Facilitator's Packet will help to standardize what all of these Work Teams should be producing/the process they should be going through.
  - The packets will help to ensure that we implement the 4DXs (4 Disciplines of Execution).
  - The 3 Keys need to be Introduced at Convocation
    - We cannot expect to engage the campus in the implementation of the 3 Keys without introducing it
    - We need to communicate to people at convocation how the 3 Keys connect to accreditation. This is how we can incorporate the 3 Keys into convocation since the primary focus of convocation will be accreditation.
    - The group felt that the 3 Keys is tied to accreditation anyway.

- The Process Outlined by Kami would be the one we use to Implement in Fall 2018 (see attached)
  - People felt the process seemed logical, appropriate and had the necessary steps.
  - The group decided that we would start with the outlined process and would evaluate and adjust as needed.
  - The focus of the next meeting will be to 1) identify and decide upon first round work teams and potential work team leads; 2) identify which WIG Design Team members would work with which work teams; and 3) identify which potential work team leads would be approached over the summer and by whom.
  - The facilitator's packet will be key.

Things to Address:
- Jeff reminded the group that the work done to implement the 3 Keys had to be measurable. There is no other way to gauge progress, measure impact and make it a meaningful and credible part of our process as a College.
  - Could be done in the WIG Work Teams. WIG Work Teams would have to devise a way to self-monitor, evaluate and hold themselves accountable. This would be the impetus for the creation of measurable outcomes.
  - Should be built in as part of the process for Work Teams and included in the facilitator's packet.

Next Steps:
- Identify potential 1st round Work Teams and Work Team Leads
- Determine which WIG Design Team members will work with which work teams
- Decide who will approach which potential work team leads and when
- Develop the facilitator's packet
- Guy and Tao will continue to analyze the data

Next meeting:
- Tuesday, May 22, 2018 from 11:00 am-12:30 pm in BE 229A
- Final one for the semester
**Leeward CC WIG Design Team Meeting Notes**  
**05-22-2018**

**Team Members Present:** Jeff Judd, Kami Kato, Tao Feng, Tommylynn Benavente, Kay Ono, Wayde Oshiro, Della Teraoka, Kristina Nip, Erin Thompson, Ron Umehira, Guy Nishimoto.

**Team Members who couldn’t make it:** Jim Goodman, Danny Wyatt, Kathleen Cabral, Cecilia Lucas, Curtis Washburn.

**Primary Goal of the Meeting:** Determine where we were going to try and start implementing the 3 Keys.

**Primary Task of the Meeting:** Identify areas of the College that we would like to approach to start implementing the 3 Keys.

**What Happened:**

- Kami recapped what happened last meeting and where we are at this point. 
  - We had finalized the headings
    - Still need to finalize the sub-bullets to fully capture the spirit behind the headings.
      - Minimize misinterpretation of the 3 Keys
      - Maximize standardizing the “spirit” of the keys
  - The group then brainstormed all of the possible areas of the College that could be engaged in trying to implement the 3-Keys
  - Using multi-voting, the group then focused in on the areas of the College that met the below criteria in order to determine who the group should approach first to be engaged in the work:
    - Had the most potential for impact on student retention if engaged in the implementation of the 3-Keys
    - Would be easy to engage in the 3-Keys process
    - Already had an infrastructure that would allow them to participate (e.g., had an established group, had established leadership, had a way to engage and communicate with their constituents, etc.)
  - It was decided that instructional faculty and instructional divisions had the most potential impact on student retention; and both groups would be reasonably easy to engage in the process. However, they were also the groups with the least amount of infrastructure that would promote their engagement in the work.
  - It was also decided that Financial Aid, Admissions and Recruitment also had significant potential impact, and they all had some infrastructure that would help to support their participation. However, the consensus was that they would also be the more difficult to engage in the work.
  - It was decided that Counseling had significant potential impact, would be easy to engage, and had some infrastructure that would support their engagement.
  - LCCWM would be easy to engage, had an infrastructure, but had a smaller potential for impact.
  - Ron shared the data that had been collected from the recent graduate survey administered by Leeward CC.

**Decisions Made:**

- The 3 Keys are still about 85% done
• The headings are finalized. The sub-bullets, although worked on, still need to be
tweaked to fully capture the spirit of what is meant.
• The team can continue to perfect it.

● The work to Implement the 3 Keys across Campus in Fall 2018 would start with the
following groups.
  ○ Instructional Faculty
  ○ Instructional Divisions
  ○ Admissions & Records
  ○ Financial Aid
  ○ Recruitment
  ○ Counseling
  ○ LCCWM

● The following Groups would be included in Round 2 Implementation:
  ○ Halau
  ○ Peer Mentors
  ○ OCEWD
  ○ Library

● The following WIG Design Team Members would facilitate the implementation of
the 3 Keys with the following Groups:
  ○ Instructional Faculty & Instructional Divisions: Jeff, Tommylynn and Ron
  ○ Admissions & Records: Erin and Wayde
  ○ Financial Aid: Erin & Wayde
  ○ Recruitment: Ron & Guy
  ○ Counseling: Wayde & Kristina
  ○ LCCWM: Danny & Kristina

Things to Address:

• Jeff reminded the group that the process that we asked people to go through had to be
tangible and well structured.
  ○ People needed to know what to do and had to be able to recognize when they
were successful in completing the task.
  ○ It couldn’t just be philosophical.

• Jeff also reminded the group that people also had to know why they were being asked to
do it.
  ○ Folks are always being asked to participate in this initiative and that one. But,
they are never told why.
  ○ Without the “why,” it’s hard for anyone to have enough motivation to change
anything.

• Kami again reminded the group that the work done to implement the 3 Keys had to be measurable
  ○ There is no other way to gauge progress, measure impact and make it a
meaningful and credible part of our process as a College.

Next Steps:

• Develop the facilitator’s packet
• Start pulling together work teams from the identified areas

Next meeting: Currently Unscheduled

Team Members who couldn’t make it: Tommylynn Benavente, Kay Ono, Jeff Judd.

Primary Goals of the Meeting: Get back on the same page about where we are in the process; what we need to accomplish this year; and what the next steps are.

Primary Task of the Meeting: Prepare everyone for the next step, which is reaching out to the areas identified in Spring 2018.

What Happened:
- Kami recapped what happened at the last meeting and where we are at this point. o We had developed the 3 Keys.
  - We had decided to focus more on changing the campus culture instead of individual initiatives.
  - We had identified 6 areas with which to start and had assigned co-facilitators to each area.
    - The areas were picked based on the level of impact they could have on the WIG.
    - The focus of Fall 2018 was going to be to implement the 3 Keys in these different areas.
- The group revisited the area assignments:
  - Instructional Faculty & Divisions: Tommylynn, Jeff & Ron
  - Admissions & Records: Wayde & Erin
  - Counseling: Wayde & Kristina
  - Financial Aid: Erin & Wayde
  - LCCWM: Danny & Kristina
  - Recruitment: Ron & Guy
- The group discussed possible reassignments due to the fact that 1) not everyone on the WIG Design Team had signed up for an area; and 2) people shouldn’t be assigned to multiple areas. Kami and Della proposed:
  - Instructional Faculty & Divisions: Tommylynn, Jeff, Ron & Tao
  - Admissions & Records: Wayde & Erin
  - Counseling: Kay, Kristina & Jim
  - Financial Aid: Della & Cecilia
  - LCCWM: Danny & Kristina
  - Recruitment: Guy & Curtis
- Kami talked to the group about what was coming up next.
  - Co-facilitators would be tasked with using the 4 Disciplines of Execution (4DX) to facilitate alignment of their designated area with the WIG
    - The 4DX is a way to make sure something goes from idea to implementation. It is based on the premise that people are really good at planning, but often fall short on the execution.
    - The reason that people fall short on their execution is because they are distracted by their “whirlwind”—a.k.a. their day-to-day job. Plans people
make tend to be complicated, comprehensive and overwhelming—so difficult to pay attention to and to make a priority in the face of the “whirlwind”—which often has a sense of urgency around it.

○ In order to overcome the “whirlwind,” people need to have 4 “disciplines:” ▪ Focus on 1 Wildly Important Goal
  ■ Establish and influence “lead” measures (lead measures directly affect the WIG and can be influenced by the team)
  ■ Create a scorecard in order to regularly keep track of how they’re doing (the creation of a scorecard also gets people to establish measureable things and collect data)
  ■ Create a cadence of accountability

○ WIG co-facilitators will help the areas institute the 4 disciplines
○ Kami will provide “just in time” training on the 4 disciplines
  ■ Facilitators will learn how to do it right before they have to do it with their areas
  ▪ WIG Design Team will meet once every 2 weeks
  ■ Meeting format will be:
    ● Debrief how things have been going for them so far
    ● Learn how to facilitate the next piece
    ● The group discussed whether or not the 3 Keys would be the focus of the implementation
      o Della talked with the group about concerns that had been raised about the 3 Keys
      ● That instituting the 3 Keys might confuse the campus
  ■ The WIG is simple and is 1 thing
  ■ When some people heard about the 3 Keys, they now thought we had 4 goals instead of 1
  ■ Some concern that working through the 3 Keys would distract people from concentrating on the WIG

○ The group’s feedback was:
  ■ That the 3 Keys are the “how” to the WIG, which is the “why”
  ■ That the 3 Keys provided a little more specificity to the WIG, which was still broad and could be perceived by some as vague/amorphous
  ■ Some areas might find it easier to work within the 3 Keys than the WIG
  ■ Della wondered if Student Services folks would relate to the 3 Keys more than other areas (such as instruction).

● The group was asked to decide whether or not our next piece of work would lead with the 3 Keys or lead with the WIG (decision is below). Kami clarified that:
  ○ Whatever was decided, we would apply the 4DX principles to it.
  ○ If the decision was to lead with the WIG, areas would be asked to choose a WIG for their area that would help the College “keep the students that we have.”
  ○ If the decision was to lead with the 3 Keys, areas would be asked to choose a WIG that helped the College accomplish one of the 3 Keys.
  ○ Any concerns about the lack of specificity or the lack of data/measurable outcomes would be addressed either way via the 4DX process—which automatically provides for those things.

● Kami talked with the group about their next action step: Gain Buy-In from their assigned area’s leadership (see attached handout)
  ○ Co-facilitators need to identify the leadership in their area
    ■ Will be most difficult for those facilitating instruction
    ■ Kami and Della will meet with the instructional co-facilitators to help them figure this out
They then need to talk with the area’s leadership to better understand the area they’re going to work with. Can do this through an “informational interview” type of format.

- Understand who that area is and what they do
- Understand what they’ve been trying to do so far to help “keep the students that we have” (success/retention)
- Understand who the players of that area are

Do an initial inventory of the key players that should be involved in the work

Talk to the area’s leadership about their participation in the WIG. Gain a commitment.

- Talk to them about what the WIG Design Team is trying to do
- Talk to them about why it’s important for that area to be involved
- Get their take on their area’s involvement.
- Gain a commitment

Together with the leadership, determine what role the leadership wants to play

- Co-facilitator? Leader? Participant?

Plan the actual logistics of the first meeting

Design the “pitch” to the area and how key players will be invited to participate

- Co-facilitators were asked to get into their groups and to practice how they would:
  - Explain to their area what the WIG Design Team was trying to do
  - Explain to their area what they were being asked to do
  - The groups shared what they crafted and debriefed

- During the debrief, co-facilitators were reminded:
  - That their job was not to craft/propose solutions.
    - Co-facilitators were reminded that their job was to facilitate—to be neutral, and to help conversations happen and to make sure objectives are met.
    - Although many people’s “day jobs” do require them to come up with solutions, people were warned that they had to make an extra effort to take off that hat for this project. Co-facilitators were reminded that if they came forth with solutions or lead people to solutions, people would not want to participate (they wouldn’t think their input made any difference).
    - Erin also pointed out that people in leadership positions (administrators) needed to especially be cautious of this since the very nature of their position could naturally intimidate people and influence how they participate in the process.
  - That they shouldn’t be data-heavy.
    - The goal of this step is to gain buy in. Buy in is rarely gained by confronting people with negative data, nor is it gained by presenting people with an overwhelming amount of data.
    - Ron questioned this and asked if the use of data is not useful.
    - Kami clarified that people could use some data points if they really think it’ll help achieve buy in from that particular area. However, the conversation shouldn’t revolve around data.
  - To maintain an informal atmosphere and to be a “real person.”
    - Team members were reminded that part of what they needed to do was to build a relationship with the area; and that the best way to do this was to be informal and to be a “real person.”
    - This type of process has natural ups and downs.
    - It is only when you have a trusting relationship established that the area will persevere through the ups and downs of the process.
People were also reminded to be genuine and authentic in their interest of the area, in their belief in the participation of the area and in their belief in the area’s strengths.
- People can immediately tell if you are genuine/authentic.
- If you’re not actually interested in the area, you won’t be able to support the area’s participation.
- If you’re not actually interested in your area, you should switch to an area that you are interested in.

Decisions Made:
- The team will adopt the new co-facilitating teams proposed by Kami and Della. They are:
  - Instructional Faculty & Divisions: Tommylynn, Jeff, Ron & Tao
  - Admissions & Records: Wayde & Erin
  - Counseling: Kay, Kristina & Jim
  - Financial Aid: Della & Cecilia
  - LCCWM: Danny & Kristina
  - Recruitment: Guy & Curtis
- Kami will prepare the Team to work with Areas using both the WIG and the 3 Keys.
  - This way, people can have both tools at their disposal.
  - Each co-facilitating team will choose which method they think will resonate best with their areas.
- Co-facilitating Teams will have their first meeting with Area Leadership within a Month from now.
  - In a month, each facilitating team should have had their initial meeting with area leadership o Kami and Della will lend extra support to the instructional co-facilitators due to the complexity of that group
  - Kami is available to any co-facilitating team for extra help. She will also check in with everyone.

We will meet again in 2 Weeks to Check In on how everyone’s doing and to Prepare for the Next Step.

Kami will send out a Doodle Poll to set up Regular Meetings (every 2 weeks).

Della will send out an Email to the Campus before anyone attempts to Contact their Area’s Leadership.
- Will update the entire campus on what’s happening with WIG.
- Will let people know that certain areas will be offered support in figuring out how to participate in the WIG this year.

Kami will send out a “Cheat Sheet” to Facilitators, Outlining the Process Areas can expect to go through.
- It will include a timeline.
- It will give facilitators a way to tell area leadership what their area can expect if they participate.

Kami and Della will meet with the Instructional Faculty Facilitators before the next Meeting. Next Steps:
Co-facilitators will start meeting to plan their strategy on how they’re going to research their area and how they’re going to engage with the area’s leadership.

Kami and Della will meet with the instructional faculty facilitators.

Kami will create and send out the “cheat sheet.”

Kami will send out a doodle poll to establish the next meeting and to establish regular meetings.

Della will send out an email to the campus regarding WIG.

Next meeting: Doodle Poll will be sent out to determine.

Leeward CC WIG Design Team Meeting Notes
01-14-2019

Team Members Present: Jim Goodman, Cecilia Lucas, Curtis Washburn, Kami Kato, Tao Feng, Della Teraoka, Erin Thompson, Shuqi Wu, Tommylynn Benavente, Kay Ono, Jeff Judd.

Team Members who couldn’t make it: Danny Wyatt, Kathleen Cabral, Wayde Oshiro, Ron Umehira.

Primary Goals of the Meeting: Make sure everyone is prepared for their meetings with their areas/area leadership.

Primary Task of the Meeting: Check in with everyone to make sure they’re prepared for their meetings with their areas/area’s Leadership—which should take place by the end of January.

What Happened:

Kami recapped what happened at the last meeting and where we are at this point.

Decided that Spring 2019 semester is when we have to complete the 4DX processes with our areas.

○ Commitment is that everyone has to meet with their areas/area leadership (in the case of the instructional co-facilitating group) by the end of January.

○ Made the decision at the last meeting that we didn’t want people to get too stuck on the data—that we needed to have a uniform set of data to help make the case, but we didn’t want people to get too stuck on it.

The group revisited the question of what would be used as baseline data

○ Jeff re-emphasized the point that people needed to have a way to gauge their progress.

○ Revisited the fact that the group had decided at the December meeting that we would use whatever data Suzette presented during convocation.

○ However, the group reviewed the data that was presented, and agreed that it wasn’t the right data (it was performance targets/measures, not retention data).

○ The group revisited the issue of what source of data would be used as the baseline: ARPD or IPEDs data?

■ Programs are most familiar with ARPD data.

■ However, if you’re not a program, you don’t have ARPD data.

■ ARPD data and IPEDS data are calculated differently. ARPD is a true “snapshot” of what is going on at any point in time. IPEDS tracks a cohort.
Because of this, there is no “College-level” persistence rate calculated in the way that the ARPD is calculated. The only “college-level” persistence rate available is via IPEDS (and it’s called “retention” for IPEDS). PEDS data, from OPPA’s point of view, is more accurate. But, it’s not what people are used to answering to. Buy-in to the entire process might be compromised if we ask people to have a different “target” than the one they already use. And using a different “target” (e.g., IPEDS data) might also inadvertently invalidate the legitimacy of ARPD data in people’s minds.

- Reminded everyone of a few things:
  - That the emphasis was to move the College’s retention/persistence outcomes; not individual program retention outcomes. Although if programs are able to move certain outcomes on their own students, they will contribute to the overall movement of the College.
  - That the goal of this process is to get people to take unified and strategic action.
  - That we don’t need perfect data to know we have a problem. Even if the ARPD data and the IPEDS data don’t match, both show that there’s lots of room for improvement in student retention—one just paints a slightly worse picture than the other.
  - That we don’t want people to get stuck on the data. The data is needed to paint an overall picture to gain buy-in (i.e., believe there’s a problem), but what’s more important is the data that people will start to track regarding their own efforts via the 4DX process. If people get too focused on the data, they’ll lose sight of what we’re trying to do overall. In-depth, accurate data isn’t completely necessary for this process; just an initial baseline.

- A question arose regarding the need to give people “best practices” and/or parameters around what they should focus on in creating their WIGs
  - People are concerned that areas will come up with the “wrong” focus (i.e., ineffective, unrelated to the WIG), and will end up wasting their time/spinning their wheels (i.e., not seeing any outcomes after putting forth a lot of effort). People are concerned that this would squash people’s belief in the process/effort.
  - People wondered if we should give them categories of things we “know” works, and have them develop their WIGs within those categories.
  - Everyone was reminded that we need to shy away from telling/looking like we’re telling people what to do. Buy-in comes from a true grassroots/bottom-up experience (i.e., they come up with it themselves).
  - Everyone was reminded that the 4DX process itself will help to govern what people arrive at as their WIGs, and will help to dissuade people from picking things that don’t have a strong relationship to the WIG.
  - People were also reminded that we want to keep the process simple so that people could engage in it.
  - People were also reminded that the focus has to remain on what the individual units are doing and what they’re accomplishing; because the reality is that within this first year, we may not see institutional change in our numbers simply because we’re working with such a small subset of the overall campus. We may more reasonably be able to expect institutional data changes in forthcoming years. What’s most important is that people get into the habit and practice of doing this—thinking strategically and intentionally, taking impactful action, monitoring what they do, and then adjusting at the moment.
The need, though, for concrete gains in order to maintain and/or grow buy in is acknowledged—this needs to happen (and be celebrated), too.

- A question arose regarding the need to know the reasons why people are leaving
  - That way, people can come up with accurate strategies to retain them.
  - The group talked about the fact the College does not currently have that information. They also talked about the fact that there is currently no way to systematically collect that information.
  - The group also discussed the fact that even though we might not “know” as a College why people are leaving, instructors usually “know” what happens to most of the students in their classes.
  - The group was reminded of 2 realities:
    ■ That we will never really “know” in a definitive way why students are leaving.
    ■ That people do intuitively “know” why students leave. It’s a matter of culling our collective knowledge, identifying where the biggest leverage point is, and taking action.
    ■ This process helps us do that.
  - We also “know” that we are not losing students because of graduation and/or transfer.
    ■ Although that tells a piece of the story, it is not at all the majority of students who leave.
    ■ Although we cannot point to a definitive data point (the data points on this are not exactly consistent), none of the data points show that our lack of retention is due to graduation/transfer.

- Some design team members also brought up the concern that some of the areas picked to work with “don’t really fit” into the student retention picture. So they worried about having ideas of how they might contribute.
  - The group was reminded that the task of the facilitator is to help the area think about ways they can contribute—not to come with prepared ideas of how they can contribute.
  - They were also reminded that the areas may have better ideas of how they can contribute than we can. So, the question should be left to the areas.

**Decisions Made:**
- Everyone will meet with their Areas (Area Leadership in the case of the Instructional Co Facilitating Group) by the end of January
  - Target Outcome of those Meetings: to secure buy in from the Areas
  - Co-facilitators should review the “How will I know that we were Successful” Checklist after their meeting to make sure they hit all of the marks.
- We have to finish the 4DX process with our areas by the end of Spring in order to maintain buy in and momentum.
  - If there are a few stragglers, that’s okay. But we need to have it done with a critical mass, and a significant amount done with the stragglers (i.e., they should be deep into the process).
- Having a baseline and a way to gauge progress is important. Programs can use ARPD data as their baseline if that’s meaningful to them. Others can use the IPEDS data.
  - Shuqi and Tao will work with IRAO to calculate a persistence rate for the College based on the ARPD formulas. There is already an IPEDS based persistence rate.
  - We all acknowledge that the rate they calculate based on ARPD data may be “dirty” because it is not cohort-based.
However, the point of the data is to give an apples-to-apples comparison for groups who are using ARPD data. They need to be able to see how moving their ARPD data point will also move the College data point. Can’t do this if the 2 are calculated in different ways. We just need to see movement. The baselines don’t have to be completely accurate.

Shuqi will send all baseline data (IPEDS and ARPD) to all WIG Design Team members (Shuqi, you can put it in the WIG Design Team team drive if that’s easier) so everyone can be using the same numbers.

We “know” that the current retention rate cannot be explained away by graduation and/or transfer

Although we can’t find exact agreement in the calculations, none of the calculations show that graduation and/or transfer are the primary reasons why we are losing students.

The rest of the training in the 4DX will happen through a shared experience of actually going through the process.

Cori Connor, from Job Prep Services, expressed interest in applying the process to her area. Kami will ask her to join us at our subsequent WIG meetings. During this time, Cori, with the help of the rest of the team, will go through the 4DX process for Job Prep Services. Kami will facilitate. Everyone else will participate.

Next Steps:

- Co-facilitators will arrange and execute their meetings with their areas/area leadership.
- Kami will talk to Cori about participating in the WIG Design process and in coming to the next meeting.

Next meeting:

- Monday, January 28, 2019 from 12:30 pm-1:30 pm in the BE Conference Room.

Leeward CC WIG Design Team Meeting Notes
02-11-2019

Team Members Present: Danny Wyatt, Wayde Oshiro, Kami Kato, Tao Feng, Della Teraoka, Shuqi Wu, Tommylynn Benavente, Kay Ono, Jeff Judd.

Team Members who couldn’t make it: Kathleen Cabral, Cecilia Lucas, Ron Umehira, Jim Goodman, Erin Thompson.

Primary Goals of the Meeting: See where we are as a team in implementing WIG in the different areas of campus. Make sure everyone feels prepared for their next steps.

Primary Task of the Meeting: Check in with each area to see what stages they’re in. Debrief the experience of the last meeting.

What Happened:

- Kami checked in with each area re: where they are in their individual processes of Counseling (Kay & Jim)
  - Already met with the large group. The group is on-board
The group had already established goals
Are now at the point of selecting a single goal that will be the focus of this year
Need to meet with Kami and the Counseling leadership to strategize on how the group can be lead to that next step
During the meeting, when the 4DX process was explained, the group initially “freaked out” about the scorecard

- They worried about how accountable people would hold them, and worried about whether or not there would be consequences
- Kay and Jim had to help ease fears
- Jean Stavrue-Peahi, who had already been through this process with the Early College team, helped to explain why the scorecard was needed and how it was used o Helped everyone focus
  - Helped the team gauge how they were doing and how they could do it better
  - No penalties
  - Was the basis of a short, focused report out every week where nothing else was allowed to come into the conversation
- Kay said that having Jean speak really helped allay fears
  - Instruction, Accounting (Tommylynn)
    - Has not yet met with the leadership
    - Has a meeting scheduled with the Accounting leadership next week
    - Accounting leadership seems receptive
  - Instruction, Social Sciences (Tao)
    - Has not yet met with the area’s leadership and has not yet scheduled a meeting • Will meet with Kami in preparation
  - Recruitment (Shuqi)
    - Had a meeting with Franalyn and discussed some ideas
    - Shuqi has been giving Franalyn data that can help her with her decision making • Now that Curtis is gone, needs to figure out what’s happening—who’s co-facilitating with Shuqi
    - Recruitment is on-board
  - Admissions & Records (Wayde & Erin)
    - Met with leadership and with the area. The entire area was involved • Erin created a game to orient the area to the 4DX process. If anyone wants to use the game, contact Erin or Wayde!
    - The conversation was couched in “customer service,” as the area’s leadership had advised since the area could connect to that idea
    - A&R is on-board. The buy in happened so quickly that the facilitators began to generate the brainstorming list with them already
    - They are ready to arrive at the 1 WIG
    - Facilitators will not be able to meet with A&R again until about April. It is tough to get everyone together because the entire office has to shut down to do it
    - Facilitators are thinking about extending the work into the summer as the area is more available then
  - Financial Aid (Della & Cecilia)
    - Met with leadership and with the area. The entire area was at the area meeting • The group was mostly silent
    - Gregg (the leader) is enthusiastic and has all kinds of ideas and was trying to encourage everyone else. But the group was silent
    - One person asked what would happen if they decided not to participate • Della responded that nothing would happen
The group was told to “think about it” and let them know

LCCWM (Danny)
- LCCWM has decided upon and has executed a strategy
- Danny has his counselor, Jasmine, following up with students who have “ghosted” • At the beginning of the semester, he identifies all students enrolled at the LCCWM campus who have “ghosted”—i.e., they have “disappeared” and have stopped attending
- Jasmine calls them all and is able to reach about 50%
- They’re finding that there are 4 main reasons this happens for students:
  - Health issues
  - Personal problems
  - Ignorant—didn’t know they had to take official action
- Academic issues
  - By contacting these students, they can help them better preserve their records and perhaps ease their re-entry when they’re ready to come back

Instruction, AST (Jeff)
- Has not started
- Kami suggested that Tao and Jeff join forces to facilitate 1, big, social sciences team vs. 2 different groups individually
  - May help to change the dynamic—especially allowing Jeff to more freely play a different role with his team than he usually does

The Team was given the Curriculum for Meeting 3, for those who have already worked with their Areas on Brainstormed Lists and are ready to Select 1 WIG
- Kami briefly explained the curriculum
- Once the brainstormed lists were created, people would whittle down that list by evaluating each idea against set criteria
- The criteria (which is found on page 2 of the curriculum) are characteristics necessary for a strong WIG
- The facilitators will lead the group through an exercise called “multi-voting.”
  - Using multi-colored stickers, each person in the meeting will be asked to rate each idea against the criteria.
  - Ideas that meet all 4 criteria will get all 4 colors of stickers. Those that meet 2 will just get 2 colors, etc.
  - Each color will represent a different criteria.
- At the end, facilitators will call out the ideas that received the most, multi-colored stickers. • The idea is to find the ideas that meet all criteria the best…not the ideas that meet 1 criterion strongly.
- That will be the WIG
- There may need to be some facilitation around tweaking an idea if the idea is strong in some colors but weak in others.
- Ask the group how the idea can be changed to better meet the lacking criteria. o Kami will be demonstrating this process on March 11 when Cori Connor comes back to join the group
- Folks who want to implement this sooner should contact Kami. Kami can then demonstrate the process with them individually in preparation for their own facilitation.

The Team was Reminded
- That the goal is to go through all of the 4DXs with each area by the end of Spring 2019
This means that we need to push everyone to get to their next steps.

Instruction, in particular, has to work to get to the area buy in stage. That even if an area is either small or seems “together” in their ideas, don’t sway from the 4DX process.

Even if people may appear to have it “figured out,” the 4DX process can still strengthen what they’re doing by making sure their focus 1) is connected to the College’s WIG; 2) will have maximum impact on the College’s WIG; 3) is measurable, etc.

We cannot assume that people’s plans meet all of these criteria already.

That our overarching goal is to have all these different areas focused on and positioned to make a difference on the same thing.

People’s default may be to focus on their area and their area’s outcomes.

Need to be encouraged and pushed to think about the College’s outcomes.

Will be especially important in instruction as we’re trying to pilot something with them that can be scaled.

All ideas need to come from the group themselves.

Ideas that come from the facilitators will lack buy in, and the area will therefore lack commitment to it.

If you are a facilitator that is usually in a position of power over the group, you will have to do more work to get people to understand that your role is different.

Maybe that’s why financial aid was quiet. They may have been intimidated by the fact that their Vice Chancellor was there, and may not have trusted that they weren’t secretly going to be told what to do.

In these cases, it may be a good idea to switch facilitating roles so that you’re not facilitating your own group.

The Group Debriefed last week’s meeting with Cori Connor, and Identified and Discussed different Facilitation Issues.

Issue: It can be difficult to get people to think outside of their day-to-day jobs enough to have ideas on how they can contribute.

Response: Facilitators need to keep pushing people to think creatively about how they can contribute to keeping the students that we have.

For some people, it’ll feel difficult to see how they fit in. But everyone can fit in. They just have to think creatively, and you have to convey a belief that they can contribute.

Response: The best position for a facilitator is ignorance. Use this ignorant position to invite people to talk about what they do so that you can get enough information to role model the idea generation.

Issue: Sometimes, people get “stuck” in whether or not something is realistic/feasible, etc.

Response: Utilize “parking lots.” “Parking lots” are pieces of chart paper, dedicated to the idea that you are going to “park” ideas, concerns, etc. on them for later consideration.
Parking Lots help people understand that the thing they’re stuck on is important and acknowledged, and will be revisited. This allows them to move on.

People tend to think in layers—they think about things all at once. This is especially true of task-oriented people. Parking lots help them to separate those things out and to think one layer at a time.

Common headings for possible parking lots are in the team drive.

- **Issue:** There may be a mistrust about the process from people. People, especially if they exist in a strict hierarchy, may not actually believe that you want and are allowing them to have a voice—that you aren’t really going to listen to them and incorporate their opinions.

- **Response:** In these situations, it may take a little more work to show them that you do actually care about their opinion, want them to weigh in and influence this process.

**Decisions Made:**
- Everyone will work to take the next Step
- Instructional co-facilitators need to meet with their area’s leadership within the next 2 weeks
- Those who are ahead of the game and need help with the next steps should contact Kami
- Those who are behind and feel they need help should also contact Kami
- Kami will jump in and Co-Facilitate the Recruitment area with Shuqi
- That way we don’t lose any ground in trying to get someone else up to speed
- The Co-Facilitators of A&R want to extend into the Summer since both Area and Co Facilitators are 11 month-ers
- This is fine as long as we think we can build traction and gain momentum o Should be deep into the work before Summer, just to make sure things don’t fizzle out o But if need to take the Summer to finish, that’s fine
- We need to gain Traction and Build Momentum so that we Finish the Process o Especially since Della reminds us that next year we’ll be working to expand beyond these areas
- Need to finish with the first set or we’ll be doing both sets at once
- Our Meeting on February 25 is canceled due to a Systemwide meeting that morning

**Next Steps:**
- Co-facilitators will continue to arrange and execute their meetings with their areas/area leadership.
- People who need help will contact Kami
- Next meeting: Monday, March 11, 2019 from 12:30 pm-1:30 pm in the DHP Conference Room (B-106).
  - Task: Arriving at the WIG for JPS using Multi-voting

**Leeward CC WIG Design Team Meeting Notes**
**03-11-2019**

**Team Members Present:** Danny Wyatt, Kami Kato, Tao Feng, Della Teraoka, Shuqi Wu, Tommylynn Benavente, Kay Ono, Jeff Judd, Cecilia Lucas, Jim Goodman, Erin Thompson.

**Guests Present:** Cori Conner
Team Members who couldn't make it: Kathleen Cabral, Ron Umehira, Wayde Oshiro.

Primary Goals of the Meeting: Help JPS determine its Area WIG and demo the facilitation that should be used to get there.

Primary Task of the Meeting: Execute the meeting #3 curriculum.

What Happened:

- Kami checked in to see how everyone is doing. Reviewed the purpose of the meeting and what was to be accomplished.
- Reviewed where we were in JPS's process.
  - Had brainstormed potential WIGs
  - Today’s task was to determine a single WIG based on how well it would support the achievement of the College’s WIG
- The group took some time re-determining the College’s WIG.
  - Kami acknowledged that there had been 2 proposed, but no final decision made. • “Increase the College’s Fall-to-Fall retention rate by 10%”
    - “Increase the College’s Fall-to-Fall retention rate to be over 50%”
  - Shuqi proposed that a timeframe be added to the WIG
    - Della clarified that it was a 1-year WIG
    - The group discussed the fact that areas wouldn’t really start their activities until Fall 2019
  - The group acknowledged that the adopted WIG had to be a “stretch” goal
    - The College’s retention rate is already above 50%, so it has to be higher than 50% • It had to be a “stretch” goal, but people still felt it had to be attainable
  - There was some discussion about identifying which students we were talking about • Full time vs. Part time
    - First time Freshman
    - Shuqi and Tao suggested utilizing the first-time-freshman cohort as it was more accurate o Kami reminded the group that we needed to adopt a WIG that could be viewed as inclusive and one that wouldn’t allow people to dismiss themselves from the process (i.e., “I don’t work with those students”). It also had to be simple and non-technical.
  - The group discussed adopting a general WIG, and then defining it better later in the background.
- Reviewed the ideas brainstormed at the last meeting with JPS. Invited people to add new ideas.
  - Cori added a new idea to the list
- Used the multi-voting Activity to help identify a strong area WIG
  - The group was asked to evaluate each idea against the criteria for a strong WIG • Direct and predictable impact on the College’s WIG
    - Significant impact
    - Within JPS’s Control
    - The entire JPS team can participate
- Identified the ideas that met all of the criteria
  - Discussed the strengths and weaknesses of the ideas based on
the criteria. Discussed the other ideas and where they were strong and where they were lacking

- **Discussed the facilitation of this activity**
  - Question: Do people have to go with the items that meet all of the criteria?
  - Answer: Whatever is selected as the final WIG should meet all criteria. But:
    - The main point of the activity is to create discussion points.
    - If certain ideas seem to strongly meet the criteria of directly impacting the WIG and/or making a significant impact on the WIG, but are weak in the other areas, you can point that out and ask the team if they can change anything about their goal so that it’s stronger in the other areas, too.
    - Similarly, if the idea that meets all criteria meets it all weakly, that should be pointed out to the team, and the team should be asked if there is a way to strengthen the idea so that it meets the criteria more strongly.
    - So people can and should continue to try and adjust their ideas so that they are better WIG candidates.
    - The bottom line is that the WIG that is decided upon has to meet all 4 criteria because all 4 elements are needed for a team to be successful and for them to feel successful. • No one should be picking a WIG that only meets some of the criteria

- Teams should be picking the ideas that position them to have the best and greatest contribution they can to the College’s WIG
  - Question: Can people change their voting once done?
  - Answer: Yes.
    - If after discussion, people adjust their ideas or want to change their voting because of a new understanding of the elements and/or ideas, they are welcome to do that. • The facilitator should then lead the group through a new analysis of the revised votes
  - There was some confusion over the “direct control” element
    - This element doesn’t speak to the team’s ability to control the outcome—i.e., can they make sure it happens
    - Instead, it speaks to the team’s ability to actually impact the goal
    - Is the goal something the team can actually affect?

- Kami reminded people that it is important that a strong WIG gets selected for each area. People need to be best positioned for success
  - The elements of the 4DX are heavily dependent on each other—like dominos. So, if the area’s WIG is weak, that will lead to weak lead measures, etc., etc., etc. In the end, this will lead to compromised chances of success for folks.

**Next Steps:**

- The process was stopped at this point in order to allow Cori some time to think about what had transpired.
  - Kami will write out and send out the ideas captured at the meeting
  - Cori, et. al. will think about the ideas that “rose to the top,” and will consider: • Which one best positions JPS to help the College increase its
Fall-to-Fall retention rate to over 60% by Fall 2020.
  ■ What may need to be “tweaked” about the idea(s) in order to make it a strong idea in all 4 areas.

- **Next meeting:** Monday, March 25, 2019 at 12:30 pm in the Diamond Head Portables (DHP) Conference Room
  ○ At this meeting, Cori will select and then finalize her WIG.
  ○ We will begin to brainstorm lead measures.
Hi Jayne,

So after we stopped having the pizza incentive then the numbers dropped off. We continued having help on the concourse during registration time but the numbers didn't constitute having the counselors out there for that period of time. We voted to do away with that initiative in Fall 2019.

Hope that is enough info.

Stay safe!
Heather

On Tue, Sep 22, 2020 at 11:02 AM P. Jayne Bopp <pbopp@hawaii.edu> wrote:

Hi Heather,
I hope you are well in the time of COVID. I'm following up on accreditation stuff. Based on what you wrote here, was #IGotClass a success, mixed bag or failure? For whichever answer you pick can you just say why? Whatever the answer is, it's okay, even if it was a failure.
Hope this makes sense,
Thanks!
Jayne

On Thu, Feb 28, 2019 at 3:50 PM Heather Takamatsu <haihara@hawaii.edu> wrote:

Hi Jayne,

In 2017 we ran the two day #IGotClass campaign to help students get registered for classes. Due to Student Activities Board funds, we had pizza and give aways as incentive to get folks to come and talk story with the counselors we had ready to assist in the Concourse. Last year, we didn't have the hoopla of pizza and prizes but we did continue to have counselors available at the Concourse to assist any student walking by with registration questions. We will do the same practice this semester as well. The campaign is run on Tuesday, Wednesday, and Thursday, the week after we start continuing student registration.

When we had pizza, in 2 days/3 hours per day we ended up meeting with or making sure about 150 students had registered for classes. The last couple of times, when we didn't have the incentives, we averaged about 9 students per day while being out there from 10:30-12:30. We continue this practice to be more accessible to the student since most of our counselors are in the Diamond Head portables. Also, for two counselors to see about 4-5 students in two hours, that is about right since most of us see about that many student when we have appointments in our offices.

Please let me know if you need any other information.
Heather

On Thu, Feb 28, 2019 at 1:25 PM P. Jayne Bopp <pbopp@hawaii.edu> wrote:

Hi Heather :)

As the new ALO for the campus I am following up on the items we said we would do in our Quality Focus Essay. Della said you were in spearheading this:

**Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.**

Can you update me on your committee's progress and the evaluation. Are you going to do the initiative again? I think you did it in April last year, right? Any how, let me know what's up.

Many thanks,
jayne

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L7.210 Unsatisfactory Academic Progress (UAP) Policy

I. Purpose
The purpose of the UAP policy is described in the “Policy Objectives” below.

II. Related Policies
• Leeward Community College L7.210 Policy on Graduation

III. Policy Objectives
1. To establish standards of satisfactory academic progress.
2. To establish procedures for identifying students who are not making satisfactory academic progress.
3. To encourage such students to take appropriate action to improve their academic performance.
4. To have a procedure that is clear and understandable to students that provides campus offices with guidelines on implementation of the policy.

IV. Definitions
As used in this policy:

A. Term is defined as Fall or Spring semester.
B. Term GPA is defined as the semester grade point average (GPA) earned for only the applicable semester at Leeward Community College.
C. Cumulative GPA is defined as the overall GPA earned at Leeward Community College (the College).

V. Procedures
For purposes of this policy, a student has Unsatisfactory Academic Progress if the student is placed on: Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal.
ACADEMIC WARNING

If a student fails to earn a cumulative GPA of 2.0 or higher during a term, the student will be placed on Academic Warning for the following term.

If the student earns a cumulative GPA of 2.0 or higher during the term the student is on Academic Warning, the student will be restored to good academic standing the following term.

A student will remain on Academic Warning status if the cumulative GPA is below a 2.0, but the term GPA is 2.0 or higher. A student on Academic Warning will be encouraged to meet with a counselor.

ACADEMIC PROBATION

If during the term the student is on Academic Warning, the student fails to earn a term GPA of 2.0 or higher, the student will be placed on Academic Probation for the following term.

During the term the student is on Academic Probation, if the student earns a cumulative GPA of 2.0 or higher, the student will be restored to good academic standing the following term.

A student will remain on Academic Probation status if the cumulative GPA is below a 2.0, but term GPA is 2.0 or higher. A student on Academic Probation will be required to meet with a counselor.

ACADEMIC SUSPENSION

If during the term the student is on Academic Probation, the student fails to earn a term GPA of 2.0 or higher, the student will be placed on Academic Suspension the following term.

A student who has been suspended is prohibited from enrolling in any credit courses for one term at the College. If the student has pre-registered for an upcoming term, the student will automatically be dropped from their Leeward Community College classes. The student will receive a 100% refund of tuition and fees.

The student may reapply for admission after the suspension period and will be readmitted on “Probation after Suspension” status (see next section).

ACADEMIC PROBATION after ACADEMIC SUSPENSION (Probation after Suspension)

Students on, or readmitted on, Academic Probation after Academic Suspension status will be required to meet with a counselor to discuss and secure approval for courses to be taken that term. The probationary student may not register or add/drop courses until the student meets with a counselor.

If, during the “Probation after Suspension” term(s), the student earns a cumulative GPA of
2.0 or higher, the student will be restored to good academic standing the following semester.

If, during the “Probation after Suspension” term(s), the cumulative GPA is below a 2.0, but term GPA is 2.0 or higher, the student will remain on “Probation after Suspension” status.

If, during the “Probation after Suspension” term(s), the student fails to earn a term GPA of 2.0 or higher, the student will be placed on Academic Dismissal (see next section).

ACADEMIC DISMISSAL

If the student readmitted to the College on “Probation after Suspension” fails to earn a term GPA of 2.0 or higher, the student will be placed on Academic Dismissal.

A student who has been dismissed is prohibited from enrolling in any credit courses offered by the College for the next two consecutive terms. If the student has pre-registered for an upcoming term, the student will automatically be dropped from their Leeward Community College classes. The student will receive a 100% refund of tuition and fees.

The student will be eligible to reapply for admission after the dismissal period and will be readmitted on Academic Probation after Dismissal status. See next section for required steps.

ACADEMIC PROBATION after ACADEMIC DISMISSAL (Probation after Dismissal)

Students on, or readmitted on, Academic “Probation after Dismissal” status will be required to meet with a counselor to discuss and secure approval for courses to be taken that term. The probationary student cannot register or add/drop courses until the student meets with a counselor.

If, during the “Probation after Dismissal” term(s), the student earns a cumulative GPA of 2.0 or higher, the student will be restored to good academic standing the following term.

If, during the “Probation after Dismissal” term(s), the cumulative GPA is below a 2.0, but term GPA is 2.0 or higher, the student will remain on “Probation after Dismissal” status.

If, during the “Probation after Dismissal” term(s), the student fails to earn a term GPA of at least 2.0 or higher, the student will be permanently dismissed from the College.

The College will inform, in writing, any student who is not making satisfactory academic progress as soon as practicable after term grades have been reviewed and the appropriate action has been taken.

When a student has been placed on Academic Probation, Academic Suspension, or Academic Dismissal, such action will be permanently indicated on the student’s academic record (transcript).
A student placed on Academic Suspension or Academic Dismissal status may appeal the action by filing a written appeal with the Dean of Student Services or designee no later than 10 calendar days after the date of the written notice from the College. The appeal must include a brief outline of the reasons why the appeal should be granted. The decision of the Dean of Student Services or designee on the appeal will be final.

Students on Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal are not eligible to graduate. For students on UAP seeking to graduate in the summer: if, upon GPA recalculation after summer grades are posted they achieve a cumulative Leeward GPA of 2.0 or higher, the student will be restored to good academic standing and their graduation eligibility will be reinstated.

VI. Responsibilities
Admissions and Records tracks student grade point averages, inputs academic action on student records, and informs students that have UAP status.

Counseling and Advising provides students with accurate information about the impact of being placed on UAP, recommends appropriate courses to take in subsequent semesters and removes probation holds on accounts for students on probation, suspension, and dismissal.

Campus Approvals
Faculty Senate approval date: March 9, 2022
Chancellor approval date: March 24, 2022
Helping Part-Time Students Succeed

Della Teraoka
Vice Chancellor for Academic Affairs
Integrated Student Support

This is foundational work, based on the intentional design of student-centered operations and processes.
The Takeaways

- Providing equitable access to services to all students
- Designing intentional supports for students when they need them
Providing equitable access to services to all students
EQUALITY imagines an equal world.

“I care about all students equally”

CENTER for URBAN EDUCATION
But the world ISN’T EQUAL.

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

- Scholarships
- Educated Parents
- SAT / ACT Tutors
- Middle to Upper Class
- Honors Courses, AP Credit & Highly Skilled Teachers
- Active Social Networks and Social Capital

Center for Urban Education

Achieve the Dream
#ATDcollege
#HolisticStudentSupports
In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.
Designing intentional supports for students when they need them
THE TYPICAL STUDENT EXPERIENCE

@Achieve The Dream
INTEGRATED STUDENT SUPPORTS EXPERIENCE

@Achieve The Dream
The Leeward Team

- System initiated in Fall 2016
- ISS Core Team created in Fall 2017
  - William Albritton, Tao Feng, Kami Kato, Jan Shimabukuro Lee, Tiana Loo, Chris “Poki” Pokipala, Della Teraoka
  - Michelle Igarashi, Erin Thompson, Shuqi Wu added in Fall 2018
- Attended AtD Institute, worked with AtD Coach, and analyzed data from various sources
The Work

- ISS Core Team decided to focus on supporting part-time students

Initial data collection included
- CCSSE data for part-time students
- Focus groups - 152 students (10 classes)
- Online qualitative survey - 95 students
- Reviewed and coded part-time student survey data only (32 students)
What Do We Know So Far?

- More than 60% of students are part-time
- 92% of PT students intend to earn a degree/certificate or transfer to a four-year institution
- Reasons for attending college included:
  - Pursuing of better life/future
  - Earning degree (AA and/or beyond)
  - Supporting family
  - Improving skills
  - Advancing work/career
Fall Headcount (2011 -- 2018)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>4745</td>
<td>3150</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4727</td>
<td>3233</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>4835</td>
<td>3141</td>
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<tr>
<td>Fall 2014</td>
<td>4547</td>
<td>3195</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>4468</td>
<td>3067</td>
</tr>
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<td>2951</td>
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<tr>
<td>Fall 2017</td>
<td>4006</td>
<td>2799</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4123</td>
<td>2586</td>
</tr>
</tbody>
</table>

60% Full-Time, 40% Part-Time

61% Full-Time, 39% Part-Time

59% Full-Time, 41% Part-Time

59% Full-Time, 41% Part-Time

59% Full-Time, 41% Part-Time

59% Full-Time, 41% Part-Time

59% Full-Time, 41% Part-Time

61% Full-Time, 39% Part-Time
Spring Headcount (2012 -- 2018)

- Spring 2012: 4516 (2733 Full-Time, 1783 Part-Time)
- Spring 2013: 4439 (2778 Full-Time, 1661 Part-Time)
- Spring 2014: 4548 (2628 Full-Time, 1920 Part-Time)
- Spring 2015: 4195 (2661 Full-Time, 1534 Part-Time)
- Spring 2016: 4394 (2559 Full-Time, 1835 Part-Time)
- Spring 2017: 4210 (2398 Full-Time, 1812 Part-Time)
- Spring 2018: 4183 (2298 Full-Time, 1885 Part-Time)
- Spring 2019: 4120 (2192 Full-Time, 1928 Part-Time)

Percentage Distribution:
- Full-Time: 65%
- Part-Time: 35%
Some students start full-time and move to part-time in subsequent semesters.

Note: data source is ODS. Only includes student who were registered for a minimum of two semesters in the time period from Fall 2017 to Fall 2018.
One third of part-time students take online classes only, who have minimum presence on campus and are more difficult to reach.

Note: data source is ODS. Only includes students with 3 or more credits.
Lack of finances is the number one factor that may cause students to withdraw. Part-time students are more likely to cite “Working full time” and “Caring for dependents” as their obstacles compared to other groups.
Over 50 percent of students never sought financial aid advising. The majority of the service users are somewhat or very satisfied with financial aid advising.
Part-Time Students’ Advice to the College

- Offer more online and accelerated options
- Offer more evening classes
- Provide Mental Health awareness and emotional support
- Give more financial support – financial aid, scholarships, stipends to help with costs
- Have free activities and food events on campus
- Provide campus childcare options
Part-Time Students’ Advice to the College, continued

- Offer stress-management strategies during peak semester periods
- Reconsider pace of classes that might be too fast
- Improve communication
  - Upcoming deadlines (for financial aid or other important deadlines)
  - Campus events, e.g., Transfer Day
- Create faculty mentors to work with students
Next Steps

- Attend Breakout Session Today!
- Generate ideas on ways to support part-time students
- Continue to analyze the data
- Create an action plan to implement and help all students

Thank you!
Round One Break-out Sessions

➢ Budget and Facilities Update (ED 201)
➢ Title IX at Leeward CC (ED 101)
➢ Helping Part-time Students Succeed (ED 102)
➢ Assessing GELOs (ED 103)
➢ Shared Governance Policy (ED 104)
➢ Interstate Passport (ED 112)
Round Two Break-out Sessions

- Budget and Facilities Update (ED 201)
- Kū Kiaʻi Mauna: The Heart of the Mauna Kea Issue (ED 101)
- ADA/Accommodations for Students (ED 102)
- Make It Count: Revamping Leeward CC’s Early Alert Program (ED 103)
- Faculty Senate Overview (ED 104)
- Service Committee (ED 112)
Aloha,

Happy first week of the fall semester!

As you may recall, during ProDevDay 2018, we worked together to create a list of instructional strategies to help us obtain our Wildly Important Goal: Keeping the Students We Have. This semester, we will be sharing the tips you wrote.

One of the most common retention strategies you listed was "learn student names." In fact, every group wrote this action on their chart. So this week, we are sharing a few ideas on how you can do just that. See the list below.

How do you learn the names of your students? Send us your strategies and be featured in our next announcement!
Student Activities in Class

1. **Use name cards.**
   Ask students to write their names on both sides of a folded index card and to keep this card on their desks for the first few classes. Another idea is to collect the name cards at the end of each class and see if you can correctly return the cards at the beginning of the following class.

2. **Ask students to tell you about themselves.**
   Ask students to tell you something to make them and their names more memorable, e.g., where they are from, what they like to do for fun, or their career goals. This can be something they write on a "getting to know you" form.

3. **Ask students to introduce each other to the class.**
   Arrange students into pairs. Give students a few minutes to interview their partner and discover something that "no one can forget." Have each pair introduce their partner to the class, allowing about a minute per pair.

4. **Have students complete a name quiz.**
   Challenge students to name as many students as they can or ask if anyone can name everyone in their row. Or put students into teams and give them a few minutes to collectively name their classmates.

5. **Ask students to share the story of their name.**
   Have students read "Choosing My Name" by Puanani Burgess or "My Name" by Sandra Cisneros. After students read the passages, ask them to share the story of their name. For example, students can share where their name comes from or what their name means.

Instructor Practices in Class
6. **Annotate your class roster.**
When calling roll, take a few extra seconds for each student to identify his or her most memorable features. While doing this, you might also want to include ways of pronouncing names that are unfamiliar to you.

7. **Use a seating chart for the first few classes.**
Ask students to sit in the same seats for the first few classes until you and the class can match names with faces. Explain that you are making a sincere attempt to learn their names and ask for their help.

8. **Use photos.**
Take pictures of students individually or in small groups and ask students to write their names on the photos. Or ask students to submit a photo and write their names and something about themselves on the back of their photo.

9. **Create student teams.**
Divide the class into small teams. You can have teams sit together during class, complete class projects together, or tackle in-class activities. During in-class work time, move around the class and interact with teams. Student names will be learned together by associating one student with his or her team.

10. **Personally return assignments.**
If you collect printed assignments, instead of asking students to find their assignments in a pile, take the time to return assignments personally. This practice can help connect student names with faces.

11. **Learn a few names at a time.**
Strive to memorize a row of students per day. In the few minutes before class begins, review the names you have already memorized, and then add another row of students to that list.

12. **Use student names as often as possible.**
Greet students by name as they enter the class, call on students by name and acknowledge comments with names. For example, saying, “Thank you for sharing your thoughts, ___” can show students that you are working on learning their names.

**Instructor Practices Outside of Class**

13. **Use association techniques.**
Associate students who have the same name as someone you know to help you remember them. This method of “anchoring” a student with someone else you know can help you establish a system for remembering other students. For example, if you remember ___ because he looks like your neighbor, you can learn that “the person who usually sits next to ___ is...” and so on.
14. Review your roster before and/or after class.
Spend some time before and/or after class to read student names and picture their faces. Take note of which names you definitely know, which names you sort of know, and which names you do not yet know.

15. Don’t be afraid to ask repeatedly.
If you are unsure of a student’s name (even if you have previously asked for his/her name), there is nothing wrong with asking again. Asking signals that you are actively trying to learn names and that you have made it a priority.

Have another strategy? Share it with us! Email mhamada@hawaii.edu and be featured in our next announcement.

References:
“Tips for Learning Students’ Names.”
Office of Graduate Studies, University of Nebraska-Lincoln.
“Learning Students’ Names.”
Teaching Engagement Program, University of Oregon.
“Learning Students’ Names.”
University Center for the Advancement of Teaching, Ohio State University. "20 tips for learning students names."
Happy Aloha Friday, Leeward!

As you may recall, during ProDevDay 2018, we worked together to create a list of instructional strategies to help us obtain our Wildly Important Goal: Keeping the Students We Have.

As we finish midterms, it is important to keep our eye on the prize. Here are some of your tips on how we can retain our students following midsemester.

**Embed academic skills into your course**

1. **Include a session on study skills in your class.**
   Effective learning requires strong study skills. As we approach finals, share some of your tips on effective study skills with your class, or ask your students to share their personal tips. If you need ideas, here is an article on the [10 Habits of Highly Effective Students](https://www.mindtools.com/pages/article/newPage ScS_88.htm).

2. **Include a session on productivity in your class.**
   Successful students understand the importance of productivity. Share your
personal tips on how you maintain productivity. Here is an interesting article from the New York Times on How to Make the Most of Your Workday. While this article focuses on productivity in the workplace, all of the tips included in this piece also apply to school work.

3. Include a session on stress management in your class.
Help students manage their stress levels. Share your tips on stress management, or ask your students to share their personal tips. Interested in learning new strategies for stress management? Read this article from Psychology Today on 10 New Strategies for Stress Management.

Encourage your students to persist

4. Explain that challenges are normal and a chance to grow.
Normalize challenges and encourage students to persist through challenges. Encourage students to adopt a growth mindset and view challenges as exciting rather than threatening. As Carol Dweck says, "challenges are an opportunity for growth." Click here to learn more about challenges and growth mindset.

5. Share student success stories.
Share student success stories from previous semesters. Or, ask your current students to share some of the challenges they faced this semester and how they overcame those obstacles.

6. Recognize student effort and emphasize progress made.
Celebrate student success. Tell your students that you are impressed with their effort, and share examples of progress made.

Reassure students of your support

7. Tell students that you want them to succeed.
Let students know that you are rooting for them to succeed. This can be as simple as telling students exactly that.

8. Encourage students to utilize your office hours.
Remind students about office hours and encourage them to visit you. One mention of office hours on the first day of class is nice, but will quickly fade out of memory. Revisit office hours, their benefits and uses, at key points in the course (e.g., after returning a midterm, before a final paper).

9. Participate in Finals Countdown.
Schedule a workshop, review session, or extended office hours in the Leeward CC Library during the Finals Countdown period. Click here to sign up!

Mentor your students
10. Ask students about their goals and how this course fits into their plan. Ask students why they are attending college, what are their goals, and how will college help them achieve their goals. Then, ask students how this course fits into their plan. Reminding students of the purpose of school and your course can help motivate them to persist.

11. Remind students to register for next semester. We often lose students between semesters. Help prevent this from happening by encouraging your students to register for next semester. Spring 2019 registration is already underway, so encourage them to sign up for classes!

Encourage the use of academic services

12. Encourage students to visit the LRC tutors. The LRC is located on the 2nd floor of the Learning Commons building and is a place where students can get help with their content courses. LRC tutors offer help in a wide range of subjects including computer skills, science, social science and humanities courses, languages, and more!

13. Encourage students to visit the Writing Center. Writing consultants are available to help with writing assignments for Leeward CC classes, scholarship essays, as well as college success skills (including time management, organization, note-taking, and reading). Click here for information on how students can schedule an appointment with writing consultants in person at the Writing Center, by phone, or online via Skype. Or, encourage students to utilize the Writing Center’s online resources, which include articles and videos!

14. Encourage students to attend a Success Connection Workshop. The next Success Connection Workshop is "Citing Sources: Tools and Tricks for Creating Flawless Citations," a useful workshop for students writing their final papers. Students can attend this workshop on November 13 or November 14 at noon in LC 102. No sign-up required!

15. Encourage students to visit our counselors. Counselors can assist with career exploration and planning, academic advising, and personal concerns. Scheduling an appointment with a counselor is easy and can be done online, right through MyUH!

Have another strategy? Share it with us! Email mhamada@hawaii.edu and be featured in our next announcement.
ProDevDay 2018: Wildly Important Gathering

Aloha Leeward!

Can you believe we are only a little over a week away from the end of the semester? As we approach finals week, here is one last email with your tips on how we can support our students during finals week and encourage our students to recommit next semester.

Let’s continue to promote our WIG: Keeping the Students We Have!

Encourage your students to persist

1. Explain that challenges are normal and a chance to grow.
   Finals are often a challenging time for students. Explain that challenges are normal and encourage students to adopt a growth mindset by viewing challenges as exciting rather than threatening.

2. Share student success stories.
   Share student success stories from previous semesters. Or, ask your current students to share some of the challenges they faced this semester and how they overcame those obstacles.
3. **Recognize student effort and emphasize progress made.**
Celebrate student success. Tell students that you were impressed with their efforts throughout the semester, and share examples of progress made.

Reassure students of your support

4. **Tell students that you want them to succeed.**
Let students know that you are rooting for them to succeed in their final exams and final papers. This can be as simple as telling students exactly that.

5. **Encourage students to utilize your office hours.**
Remind students about your office hours and encourage them to visit you. Give examples of the support you can provide them during this time (go over final paper drafts, talk about the readings, review for the final exam) and reassure them that all of them are welcome and encouraged to visit you.

Mentor your students

6. **Ask students about their goals and how this course fits into their plan.**
Ask students why they are attending college, what are their goals, and how will college help them achieve their goals. Reminding students of the purpose of school and your course can help motivate them to persist through the final week of the semester.

7. **Remind students to register for next semester.**
We often lose students between semesters. Help prevent this from happening by encouraging your students to register for next semester. Spring 2019 registration is already underway, so encourage them to sign up for classes!

Review academic skills

8. **Share study skills tips.**
As we approach finals, share some of your tips on effective study skills with your class, or ask your students to share their tips. If you need ideas, here is an article on the [10 Habits of Highly Effective Students](#).

9. **Share stress management tips.**
Finals are often a stressful time for students, so help students manage their stress levels. Share your tips on stress management, or ask your students to share their tips. Interested in learning new strategies for stress management? Read this article from Psychology Today on [10 New Strategies for Stress Management](#).

Encourage the use of academic services

10. **Encourage students to participate in Finals Countdown.**
Did you know that our library has extended hours until December 14? On Mondays through Thursdays, the library is open from 7:30 am to 9:00 pm, and on Fridays, the library is open from 7:30 am to 6:00 pm. De-stressing activities and snacks will be available in the Kapunawai Room, Monday through Thursday from 4:00 to 8:30 pm. Encourage your students to attend!

11. Encourage students to visit the Writing Center.
Encourage your students to visit the Writing Center for their final papers. Click here for information on how students can schedule an appointment with writing consultants in person at the Writing Center, by phone, or online via Skype. Or, encourage students to utilize the Writing Center’s online resources, which include articles and videos!

12. Encourage students to visit the LRC tutors.
LRC tutors offer help in a wide range of subjects including computer skills, science, social science and humanities courses, languages, and more! Encourage your students to make use of these services as they prepare for their final papers and final exams.

13. Encourage students to visit our counselors.
Are your students unsure of what classes they should register for next semester? Encourage them to visit our counselors! In addition to assisting with academic advising, counselors can also help with career exploration and planning, and personal concerns. Scheduling an appointment with a counselor is easy and can be done online, right through MyUH!

Other ideas

14. Recognize the students who are graduating.
Ask your class who is graduating this semester and recognize their efforts. Acknowledging those who are graduating can encourage continuing students to persist in working toward their degree.

15. Send best wishes and "see you next semester" messages.
After the semester ends, send best wishes and "see you next semester" messages to your students. We often lose students over winter break, and a simple message from their instructor over break might remind students that they are valued and wanted back next semester.

Have another strategy? Share it with us! Email mhamada@hawaii.edu and be featured in our future announcements.
Hi Jayne,

We started our project last spring in preparation for the Olin Collaboratory Summer Institute where we learned about design thinking and applied it to the problem of student retention and persistence. Here’s a list of our activities:

- conducted student interviews (Spring 2018)
- analyzed data and crafted our design to humanize action plan at the Olin conference (Summer 2018)
- implemented and piloted our re-designed curriculum (Fall 2018)
- shared our work at convocation break-out session (Spring 2019)
- gathered success rate data (Spring 2019)
- analyzing success rate data (Spring 2019)
- will share at upcoming TGIF session on March 8 (Spring 2019)
- created PRLS track, "Design to Humanize" (Spring 2019)
- plan to iterate and scale-up (Fall 2019)

If you want to discuss further, feel free to talk to Kelsie, Rachael or me!

Evelyn

*Evelyn S. Wong, Assistant Professor*

Leeward Community College  
Business Division  
96-045 Ala 'Ike  
Pearl City, HI 96782  

808-455-0422
Pacific Region Learning Summit (PRLS) is a one week conference hosted by the Educational Media Center at Leeward Community College. Each year, we offer current topics relevant in higher education as we strive to transform teaching and students' learning. We intentionally design the learning experience to be
participatory with hands-on activities, facilitated discussions, and ample time to work on your own course.

An archive of past conferences have been provided as a resource. Some of the links may no longer be active.

PRLS 2019 (May 13 - 17, 2019)

- Go Open, Go Free Using OER (https://sites.google.com/a/hawaii.edu/oer/workshop-archive/sum19-gogf)
- Beyond Accessibility Toward Inclusivity: Making Learning Available to as Many as Possible
- Design to Humanize
- Create and Share OER Renewable Resources

PRLS 2018 (May 14 - 18, 2018)

- Go Open, Go Free Using OER (https://sites.google.com/a/hawaii.edu/oer/workshop-archive/sum18-gogf)
- Beyond Accessibility Toward Inclusivity: Making Learning Available to as Many as Possible
- Course by Design (https://sites.google.com/a/hawaii.edu/leeward-cc-course-by-design/)
- Create an Online Course Infused with Critical Thinking

PRLS 2017 (May 15-19, 2017)

- Go Open, Go Free Using OER (https://sites.google.com/a/hawaii.edu/oer/workshop-archive/sum17-gogf)
- Course by Design (https://sites.google.com/a/hawaii.edu/leeward-cc-course-by-design-v1/)
- Create Your Online Course

PRLS 2016 (May 16 - 20, 2016)

- Go Open, Go Free Using OER
- Stop Lecturing and Flip Your Classroom
- The Art of Teaching Online

PRLS 2015 (May 18 - 22, 2015)

- Go Open, Go Free Using OER
- Stop Lecturing and Flip Your Classroom
- Using Social Media to Connect and Learn

PRLS 2014 (May 19 - 23, 2014)

- Experience New Ways of Teaching and Learning in the 21st Century
- Google Apps for Education (https://sites.google.com/a/hawaii.edu/lee-gafe/)

PRLS 2013 (May 13-17, 2013)

- Experience New Ways of Teaching and Learning in the 21st Century
- Developing Authentic Assessments: "Have My Students Learned Anything?"
• iPads for the iProf (https://sites.google.com/site/ipadsforteaching/home)
• The Paperless Classroom with Google Apps

PRLS 2012 (May 14 - 18, 2012)

• Transforming Instruction with Problem Based Learning
• Authentic Online Learning
• Five Easy Tools for Global Learning

PRLS 2011 (May 16 - 20, 2011)

• Transforming Instruction with Problem Based Learning
• iCourse Design
• Elluminate Live!

PRLS 2010 (May 24 - 28, 2010)

• Transforming Instruction with Problem Based Learning
• iCourse Design

QUICK LINKS

• Tech Consult Request (http://forms.gle/YtVFqF6bY5hnDcaz5)
• Technology Classrooms (/emc/technology-classrooms)
  ○ Trouble Call Support (/emc/trouble-calls)
  ○ Hybrid Classroom Orientation (/emc/hybrid-classrooms)
• Workshops (/emc/workshops)
• Accessibility: Inclusive for All (/emc/access)
• Resources (/emc/resources)

EMC EVENTS

No events found
WIG Design Team Process

Step 1: Gain Leadership Buy In

Step 2: Gain Area Buy In

Step 3: Identify the Area’s WIG

Step 4: Identify Leading Measures

Step 5: Create a Scorecard

Step 6: Create a Cadence of Accountability
The Areas of the College we’ll Approach

- Instructional Faculty & Instructional Divisions—*Tommylynn, Jeff, Ron & Tao*
- Admissions & Records—*Erin & Wayde*
- Counseling—*Kay, Kristina & Jim*
- Financial Aid—*Della & Cecilia*
- LCCWM—*Danny & Kristina*
- Recruitment—*Guy & Curtis*
WIG Design Team Process

Step 1: Gain Leadership Buy In

Step 2: Gain Area Buy In

Step 3: Identify the Area’s WIG

Step 4: Identify Leading Measures

Step 5: Create a Scorecard

Step 6: Create a Cadence of Accountability
When you talked to the Leadership, were you able to...

☑ Gain buy in? Did they agree to participate?
☑ Discover background info that helps you understand how to respectfully work with their team?
☑ Identify who will be invited to be a part of the work team?
☑ Design the approach and the “pitch” to the area?
☑ Figure out the 1st meeting logistics, including the role of the leadership?
Next Step...

Meeting with the Area
What you’re trying to Accomplish

- Create buy in from the area/potential work team members.
- Set/clarify the expectations for
  - The Process
  - The Players (including facilitators)
Proposed Meeting Plan

1. Make the Case for their Participation
2. Make the Case for the Work
3. Introduce the 4 Disciplines of Execution
4. Make the Proposal
5. Ask for a Commitment
Step 1: Make the Case for their Participation

Key Elements:

- Explain who the WIG Design Team is and what their charge has been.
- Explain why they are being asked to participate.
  - What can they contribute? What will the College’s WIG gain?
  - What can they gain?
Step 2: Make the Case for the Work

- Key Elements
  1. Review the College’s WIG
     ➢ *Increase the Fall-to-Fall Retention Rate by 10%*
  2. Describe what the WIG Team is trying to do this year
  3. Describe the need for Collective Impact
  4. Describe the need to move from Planning to Action
  5. We think we have a process that can help
Step 3: Introduce the 4 Disciplines of Execution

- **Key Elements**
  - **Describe what it is and why we would use it**

- **D1: Establish the Area’s WIG**
  - *A Singular Focus for the Year*

- **D2: Establish the Area’s Lead Measure(s)**
  - *Something that can predictably impact the WIG AND that the Team can actually Influence*

- **D3: Create a Scorecard**
  - *A Way to Regularly keep Track of how we’re Doing as we’re doing it*

- **D4: Decide on a way to stay On-Track**
  - *A Way to regularly talk about how we’re doing so that it stays Top of Mind*
Step 4: Make the Proposal

- Key Element:
  - Describe what their Participation will look like
    - How many meetings will there be?
    - What will be done in them?
    - What can they expect to accomplish together?
    - What can they expect to have at the end, and why will it matter in their daily lives?
Step 5: Ask for a Commitment—“Are you In?”

- Key Elements:
  - Invite discussion & deliberation
    - Thoughts, reactions, concerns, questions
    - Write them down
  - Ask for a collective, consensus-based decision
Area Meeting: How will I know that I was Successful?

☑ They understand what they’re being invited to do
☑ They understand what is expected of them
☑ They understand what your role is and how you’re going to help them
☑ You’ve collected meaningful and valid concerns
☑ They agree to participate and think the process can help them
☑ There is an initial plan of how to move forward and what the next step is
Outline Next Steps

- Next Meeting Date?
- Information that has to be provided before a decision can be reached?
- Other Steps
Remember, your Role is to...

- Facilitate
  - Not to propose solutions or tell them their situation. They are the experts.

- Be Strengths-Based

- Build Relationships
  - With and between those you’re working with

- Capture “Group Thoughts,” Memorialize “Group Memory,” and Call Out Issues that need Addressing
  - By working to clarify them; writing them on easel paper; and compiling and distributing meeting notes

- Avoid Creating “Scorched Earth”
Preparing for the Meeting:

Facilitators’ Worksheet
#REALCOLLEGE 2021: BASIC NEEDS INSECURITY DURING THE ONGOING PANDEMIC

REPORT FOR LEEWARD COMMUNITY COLLEGE

A Hope Center Publication
March 2021
OVERVIEW

Invitations to complete the questionnaire were sent by email to 6,363 students from Leeward Community College and 140 students participated. Thus, the estimated response rate is 2.2%.

Students at Leeward Community College told us that...
- 57% experienced at least one form of basic needs insecurity, including
  - 40% who experienced food insecurity in the prior 30 days,
  - 46% who experienced housing insecurity in the previous year, and
  - 12% who experienced homelessness in the previous year.

We also learned that...
- 30% had a close friend or family member who was sick with COVID-19, while 2% were sick with COVID-19 themselves.
- 34% of students exhibited at least moderate anxiety.
- 19% of students who experienced basic needs insecurity used emergency aid, but 54% had not heard of emergency aid programs on campus.
- 65% of students experiencing basic needs insecurity did not apply for campus supports because they did not know how.
- 57% of students experiencing basic needs insecurity received some form of public assistance.

For more information on the research methodology and survey participants, please refer to the online appendices for the #RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic report (available at www.hope4college.com).
NEW ECONOMICS OF COLLEGE DURING THE PANDEMIC

Students and families have struggled with the new economics of college for the past 20 years. Stagnant incomes, declining state support for higher education, college prices that stretch the budgets of all but the top earners, rising wealth and income inequality, and a threadbare social safety net have made a college degree less attainable.

In 2020, a pandemic-induced recession exacerbated these issues. This section explores how the pandemic affected students, looking at three areas: health, employment, and families.

HEALTH

As COVID-19 cases in the U.S. increased throughout the spring and fall of 2020, students’ health suffered. Approximately 34% of students at Leeward Community College reported experiencing at least moderate anxiety, while 41% reported experiencing at least moderate depression.

FIGURE 1. PERSONAL EXPERIENCES WITH ANXIETY AND DEPRESSION AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: Students “experienced anxiety” if they experienced moderate to severe levels of anxiety in the last two weeks; while students “experienced depression” if they experienced moderate, moderately severe, or severe levels of depression in the last two weeks. For more details on measures of anxiety and depression used in this report refer to the online appendices for the #RealCollege 2021 report. Numbers are rounded to the nearest whole number.
Personal experiences with COVID-19, the disease caused by the novel coronavirus, were also common. At Leeward Community College, 30% of students had a close friend or family member who was sick with COVID-19, while 2% were sick with COVID-19 themselves.

**FIGURE 2. PERSONAL EXPERIENCES WITH COVID-19 AT LEEWARD COMMUNITY COLLEGE**

Source: 2020 #RealCollege Survey

Notes: Some students may have more than one personal experience with COVID-19. Numbers are rounded to the nearest whole number.
Students at Leeward Community College reported numerous challenges when asked to reflect on their experiences during the pandemic. As Figure 3 shows, 80% had difficulty concentrating in classes and 44% had problems with internet or computer access since the spring of 2020.

**FIGURE 3. OTHER CHALLENGES FACED SINCE SPRING 2020 DUE TO THE PANDEMIC AT LEEWARD COMMUNITY COLLEGE**

- I had difficulty concentrating on classes: 80%
- I had to take care of a family member while attending class: 59%
- I had to help children in my home with their schooling while attending classes: 46%
- I had problems with internet/computer access: 44%
- I attended classes less often: 35%
- I stopped attending school for at least one month: 13%

Source: 2020 #RealCollege Survey
Notes: Results above are limited to students who were also enrolled in college in spring 2020. Some students may have experienced more than one of the challenges listed above. Numbers are rounded to the nearest whole number.
EMPLOYMENT

The pandemic shuttered businesses and led to widespread furloughs, layoffs, and reductions in hours and pay. While the causes for job losses among college students are complex, campus closures, the loss of work-study opportunities, and job losses in the leisure and hospitality sector—in which younger, economically disadvantaged students are likely to work—certainly contributed.

Figure 4 shows that 45% of students with part-time jobs at Leeward Community College lost their jobs.

FIGURE 4. JOB LOSS OR REDUCTION IN PAY OR HOURS, BY PRE-PANDEMIC JOB STATUS AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: Results above are limited to students who were also enrolled in college in spring 2020 and had at least one job before the pandemic. Those with a full-time job worked more than 20 hours a week, whereas those with a part-time job worked 20 hours or less a week. Numbers are rounded to the nearest whole number.
FAMILIES

As the pandemic continued, schools and daycare centers closed. As a result, many parents—especially mothers—spent more time on childcare. When asked about their experiences during the spring 2020 term, 53% of parenting students at Leeward Community College reported helping their children with schooling while attending classes and 42% missed work or class due to childcare arrangements. During the fall 2020 term, 77% had children home from school at least part-time (Figure 5).

FIGURE 5. CHALLENGES FACED BY PARENTING STUDENTS DUE TO THE PANDEMIC AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: Results to questions about spring 2020 term are limited to students who were enrolled in that term. A parenting student is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household. Numbers are rounded to the nearest whole number.
BASIC NEEDS INSECURITY DURING THE PANDEMIC

Going into the fall 2020 term, it was unclear how students’ rates of basic needs insecurity (BNI) would be affected by the pandemic. Students faced a myriad of challenges, including rising unemployment and campus closures, that could increase their basic needs insecurity.

Students experiencing any basic needs insecurity includes those who experienced food insecurity, housing insecurity, or homelessness. For more details on how each measure of basic needs insecurity was created, refer to the web appendices in our #RealCollege 2021 report.

Among survey respondents at Leeward Community College, 57% of students experienced some form of basic needs insecurity (Figure 6).

**FIGURE 6. COMPARISON OF BASIC NEEDS INSECURITY RATES**

Source: 2020 #RealCollege Survey

Notes: “Any BNI” includes students who experienced food insecurity, housing insecurity, or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the online appendices for the #RealCollege 2021 report. Numbers are rounded to the nearest whole number.
FOOD INSECURITY

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. The most extreme form is often accompanied by physiological sensations of hunger. We assessed food security among students using the U.S. Department of Agriculture’s (USDA) 18-item set of questions.

During the 30 days preceding the survey, approximately 40% of survey respondents at Leeward Community College experienced low or very low levels of food security (Figure 7).

Moreover, 40% of survey respondents could not afford to eat balanced meals and 40% worried about running out of food before they had money to buy more (Figure 8).

FIGURE 7. LEVEL OF FOOD SECURITY AMONG SURVEY RESPONDENTS AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: According to the USDA, students at either low or very low food security are termed “food insecure.” Cumulative percentages may not add up to 100 due to rounding. For more details on the food security module used in this report, refer to the online appendices for the #RealCollege 2021 report.
FIGURE 8. FOOD SECURITY QUESTIONS AMONG SURVEY RESPONDENTS AT LEEWARD COMMUNITY COLLEGE

- I worried whether my food would run out before I got money to buy more. 40%
- I couldn't afford to eat balanced meals. 40%
- The food that I bought just didn't last and I didn't have the money to buy more. 33%
- I cut the size of meals or skipped meals because there wasn't enough money for food. 37%
- I ate less than I felt I should because there wasn't enough money for food. 36%
- I was hungry but didn't eat because there wasn't enough money for food. 26%
- I cut the size of meals or skipped meals because there wasn't enough money for food, 3 or more times. 29%
- I lost weight because there wasn't enough money for food. 17%
- I did not eat for a whole day because there wasn't enough money for food. 10%
- I did not eat for a whole day because there wasn't enough money for food, 3 or more times. 4%

Source: 2020 #RealCollege Survey
Notes: Some students may have experienced more than one of the circumstances listed above. Numbers are rounded to the nearest whole number.
HOUSING INSECURITY

Housing insecurity encompasses a broad set of challenges that prevent someone from having a safe, affordable, and consistent place to live. The 2020 #RealCollege Survey measured housing insecurity using a nine-item set of questions developed by our team at the Hope Center. It looks at factors such as the ability to pay rent and the need to move frequently in the previous year.

How prevalent is housing insecurity at Leeward Community College? As displayed below, 46% of survey respondents experienced housing insecurity (Figure 9).

FIGURE 9. HOUSING INSECURITY AMONG SURVEY RESPONDENTS AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey

Notes: Some students may have experienced more than one of the circumstances listed above. For more details on how we measure housing insecurity, refer to the online appendices of the #RealCollege 2021 report. Numbers are rounded to the nearest whole number.
Homelessness

In alignment with the McKinney-Vento Homeless Assistance-Act, students are considered homeless if they identified as experiencing homelessness or signs of homelessness (for instance, living in a shelter, temporarily with a relative, or in a space not meant for human habitation). We use this inclusive definition of homelessness because students who are experiencing homelessness and signs of homelessness face comparable challenges.

In the 12 months prior to the survey, 12% of survey respondents at Leeward Community College reported experiencing homelessness or the conditions of homelessness (Figure 10).

**Figure 10. Experiences with Homelessness among Survey Respondents at Leeward Community College**

- Any homelessness item: 12%
- Self-identified homeless: 3%
- Locations stayed overnight:
  - Temporarily staying with relative, friend or couch surfing until I find other housing: 10%
  - In a camper or RV: 1%
  - Temporarily at a hotel or motel without a permanent home to return to: 2%
  - In a closed area/spaces not meant for human habitation (such as a car or van): 3%
  - At outdoor location (such as a sidewalk or alley, bus or train stop, etc.): 2%
  - At a treatment center (such as detox, hospital, etc.): 1%
  - In transitional housing or independent living program: 3%
  - At a shelter: 0%
  - At a group home such as halfway house or residential program for mental health or substance abuse: 2%

Source: 2020 #RealCollege Survey
Notes: Some students may have experienced more than one of the circumstances listed above. Numbers are rounded to the nearest whole number.
DISPARITIES IN BASIC NEEDS INSECURITIES

Some students are at higher risk of basic needs insecurity.

Figure 11 shows disparities in rates of experiencing any form of basic needs insecurity according to students’ demographic, academic, and economic circumstances, as well as other life circumstances.

FIGURE 11. DISPARITIES IN BASIC NEEDS INSECURITY AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. First-generation students are defined as students whose parents’ highest level of education completed is a high school diploma or GED. Numbers are rounded to the nearest whole number.
UTILIZATION OF SUPPORTS

In late March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act became law. The bill offered students and colleges financial relief, particularly in the form of emergency aid. Nevertheless, students who were claimed as dependents were ineligible for CARES stimulus checks, even if they earned income and filed a tax return. In addition, there was considerable confusion over CARES Act eligibility requirements, and in April and May 2020, few students reported accessing available CARES supports. This section examines supports available to students and the utilization of these supports in the fall 2020 term.

CAMPUS SUPPORTS

Among students experiencing basic needs insecurity at Leeward Community College, utilization of campus supports was generally uncommon. Only 21% of students experiencing basic needs insecurity used emergency financial aid and 30% received help in obtaining SNAP benefits (Figure 12).

FIGURE 12. USE OF CAMPUS SUPPORTS AMONG STUDENTS WHO EXPERIENCED BASIC NEEDS INSECURITY AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: Some students may have used or heard of multiple campus supports. Cumulative percentages may not add up to 100 due to rounding.
Seeking emergency aid, however, was stressful for some students. Among those who applied for emergency aid, including CARES Act grants, 57% indicated that their experience was stressful (Figure 13).

**FIGURE 13. STRESS WHEN SEEKING EMERGENCY AID, BY BASIC NEEDS INSECURITY STATUS AT LEEWARD COMMUNITY COLLEGE**

![Bar chart showing percentage of students stressed when seeking emergency aid, divided by basic needs insecurity status.](image)

Source: 2020 #RealCollege Survey

Notes: Rates above are among students who applied for CARES or non-CARES emergency aid funding this year. Numbers are rounded to the nearest whole number.
For students who did receive emergency aid, the extra, flexible funds were critical. Many students at Leeward Community College used funds to stay enrolled, afford educational materials, and reduce stress (Figure 14).

**FIGURE 14. TOP USES OF EMERGENCY AID FUNDING AT LEEWARD COMMUNITY COLLEGE**

- Stay enrolled in my college or university: 74%
- Afford educational materials for my classes: 68%
- Reduce stress: 66%
- Fix my car/buy gas/pay for transit: 49%
- Have more or better food to eat: 46%
- Support my family members with their bills: 37%
- Pay for entertainment/relaxation: 29%
- Buy or improve my laptop/computer: 26%
- Afford educational materials for my child: 20%
- Pay for housing: 14%
- Pay back a loan: 9%
- Afford to travel home: 9%
- Avoid eviction: 9%
- Pay for childcare: 6%
- Get medical care: 6%
- Leave an unsafe living situation: 3%

*Source: 2020 #RealCollege Survey*
*Notes: Rates above are among students who received CARES or non-CARES emergency aid funding. Numbers are rounded to the nearest whole number.*
Participants Overview
Focus groups were held with Wai’anae Moku Center instructors and students during the week of September 28-October 2, 2020.

- The instructor focus group was held on Friday, October 2 and consisted of 7 instructors spanning english, math, science, HSER, IS and music courses. Participants: Leon Florendo, Lisa Chow, Huijin Sergi, Darwin Bohnet, Meredith Lee, Angela Hoppe-Cruz, John Signor, Summer Barrett - facilitator, Emi Kaneshiro - recorder and Annemarie Paikai - Na ‘Ewa representative.

- Various student focus groups were held by Wai’anae Moku Center’s two First Year Experience programs - Kauhale and G2FO/ATE - reflecting the thoughts of 100 students, 83 of whom are Native Hawaiian. Kauhale held a series of focus groups involving 61 students (47 Native Hawaiian). G2FO and ATE held two focus groups during their weekly seminar involving 39 students (36 Native Hawaiian).

Methodology
Student focus groups were asked the following questions:

Teaching & Learning
- What frustrates you about how your on-line courses are designed and taught? Why?
- What would help in making your distance learning experience easier to understand and navigate?

Hardware & Technology
- What, if any, challenges are you facing in being able to access your on-line classes regularly?
- What would help you be able to access your on-line classes regularly?

Trauma
- How has COVID-19 impacted your mental and emotional well being?

Other
- Is there anything else you wish your teacher knew about your experience as a student?

The instructors were asked about the challenges they faced in their ability to effectively deliver their courses and challenges they observed their students face in terms of the same broad categories: Teaching & Learning, Hardware & Technology, Trauma.

Organization of Data
This report is organized from the perspective of the instructors who represent Leeward CC’s current efforts to best educate our students in these trying times. Instructor comments were clustered into main topics and main topics were clustered into themes. Student focus group comments were clustered into main topics and reported to show the similarities and differences in perspective around each key instructor topic.
## Theme #1: Technology Challenges

<table>
<thead>
<tr>
<th>Topic</th>
<th>Instructor</th>
<th>Student</th>
</tr>
</thead>
</table>
| Zoom Class Disruptions | ○ Students' wifi issues: drop out and in to class multiple times.  
○ Students coming to Zoom class late and trying to get in - very distracting. | ● Too many codes to know  
● Connectivity. Sometimes slow connection, lagging internet can cause issues. |
| Assignment Submission | ○ Mistake to have students submit homework via email -- overwhelming. Zoom+email are overwhelming. Checking email is 3x more work now.  
○ Students are not reading what they need to do. Will only watch videos that the instructor sends them. | ● Platforms, organization and presentation of on-line courses varies widely from instructor to instructor making students feel lost and frustrated.  
● Difficulty navigating Laulima  
● Communication regarding assignment expectations & submission not clear. No timely response to emails and questions.  
● Pace - course is moving too quickly |
| Zoom Classroom Dynamics | ○ Zoom exhaustion  
○ Concentration required? Same for students? New type of fatigue.  
○ Need to constantly check to see if students can see/hear.  
○ Vision issues bc of using screens so much.  
○ Hybrid class format -- need to check many different things at the same time.  
○ Taking attendance in breakout rooms. Hard to keep track of who was where, leaving early, etc.  
○ Recording class for students who miss: may be making other students think that they don't need to pay attention because they can go back to recording and not turn on their video because they don't want to be recorded. Then, instructor can't associate assignments with faces.  
○ Hard to keep track of who is who (and make connections) on Zoom, especially when they are not participating. | ● Zoom Exhaustion  
● Interaction: Barely any personal interactions, connections and conversations. Students feel they are receiving content but don't have opportunities to discuss them.  
● Cameras turned off during Zoom (by instructors and/or peers) inhibits a sense of connectivity.  
● Technical difficulties during class is disruptive. Lagging or audio cutting in and out or sometimes there is no audio at all throughout almost the whole class session. When the instructors are screen sharing but it is too small to see.  
● Wireless Connectivity. Wifi is a struggle especially when everyone is home.  
● Cameras needed on laptops and computers at LCCWM |
Theme #2: Challenges Presented by Students

<table>
<thead>
<tr>
<th>Topic</th>
<th>Instructor</th>
<th>Student</th>
</tr>
</thead>
</table>
| Class Participation          | ○ Instructor calls on students during Zoom class, but sometimes they turn off camera and have left or are sleeping! Students have not been trained to treat online learning like actual school. Seems like students have to be scolded. Many students right out of high school.  
○ Students think they can do other things during Zoom class (working, laundry, in car with friend, etc) as if they are watching a video instead of actually being in class. Mostly younger students who are doing this.   | ● Engagement & ability to focus is hard. “Being the fact that it is online, it doesn't give me a desire to attend the class. Being home is very distracting.” |
| Underprepared for Zoom classes | ○ Students submitting work multiple times, in different formats, different sources | ● Not familiar with how to navigate/operate online sources (mainly non-traditional students).  
● Non-traditional students: need to help with tech issues. Frustrates students, and traditional students get bored/disinterested. Older students having tech issues. Instructor worried that using other tech things (Padlet, etc) will make things more complicated for older students. |
Theme #3: Challenges We See Students Facing (Trauma)

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<thead>
<tr>
<th>Topic</th>
<th>Instructor</th>
<th>Student</th>
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</table>
| Social/Emotional Issues| - Trying to help take care of students' social-emotional needs and trauma (e.g., depressed).  
- Some students say that this is not what they expected from college. Expected to make friends.  
- Traditional students don't feel like they really got to graduate. Might be too young to understand depression, loneliness, isolation. Overwhelmed, but don't have the ability to put it into context bc of their age and inexperience.  
- Surprising to instructor: students' need to reach out and connect. | Not being able to gather socially has had an impact on them.  
- More feelings of sadness and worry than before.  
- Want more human interactions.  
- Want to be physically active.  
- Sense of being "alone," no help available with schooling.  
- Sense of less unity in the world overall. |
| Family issues          | - Some students have been exposed to COVID or have family members who are affected. Students are anxious and concerned, yet don't seem to understand the situation's impact on their mental health.  
- Toxic home environments; want to move out. Homelessness is an issue for some students.  
- Family members' fuses can be very short now. |                                                                                                                                                                                                         |
| Financial issues       | - Students may be just hanging on in classes because they won't be able to pay back FA if they drop out of class, however, they may not pass if they stay enrolled. |                                                                                                                                                                                                         |
## Solutions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Instructor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Line Class Set-Up</strong></td>
<td>• Have a reader for instructors (to catch grammatical errors, determine what won’t make sense to students in assignment instructions, etc.)&lt;br&gt;• Professional development for developing &amp; facilitating online classes better.&lt;br&gt;• Teacher Work Groups for developing &amp; facilitating online classes better.&lt;br&gt;• How do we better prepare students for spring semester? Many students stated: if they need to do the same thing next semester, they may not return!</td>
<td>• Cohesion and bolstering similar Laulima use. Instructors using the tool similarly across classes.&lt;br&gt;  ○ “Maybe writing in Laulima on a weekly tab (week 1, week 2, week 3...) with class discussions, Resources, Assignments… Something simpler and easier to navigate!”&lt;br&gt;  ○ “For the assignments to be all in the same place with the due dates on the side”&lt;br&gt;• More interaction &amp; connectivity. Discussions in class with professors and peers. Professors meeting with students in person once in a while so they can interact with the class. Maybe professors holding in-person study sessions at campus. Weekly check-ins from the professor. Motivational chat rooms for each class to interact.&lt;br&gt;• Clearer and slower communication on assignments&lt;br&gt;• More engaging activities&lt;br&gt;• Set log in codes for classes</td>
</tr>
<tr>
<td><strong>Hardware &amp; Technology</strong></td>
<td>• Hot spots&lt;br&gt;• More laptops&lt;br&gt;• Explore other apps or software for music classes&lt;br&gt;• Need for tech assistants/moderators alongside just to let people in to ZOOM class, respond to chat, check PPTS, make sure class can see/hear presentation, etc. Instructors are required to multitask on a level that never had to do before.</td>
<td>• Need faster/better internet connection: stronger wifi, portable wifi, hotspots.</td>
</tr>
</tbody>
</table>
## Wai‘anae Moku Center COVID-19 Focus Groups’ Summary

(Sept 28-Oct 2, 2020)

Compiled by: Summer Barrett & Emi Kaneshiro

<table>
<thead>
<tr>
<th>Topic</th>
<th>Instructor</th>
<th>Student</th>
</tr>
</thead>
</table>
| **Mental Health & Student/Instructor Engagement Needs** | • Production of inspirational videos to encourage students  
• Put together kits that students can pick up, for families to do activities/games at home. Help to engage students. Activities for classes and to represent college.  
• Mental health services.  
• Empty campus is discouraging. Not engaging, students isolated. Sad feeling knowing that we can't tap into opportunities that were created. Loss of momentum with loss of activities.  
  ○ Can we create opportunities outside of class? Mini groups?  
• Encourage connectivity amongst instructors - engage in chats with other people - in Hawaii, other parts of the world.  
• Purchase of guitars and other items to encourage the arts | • Want more human interactions.  
• Want to be physically active.  
• Want support -- sense of help being available with schooling. |
| **Other**                     | • How do we get parents involved? How can we view parents as partners?  
• Loan/tuition forgiveness | • Many reports of negative impacts of finances on social and emotional health. |
Among those students who did not seek out campus supports, 65% did not know how to apply and 61% thought other students needed the resources more (Figure 16).

**FIGURE 15. REASONS WHY STUDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS AT LEEWARD COMMUNITY COLLEGE**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not think I am eligible</td>
<td>81</td>
</tr>
<tr>
<td>I do not know how to apply</td>
<td>65</td>
</tr>
<tr>
<td>Other people need those programs more than I do.</td>
<td>61</td>
</tr>
<tr>
<td>I did not know they existed or were available</td>
<td>61</td>
</tr>
<tr>
<td>I do not need these programs</td>
<td>33</td>
</tr>
<tr>
<td>I had difficulty completing the application</td>
<td>32</td>
</tr>
<tr>
<td>People like me do not use programs like that</td>
<td>27</td>
</tr>
<tr>
<td>I am embarrassed to apply</td>
<td>25</td>
</tr>
</tbody>
</table>

*Source: 2020 #RealCollege Survey*

*Notes: Some students may have reported multiple reasons for why they did not use campus supports. Numbers are rounded to the nearest whole number.*
Issues like administrative burden, stigma, and shame can cause inequitable access to campus supports. Figure 16 shows gaps in the use of campus supports.

**FIGURE 16. GAPS IN THE USE OF CAMPUS SUPPORTS AMONG STUDENTS AT LEEWARD COMMUNITY COLLEGE WHO EXPERIENCED ANY BASIC NEEDS INSECURITY**

Source: 2020 #RealCollege Survey

Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Numbers are rounded to the nearest whole number.
PUBLIC BENEFITS

Broadly, public benefits ensure people experiencing financial hardship can cover their basic needs—they are a government-provided “safety net.” For example, the Temporary Assistance for Needy Families (TANF) program provides a minimal amount of cash assistance to families with the lowest incomes. Similarly, the Earned Income Tax Credit (EITC) is meant for workers with the lowest incomes. To qualify for SNAP, students must meet income and asset criteria.

Among 2020 #RealCollege Survey respondents who were experiencing basic needs insecurity, 57% received some form of public assistance in the 12 months preceding the survey (Figure 17).

FIGURE 17. USE OF PUBLIC BENEFITS, BY BASIC NEEDS SECURITY STATUS AT LEEWARD COMMUNITY COLLEGE

Source: 2020 #RealCollege Survey
Notes: SNAP = Supplemental Nutrition Assistance Program, WIC = nutritional assistance for pregnant women and children, TANF = Temporary Assistance for Needy Families, SSI = supplemental security income, SSDI = social security disability income, and LIHEAP = Low Income Housing Energy Assistance Program. Health services include income-based health services. Housing assistance includes services such as housing choice vouchers, subsidized site-based housing, public- or nonprofit owned housing, income-based housing or rent, and rental or homeowners assistance. Veterans benefits include Veterans Affairs benefits for a service member's, widow's, or survivor's pension; service disability; or the GI Bill. Numbers are rounded to the nearest whole number.
CONCLUSION AND RECOMMENDATIONS

While vaccines offer hope for fall 2021, the impact of the pandemic will reverberate for years. Providing students the supports they need—including for their basic needs—is the best way to ensure they can complete degrees. Colleges and universities can directly support students in a number of ways, including creating new or expanding existing emergency aid programs, discussing basic needs during enrollment, and increasing student awareness of available supports. By providing students with information about existing supports from day one, they will feel more empowered to seek support when and if they need it.

ABOUT US

The Hope Center for College, Community, and Justice is redefining what it means to be a student-ready college with a national movement centering #RealCollege students' basic needs. In order to advance the necessary systemic changes to support those needs, our work includes four pillars: action research, engagement and communication, advocacy, and sustainability. For more information, visit www.hope4college.com.

CONTACT INFORMATION

If you have questions about this report, please contact the Hope Center research team at hopesrvy@temple.edu.
### TABLE A. CHARACTERISTICS OF SURVEY RESPONDENTS AT LEEWARD COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF STUDENTS</th>
<th>PERCENTAGE OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER IDENTITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>107</td>
<td>100</td>
</tr>
<tr>
<td><strong>SEXUAL ORIENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is LGBTQ</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Is not LGBTQ</td>
<td>84</td>
<td>79</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>107</td>
<td>100</td>
</tr>
<tr>
<td><strong>RACE &amp; ETHNICITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>African American or Black</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Native American</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>106</td>
<td>100</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 20</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>21 to 25</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>26 and older</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>103</td>
<td>100</td>
</tr>
<tr>
<td><strong>ENROLLMENT STATUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>71</td>
<td>53</td>
</tr>
<tr>
<td>Part-time</td>
<td>63</td>
<td>47</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>134</td>
<td>100</td>
</tr>
<tr>
<td><strong>YEARS IN COLLEGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>1 to 2</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>3 or more</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>133</td>
<td>100</td>
</tr>
<tr>
<td><strong>RECEIVES PELL GRANT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>48</td>
</tr>
<tr>
<td>Valid Responses</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications.
1) In Spring 2020, how many of your classes were changed from on-campus to online or remote teaching as a result of COVID-19?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more</td>
<td>34</td>
<td>10.49%</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>12.96%</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>16.98%</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>20.68%</td>
</tr>
<tr>
<td>1</td>
<td>66</td>
<td>20.37%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>60</td>
<td>18.52%</td>
</tr>
<tr>
<td>1 skipped this question</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total responses: 324

99.69%

2) Since the Spring Break transition in classes, how challenging have the following factors been for you to continue your education?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not challenging at all</th>
<th>Somewhat challenging</th>
<th>Extremely challenging</th>
<th>Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having reliable internet connection for school work</td>
<td>173 (54.06%)</td>
<td>99 (30.94%)</td>
<td>33 (10.31%)</td>
<td>15 (4.69%)</td>
<td>320</td>
</tr>
<tr>
<td>Having access to computer, laptop or tablet for school work</td>
<td>231 (71.96%)</td>
<td>49 (15.26%)</td>
<td>26 (8.10%)</td>
<td>15 (4.67%)</td>
<td>321</td>
</tr>
<tr>
<td>Having space to study</td>
<td>135 (42.19%)</td>
<td>110 (34.38%)</td>
<td>61 (19.06%)</td>
<td>14 (4.38%)</td>
<td>320</td>
</tr>
<tr>
<td>Collaborating with other students</td>
<td>74 (22.98%)</td>
<td>132 (40.99%)</td>
<td>86 (26.71%)</td>
<td>30 (9.32%)</td>
<td>322</td>
</tr>
<tr>
<td>Communicating with instructors</td>
<td>169 (52.65%)</td>
<td>102 (31.78%)</td>
<td>41 (12.77%)</td>
<td>9 (2.80%)</td>
<td>321</td>
</tr>
<tr>
<td>Using Laulima</td>
<td>240 (75.47%)</td>
<td>50 (15.72%)</td>
<td>13 (4.09%)</td>
<td>15 (4.72%)</td>
<td>318</td>
</tr>
<tr>
<td>Using library resources</td>
<td>122 (38.01%)</td>
<td>73 (22.74%)</td>
<td>39 (12.15%)</td>
<td>87 (27.10%)</td>
<td>321</td>
</tr>
<tr>
<td>Using tutoring services</td>
<td>103 (32.19%)</td>
<td>58 (18.13%)</td>
<td>42 (13.13%)</td>
<td>117 (36.56%)</td>
<td>320</td>
</tr>
<tr>
<td>Accessing disabilities services</td>
<td>105 (33.76%)</td>
<td>21 (6.75%)</td>
<td>14 (4.50%)</td>
<td>171 (54.98%)</td>
<td>311</td>
</tr>
<tr>
<td>Non-school issues, such as housing, food, child care and healthcare</td>
<td>111 (34.91%)</td>
<td>82 (25.79%)</td>
<td>60 (18.87%)</td>
<td>65 (20.44%)</td>
<td>318</td>
</tr>
</tbody>
</table>

0 skipped this question

Total responses: 325

100.00%

3) Since Spring Break, how difficult has it been for you to access services from the college in each of the following areas?
<table>
<thead>
<tr>
<th>Option</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Spring semester grades</td>
<td>70 (61.40%)</td>
<td>18 (15.79%)</td>
<td>26 (22.81%)</td>
<td>114</td>
</tr>
<tr>
<td>Financial aid package offered by the college</td>
<td>68 (60.18%)</td>
<td>26 (23.01%)</td>
<td>19 (16.81%)</td>
<td>113</td>
</tr>
<tr>
<td>Personal finances</td>
<td>47 (41.96%)</td>
<td>29 (25.89%)</td>
<td>36 (32.14%)</td>
<td>112</td>
</tr>
<tr>
<td>Concerns about health and safety (e.g., Coronavirus)</td>
<td>47 (42.34%)</td>
<td>34 (30.63%)</td>
<td>30 (27.03%)</td>
<td>111</td>
</tr>
<tr>
<td>Preference for face-to-face classes on campus</td>
<td>44 (39.29%)</td>
<td>26 (23.21%)</td>
<td>42 (37.50%)</td>
<td>112</td>
</tr>
<tr>
<td>Concerns about taking online classes</td>
<td>42 (38.53%)</td>
<td>35 (32.11%)</td>
<td>32 (29.36%)</td>
<td>109</td>
</tr>
<tr>
<td>Child care availability</td>
<td>103 (93.64%)</td>
<td>3 (2.73%)</td>
<td>4 (3.64%)</td>
<td>110</td>
</tr>
<tr>
<td>Family responsibilities (e.g., caregiver)</td>
<td>70 (63.64%)</td>
<td>29 (26.36%)</td>
<td>11 (10.00%)</td>
<td>110</td>
</tr>
<tr>
<td>Other issues - please list other issues in the comment box</td>
<td>71 (73.96%)</td>
<td>8 (8.33%)</td>
<td>17 (17.71%)</td>
<td>96</td>
</tr>
</tbody>
</table>

4) Are you planning to enroll for the Fall 2020 term?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I have already registered. (skip to question 6)</td>
<td>180</td>
<td>55.38%</td>
</tr>
<tr>
<td>Yes, I am planning to enroll.</td>
<td>72</td>
<td>22.15%</td>
</tr>
<tr>
<td>No, because I am graduating. (skip to question 6)</td>
<td>29</td>
<td>8.92%</td>
</tr>
<tr>
<td>No.</td>
<td>14</td>
<td>4.31%</td>
</tr>
<tr>
<td>I don’t know.</td>
<td>30</td>
<td>9.23%</td>
</tr>
</tbody>
</table>

5) How much are the following factors affecting your decision about returning in the fall?

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

6) Please answer these questions for your courses that were converted to an online or remote teaching delivery mode after Spring Break.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td>Total</td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>My instructors have used technology effectively to keep me engaged.</td>
<td>131 (41.99%)</td>
<td>82 (26.28%)</td>
<td>37 (11.86%)</td>
<td>24 (7.69%)</td>
<td>14 (4.49%)</td>
<td>24 (7.69%)</td>
</tr>
<tr>
<td>My instructors have been responsive and available to answer my questions.</td>
<td>148 (48.52%)</td>
<td>70 (22.95%)</td>
<td>35 (11.48%)</td>
<td>16 (5.25%)</td>
<td>12 (3.93%)</td>
<td>24 (7.87%)</td>
</tr>
<tr>
<td>I have been able to learn effectively despite the sudden transition to online learning.</td>
<td>89 (28.90%)</td>
<td>65 (21.10%)</td>
<td>57 (18.51%)</td>
<td>36 (11.69%)</td>
<td>34 (11.04%)</td>
<td>27 (8.77%)</td>
</tr>
<tr>
<td>This college has done a good job of helping me to continue my education in spite of the changes in instruction that have happened because of the COVID-19 pandemic.</td>
<td>132 (43.00%)</td>
<td>70 (22.80%)</td>
<td>48 (15.64%)</td>
<td>22 (7.17%)</td>
<td>13 (4.23%)</td>
<td>22 (7.17%)</td>
</tr>
<tr>
<td>12 skipped this question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) What is the most important thing that the college could do to help you be successful in classes which are offered online or remotely?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>241</td>
<td>74.15%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>84</td>
<td>25.85%</td>
</tr>
<tr>
<td>84 skipped this question</td>
<td></td>
<td>Total responses 241</td>
</tr>
</tbody>
</table>

8) What has been your biggest challenge during the disrupted portion of the semester?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>270</td>
<td>83.08%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>55</td>
<td>16.92%</td>
</tr>
<tr>
<td>55 skipped this question</td>
<td></td>
<td>Total responses 270</td>
</tr>
</tbody>
</table>
Analysis - COVID-19 Focus Group Results

**Participant Overview:**
This focus group consisted of the students from the Lauhoe Cohort Program on Friday November 20, 2020. A total of 27 participants were in attendance and facilitated by the Lauhoe Cohort Program Cultural Engagement and Hawaiian Language Specialist and 3 Lauhoe Cohort Program Peer Mentors.

**Methodology:**
Student focus groups were asked the following questions, regarding the following topics:

**Teaching and Learning:**
- What frustrates you about how your online courses are designed and taught? Why?
- What would help in making your distance learning experience easier to understand and navigate?

**Hardware and Technology:**
- What, if any, challenges are you facing in being able to access your online classes regularly?
- What would help you be able to access your online classes regularly?

**Trauma:**
- Describe how COVID-19 impacted your mental and emotional well being?

**Other:**
- Is there anything else you wish your teacher knew about your experience as a student?
- *How has COVID-19 impacted your sense of belonging in college?

**Organization of Data:**
Listed below are the responses from the students interviewed, which are compiled into themes, main topics, and possible solutions. The organization of this data mimics the organization provided by LCCWM.

**Theme #1: Technology Challenges**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Disruptions</td>
<td>● Access to reliable internet connection had absolutely no problems until the coronavirus pandemic hit. The</td>
</tr>
</tbody>
</table>
bandwidth was not strong enough to accommodate the entire family at home at the same time which has caused dropped or delayed Zoom calls, late assignments due to the internet failing at the last minute, as well as being unable to access certain learning platforms such as Laulima, Alecs, and Google Classroom.

- Disconnection because of online modality. Learn better in person.
- Classes seem very unorganized on Zoom. I understand that it isn't the best situation to be in but we are still paying the same price for tuition.
- Anxiety of not knowing if the internet is going to work today. Spectrum is not the most reliable internet.
- House has too many distractions. Gets too noisy with nowhere else to go but to the car to focus.
- Family members caught COVID-19. Needed to take care of them.
- Student was sick from COVID-19 for a month. Needed to withdraw.
- Children, siblings, nieces/nephews, cousins of the same household all need assistance with distance learning during the same time as LCC courses.
- Eyes and body hurts after a long period of time at the computer all day.

<table>
<thead>
<tr>
<th>Hardware/Technology Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Laulima website is super outdated and was extremely confusing at the beginning of the semester.</td>
</tr>
<tr>
<td>- Laulima website isn't available sometimes when I need it to be making it a horrible website to submit assignments on time.</td>
</tr>
<tr>
<td>- Had to learn a total of seven different platforms just to attend and submit their assignments for each class (ie. Laulima, Google Classroom, SeeSaw, Discord, Zoom, Google Hangouts, and even a personal website that their instructor had created). Became exhausting to keep up with so many.</td>
</tr>
<tr>
<td>- Instructors sometimes are not understanding that not everyone has the same access to reliable internet which results in points missed for attendance or late assignments.</td>
</tr>
<tr>
<td>- Too many codes and passwords to keep track of. (One class changes the code every single week)</td>
</tr>
<tr>
<td>- Assignments have been lost or erased due to Laulima crashing or timing out too fast.</td>
</tr>
<tr>
<td>- Entire family shares the same computer. Not enough resources available at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication/Zoom Classroom Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students registered for face-to-face class but ended up with an asynchronous course. Should have stuck to a</td>
</tr>
</tbody>
</table>
synchronous modality over Zoom because that is what the class was originally intended to be. Struggled because of the change.

- Felt like I had to teach myself because of the asynchronous method. Now I know I am never taking this type of class again.
- The average wait time for instructor responses has been around 2-4 days and by then, assignments are already due or an exam has already taken place.
- Feel that money is not being well invested in college due to the lack of preparations from the university.
- I felt like I needed to just ‘suck it up’ and forget about how I really felt just to pass a class and in the end I became very drained and unsupported.”
- Am I even being taught by an instructor? Alecs is the only thing teaching me. I haven’t received a single response from her and I don’t even know what she looks like! Am I really paying her for this?
- Hard to make friends and ask for a study group because of how isolated it is being on Zoom or taking an asynchronous class.
- Instructors don’t utilize their office hours correctly.
- Teachers don’t grade when they’re supposed to; if they expect students to turn it in, the least they can do is grade it at a certain time. Did not receive any work back from one instructor. Don’t know if I am passing or not.
- I enjoy being able to do work on Zoom and take an asynchronous course. A lot more free time. Don’t need to commute and save money on gas.
- Need more synchronous online courses. The pickings are slim.
- No empathy from some instructors.
- Zoom fatigue. Makes it hard to stay focused.
- Harder to manage the time because of online learning and feeling a little depressed.
- I don’t know my classmates. Feels disconnected.

Theme #2: Challenges Presented by Students

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>● Asynchronous course - it is hard to “participate” when you</td>
</tr>
</tbody>
</table>
are doing everyone on your own.
- Students are seen driving and walking around the mall. Are they even participating?
- Cameras are often off and don’t know if there are even there. Makes it hard to get to know who is in the class.
- Don’t want to turn on the camera because I am ashamed to show my house and there is nowhere else to go.
- Zoom fatigue.
- Loses track of assignments a lot easier because everything is on different platforms.

<table>
<thead>
<tr>
<th>Unprepared for Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Had to learn different learning platforms plus the course material which made it difficult.</td>
</tr>
<tr>
<td>- Our instructors did not seem ready for online teaching.</td>
</tr>
<tr>
<td>- Not very tech savvy - had to sink or swim.</td>
</tr>
<tr>
<td>- Without the right internet connection and computer, I did not feel like I was ready.</td>
</tr>
</tbody>
</table>

**Theme #3: Trauma - Challenges We See Students Facing**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Emotional Issues</td>
<td>- Stressful periods to not going in person learning everything online.</td>
</tr>
<tr>
<td></td>
<td>- Isolation - feel alone.</td>
</tr>
<tr>
<td></td>
<td>- Poor mental health because of isolation, lack of human interaction, and cabin fever.</td>
</tr>
<tr>
<td></td>
<td>- No traffic, no eating out so save money = happy.</td>
</tr>
<tr>
<td></td>
<td>- Gotten more creative.</td>
</tr>
<tr>
<td></td>
<td>- Lack of self care.</td>
</tr>
<tr>
<td></td>
<td>- Draining: personally and in school.</td>
</tr>
<tr>
<td></td>
<td>- Hasn’t impacted emotionally too much but has affected physical well-being and gaining weight.</td>
</tr>
<tr>
<td></td>
<td>- Hard to stay motivated at home with distractions.</td>
</tr>
<tr>
<td></td>
<td>- Hard to separate school and home time, bed is behind them when they are sitting at the desk.</td>
</tr>
<tr>
<td></td>
<td>- Covid took away the physical aspect of sense of belonging; Lauhoe has helped substitute that sense of belonging with face to face meetings online.</td>
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<td></td>
<td>-Feels like they fit right in at the comfort of their home, because they don’t have to be at school.</td>
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<tr>
<td></td>
<td>- College feels less fun than HS, missing out on in person events like science fair, may day.</td>
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<tr>
<td></td>
<td>- School from the room is a relaxed environment that they’re</td>
</tr>
</tbody>
</table>
used to and it doesn’t feel like a school environment, doesn’t feel like they’re even getting credit for college sometimes.
- Don’t feel not welcome.
- Feels not personal; some teachers make the best of it where u have groups but still not the same as in person; zoom: feels weird to private message.
- **Lauhoe** gives good opportunities for meeting people
  - Less lonely

### Family Issues
- Burdened with the responsibility of caring for children that are not my own because I am the only one available to watch them.
- Abuse at home. Needed to get away.
- Needed to stay at a hotel for a month because I caught COVID-19 and needed to be away from my family.
- Too distracting with everyone at home.
- Not a good environment to work at home. Little space.
- Family does not support me going to school.
- Not enough money to support the family.
- Family members laid off from work and needed to help them financially.

### Financial Issues
- Only “breadwinner” of the family and need to go to school and work full time.
- Federal Pell Grant is the only way I can pay for school. Lauhoe is providing me funding for school.
- Parents take care financially.
- Single-mom and needs to work, go to school, and watch son because can not pay for childcare.
- Can’t afford a computer.
- Can’t afford books.
- Can’t afford a car to commute to school to study.
- Live in a multigenerational home. Makes it harder to get alone time to study.

### Solutions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Set-Up</td>
<td>- If the course was originally scheduled for face-to-face interactions then they should be using the specified class time to teach over Zoom and not switch to an asynchronous delivery.</td>
</tr>
<tr>
<td>Instructors should constantly be checking their email to keep open communication with their students.</td>
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<tr>
<td>Virtual office hours for students to see professors.</td>
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<tr>
<td>Just use one learning platform across the board (except Laulima).</td>
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<tr>
<td>Update Laulima or make another site.</td>
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<tr>
<td>More interaction with the class. Too many Zoom lectures cause “Zoom fatigue”.</td>
<td></td>
</tr>
<tr>
<td>Offer more times for synchronous online courses.</td>
<td></td>
</tr>
</tbody>
</table>

| Hardware and Technology |
| Choose a single uniform platform for the school. |
| Heavily update Laulima. |
| Provide free hotspots for students in need. |
| Access to computers (loan/library/kīpuka) at reasonable hours. |
| Invest in new laptops for laptop rentals (computers are getting old). |
| Mandatory lessons for teachers on how to use technology for their classes. |
| Extend hours for computer lab usage (times are too limited). |
| Have instructors pre-record themselves teaching if they are doing asynchronous delivery but was originally face-to-face. |
| Use the same Zoom links. (do not change every week) |
| Student unlimited data plans. |
| Communicate when things are updated online for the class. |

| Mental Health & Student/Instructor Engagement Needs |
| Instructors need to keep open communication with students and keep in mind that there are a lot of things going on in the world right now that are preventing people from producing quality work. |
| More online options (both asynchronous and synchronous) should be offered all the time. I enjoy not having to commute to school. It saves a lot of time, money and energy. |
| Virtual social events for students to get to know each other. |
| Provide more counseling options for students with depression. |
| Need more time to do assignments. Can’t do proper research when libraries and archives were closed or limited in their hours. |
| Have more empathy for students. If it is hard for instructors, it is hard for the students too. |
| Other | • More options for student housing. It has been really difficult trying to get work done with my home situation.  
• Lower tuition or provide more assistance during COVID-19. The quality of education this semester is not equivalent to previous semesters. “If businesses can lower their prices to draw people in, the University can do the same.” |
Envisioning Group

Members:
- Carlos Peñaloza
- Mark Lane
- Kay Ono
- Kami Kato
- Leanne Riseley
- Kathleen Cabral
- Kalei Ruiz
- Kathryn Fujioka-Imai
- Michael Cawdery
- Michael Oishi

Meeting Notes

Aug 5, 2020
1. Leeward Opening Guidelines (Mark & Carlos)
2.

July 29, 2020
1. Opening (Carlos)
   a. Quarantine bubble
   b. Confusion by students on when to be on campus
   c. UH System will be creating a COVID training video on guidelines
2. UH COVID-19 (Interim) Guidelines & Leeward Guidelines (Mark)
   a. Leeward Guidelines will be shared this week, posted on website next week
3. Messaging - reminders by signage and by supervisors

July 15, 2020
1. Opening (Carlos)
   a. Working on UH protocols on Interim Guidelines. Would like this to go out soon.
   b. Schedule changes mostly done. Students received some communication.
   c. Carlos hosting live session on Friday at 2 pm. Will have breakout rooms.
d. CARES I - trying to give out to student, CARED II - institutional, CARES III - Allows college to backfill revenue loss

2. Communication
   a. Ordered signage for both PC and Waianae

3. Facilities
   a. Sent out for review
   b. Supplies & materials - 1 staff (Joy) to be purchasing for all orders

4. Technology - Division purchases

5. Campus Services Quick Update
   a. Approval Process
   b. Tech Support

July 1, 2020

6. Opening (Carlos)
   a. Interim UH Systemwide COVID-19 Guidelines
      i. Required face coverings, in-class also
      ii. Face shield for instructors
      iii. Each campus needs point-person and communication plan if positive COVID-19 test
      iv. Return to campus need to be granted access otherwise can’t come to campus
      v. Not sure if supersedes UHCC guidelines
      vi. Schedule collegewide Zoom to address guidelines

7. Communication (Kathleen)

8. Campus Services (Kami, Kalei)
   a. Decision Matrix → Planning Matrix
   b. Will send to unit heads. Timeline for completion:

9. Instruction
   a. Tips for Succeeding in an Online Course from Leeward CC Faculty and Students

June 24, 2020

1. Opening (Carlos)
   a. UH System message will come out regarding work from home and other docs
   b. Conversations on “what ifs”
   c. Schedule (Kay) - DE 57.46%, Hybrid 31.19%, F2f 7.22%, 4% TBD; all changes will be completed by July 2

2. Unfinished Business
   a. Monday’s Zoom Meeting Reflections and follow-up
   b. Interim communication & COVID webpage (Kathleen)
3. Reports
   a. Facilities (Mark)
      - Risk and Release forms are being discussed at UH System
      - Signage
   b. Instruction (Kay, Michael, Michael)
      - Instruction Working Group - Information Share - June 22, 2020
      - Review messaging from Kathleen regarding instructional modalities.
      - Possible to bring in/contact/inform/consult Erin Thompson for next Phase for PD or Faculty support
      - Connect SC workshop instructors to professional development.
   c. Technology (Leanne)
      - Subscriptions
      - Review wifi hot-spots
   d. Campus Services (Kami / Kalei)
      - Creating and finalizing content for site (hope to finalize draft by Friday)

4. Closing (Carlos)

June 17, 2020

5. Opening (Carlos)
   a. Discussion of UH putting together health app like a boarding pass
   b. 3 vs 6 foot discussion, DOE got pushback, still floating
   c. Communications - process once classes/schedules are decided
      - Concern - student acknowledgement → long-term appeal
   d. Bulk of UH may not open to public in Fall
   e. Plan to meet June 30 schedule deadline
   f. EC default is online, request f2f faculty will have opportunity to decide, DOE expressed preference for DE sync
   g. CARES funding - Leeward received $1 million, we spent very little, need to spend all. Coming up with plan to spend rest. CARES 2 depends on it. UH System may use CARES funding to propose technology that will benefit all - Banner, chat bot, Client Relationship Management (CRM)

6. Unfinished Business
   a. Interim communication & COVID webpage
   b. CARES Budget Template

7. Reports
a. **Facilities** (Mark)
   - Seating capacity completed for 6’ and 3’ distance
   - Good position completing procedures

b. Instruction (Kay)
   - **Guidelines for Campuses OVPAPP**
   - **Instructional Working Group** (Michael/Michael)
     1. Updates from Janel Oshiro and other UH System Banner specialists? (Delivered on Wednesday, June 18th)
     2. **Student messaging for Transition** - who is responsible/best positioned? (Student Services, Div. Chairs, Faculty) including UH System developing broad guidelines regarding communications?
       a. scheduling changes (Division Chairs will be responsible for initial drafts; Instructional Workgroup can play a support role as needed)
       b. How students will be communicated with about “classroom” expectations with regards to Social Distancing

3. Need to determine how best to ensure quality instruction through technology and campus services (Tutoring, Proctoring, Counseling).
   a. Tips and Tricks for Students being successful in Online courses. (Leanne and Kami?)
      i. How to succeed in college.
      ii. How to succeed in online courses.
      iii. Balancing “life” and school.
      iv. College Skills Course/Success Connection workshop instructors are useful touchstones for information.

4. The Instructional Workgroup can communicate the broader scope of the work to the Faculty (Instructional Work Group; Campus Wide Call + Campus Communication).

c. Technology (Leanne)
   - 2 SuperQuotes set open on Monday 06/22 and close on Monday 06/29 (15 classrooms)

d. **Campus Services** (Kami / Kalei)

8. Deliverables/Next Steps / Closing (Carlos)
   a. Communication college-wide
   b. Questions go through chain of command
   c. Be prepared for Zoom on Monday
June 10, 2020

9. Opening (Carlos)
   a. 3’ distancing implications for Early College (DOE), no formal decision yet.
      Suggestion to plan for DE Sync
   b. Internships, clinicals, etc. → Tammi

10. Reports
    a. Facilities (Mark)
       ■ Still meeting and working on procedures and guides
       ■ Excess furniture
       ■ Reviewing procurement protocols.
       ■ Assessing air circulation concerns.
       ■ Three-feet physical distancing will result in something close to pre-COVID-19 seating capacity.
    b. Instruction (Kay)
       ■ Instructional Working Group (Michael/Michael)
       ■ Our main goal remains to determine w/DCs which programs, courses, and instructors are going to go to which modality (A-currently not viable, B, C, D-limited, or E).
       ■ Anxiously awaiting updates from Janel Oshiro and other UH System Banner specialists. Tests not yet complete.

1. Ideal - Banner Central is working on a fix to expand the character limits for the cross-list group codes. They are expected to complete testing by the end of this week. They understand that everyone is anxiously waiting for the outcomes of extensive testing to ensure we don't have problems with enrollment counts between sections, waitlisting, etc. As soon as the results are available, Janel will let us know.

2. Potential (and current best option)- The idea to use one CRN and have the instructor be responsible for communicating the split of the class stands as a possible workaround and is being explored by some DCs. If this is our only option, and some faculty and divisions continue to need it, we will pursue more clear parameters and expectations for faculty. We do think the x-list (option D) is cleaner, and so we hope for positive results from the tests.

3. Unlikely Possibility - The idea to build the two CRNs with 50% enrollment and 50% TE without cross-list code was presented and tabled pending results of the testing of the x-list. There are immediate issues with 2 CRNs because of the links to other system software. Again, we could explore it
if x-lists testing fails.

4. Division chairs can more easily confirm instructor modalities after Banner tests are complete by reconfirming with instructors who have chosen Option E (hybrid modalities).

■ Going forward, we will need to need to:
  1. coordinate this information using a scheduling spreadsheet document.
  2. share these findings with the Facilities and Technology groups for analysis on feasibility. Courses/preferences that we know can be accommodated will be forwarded to Banner for input to lessen the final schedule/coding load.
  3. Adjustments made according to recommendations/analysis from Facilities and Technology groups will be communicated to faculty by DCs and Program Coordinators.
  4. Final adjustments will be communicated back to the Administration from the DCs and be shared again with the Facilities and Technology group for final approval.
  5. We hope to arrive at the final scheduling document that can be reported to Banner around June 30th, 2020.

■ After we meet this milestone:
  1. We also will need to consider how students will be communicated with about scheduling changes. UH System developing broad guidelines regarding communications.
  2. How students will be communicated with about “classroom” expectations with regards to Social Distancing
  3. Need to determine how best to ensure quality instruction through technology and campus services (Tutoring, Proctoring, Counseling).
  4. Tips and Tricks for Students being successful in Online courses.

c. Technology (Leanne)

**F2F (estimate 20)**

Portable PA Speaker Voice Amplifier $50 each

**Total $1000**

**Hybrid Sync (estimate 35)**

Camcorder, Wacom graphic tablet, Document camera, standing tripod, cable mats, extension cords and cables

Estimate per classroom: $2,000

**Total: $70,000**
Remote / Office Package (estimate 10)
Camera, Tripod, Doc Camera, graphics tablet
Estimate per package: $1,500 each
Total $15,000

@ Home
Webcams (20)
Headsets (50)

Discussion question: Security vs flexibility
- Secure to furniture
- Non-secure for flexibility
- Consider Tile
- Effort to secure, but don’t go overboard

Next Step: Superquote next week

d. Campus Services (Kami / Kalei)
   ■ Met again to finalize thoughts; in process of drawing out decision matrices and deciding on the best way to represent the information (will have a “tech” plus a paper version)
   ■ Postponing our regular Friday meeting to work on creating these deliverables

11. Unfinished Business
   a. Consider crafting communications to students; concern UH Systems communication which may conflict. Carlos will work with Tammi to see if they can align communications.
   b. Interim communication & COVID webpage
   c. CARES Budget Template

12. Deliverables/Next Steps Closing (Carlos)
   a. Information floating: Guidelines (masks), Screening

June 3, 2020

13. Opening (Carlos)
   a. DOE planning 3’ SD. Consideration for Early College.

14. Master List for Budget Items (Leanne)

15. Reports
   a. Facilities (Mark)
      Facilities Working Group continues to meet on a weekly basis (Tuesdays)
2. A subgroup of the Facilities Working Group has been established to deal with employees return to work related protocols; new working team is called “Employee Services Sub-Group”
3. Ongoing work is continuing on the following protocol documents and plans...
   - Return to Campus Guidelines
   - SOP for Campus Cleaning
   - SOP for COVID-19 Building Services
   - Pandemic Emergency Operations Plan
   - Procurement Guide for Supplies and Materials
   - Classroom Furniture Relocation Plan
   - Outdoor Furniture Purchase and Relocation Plan
   - Guide to Air Conditioning and Mechanical Systems

b. Instruction (Kay)
   - **Instructional Working Group** (Michael/Michael)
   - **Recommended Instructional Modalities - Fall 2020 (With Banner Information)** document.
   - **slide deck** - abbreviated overview of the information
   - **Questions/Concerns**
     1. Banner Limitations (Option E Hybrid - Sync/Async) and work around.
       a. Possibility of using face-to-face scheduling to indicate times students need to reserve for instruction, though instructors would indicate in the Banner comment section that the class would in fact be hybrid, only meeting once per week.
         i. Instructors need to communicate expectations of days and times when they are expected to engage in face-to-face instruction.
         ii. If time conflicts arise, students will be encouraged to contact the instructor. If necessary, instructors may provide time conflict overrides.
     2. Do Fall courses have to have some face-to-face interface to be covered by the GI Bill? LeeAnne Egan from Vet Services should be contacted.
       a. Needs to have a built-in face-to-face component (any amount of face-to-face contact hours will satisfy the requirement). Min one class to qualify.
       b. C19 designation in Banner will be coded similarly to Spring 2020 for all f2f and hybrid classes. LeeAnne Egan has been very proactive to inform vets of changes.
c. Analyze Fall 2020 Schedule for F2F to Fully online conversions - **worked at the system level C19.**

   a. Should not be used to vet or approve courses or programs for particular modalities (question from Bill Labby from OCEWD). Role should be informational rather than advisory.
   b. Recommendation: Discuss modalities with faculty, discipline and program coordinators, and division chairs.

4. Require clarification about how to proceed with courses that require field work or a specific number of contact hours for fulfillment of course requirements and/or certification.
   a. Have accrediting organizations made adjustments or accommodations for required field work and/or contact hours? Require updates.
      i. Should have a UH-wide waiver for students to free the college and UH System of liability.
      ii. No consistent approach amongst Chancellors (campuses) yet. Carlos and Kay will bring up at their levels. Ron has been in contact with accreditation groups.

5. **Schedule Analysis (Communicated by VCAA/admin to Div Chairs; assessment received from Div Chairs)**
   a. Protoring
   b. Zoom-facilities-bandwidth
   c. Modality (Option E v. D)
   d. Internship, accreditation, “hours” requirements

   c. **Technology** (Leanne)
      ● The group agreed to build on what is in the existing Smart Classroom to provide enhanced Zoom experience which will basically include a camera on a tripod, microphone, and a wired tablet which will make up a “basic” package.
      ● Looking at sound reinforcement (for soft speakers or those speaking with mask/behind plexiglass
      ● Technology is on backorder
      ● Goal is to purchase technology that can be used for COVID but also continue to be used during “normal” operations to enhance teaching/learning experience.

   d. **Campus Services** (Kami / Kalei)
      ■ Working draft of recommendations based around three key areas: Health & Safety, Quality of Service, Equity of Access; eventually to develop decision matrices
1. Remote Service, Contactless Service, Limited In-Person Service
2. Access to Technology & Technical Assistance
3. Proctoring
   a. Will we have the same stand as in the Spring semester? (expense will not be on student)
   b. First option should be alternative assessment
   c. Option for Live Online Proctoring Available
   d. Similar approach as Instructional - from low risk to high risk; lens to provide services for equity and quality
4. Budget Item (Tech): Chatbot
   ■ Questions brought up by group:
     1. Policy on children on campus - Consistency? How will it be interpreted during the pandemic?
     2. Contact Tracing - How will we track this?
     3. Isolation Spaces - If someone is in class or at an event and feels ill, how will we handle it?
     4. Event Charges and Refunds
     5. Employees and Work From Home / On Campus
        a. How will these decisions be made?
        b. If an employee falls ill or is caring for a household member is ill, can they be allowed to work from home?
        c. Policies on shared office spaces
   ■ Assessments/Decisions still need to be made
     1. Should any services/activities not re-open in a F2F way in Fall?
     2. Recommendation for public vs. student focused services/activities
16. Deliverables/Next Steps (Carlos)
   a. Consider crafting communications to students; concern UH Systems communication which may conflict. Carlos will work with Tammi to see if they can align communications.
   b. Interim communication - Each work group identify bullet list to craft one communication to students.
   c. COVID Web page most viewed page, Kathleen update. Leanne create doc to have all info in one place.
17. Closing (Carlos)

May 27, 2020
1. Opening (Carlos)
a. UH has similar working groups. Coordinating expenses as a system.
b. CARES 2 Budget - UH System conversation - asked to come up with a list of costs (budget) result impact from COVID
c. Carlos suggested adding topics that this agenda that will impact other workgroups
d. Next meeting: Report out for budget plan from each group. It doesn’t have to be precise at this point.

2. Report
   a. **Facilities** (Mark)
      Added 3 faculty members to the working group; Betty Ickes, Milton Ayakawa, and William Albritton.
      Work in progress on the following topics:
      i. Return to Campus Guidelines
      ii. SOP for Campus Cleaning and Disinfecting
      iii. Pandemic Emergency Response Plans
      iv. Furniture Relocation Plans
      v. Procurement guidance document for purchasing of sneeze guards, safety barriers, cleaning and disinfecting supplies and materials, and PPE.
   b. Instruction (Kay)
      i. **Instructional Working Group** (Michael/Michael)
         1. Review of Tasks/Deliverables
            a. Opening goals - Met
            b. Open - a new set of challenges
               i. Determine w/DCs which programs are going to go which model (F-2-F, Hybrid, DE, Alternative Scheduling) and then how best to support for quality and technology (highly encouraged to do alternative assessments instead of proctoring)
               ii. Reduce the number of feasible modalities based on division chair recommendations.
               iii. Determine which services are required to increase the quality of instruction (Tutoring, Proctoring, Counseling) Note: (highly encouraged to do alternative assessments instead of proctoring)
               iv. Determine how students will be communicated with about instruction & “classroom” expectations
                  1. Messaging for students
                     a. DE asynchronous - leave as is
                     b. DE w/ sync message needed
c. Hybrid

v. Collaborate with the Envisioning group to see that student communications are timely and appropriate.
   1. Multi-team items - How do we manage? Where do these items live? (example - proctoring)

vi. Develop w/DCs and Technology group a “ballpark” or estimate budget for Fall 2020 to support instructional modalities

c. Technology (Leanne)
   i. Summary: Zoom is the online platform that instructors feel comfortable using. Look at minimal enhancements and ways that instructors are using Zoom.
   ii. Technology Work Group will provide an estimated budget for materials (or technology) needed to support instructional modalities.
   iii. Need a number of different hybrid models to develop technology list

d. Campus Services (Kami / Kalei)
   i. Met and identified target services as well as four key areas
      1. Public Interfacing Services
      2. Public Gathering Areas
      3. Large Group Events
      4. One-to-One
   ii. Added representatives from Counseling, Financial Aid, and EMC
   iii. Gathering questions and feedback via a working Google Doc, particularly from Unit Heads to determine what services will remain remote or move back to in-person
   iv. Follow-Up: Test Proctoring, (Something to consider: highly encouraged to do alternative assessments instead of proctoring due to cost of remote proctoring and capacity)

3. Employee Services Working Group Discussion

4. Deliverables/Next Steps (Carlos)
   a. Ballpark budget
   b. Each working group has deliverables

May 20, 2020

1. Opening (Leanne)
2. Reports
a. **Facilities** (Mark)
   i. Place-based protocols (wear, wait, wash)
   ii. Subdivided into teams
   iii. [Return to Campus Guidelines](#) (Draft)
   iv. No system guidance
   v. Looking at the efficiency of cleaning

b. Instruction (Kay)
   i. **Instructional Working Group** (Michael/Michael)
      1. SD & Enrollment Caps and Institutional Capacity
         a. Will enrollment for F2F be changed to accommodate for SD caps?
         b. Request for information from Mark Lane: How many rooms can O & M maintain given [CDC-recommended sanitation protocols](#)? This response will determine how many face-to-face and hybrid sections can be offered. Note: 13-14 janitors, can’t do cleaning between classes. Classes after 1:30 p.m., when custodial staff usually leave, present a challenge to schedule.
         c. Instructors in particular disciplines, such as Ceramics, will need to be trained in sanitation protocols and will be taking on the responsibility for cleaning their own rooms and workspaces (due to concern over the cleaning of sensitive spaces and equipment).
      2. Communication to students
         a. Initial Changes
         b. Individual Instructor Decisions
      3. Work Group Framing **Document** (In-progress)
      4. [DC supportive decisions framework](#)
      5. Range of Instructional Modalities
   c. **Technology** (Leanne)
      i. Troubleshooting in-person classes
   d. **Campus Services** (Kami)

3. Additional Working Groups (Leanne / Mark) [padlet]
   a. Communication in the future pending System communication
   b. Employee Working Group - work scheduled, staffing options, phased in staffing, union expectations, training for supervisors when employees are working from home
      i. Members from regular employees, student employees, union representatives (consider drawing from groups such as Campus Council). Possible members include: Lori Lei Hayashi, Jim West, Cori Conner, ASG representative, Lecturer Group Representative (Christine Walters), Advisory: Health Center
c. One-on-One Services will fold in with Campus Services

4. Deliverables/Next Steps (Carlos)

May 13, 2020
1. Opening (Carlos)
2. Reports
   a. Facilities (Mark)
   b. Instruction (Kay/Michael)
3. Deliverables/Next Steps (Carlos)
4. Weekly Meeting Day/Time (Leanne)

May 6, 2020
1. Vision for Working Groups (Carlos)
2. Brainstorm Working Groups and Identify Individuals
Library NetSticks

January 20, 2021 by Leeward CC Learning Commons | 0 comments

A limited supply of plug and play NetStick USB modems are available at the Library’s circulation desk for currently enrolled Leeward students. A NetStick will allow a student to connect to the Internet by simply plugging the device into a USB port on a laptop or desktop computer.

Due to the limited quantity, students are required to complete our online Internet Access Device Request Form at go.hawaii.edu/th3

If you have any questions, please contact our circulation desk at x210 or lcccirc@hawaii.edu

Leave a Reply

Login with:

Required fields are marked *.

Message *

Anti-spam*

To prove you are a person (not a spam script), type the words from the following picture or audio file.

Name *

Email *

Save my name, email, and website in this browser for the next time I comment.
Fall 2021 Semester Loan Laptops & Hotspots

October 18, 2021 by An | 0 comments

The library has a few semester loan laptops and hotspots left for Leeward CC students! Students must be registered for at least one Leeward CC course.*

Laptops and hotspots will be due Friday, December 17th. If you know of a student in need of a laptop and/or hotspot, please have them contact the circulation desk (x210 or lcccirc@hawaii.edu).

*Early College students should contact their high school about borrowing laptops and internet devices.
To prove you are a person (not a spam script), type the words from the following picture or audio file.

Name *

Email *

☐ Save my name, email, and website in this browser for the next time I comment.

Website

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Facilities and Spaces Operational Plan

The guiding principle in the development of the Facilities and Spaces Operational Plan is the health and safety of our students, employees, guests, and the general public. Protection of the health and well-being of the Leeward community will require a long-term sustained effort of commitment, cooperation, and teamwork. Each of us must be accountable, individually and as an integral member of the College community, in these efforts.

To assist the College in lessening the ongoing risk of viral transmission, the Facilities and Spaces Operational Plan emphasizes the need for our community to implement and practice basic health and hygiene prevention measures. These measures include a pledge in adhering to the following principles:

1. **I WILL WEAR A FACE COVERING** when I am on campus, around others, or in a public setting (common workspaces, public spaces, hallways, stairwells, elevators, meeting rooms, classrooms, break-rooms, outdoor spaces, restrooms, etc.).

2. **I WILL STAND AT LEAST SIX-FEET APART** when standing in line and maintain the social distancing requirement in classrooms, labs, all learning environments, dining facilities, outdoor areas, and public spaces.

3. **I WILL WASH MY HANDS** frequently and for at least 20 seconds with soap and water.

4. **I WILL STAY HOME** when I am feeling sick or have flu-like symptoms (such as fever, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea), get plenty of rest, check with a health-care provider as needed, and contact my instructor (for students) or my supervisor (for employees).
I. Place-Based Protocols for Returning to Campus

A. Classrooms and Labs
   1. Individuals will maintain 6-feet of separation in all classrooms, labs, and all other
      instructional venues. Regarding instances where 6-feet of separation may not be
      maintained, the use of face shields in addition to face masks is recommended.
   2. Placement of visual cues, such as floor decals, colored tape, or signs to indicate seating
      guidelines.
   3. Face masks/coverings must be worn at all times by all individuals.
   4. Faculty who are delivering face-to-face instruction may remove their face mask/covering
      to teach provided they are located within a delineated teaching area that is no less than
      10-feet from students.
   5. Cleaning kits will be provided to each classroom.

B. Office Work Environments
   1. Individuals will maintain 6-feet of separation for physical distancing.
   2. Stagger chairs and/or desks to achieve 6-feet of separation distancing requirement.
   3. Wear face masks/coverings at all times while in a shared work space/room.
   4. Use your own computer, telephone, headset, and equipment.
   5. Eliminate the use of shareables, such as pens, sign-in sheets, coffee makers, magazines,
      etc.
   6. In office common rooms or break rooms that include refrigerators, freezers, microwave
      ovens, and sinks, areas should be cleaned and disinfected several times per day and/or
      after each use. Cleaning and disinfectant supplies will be provided to these areas.
   7. In office work rooms where printing and copying equipment and other tasks are
      performed, areas should be cleaned and disinfected several times per day and/or after
      each use. Cleaning and disinfectant supplies will be provided to these areas.
   8. Common areas, break rooms, work room areas, and mail room areas will have visual
      cues such as floor decals, colored tape, or signs to indicate where individuals will stand
      while waiting to ensure physical distancing is maintained.

C. Large Open Work or Learning Environments
   1. Institute measures to physically separate and increase distance between individuals
      ensuring that a minimum 6-feet of separation for physical distancing is maintained.
      Regarding instances where 6-feet of separation may not be maintained, the use of face
      shields in addition to face masks is recommended.
   2. Place visual cues such as floor decals, colored tape, or signs to indicate where individuals
      will stand while waiting.
   3. Place one-way directional signage for large open work spaces with multiple
      through-ways to increase distance between individuals moving through the space.
   4. Eliminate the use of shareables, such as pens, sign-in sheets, coffee makers, magazines,
      etc.
   5. Cleaning kits will be provided for these spaces.
D. Private Office Work Environments
   1. No more than one (1) individual should be in the office unless the required 6-feet of separation for physical distancing can be consistently maintained.
   2. If more than one (1) individual is in a room, face masks/coverings are to be worn at all times.

E. Reception or Receiving Areas
   1. Face masks/coverings are to be worn at all times.
   2. Maintain 6-feet of separation for physical distancing.
   3. Place visual cues such as floor decals, colored tape, or signs to indicate where guests should stand while waiting.
   4. Use acrylic or plexiglass sneeze guards or safety barriers where customer service interactions take place.
   5. Cleaning kits will be provided to these spaces.

F. Restrooms
   1. Where possible, entry doors to restrooms will remain open to limit touching of doors or door handles.
   2. Face masks/coverings are to be worn at all times.
   3. Individuals will maintain 6-feet of separation for physical distancing when using restrooms.
   4. Follow personal hygiene practice of washing hands with soap and water for at least 20 seconds.
   5. Place visual cues such as floor decals, colored tape, or signs to indicate where individuals are to stand while waiting.
   6. Placards will be placed in restrooms to remind individuals to wash hands thoroughly with soap and water.
   7. Paper towel dispensers and soap dispensers will be replaced with touchless devices.

G. Elevators
   1. Use stairs whenever possible as an alternative for vertical circulation.
   2. If using elevators, follow these steps:
      a. Face masks/coverings are to be worn at all times.
      b. Individuals will maintain 6-feet of separation for physical distancing when using elevators with a maximum of two (2) individuals per elevator ride.
      c. Place visual cues such as floor decals, colored tape, or signs to indicate where individuals are to stand while waiting for the elevator.
      d. Cover your cough or sneeze especially in the confined elevator space.
      e. Do not touch elevator buttons directly with your hands.
      f. Wash your hands immediately after riding in an elevator.

H. Meeting Rooms - Conference Rooms
1. Convening in groups increases risk of viral transmission, therefore, meetings should be held in whole or in part using online collaboration tools such as Zoom and Google Meets.

2. If face-to-face meetings are held:
   a. Face masks/coverings are to be worn at all times.
   b. Individuals will maintain 6-feet of separation for physical distancing when seated at conference tables or in meeting rooms.
   c. No more than 10 face-to-face attendees.
   d. Use sneeze guards or safety barriers if available.

3. Cleaning kits will be provided for these spaces.

I. Bookstore
   1. Face masks/coverings are to be worn at all times.
   2. Follow directional signage and stand on decals or floor markings to ensure 6-feet of separation for physical distancing is maintained.
   3. Hands must be washed or sanitized prior to picking up items.
   4. Touch only items you will be picking up and taking with you.
   5. Where possible, payment will be made using contactless devices.

J. Food and Dining Facilities
   1. If obtaining food from dining sites on campus, wear face mask/coverings when picking up your food.
   2. If waiting, stand on decals or floor markings to ensure that 6-feet of separation for physical distancing is maintained.
   3. Hands must be washed or sanitized prior to picking up food items in dining facilities.
   4. Touch only items you will be picking up and taking with you.
   5. Payment will be made using contactless devices to the extent possible.
   6. Seating in dining facilities will be limited to ensure physical distancing.
   7. If eating in your work environment (office or break room), maintain 6-feet of separation for physical distancing.
   8. Remove your face mask/covering only in order to eat or drink.
   9. Wipe down the table and chair you used once you are done.
   10. Common break room or dining room food and beverage items (shared water pitchers, coffee pots, condiments, cutlery) should not be used.
   11. Cleaning kits will be provided in these spaces.

K. Common Areas - Public Spaces - Hallways - Stairwells - Sidewalks - Outdoor Seating Areas - Bus Stop
   1. Face masks/coverings are to be worn at all times.
   2. Maintain 6-foot distance from others.
   3. Tables and benches will be rearranged to maintain 6-feet of separation for physical distancing.
   4. Tables and benches with fixed seating will have appropriate signage displayed to limit seating.
L. Campus Access, Gatherings, Events
   1. The College remains closed to the general public until August 24, 2020 or until further notice.
   2. Virtual group events, gatherings, activities, or meetings are highly recommended.
   3. Where in-person gatherings are unavoidable, maintain 6-foot physical distancing, wear face masks/coverings, use outdoor areas or well ventilated areas whenever possible, and limit group size to the extent possible.
   4. In-person gatherings or events, regardless of size, by Non-University guests are not allowed until further notice.
   5. Changes to gatherings and events, to include size restrictions, will be communicated as developments warrant and will be in accordance with University, State, and local authority guidelines.

M. Public Transportation
   1. If using TheBus or any other public transportation option, wear a face mask/covering and avoid touching surfaces.
   2. Upon disembarking, wash your hands or use hand sanitizer as soon as possible and before removing your face mask/covering.

II. Facility Modifications and Enhancements

   A. Maintain at least 6 feet between seating, desks, or workstations.
   B. Place plexiglass or other barriers in spaces where people must face each other or are unable to be 6 feet apart.
   C. Install plexiglass barriers at high-visited areas such as reception desks and check-in points.
   D. Place appropriate signage at entrances indicating how to proceed.
   E. Remove chairs and desks to ensure proper physical distancing in classrooms, labs, conference rooms, dining facilities, break rooms, and other gathering spaces. Identify maximum allowable occupancy limits to meet physical distancing requirements.
   F. Face coverings will be available to students and employees as needed.
   G. Cleaning kits will be provided in classrooms, labs, and office environments for individuals to clean their areas before and after use.
   H. Eliminate reusable kitchen items (flatware, dishes, and cups) and cleaning tools (sponges, brushes, towels) and replace with single use options.
   I. Replace shared appliances with single use or no-touch options (coffee makers, ice/water dispensers).
   J. Remove high touch items such as magazines, common pens, etc.
   K. Hand sanitizer stations will be placed at all high-traffic areas.
   L. Restroom modifications include the installment of touchless paper towel dispensers and touchless soap dispensers. Similar touchless dispensers will be placed wherever paper towel and soap dispensers exist.
   M. Health and safety protocols will be visibly promoted through the use of signage, visual aids, digital displays, and other means throughout the College.

III. COVID-19 Supplies and Materials Ordering Process
A COVID-19 Supplies and Materials Order Form and process has been established by the College by which divisions or departments can request personal protection equipment (PPE) and COVID-19 related supplies and materials. Procurement of such items will be accomplished centrally through Administrative Services. Replenishment of supplies and materials will be provided upon request through this process. Classroom Cleaning Kits and Office Cleaning Kits will be restocked as necessary by janitorial staff or re-supplied upon request.

IV. Cleaning and Disinfection Protocols

Due to COVID-19 and the challenges in maintaining a safe and healthy environment for our students, employees, and visitors, the Operations and Maintenance team has provided a comprehensive list of cleaning services and the frequency with which these tasks will be performed. The efforts to keep the campus as clean as possible will only be possible with the collaborative efforts of the Operations and Maintenance staff, students, and employees.

The following intensified cleaning and disinfecting efforts will be performed as indicated and are in direct response to COVID-19 pandemic.

A. Classrooms
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high-touch surfaces including; desks, tables, chairs, door handles, and light switches
      b. Sweep and/or dust mop
      c. Spot clean floor
      d. Clean whiteboards and chalkboards
      e. Empty trash containers
   2. High-touch surfaces in Classrooms also include smart classroom technology, such as computers, monitors, keyboards, and mice. Users of smart classroom technology are responsible for cleaning and disinfecting these devices prior to use.
   3. Cleaning kits will be provided to each Classroom in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.

B. Computer Labs
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high touch surfaces including; desks, tables, chairs, door handles, and light switches
      b. Sweep and/or dust mop
      c. Wet mop on a spot check basis
      d. Empty trash containers
   2. High-touch surfaces in Computer Labs also include smart classroom technology such as computers, monitors, keyboards, and mice as well as multiple computer workstations. Users of electronic equipment are responsible for cleaning and disinfecting these devices prior to use.
   3. Cleaning kits will be provided to each Computer Lab in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.
C. Science Labs
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high-touch surfaces including; desks, tables, counters, chairs, plumbing fixtures, door handles, and light switches
      b. Sweep and/or dust mop
      c. Wet mop on a spot check basis
      d. Empty trash containers
   2. High-touch surfaces in Science Labs also include smart classroom technology such as computers, monitors, keyboards, and mice. Users of smart classroom technology are responsible for cleaning and disinfecting these devices prior to use.
   3. Cleaning kits will be provided to each Science Lab in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.

D. Restrooms
   1. These tasks will be performed by Janitorial staff two (2) times each school day:
      a. Clean and disinfect all high-touch surfaces including; plumbing fixtures, restroom stall locks, toilet paper dispensers, paper towel dispensers, soap dispensers, mirrors, door handles, and light switches
      b. Sweep and wet mop
   2. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Empty trash containers

E. Cafeteria Dining Room
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high-touch surfaces including; tables, chairs, glass doors, door handles, and light switches
      b. Sweep and/or dust mop
      c. Wet mop
      d. Empty trash containers
   2. Cleaning kits will be available in the Cafeteria Dining Room in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.

F. Common Areas - Learning Commons, Student Lounge, ED 201, ED 301, GT 105, Conference Rooms
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high-touch surfaces including; tables, counters, chairs, door handles, and light switches
      b. Sweep and/or dust mop
      c. Spot clean floor
      d. Empty trash containers
   2. Cleaning kits will be available in all spaces in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.

G. Offices and Work Rooms
1. These tasks will be performed by Janitorial staff on a weekly or as-needed basis:
   a. Sweep and/or dust mop
   b. Wet mop
   c. Vacuum carpet (where applicable)
   d. Empty trash containers
2. Cleaning kits will be provided to offices and/or workrooms in order that occupants can perform periodic cleaning and disinfecting of high-touch surfaces prior to use.

H. Elevators
   1. These tasks will be performed by Janitorial staff prior to the start of each school day:
      a. Clean and disinfect all high-touch surfaces including; elevator controls (inside and outside of elevator cab), call button panel, and walls of elevator cab
      b. Sweep and/or dust mop
      c. Vacuum carpet (where applicable)

I. Exterior Areas
   1. These tasks will be performed by Janitorial staff throughout each school day:
      a. Clean and disinfect all high-touch surfaces including; water fountains, tables, seats, benches, and railings

J. Motor Vehicles and Golf Carts
   1. Divisions, departments, or units responsible for the maintenance of campus motor vehicles or golf carts, are responsible for obtaining a cleaning kit in order that high-touch surfaces on the vehicles or carts are cleaned and disinfected prior to use.

K. General Notes
   1. Janitorial staff will clean and disinfect high-touch surfaces throughout each school day including; water fountains, door handles, railings, ADA door operator push plates, light switches, and elevator control and call button panels.
   2. A cleaning log will be posted and visible in all restrooms to document when cleanings have occurred each day.
   3. Cleaning kits will be distributed to classrooms, labs, and office spaces. Each cleaning kit will consist of the following items:
      a. Spray bottle with disinfectant cleaning solution
      b. Disinfectant wipes
      c. Gloves
      d. Face masks
      e. Paper towels
      f. Hand sanitizer
      g. Container for all contents of the cleaning kit
      h. An instructional pamphlet on appropriate use of the disinfectant spray and COVID-19 health and wellness tips
   4. Janitorial staff will replenish the cleaning kits with supplies on an as-needed basis or upon request.
5. Supplies used for cleaning and disinfecting will meet EPA disinfection criteria and will be stored in accordance with storage and ventilation guidelines.

V. Operations and Maintenance Cleaning Schedule

See attached Cleaning Schedules for facilities at Pearl City and Waianae Moku

VI. Engineering Controls - Air Conditioning and Ventilation Systems

Leeward Community College employs one primary and three secondary air conditioning and ventilation systems throughout all buildings on the Pearl City and Waianae Moku campuses. These systems are monitored and maintained on a regular basis by the College's air conditioning maintenance contractor, Johnson Controls, Inc. (JCI) in accordance with normal operating protocols and procedures.

A. Primary Air Conditioning and Ventilation System

1. The primary air conditioning and ventilation system in use is the chilled water loop system. This is the most efficient and effective air conditioning system that is in operation and serves all or parts of 14 buildings on the Pearl City campus.

2. Buildings served by the chilled water loop system include the following:
   a. AD - 1st and 2nd floors
   b. AM - 1st and 2nd floors
   c. BS - 1st and 2nd floors
   d. BE - 1st and 2nd floors
   e. Campus Center - 1st and 2nd floors
   f. DA - 1st and 2nd floors
   g. ED - 1st, 2nd, and 3rd floors
   h. FA - 1st and 2nd floors
   i. GT - 1st and 2nd floors
   j. LA - 1st and 2nd floors
   k. Learning Commons - 1st, 2nd, and 3rd floors
   l. MS - 1st and 2nd floors
   m. PS - 1st and 2nd floors
   n. Theatre - basement, 1st and 2nd floor

3. Air handler units (AHUs) and Fan Coil Units (FCUs) use the chilled water that is piped throughout campus as the cooling medium rather than supplying some form of refrigerant. The chillers (located on the 1st floor of the PS building), cool the water to 45 degrees and circulate this cooled water to all AHUs and FCUs in buildings.

4. AHUs and FCUs are also designed to draw outside air into the buildings via ducts and then re-circulate that fresh air with the cooled air from the chilled water loop system. Approximately 10 to 20 percent of the cooled air that is re-circulated through a building is fresh air.

5. Each AHU and FCU is equipped with air filters to improve the quality of air in the space. Air filters use a MERV (minimum efficiency reporting value) rating system to measure the effectiveness of the air filter. The MERV filter ratings are on a scale of 1 through 20 with MERV ratings of 17-20 being typically used for hospital surgery rooms. Most commercial buildings, residential units, and industrial complexes use MERV filter ratings from 5 to 8.
At Leeward, our MERV filters are generally in the 6 to 8 range depending on the AHU and FCU.

6. In addition to the MERV air filters, some AHUs and FCUs are equipped with UV lights. UV lights add an additional layer quality to indoor air since UV lights have proven to be effective against such things as bacteria, mold, viruses, and allergens. The following buildings have UV lights installed on AHUs or FCUs:
   a. AD - 2nd floor
   b. BE - 1st and 2nd floors
   c. DA - 1st floor
   d. GT - 1st and 2nd floors
   e. LA - 1st and 2nd floors
   f. Learning Commons - 1st, 2nd, and 3rd floors
   g. MS - 1st and 2nd floors
   h. Theatre - basement, 1st and 2nd floors

7. The College, working collaboratively with our air conditioning maintenance contractor JCI, is exploring additional options to improve the quality of the indoor air circulated throughout our buildings. For instance, the PS and BS classroom renovation project currently under construction, will be using AHUs with a bipolar ionization system. These systems have additional benefits of particle reduction, odor neutralization, and elimination of pathogens while not restricting air flow and providing energy savings. The bipolar ionization systems are being reviewed as a possible retrofit option on existing AHUs and FCUs.

B. Secondary Air Conditioning and Ventilation Systems

1. The secondary air conditioning and ventilation systems are those systems that are independent of the chilled water loop system. There are three (3) such systems currently in use and include:
   a. Package Air Conditioning Units: these systems are in use at the Automotive Building, Modules 1 through 5, and in the Bookstore. The package air conditioning units have a mix of fresh and re-circulated air.
   b. Ducted Split Air Conditioning Units: these systems are in use in the following locations: Diamond Head Portables-Buildings A, B, C, and D, Building E-Rooms 107 and 108; Health Science Building; DA Basement; Waianae Moku; and the OCEWD building complex. The ducted split air conditioning systems have a mix of fresh and re-circulated air.
   c. Ductless Split Air Conditioning Units: these systems are in use at the following locations: DH Portables-Building D-Rooms 102 and 105; Diamond Head Portables-Building E-Rooms 101 through 106; Observatory Building; Theatre Concession Booth and Ticket Booth; Campus Center Basement. The ductless split air conditioning units do not have systems that re-circulate air nor do they draw in fresh air into these spaces.

C. Air Conditioning and Ventilation System Maintenance

1. JCI provides regularly scheduled and emergency maintenance service and support of all air conditioning and ventilation systems and equipment per a multiyear agreement. This service and support is in place at facilities at Pearl City and Waianae Moku. Among the routine maintenance responsibilities of JCI are the following:
a. Replace and/or clean filters
b. Check drive belts for wear and tear; ensure drive belts have appropriate tension to ensure AHU or FCU unit operates properly
c. Clear and/or clean condensate drain lines
d. Monitor thermostats and actuators to ensure proper operation for cooling demands
e. Monitor UV lighting systems, where applicable

2. Air conditioning and ventilation control systems are handled via the Metasys Building Automation System. The Metasys system is maintained and serviced by JCI and provides online controls for the scheduling of the chillers, AHUs, and FCUs. Monthly maintenance of the system is performed by JCI and includes maintenance of building/room thermostats, discharge air temperature sensors, and general system troubleshooting.

3. JCI provides consultation and review services on all new and renovation construction projects involving air conditioning and ventilation systems to ensure compatibility with existing equipment and control systems.
<table>
<thead>
<tr>
<th>Areas</th>
<th>Task</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classrooms - Computer Labs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empty trash containers</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Sweep and/or dust mop</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Spot cleaning floor</td>
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</tr>
<tr>
<td>Clean and disinfect erasers, whiteboards, chalkboards, and trays</td>
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<tr>
<td>Empty, clean, and disinfect pencil sharpeners</td>
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<td></td>
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<tr>
<td>Clean and disinfect light switches</td>
<td>Daily</td>
<td></td>
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<tr>
<td>Clean and disinfect flat surfaces and furniture</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect door handles</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean/roll-up walk-off mats</td>
<td>2x/Week</td>
<td></td>
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<tr>
<td>Wipe trash containers</td>
<td>2x/Week</td>
<td></td>
</tr>
<tr>
<td>Wet mop floor (full area)</td>
<td>2x/Week or As-Needed</td>
<td></td>
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<tr>
<td>Clean ledges</td>
<td>Weekly</td>
<td></td>
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<tr>
<td>Vacuum carpet (when applicable)</td>
<td>Weekly</td>
<td></td>
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<tr>
<td>Dust blinds</td>
<td>Monthly or As-Needed</td>
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<tr>
<td>Dust vents</td>
<td>Monthly or As-Needed</td>
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<tr>
<td>Clean windows</td>
<td>2x/Year</td>
<td></td>
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<tr>
<td>Spray-buff/burnish floor</td>
<td>2x/Year</td>
<td></td>
</tr>
<tr>
<td>Clean light fixtures</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Restorative carpet care (when applicable)</td>
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<td></td>
</tr>
<tr>
<td>Strip/finish floor</td>
<td>Yearly or As-Needed</td>
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</tr>
<tr>
<td>Spot-clean walls</td>
<td>As Needed</td>
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<tr>
<td>Spot clean carpet (when applicable)</td>
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**Science Labs**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Task</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty trash containers</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Sweep or dust mop</td>
<td>Daily</td>
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<tr>
<td>Spot-clean walls</td>
<td>As-Needed</td>
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**Offices - Conference Rooms - Work Rooms**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Spot-clean and disinfect doors</td>
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### Attachment 1 - Pearl City Cleaning Schedule

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<tr>
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<td></td>
</tr>
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<tr>
<td>Strip/refinish floor</td>
<td>Yearly or As-Needed</td>
<td></td>
</tr>
<tr>
<td>Spot clean carpet (when applicable)</td>
<td>As-Needed</td>
<td></td>
</tr>
</tbody>
</table>

### Public Areas - Hallways, Lobbies, Learning Commons

<table>
<thead>
<tr>
<th>Areas</th>
<th>Task</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty trash containers</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Sweep or dust mop</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Spot clean floor</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect water fountains</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect benches</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect tables</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect light switches</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect doorhandles</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect glass entryway doors</td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td>Wet mop floor (full area)</td>
<td>2x/Week</td>
<td></td>
</tr>
<tr>
<td>Clean/roll-up walk-off mats</td>
<td>2x/Week</td>
<td></td>
</tr>
<tr>
<td>Wipe trash containers</td>
<td>2x/Week</td>
<td></td>
</tr>
<tr>
<td>Vacuum carpet</td>
<td>2x/Week or As-Needed</td>
<td></td>
</tr>
<tr>
<td>Spot-clean walls</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>Dust flat surfaces and furniture</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>Dust blinds</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Dust vents</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Spray-buff/burnish floor</td>
<td>2x/Year</td>
<td></td>
</tr>
<tr>
<td>Clean light fixtures</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Strip/refinish floor</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Restorative carpet care</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>
## Attachment 1 - Pearl City Cleaning Schedule

<table>
<thead>
<tr>
<th>Areas</th>
<th>Task</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spot clean carpets</td>
<td></td>
<td>As-Needed</td>
</tr>
<tr>
<td><strong>Cafeteria Dining Room</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empty trash containers</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Sweep or dust mop</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Wet mop floor (full area)</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Clean and disinfect tables, chairs, and benches</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Clean and disinfect trash containers</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Clean and disinfect glass doors</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Clean and disinfect light switches</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Spot-clean walls and doors</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>Clean ledges</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>Spray-buff/burnish floor</td>
<td></td>
<td>2x/Year</td>
</tr>
<tr>
<td>Clean windows</td>
<td></td>
<td>2x/Year or As-Needed</td>
</tr>
<tr>
<td>Clean light fixtures</td>
<td></td>
<td>Yearly</td>
</tr>
<tr>
<td>Strip/refinish floor</td>
<td></td>
<td>As-Needed</td>
</tr>
<tr>
<td><strong>Restrooms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean and disinfect washroom (sinks, urinals, toilets) and plumbing fixtures</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Restock, clean, and disinfect soap, paper towel, and toilet paper dispensers</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Clean and disinfect mirrors</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Clean and disinfect showers (when applicable)</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Empty trash containers</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Sweep</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Wet mop floor (full area)</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Spot-clean and disinfect walls and doors</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Clean and disinfect light switches</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Clean and disinfect door handles and restroom stall locks</td>
<td></td>
<td>2x/Daily</td>
</tr>
<tr>
<td>Wipe trash containers</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Dust vents</td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td>Scrub floor</td>
<td></td>
<td>2x/Year</td>
</tr>
<tr>
<td>Clean light fixtures</td>
<td></td>
<td>As-Needed</td>
</tr>
<tr>
<td><strong>Elevators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweep and/or dust mop</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Vacuum carpet (when applicable)</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Disinfect walls</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Disinfect control panel</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Areas</td>
<td>Task</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Disinfect call button panel</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td><strong>Interior Stairs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sweep and/or dust mop</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Disinfect handrails</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Wet mop floor (full area)</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>Clean light fixtures</td>
<td>Yearly</td>
</tr>
<tr>
<td></td>
<td>Strip/refinish floor</td>
<td>Yearly</td>
</tr>
<tr>
<td></td>
<td>Spot-clean walls and doors</td>
<td>As-Needed</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empty trash containers</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Sweep and/or dust mop</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Wet mop floor (full area)</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Vacuum carpet</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Spot-clean walls and doors</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Dust flat surfaces and furniture</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Restorative carpet care</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Spot clean carpet</td>
<td>As-Needed</td>
</tr>
<tr>
<td></td>
<td>Clean and disinfect light switches</td>
<td>As-Needed</td>
</tr>
<tr>
<td><strong>Exterior Areas and Courtyards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sweep and blow walkways</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Clean and disinfect water fountains</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Clean and disinfect benches and tables</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Clean and disinfect stair railings</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>Sweep stairs</td>
<td>Daily</td>
</tr>
</tbody>
</table>
Meeting Agenda

Attendees: Mark, Grant, Leanne, Garrett

Goal: Review existing Fall 2020 Room Schedule and move classes in order to:
- Maintain social distancing
- Maximize use of best technology for teaching
- Use rooms with best airflow
- Schedule rooms so cleaning can be consolidated as much as possible

Working Document
See Google Sheet

Identified Rooms to use for Hybrid Sync and Split Hybrid that need new tech:
1. DA 101 or LA 101 or PS 111 - mobile kit for MS
2. DA 102
3. DA 108 - Jim to respond
4. DA 201
5. LA 230 - Kathryn request
6. PS 105
7. CC-L Bakeshop
8. CC-L Pearl
9. CC-L 206
10. FA 201
11. LCCW (1)
12. Automotive (3)
13. OCEWD (1) - low priority, but if available

Pending discussion:
MS 108 - Kabi (Lab)
BS 209 - Nicky (Lecture/Lab)

Mobile Kits:
1 Business
2 Math & Science

If available:
GT 113
Technology Working Group

Our charge was to inventory existing campus equipment and technology then recommend technology solutions that may assist the Instruction working group to meet their charge.

On the team are

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmut Kae</td>
</tr>
<tr>
<td>William Albritton</td>
</tr>
<tr>
<td>Evelyn Wong</td>
</tr>
<tr>
<td>Garrett Chaves</td>
</tr>
<tr>
<td>Byron Watanabe</td>
</tr>
</tbody>
</table>

Process

We have been meeting weekly since May. We started by adding to the classroom capacity list the facilities working group created. We identified the technology in each room. We were in somewhat of a holding pattern as we waited for the Instructional working group to identify the 3-5 instructional modalities. Once that was done, our team focused on technology to enhance the physical classroom spaces which was primarily in support of Option E: Hybrid Sync.

The team recognized that in an ideal situation, we would meet with each instructor, learn how they teach, then recommend a technology solution that would fit their teaching needs. However, because the timeframe was short, many technologies were already on backorder because of high demand, the team decided to move ahead with our best guess at what most instructors will use.

The group made the following assumptions:

1. Roughly 30% of classes that will have an in-person component (vs the 70% that will be distance delivered)
2. Instructors will be scheduled in and use Smart Classroom technology
3. Instructors have been using Zoom and are familiar with and comfortable with using it as an online video conferencing tool.

So with those assumptions, the team looked at enhancing what instructors are already doing. We designed a standard classroom package. One of the team’s goals was future-proofing or trying to anticipate the continued use of this technology so the
campus will be able to continue to use it post-COVID. What we decided on was each package will include a video camera on a tripod, microphone, document camera, and wired graphics tablet. When in a Smart Classroom it will allow instructors to have good audio and video communication with a remote audience, draw or notate on the whiteboard using a pen on a graphics tablet, and demonstrate using the document camera. The team is recommending that the technology be set up in the classroom, secured, and left setup so instructors will not have to set up daily.

In addition, the team recommended purchasing a few remote kits that could be used in the field, labs, or offices for those who need that flexibility.

Finally, the team recommended purchasing of a few voice amplifiers, webcams and headsets. The voice amplifiers would be helpful for those using masks or those who are soft-spoken.

So where are we? We have started the process to procure the technology (Garrett). We hope the technology will come in in a timely manner so it can be installed and tested by Electronic Technicians. The EMC’s Ed Technologist will provide training for instructors who will be teaching in classrooms with enhanced technology. Student help will also be trained to support the effort.
Recommended Options for Instructional Modalities - Fall 2020 (w/ Banner Information)

The Instruction Working Group was tasked with informing adjustments to instructional delivery in Fall 2020 as a result of the COVID-19 global pandemic.

We began our exploration of delivery models by taking a broad look at the many different instructional modalities and course designs available to faculty. As we moved through our work, and were provided with additional guidance from UHCC System offices, we arrived at the goal of providing the “front-line” decision-makers additional clarity about the modalities available for Fall 2020. This would enhance the ability of Division Chairs, and other faculty responsible for scheduling, to be clear with our college administration about our faculty’s instructional preferences and decisions as we engage in conversations to ensure they are manageable and feasible given resources and resource constraints and compliant with existing CDC recommendations for institutions of higher education. We also wanted to ensure that our decisions fit within academic policies and procedures, and in relation to union perspectives and policies. Together, faculty and administration are responsible to communicate these temporary changes to students.

The following document explains the instructional modalities available to instructors, including some considerations about the known resource, capacity, and enrollment constraints communicated to us by the UH System and Leeward administration or imagined by instructional experts. With that said, this group was careful not to explicitly state or recommend how the divisions and college should operationalize these instructional modalities for Fall 2020 and beyond. We appreciate that this responsibility is partially reserved for administration in conjunction with academic governance, but expressly sits within purview of division chairs.

Of primary concern are Administrative Guideposts that suggest, when appropriate and possible, and as a temporary measure, faculty are encouraged to move instruction to online environments. Specifically, the Leeward CC administration has provided this Instructional Workgroup with a target of 70% of Fall 2020 courses at the Pearl City campus to be delivered online, or via distance education. This benchmark is to enable CDC-recommended social distancing and sanitation protocols for those courses that will still have face-to-face engagement with students. Remaining courses are encouraged to utilize hybrid strategies, especially at the Wai’anae-Moku campus due to their unique environment and challenges. In some specialized cases, we appreciate that Division Chairs will need to strategically consider how to deliver socially-distanced face-to-face
labs, studios, and all manner of courses with practical components and licensing requirements.

In the list of options below, many are currently being practiced by faculty, while others are being explored as a potential mitigation strategy for a return to campus in Fall 2020. For each instructional modality decision, faculty schedulers must consider the possibility that we may need to transition back to an all-online, remote, or distance-delivered modality. Therefore, for courses with face-to-face instructional components, the administration is strongly encouraging the choosing of a hybrid modality (i.e., half online instruction; or socially distanced F2F instruction supported with online components) that includes the development of a foundational online aspect to the course. The main reason for this is in the event of an additional outbreak of COVID-19, some classes or the entire campus will be required to suspend in-person class meetings. Instructors with hybrid components in their courses would be better prepared to adapt to completely online instruction in the event of such an event. The Instructional Work Group and the Distance Education Committee are recommending that all instructors become familiar with Leeward CC’s Baseline Recommended Actions for Distance-Delivered Instruction.

The Instructional Work Group acknowledges that scheduling of courses is traditionally the responsibility of division chairs. Division chairs are managing the communication of the need to pursue scheduling changes and will work together with faculty to determine how best to deliver instruction in Fall 2020. Over the course of June, and prior to an approximate date of a release of the complete schedule to students on June 30th, 2020, decisions will be communicated to administration. Due to the seriousness of the situation and the constraints it has created, it will need to be decided whether or not faculty and division preferences can be honored, or whether additional adjustments need to be made prior to the finalization of the schedule.

As decisions are made, please realize that some of these changes may impact enrollment. Traditionally, when changes are made, we notify the students, administratively disenroll, recode the class, and re-enroll. Currently, if changes are made to the schedule, we MAY need to disenroll students and ask them to re-enroll. Therefore, faculty need to think carefully about the modality they choose. The decisions made about course delivery MAY have implications for their enrollment. We should always keep a steady eye toward maintaining and furthering student learning and student success. We understand that there are tensions between the impulse to move everything online and supporting quality instruction—for some more than others. In that spirit, faculty are encouraged to think through the range of instructional modalities available to them while also understanding that traditional forms of face-to-face
instruction will need to adapt out of concern for the health and safety of students, faculty, and staff.

In the spirit of Shared Governance of our institution, and while making these larger systemic decisions that impact the work of our colleagues, we do our best to keep the breadth of constituents and stakeholders informed. This includes students, faculty, staff, Division chairs, Program/Faculty Coordinators, academic services, administrative services, student support services, technology services, all shared governance groups, and the faculty union.

--The Instructional Working Group at Leeward CC

**Course Modalities** - We have considered five modalities for course delivery in Fall 2020 under the premise that we try to put as much instruction online (i.e. lectures and learning materials, activities, and assessments) and reserve F2F meetings (if absolutely needed) for teaching and learning that must be done F2F, according to student demonstration of course SLOs. The options outlined here are aligned with the updated Fall 2020 UH system Registration/Banner Codes for Fall 2020 as proposed by UHCC administration. In addition, we have organized our recommendations with considerations with CDC Risk Levels for Institutes of Higher Education and general feasibility given resource constraints.

- **Lowest Risk**: Faculty and students engage in virtual-only learning options, activities, and events.
- **More Risk**: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk**: Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

We have organized our recommendations in the following order:

1. **Option B** - Distance Education - Synchronous (*Online-Scheduled)
2. **Option C** - Distance Education - Asynchronous (*Online- Unscheduled)
3. **Option E** - Hybrid Sync
4. **Option D** - Split Hybrid *limited due to inability to be operationalized to scale.
5. **Option A** - Face-to-Face (F2F) *listed last due to an inability to be operationalized.
Option B - Distance Education (DE) - Synchronous

(B) DE Synchronous (*Online-Scheduled) - The class is conducted completely online (e.g. Laulima) and requires student participation in online synchronous (in-real-time-together) meetings on scheduled days and times through a specified web conferencing platform (e.g. Zoom or Meet). Students may also be required to participate in additional online asynchronous (not-in-real-time-together) learning activities and assessments.

Considerations according to best practices and resources constraints:

- Professional development and/or working with an Instructional Designer / Educational Technologist is strongly recommended for creating DE courses, teaching online using Laulima, and utilizing a web conferencing platform (e.g. Zoom or Meet).
- Times and dates for online synchronous (scheduled) sessions should be communicated to the students at registration.
- Time and dates for online synchronous (scheduled) sessions may cause scheduling conflicts for students.

Considerations according to UH System alignment:

- This course would receive one CRN.
- A Schedule Type is determined by the VCAA/college.
- The Instructional Method would be DCO (Distance - Completely Online).
- The Day/Time would need to be specified.
- The Building would be WWW or ONLINE.
- Student messaging (SSATEXT) may include: This class is conducted at the scheduled day and time using online software and may require participation in additional unscheduled (asynchronous) online learning activities. Please email the instructor (include email) for more info.

Option C - Distance Education (DE) - Asynchronous

(C) DE Asynchronous (*Online- Unscheduled) - The class is conducted completely online using (e.g. Laulima). Students are required to participate in online asynchronous (not-in-real-time) learning activities and assessments.

Considerations according to best practices and resources constraints:

- Classes that have regularly scheduled online (synchronous) meeting times should use the Hybrid Sync.
● Classes that have regularly scheduled proctored F2F exams meeting times should use the Hybrid Sync.
● Course materials are released according to the instructor’s professional decisions and students are expected to participate according to the regular semester term timeline as organized by the instructor and disclosed in the syllabus.

Considerations according to UH System alignment:

● This course would receive one CRN.
● A Schedule Type is determined by the VCAA/College.
● The Instructional Method would be DCO (Distance - Completely Online)
● The Day/Time would not need to be specified, but if there are a few scheduled synchronous online activities, those would need to be disclosed in the SSATEXT.
● The Building would be WWW or ONLINE.
● Student messaging (SSATEXT) may include: This class is conducted online. The class does not have a regularly scheduled meeting time. Students are required to participate in unscheduled online learning activities or at the direction of the instructor. Please email the instructor (include email) for more info.

Option E - Hybrid Sync with Variations

(E1) Hybrid Sync - The class is delivered in a DE Synchronous format, but with a select few meetings F2F. The size of the F2F group and when and where they meet would be determined by SD guidelines. Students are required to meet at least once in person during the semester.

(E2) Hybrid Async - The class is delivered in a DE Asynchronous format, but with a select few meetings F2F. The size of the F2F group and when and where they meet would be determined by SD guidelines. Students are required to meet at least once in person during the semester.

Considerations according to best practices and resources constraints:

● This option is used when students are required to meet at least once F2F at a specified day/time.
● This modality would best be implemented after robust professional development/training and intentional course design.
Hybrid Sync with Variations involves developing a DE course and teaching online. Using Laulima is a great way to deliver online components. Time and dates for F2F and synchronous (online-scheduled) sessions should be communicated to students at registration.

This option might be a fit for instructors who require F2F proctored exams.

Considerations according to UH System alignment:

- This course would receive one CRN.
- A Schedule Type needs to be HTI.
- The Instructional Method would be left blank.
- The Day/Time would need to be specified or listed as TBA.
- The Day/Time would indicate how the majority of the section is conducted, whether mostly F2F, or mostly fully online-scheduled, or mostly fully online-unscheduled.
- The Building would need to be specified or listed as TBA.
- The Building would indicate how the majority of the section is conducted, whether mostly F2F, or mostly fully online-scheduled, or mostly fully online-unscheduled
- SSATEXT would be used to describe the infrequent, additional different activities or meeting day/times
- Student messaging (SSATEXT) may include: This course is conducted F2F with social distancing and a few online-unscheduled (asynchronous) activities. Students are required to participate in the additional asynchronous online-unscheduled (asynchronous) lecture and/or learning activities. Please email the instructor (include email) for more info.
- Student messaging (SSATEXT) may include: Students are required to meet at least once in person. Please email the instructor (include email) for more info.
- Student messaging (SSATEXT) may include: This course is conducted using both F2F and synchronous online components: Class meets at scheduled day and time using a combination of in person and videoconference attendance; students may choose up to 100% video conference attendance. Participation in additional unscheduled online learning activities may also be required. Please email the instructor (include email) for more info.

Option D - Split Hybrid (*currently limited based on Banner codes, social distancing, and facilities resources)

(D1) Split Hybrid - DE w/asynchronous (split into two groups - 2 CRN XLIST - where each group attends one F2F meeting) - Like DE Asynchronous, the class is
conducted online (e.g. Laulima) where students are required to participate in online (asynchronous) learning activities. Additionally, students are required to attend the scheduled F2F meeting once a week. Rather than the entire class meeting twice a week, as a normally scheduled F2F class, there would be one group meeting on one day and the second group meeting on another day. For example, your course is normally scheduled for Tuesday and Thursday at 9:00-10:15 a.m. One group would come on Tuesday at 9:00-10:15 a.m. and the second group would come on Thursday at 9:00-10:15 a.m.

(D2) Split Hybrid - DE w/synchronous (split into two groups - 2 CRN XLIST - both attending two different days, but switching roles - F2F and Online) - If enrollment is higher than SD room capacity, the class would be split into two groups (cross-listed). The course would be delivered online with a F2F meeting once a week for each group. The entire class would still meet twice a week, as a normally scheduled F2F class, there would be one group meeting on one day and the second group meeting via online (synchronous) web conferencing platform. For example, your course is normally scheduled for Tuesday and Thursday at 9:00-10:15 a.m. One group would come to F2F on Tuesday at 9:00-10:15 am and the second group would web conference Tuesday at 9:00-10:15 am. On the second scheduled day, Thursday at 9:00-10:15 a.m., those groups would take on opposite roles in the F2F and online environments.

Considerations according to best practices and resources constraints:

- This option would require the most amount of coordination with students.
- If enrollment falls below the threshold of SD room capacity, the course would be delivered online with a F2F meeting once a week, like a traditional hybrid format.
- If enrollment is higher than the threshold of SD room capacity, the class would be split into two groups (cross-listed) and operate like a traditional hybrid format except the instructor meets twice a week F2F like a traditional F2F format (but repeats the lesson or re-facilitates the activity that week for both groups).
- This model works best as a flipped-classroom approach, thinking about what instruction and learning would work best online and what would work best in person.
- Using Laulima is a great way to deliver online components.
- This option lends itself to a lecture-based learning environment and may not be able to accommodate for interactive, small-group instruction.
- Placing a cap on course enrollment based on rooms’ social distancing capacity would facilitate this model. F2F meetings could be shortened if time in between classes is needed for cleaning, for instance.
- This course would have scheduled days and times.
Considerations according to UH System alignment:

- This course would receive two CRNs XLIST.
  - CRN 1-## in-person, Group 1 (# based on classroom size and safety measures).
  - CRN 2-## in-person, Group 2 (# based on classroom size and safety measures).
- The Workload would be 50/50% for both CRNs.
- For both CRNs, the Schedule Type would be HTI.
- For both CRNs, the Instructional Method would be left blank.
- For CRN #1 (group 1):
  - Meeting Line 1 Building would need to be specified as Classroom, Lab, Shop, Studio.
  - Meeting Line 1 Day/Time would need to be specified.
  - Meeting Line 2 Building would need to be specified as WWW.
  - Meeting Line 2 Day/Time would need to be specified (if synchronous) or listed as TBA (if asynchronous).
- For CRN #2 (group 2):
  - Meeting Line 1 Building would need to be specified as Classroom, Lab, Shop, Studio.
  - Meeting Line 1 Day/Time would need to be specified.
  - Meeting Line 2 Building would need to be specified as WWW.
  - Meeting Line 2 Day/Time would need to be specified (if synchronous) or listed as TBA (if asynchronous).
- Student messaging (SSATEXT) may include: This course is scheduled F2F and Online-Scheduled: Students will be required to meet at scheduled days and times in person and may be required to participate in additional scheduled online lecture(s) via online software. Students may be required to participate in additional unscheduled online lectures and/or learning activities. Please email the instructor (include email) for more info. The list of scheduled activity requirements includes: (instructor's list).
- Student messaging (SSATEXT) may include: This class is conducted at the scheduled day and time using online software Students will be required to meet at scheduled days and times in person and may be required to participate in additional unscheduled online lecture(s) via online software. Please email the instructor (include email) for more info.
- Leeward CC has only 46 unique codes and for Fall 2020, we have already used 21 cross-list codes. (The UH System is aware of this issue but as of right now, we don't have a good solution.)
Option A - Face-to-Face (F2F) (*currently not feasible given social distancing and facilities resources)

(A) Face-to-Face - Classes can be held in a F2F fashion if enrollment falls below the threshold of room capacity based on social distancing (SD) considerations, or any other limitations due to facility size and location. The course would be delivered in a specified location, at a specified date and time. All F2F courses would be subject to standardized health and safety precautions.

Considerations according to best practices and resources constraints:

- Be cautious when choosing and/or expecting this modality. This option is the most prone to disruption given the COVID-19 pandemic. If there is an outbreak of COVID-19 on campus, there is a likelihood that all face-to-face instruction will be shut down and that instructors will be required to take their instruction online.
- Placing a cap on course enrollment based on rooms’ social distancing capacity would facilitate this model. However, please bear in mind that the UH System is NOT currently allowing reduced enrollment caps for courses, which may provoke a conflict with required social distancing and sanitation protocols depending on the enrollment of a given course. For this reason, scheduling of face-to-face courses is discouraged except for those courses where there are no viable alternatives.
- Although F2F, it is highly recommended to have a Laulima component such as putting learning materials in Laulima for students to access given the eventuality that we may need to return to completely online instruction.

Considerations according to UH System alignment:

- This type of course would have one CRN.
- A Schedule Type is determined.
- The Instructional Method would be left blank.
- The Day/Time would be specified, as is customary.
- The Building would be specified, as is customary.
- We need to note whether the course uses Classroom, Lab, Shop, or Studio.
- Student messaging (SSATEXT) may include: It is likely we will have limitations based on facility size, and due to health and safety precautions that need to be taken.

Additional Notes that should be considered for all Modalities decisions:
*Notes on SSATEXT:
  ● Some classes may have specific differences that will be noted in the comments for the class.

*Notes on VA Housing Benefits:
  ● Courses that have at least one F2F meeting will provide eligibility to VA students for housing benefits. Scheduled online meetings are not considered equivalent to F2F.

*Notes on C19:
  ● Courses that were scheduled for F2F and then converted to online can be scheduled as “C19”. A course with a “C19” code will also provide eligibility for VA housing benefits. (Waiting for guidance on this last statement.)

*Notes on International Students:
  ● International students can take only one online course to maintain their visa eligibility.
## Fall 2020 Leeward CC Hybrid Modalities

<table>
<thead>
<tr>
<th>Audience:</th>
<th>Leeward Instructors</th>
<th>Leeward Students</th>
<th>UHCC System Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hybrid: a blend of online and in-person</strong></td>
<td>Hybrid Synchronous: You conduct your class in a DE Synchronous format (i.e. in-real-time-together) via web conferencing on scheduled days and times, but with a select few meetings F2F.</td>
<td>Hybrid Online Scheduled: Your class is delivered online at a scheduled time, with some on-campus meetings that maintain social distancing guidelines.</td>
<td>Option E: Hybrid Sync w/ Variations - Online-Scheduled w/ Few F2F Meetings</td>
</tr>
<tr>
<td></td>
<td>Hybrid Asynchronous: You conduct your class in a DE Asynchronous format (i.e. not-in-real-time-together), but with a select few meetings F2F.</td>
<td>Hybrid Online Unscheduled: Your class is delivered online without specific meeting times, with some on-campus meetings that maintain social distancing guidelines.</td>
<td>Option E: Hybrid Sync w/ Variations - Online-Unscheduled w/ Few F2F Meetings</td>
</tr>
<tr>
<td><strong>Split Hybrid: a blend of online and in-person, with classes divided into groups</strong></td>
<td>Split Hybrid Asynchronous: Your class is split into two groups. You conduct your class in a DE Asynchronous format (i.e. not-in-real-time-together), but meet each group F2F, once a week, on different scheduled days and times.</td>
<td>Split Hybrid Unscheduled: Your class becomes two groups, each attending an in-person session on campus on different days. The remaining class time will be completed online without specific meeting times.</td>
<td>Option D: Hybrid-Scheduled F2F + Online-Unscheduled</td>
</tr>
<tr>
<td></td>
<td>Split Hybrid Synchronous: You concurrently conduct your class F2F and synchronously (i.e. in-real-time-together) via web conferencing on scheduled days and times. Your class is split into two groups and alternate between meeting F2F and synchronously for each scheduled class meeting.</td>
<td>Split Hybrid Scheduled: Your class becomes two groups. The groups will alternate between in-person and web conferencing for each class at the specified class time. Example: Your class meets Tuesday and Thursday at 9-10:15 am. Group A attends in person on Tuesday, with Group B attending via web conferencing. On Thursdays, the groups switch with Group A joining by web conferencing and Group B attending in person.</td>
<td>Option D: Hybrid-Scheduled F2F + Online-Scheduled</td>
</tr>
</tbody>
</table>

### Description of Modalities:

- **Summarized presentation**
- **Full descriptions with banner information**
- **Leeward website for students**
- **Course Section Formats**

**Recommendations:** Laulima for supporting online learning. Zoom for supporting web conferencing. Refer to the [Recommended Baseline Actions](http://go.hawaii.edu/A59) for creating courses with online components.
Course Format Considerations
Due to limitations to campus facilities and the need to ensure the health and safety of both students and employees, key considerations for the prioritization of face-to-face meetings are outlined below.

Guiding Principles

Consider cost/benefit analysis of health and safety vs. face-to-face affordances
Decisions about course modality should prioritize student and faculty health and safety. Many students rely on public transportation; stakeholders may be members of (or live/care for with others who are) an at-risk population. Please consider the potential health and safety risks vs. affordances of each required face-to-face meeting for all involved.

CDC Risk Levels for Higher Education Settings:
- **Lowest Risk**: Faculty and students engage in virtual-only learning options, activities, and events.
- **More Risk**: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk**: Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Focus on student learning outcomes
In considering course format, the focus should remain on student learning outcomes (SLOs) rather than preferences to maintain traditionally employed learning activities and/or resources. While a particular activity or assessment may not translate well to an online environment, an alternative activity or assessment may sufficiently align with the SLO(s) being addressed - the current scenario will require us to rethink our approaches to teaching and assessment.

All courses can shift some portion of instruction online*
While some course SLOs may necessitate that the majority of learning utilize a face-to-face modality, a minimum proportion of every course can be shifted online. All direct/didactic instruction (and many activities) can be shifted to an online modality. Shifting as much instruction online as possible up front will not only reduce health and safety risks, but will also help alleviate disruption should a second wave of COVID-19 result in shelter-in-place orders again in the fall. *except where prohibited by program accreditation/licensure requirements

Specific student population considerations
Requirements for special student populations (e.g., veterans, international students) will be considered at an institutional level in tandem with relevant policies to determine if class sections or seats in face-to-face formats need to be reserved.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Factor</th>
<th>Rationale</th>
<th>Considerations</th>
<th>Possible Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td><strong>Accreditation/Licensing Requirements</strong>&lt;br&gt;Program accreditation or licensing board requirements prohibit online modality</td>
<td>Some program accreditation and licensing boards require that all or some components of the program be offered face-to-face.</td>
<td></td>
<td>Face-to-face&lt;br&gt;Hybrid (depending on requirements)</td>
</tr>
<tr>
<td></td>
<td><strong>Specialized Resource Requirements</strong>&lt;br&gt;Specialized equipment/materials are required to achieve SLOs</td>
<td>SLOs that necessitate use of lab, culinary, technology or clinical equipment may be too specialized or cost prohibitive for students to access remotely or for the campus to provide to all students.</td>
<td>Consider online simulations or videos to substitute/supplement use of specialized equipment/facilities</td>
<td>Hybrid&lt;br&gt;Online</td>
</tr>
<tr>
<td>Medium</td>
<td><strong>Performance Assessments</strong>&lt;br&gt;SLOs require students to demonstrate skill-based competencies</td>
<td>Performance assessment is necessary to ascertain student achievement of the SLOs.</td>
<td>Rather than beginning with previously employed assessments in an attempt to translate to online modality, re-examine SLOs and consider online assessment strategies (e.g., video-based performance assessment)</td>
<td>Hybrid&lt;br&gt;Online</td>
</tr>
<tr>
<td>Low</td>
<td><strong>Preference</strong>&lt;br&gt;The preference is to meet face-to-face</td>
<td>Face-to-face instruction is preferred but not required.</td>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>
Baseline Recommended Actions for Distance-Delivered Instruction

Approved by Leeward CC’s Faculty Senate on May 7, 2020
Effective for Fall 2020

Purpose: To provide a baseline list of recommended actions (including tips and examples) to enact as a contingency for distance-delivered (remote) instruction. (For a comprehensive list of guidelines to design fully online DE courses, refer to Leeward’s DE Guidelines.)

1. **Explain how to get started in the course and what the course structure and format is.**
   - Provide instructor contact info where it’s easy to find. (E.g. Laulima Overview page and syllabus)
   - Establish instructor presence by providing a welcoming message and context for what they will be learning, setting a tone for success from the start of the course.
   - Explain how students are to proceed when they first access the course.
   - Orient students to the format and structure of the course by providing an overview. (E.g. Is the course hybrid or distance-delivered? Are there synchronous class sessions to attend? Where can students find and submit assignments?)

2. **Address communication and interaction expectations.**
   - Explain to students how they should contact you (email, via online office hours, through the LMS, etc.), how often they should log in to the class site, which activities are synchronous vs. asynchronous, and any guidelines for communicating with peers (e.g. professional communication, “Netiquette”, etc.).
     - [Netiquette Tips for Instructors](#)
     - [Netiquette Quick Guide for Students](#)

3. **Inform students what to expect from you and when to expect it.**
   - Inform students when they will receive an answer to emailed questions (e.g. for a 16-week course, 24 hours response time during the week and 48 hours response time on the weekend).
   - Inform students when they can expect feedback and grades on assignments.

4. **Setup online gradebook for students.**
   - By providing access to an up-to-date gradebook (e.g. Laulima Gradebook), you provide students with the ability to check in on their progress continuously throughout the term.

5. **Provide an online/printable course syllabus with required syllabus statements, course policies, and institutional policies.**

Short link for this document: [http://go.hawaii.edu/Aqy](http://go.hawaii.edu/Aqy)
○ For a quick-start, consider using Leeward’s unofficial accessible syllabus template.
○ Include Leeward’s mandatory syllabus information and statements. Consider including optional statements, especially the Title IX and Student Conduct statements.
○ Communicate any relevant changes to any course and institutional policies.

6. Identify where you and your students can receive prompt support for technology used in the course and inform students in advance about what technologies they will need to acquire and/or use, and how to find support.
○ For UH supported technologies such as Laulima and Google@UH apps:
  ■ UH ITS Computer Help Desk – email help@hawaii.edu or call 956-8883 (or toll free at 1-800-558-2669 from the neighbor islands)
  ■ Laulima Assistance – Click on the Request Assistance link at the bottom of any Laulima page to fill out and submit a question and get your answer via email.
  ■ Laulima Student Support
  ■ The Hub Leeward Student Help Desk
  ■ Information Security for Students
○ Include links for software students might need to download and install, as well as links to student tutorials for using the technology.

7. Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.
○ Leeward Services for Students - You may want to mention/include specific services that your students may need.
○ COVID-19 Student Information and Resources

8. Explain to students how to access the institution’s accessibility services and be responsive to learners who need assistance in accessing digital course materials.
○ KI Program - Disability Services

9. Recognize the importance of creating a sense of community.
○ Encourage and guide learners to introduce themselves in the online classroom/platform and/or engage in online discussions. (E.g. Laulima Forums, synchronous meetings)

10. Provide opportunities for regular and substantive interaction between instructor and student.
○ ACCJC Policy on Distance Education and Correspondence Education
○ Examples of instructor-student interaction:
  ■ Follow-up questions on assignments
  ■ Forum discussion posts that include instructor participation

Short link for this document: http://go.hawaii.edu/Aqy
11. Organize your course online to guide students along the learning path and help them progressively navigate through the course each week.
   ○ For example:
     ■ Organize materials and assignment information in folders in Laulima Resources.
     ■ Create traditional weekly or topic modules in Laulima Lessons or a website.
     ■ Suggestion: Request the Leeward Quick-Start Laulima Template.
   ○ Consider adding context by including an introduction, information on how materials and assignments are connected to learning objectives, and assignment prompts and/or rubrics.

12. Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.
   ○ Students entrust the university with their personal information and expect that information to be protected. Web-based applications and other technology tools may be collecting data in the background, and students need to be advised and know that their data is safeguarded.
   ○ Provide links to privacy policies for all websites and services that require students to create a username and password. (E.g. UH Account Privacy Policy, G Suite for Education Privacy Policy)
   ○ If you will be utilizing and/or recording synchronous sessions, reference the UH Institutional Data Governance FERPA Guidance for Online Lectures and Recordings to determine whether participants need to fill out the recording/media release consent form.

Note: The Baseline Recommended Actions for Distance-Delivered Instruction are based on the Quality Matters (QM) Emergency Remote Instruction Checklist for Higher Education.
The "Leeward CC Distance Education (DE) Guidelines" provide standards for designing a DE course. Refer to the annotations under each guideline for further information and examples. (Related: DE Guidelines Self-Assessment and DE Peer Evaluation.)

<table>
<thead>
<tr>
<th>1 COURSE DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 COURSE OVERVIEW AND INFORMATION</strong></td>
</tr>
<tr>
<td><strong>1.1 Provide welcome, getting started.</strong></td>
</tr>
<tr>
<td>● Welcome students and provide context for what they will be learning, setting a tone for success from the start of the course.</td>
</tr>
<tr>
<td>○ Establish instructor presence and model voice and tone of interaction.</td>
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<tr>
<td>○ Provide guidance to ensure students will get off to a good start in the online space.</td>
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<tr>
<td>● Explain how students are to proceed when they first access the course.</td>
</tr>
<tr>
<td>● Guide students through course learning materials and activities through visual clues and simple notations, like “start here”, and “before you move on” help.</td>
</tr>
<tr>
<td><strong>1.2 Provide course orientation, module orientations.</strong></td>
</tr>
<tr>
<td>● Clarify content rationale as well as the scope of work and expected time commitment.</td>
</tr>
<tr>
<td>● Provide an overview of the online course including what, when, where and why they will be learning, and an overview of each course module that provides information on what content, interaction, and assessment will take place within a specific period of time.</td>
</tr>
<tr>
<td>● Include a module orientation with at least a short introduction to the module topic and indicate what materials need to be reviewed, and what activities and assignments need to be completed.</td>
</tr>
<tr>
<td>● Include due dates for every assignment and activity in the module.</td>
</tr>
<tr>
<td><strong>1.3 Provide an online/printable version of syllabus.</strong></td>
</tr>
<tr>
<td>● Keep students on track with information provided, in advance, alleviating the possibility for problems and obstacles.</td>
</tr>
<tr>
<td>● Syllabus is in an accessible format available for online download and printing. (<a href="http://go.hawaii.edu/ErG">Syllabus template</a>)</td>
</tr>
<tr>
<td><strong>1.4 Include mandatory Leeward CC syllabi information and campus policies.</strong> Policies need to be communicated to online students, with course links to associated student services offices at the institution. Links should bring the student to:</td>
</tr>
<tr>
<td>● The policy, in clear language.</td>
</tr>
<tr>
<td>● Guidelines on the policy, including how the policy is enforced.</td>
</tr>
<tr>
<td>● Contact information for policy related offices and personnel.</td>
</tr>
<tr>
<td>● Where to go for additional resources.</td>
</tr>
<tr>
<td>● Campus policies should address <a href="http://go.hawaii.edu/ErG">student conduct and academic integrity</a>.</td>
</tr>
<tr>
<td><strong>1.5 Explain course policies.</strong></td>
</tr>
<tr>
<td>● A clear explanation of course policies is provided and easy to understand.</td>
</tr>
<tr>
<td>● Course policies may include:</td>
</tr>
<tr>
<td>○ Grading policy</td>
</tr>
<tr>
<td>○ Late work submission</td>
</tr>
<tr>
<td>○ Student conduct</td>
</tr>
<tr>
<td>○ Communication</td>
</tr>
<tr>
<td><strong>1.6 Provide access to campus resources (technical help, orientation, tutoring).</strong> Link to <a href="http://go.hawaii.edu/ErG">campus resources for Distance Education students</a>.</td>
</tr>
</tbody>
</table>
| **1.7 State whether the course is fully online or blended.** Provide students with information about online readiness; for example:
1.8 Explain communication methods.
Instructor communication policy is clearly stated.
- How will your students communicate with you?
- What is your response time?
- How will students communicate with each other?
- What is your preferred way for students to contact you?

1.9 Ensure objectives/outcomes are easily located, clearly stated, measurable, and written from a student’s perspective.
- Objectives should be measurable and express some level of mastery that students will need to demonstrate as a result of participating fully in the course.
- All course content, learning activities, interactions and assessments should be in alignment with these objectives/outcomes.
- Objectives should address what students need to know when they complete the module, course, or program, and aligned activities and assessments should showcase how students will achieve those objectives.
- Objectives are written from a student’s perspective to make it easy for students to understand.
- Objectives for the course or module are easy for students to locate in the course.

1.10 Provide instructor, department, and program contact info.
Instructor, department, and program (if applicable) contact information is easy to find.

1.11 Explain distinction between required and optional materials.
The course contains an explanation of required and optional resources and materials. It is clear to students which resources are required to complete course activities and assignments. Optional resources are clearly indicated.

1.12 Provide instructor self-introduction.
Examples include: a self-introduction video, forum post, email, infographic

1.13 Ask students to do self-introductions.
Examples include: a self-introduction video, forum post, email, infographic

2 COURSE TECHNOLOGY AND TOOLS

2.1 State technology skills and minimum technology requirements.
Any hardware, software, or technology applications that are required for successful participation in the course need to be introduced along with resources that support a full range of learner mastery. This information needs to be communicated to students early on, and reinforced throughout the term.

2.2 Include orientation/tutorials for technology skills required for learning activities.
Instructor may create a personalized tutorial or provide links to existing tutorials.

2.3 Link to tools’ privacy and accessibility policies.
- Students entrust the university with their personal information and expect that information to be protected. Web-based applications and other technology tools may be collecting data in the background, and students need to be advised and know that their data is safeguarded.
- Links to privacy policies are provided for all external websites and services that require students to create a username and password.
- Link to the privacy policy of the Learning Management System (LMS) is provided. (e.g. Laulima use is subject to the University of Hawai‘i Executive Policy E2.210.)
- Links to accessibility policies are provided for all tools used in the course. (Note: If a tool isn’t accessible, provide an equivalent alternative tool or activity if you move forward with using it.)
- Tools used are approved by UH ITS. Check the UH ITS’ third-party tools or microservices commonly used by instructors. If a tool you use is not listed, submit the form for review and approval.
2.4 Ensure course tools promote student engagement and active learning.  
Tools available within the LMS are used to facilitate learning by engaging students with course content, each other, and the instructor.

2.5 Ensure course technologies are current.  
- Course technologies are up-to-date
- Examples include:
  - Synchronous web conference tools
  - Mobile application that supports learning and/or interaction
  - Web-based collaborative platform (i.e. Google Docs, wiki)
  - Blogs
  - Online simulation software
- The course utilizes tools in the LMS that supports learning objectives

2.6 The technology and tools used in the course support the course learning objectives/outcomes.  
The technology tools utilized in the course actively engage students in the course material, facilitate interaction, and help students achieve the course learning objectives and outcomes.

3 DESIGN AND LAYOUT

3.1 Ensure course layout and navigation is logical, consistent, and uncluttered.  
- The online course should be designed so that students can easily navigate and progress through a logical sequence and pace. This is achieved through consistency in layout and delivery of information types in regular order within learning modules.
- Organization is one of the most important parts of an online course. The key factor in the organization of an online course is consistency — from the overall color scheme and page design to the layout and structure of learning modules, assignments, and rubrics.
- Redundancy (the same documents appearing in several locations) is recommended because repetition helps students navigate easily to relevant information without having to search extensively.

3.2 Ensure information is divided into manageable sections.  
- Reduce content to smaller “chunks”
- Organize course content into sections
- Utilize white space

3.3 Write clear, unambiguous instructions.  
- Clear instructions help students to function in the online environment without having to repeatedly ask for clarification.
- Instructions can be communicated in many different forms in an online course, including orientations, introductions, announcements, guidelines, rubrics, etc.

3.4 Text is easily readable.  
- Recommended: sans-serif, 12 pt or larger font used
- Ensure text can be zoomed
- Ensure enough contrast between text and background

3.5 Where applicable, use simple tables to display information.  
- Ensure all tables have a title and description
- Ensure table header rows and columns are assigned
- Avoid using merge-cells or complex tables

3.6 Course materials are accessible to meet the needs of diverse learners.  
- Videos are captioned or text transcripts are available
- All text (page, PDF, images) is readable by a screen reader
- Alt tags, captions, and transcripts are provided for all non-text content
- All text, graphics, and images do not use color as the only means of conveying meaning

http://go.hawaii.edu/ErG | Last updated on 5/28/21
3.7 Ensure tools meet accessibility standards.
- Link to Laulima Accessibility
- Link to third party tools’ accessibility statements
- If no accessibility statement exists, it is stated as such

4 CONTENT AND ACTIVITIES

4.1 Provide a variety of activities and resources that facilitate communication, collaboration, learning, and engagement.
- Students benefit more from activities than from simple presentation of content. External readings, assignments, discussions, interactive web sites, online assessments (formative and summative) should all be connected clearly to mastering course concepts, and aligned with module, course, and program objectives.
- Relevancy to the course content is clear to students.
- Students need to know why they are required to read, review, discuss or create materials in the course. When they know the reasoning behind what they need to complete, they will be more engaged.

4.2 Ensure course content and resources use proper citations, copyright, permissions, and licensing info (including Creative Commons).
Ask a librarian for guidance on how to properly cite and use fair use materials.

4.3 Course content and activities are aligned with course objectives.
All course content, learning activities, and interactions should align with course objectives/outcomes.

5 INTERACTION

5.1 Explain all instructor interaction and feedback.
The course provides students with information on instructor response times, which include, but are not limited to: discussion postings, feedback on assignments, and grades. This information is easily accessible for students.

5.2 Explain all student interaction expectations.
A clear explanation of the instructor’s expectations and requirements of student interaction is provided to the students (frequency, length, response time, content, etc.). This includes, but are not limited to: discussion postings, assignments, peer evaluations, self-assessments, group projects, etc.

5.3 Provide activities and/or opportunities that build community.
- Activities and/or opportunities which foster social presence (a sense of belonging and feeling comfortable to participate/interact and respect opposing views), promote student engagement, and open up avenues for communication.
- Examples may include: icebreaker/self-introduction discussion forum where instructor and students participate and engage with each other, students share their insights and opinions about an article or course topic, study groups, team/group projects, “cyber cafe”/“hallway” discussion forum or virtual meeting/chat space where students and the instructor can meet informally to chat about course-related (or other) topics.

5.4 Provide opportunities for student-to-student interaction.
- Instructor as facilitator, moderating and evaluating the quality and quantity of interaction between students.
- Group and peer-review assignments support social, teaching, and cognitive presence in the online space.
- Collaborative exercises enabling more advanced students to help other students to maximize their abilities, and help construct new knowledge together.

5.5 Provide opportunities for regular and substantive interaction between instructor and student.
- ACCJC Policy on Distance Education and Correspondence Education
- Examples of instructor-student interaction:
- Follow-up questions on assignments
- Forum discussion posts that include instructor participation
- Instructor provides a summary post for forum discussions
- Instructor feedback on assignments
- Course announcements that provide general feedback to students
- Synchronous chat
- One-on-one synchronous meetings

- Regular and Substantive Interaction by Everett Community College

### 5.6 Learning activities provide interaction that support active learning.
Active learning involves students engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding students to increasing levels of responsibility for their own learning.

### 6 ASSESSMENT AND FEEDBACK

#### 6.1 Assessments measure course and/or module objectives.
Assessments are linked to course activities and measure learner mastery of course and/or module objectives.

#### 6.2 Provide regular and appropriate assessments.
- Assessments are included at regular intervals
- Formative assessments that lead to summative assessments
- Assessments used are appropriate for the course content

#### 6.3 Provide clear assessment criteria for assignments.
Rubrics are recommended as a best practice for communicating criteria and achievement levels for assignments in online courses. They:
- Make learning targets clearer;
- Guide the design and delivery of instruction;
- Normalize the assessment process; and
- Give students self- and peer-assessment guidelines.

#### 6.4 Provide opportunities for self-assessment.
- Students have opportunities to assess their own learning throughout the course determining what they’ve mastered, and detailing what needs improvement. It is a multi-faceted method of determining learner mastery, by asking students to explore their own work, and determine a level of performance or mastery.
- Self-assessment plays a role in learner self-efficacy, fosters learners’ abilities to construct meaning, and promotes metacognition. By asking students to check their skill mastery levels, or reflect on their own work, they learn to examine their own reasoning and decision making process (Cukusic et al, 2014).

#### 6.5 Setup online gradebook for students.
By providing easy access to an up-to-date gradebook, the instructor gives students the ability to check in on their progress continuously throughout the term. The added functionality and reporting features enable the instructor to review and analyze the gradebook, as well as create reports on student progress and course completion.

#### 6.6 Provide at least one opportunity for descriptive feedback on all aspects of course.
This may include, but is not limited to the course evaluation via [Course Evaluation System (CES)](http://go.hawaii.edu/ErG).

The "Leeward CC Distance Education (DE) Guidelines" were based on recognized best practices from:
- Quality Matters
- SUNY Center for Online Teaching Excellence
- UHM College of Education, Department of Learning Design and Technology
Instruction Working Group - Fall 2020 Framework

Please use the following bookmarks and documents linked here to explore who we are and what we are up to. We hope this work can help inform your understanding of some of the instructional challenges we are facing moving forward. We are a part of a larger “Envisioning Team”.

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MEMBERSHIP

Committee Leadership

- Michael Cawdery, cawdery@hawaii.edu (Faculty Senate Chair)
- Michael Oishi, mtoishi@hawaii.edu (Faculty Senate Vice Chair and Chair-elect)

Committee Membership

- Kathryn Fujioka-Imai, kathrynf@hawaii.edu (Campus Council Chair and DC)
- Rachael Inake, rinake@hawaii.edu (EMC Coordinator)
- Jim West, west@hawaii.edu (DC and UHPA Rep.)
- Ron Umehira, umehira@hawaii.edu (Dean - CTE)
- Jim Goodman, goodmanj@hawaii.edu (Dean - A&S)
- Kelsie Aguilera, kelseieag@hawaii.edu (DE Committee Chair and FS Secretary)
- Danny Wyatt, dwyatt@hawaii.edu (Waianae Moku Coordinator)
- **Student Rep. (needed)**
- **ADD Erin Thompson**

Committee Contacts

- Janel Oshiro, jkoshiro@hawaii.edu (Banner)
- M&S - Helmut Kae, helmut@hawaii.edu
- Tracy Losch, tlosch@hawaii.edu
- PAT - Nolan Miyahara, nolanmm2@hawaii.edu
- Student Services - Summer Barrett, summerls@hawaii.edu
- Mikey Harada, haradami002@hawaii.rr.com, haradami@hawaii.edu
- Peter Kun Frary, frary@hawaii.edu
- Michelle Igarashi, migarash@hawaii.edu
- DC Business - Warren Kawano, warrenk@hawaii.edu
- DC PAT - Tommylynn Benavente, tlbenave@hawaii.edu
- DC SS - Eiko Kosasa, ekosasa@hawaii.edu
- DC MS - William Albritton, walbritt@hawaii.edu
- OCEWD - Michael Moser, tmoser@hawaii.edu
- Kay Ono, VCAA, kayono@hawaii.edu
- **List of Discipline and Program Coordinators**

Committee Reports

- VCAA - Kay Ono, kayono@hawaii.edu
- Chancellor - Carlos Penaloza, carlospe@hawaii.edu
VCAS - Mark Lane, marklane@hawaii.edu
COMMITTEE LOGISTICS

Committee Goal - The Instruction working group is charged with supporting student enrollment, student learning, and student success by having strategic conversations about the delivery of instruction in Fall 2020 and throughout the pandemic period.

Meeting Dates (Running Minutes)

- Meeting 1 - Thursday, May 14th, 2020 @ 11:30am
- Meeting 2 (Modalities Sub Group) - May 20 (Modalities Document)
- Meeting 3 (Leadership) - May 27th (DC meeting and Faculty Decisions)
- Meeting 4 (Leadership and DCs) - Thursday, May 28, 2020 @ 2:00pm
- Meeting 5 (Small sub-group) - Monday, June 1 @ 11:30am - 1:00pm (Modalities Document)
- Meeting 6 (Modalities Sub Group) - Tuesday, June 2 @ 2:00 pm (Sharing with DCs and Discipline Coordinators)

Committee Deliveries

- MET - Identifying a schedule of classes currently promised (F-2-F, Online, Hybrid, 5 weeks)
- MET - Overlay current course enrollment with current “SD” capacity. Report here.
- MET - Determine Divisions with higher and lower amounts of online instruction
- MET - Determine Divisions who strongly recommend the use of face-to-face modalities for particular courses.
- MET - Suggest opportunities to move toward increased academic offerings in varied modalities including a move toward increased online/remote academic offerings while respecting the need for face-to-face classes for a variety of reasons.
- MET - Create an Instructional discussion/decision matrix for discussion between Div./Department Chair
- MET - Outline a clear definition of the various course delivery models and explain the pros and cons of each of the delivery models in order to empower faculty

Committee Tasks

- Check-in about Instructional Modalities document and decisions that need to be made by DCs, Program Coordinators, and Faculty.
- Develop a Recommended Instructional Modalities - Fall 2020 (With Banner Information)
- Determine w/DCs which programs, courses, and instructors are going to go which model (F-2-F, Hybrid, HyFlex, DE):
  - **Updated Schedule as of 5/24**
  - Finalize scheduling document that communicates preferred modality (includes experience with that modality or any other notes from DCs that need to be considered).
  - The document will be shared with the Facilities group and Technology group for analysis on feasibility.
  - Courses that can be accommodated will be forwarded to Banner.
  - Any adjustments will be made according to recommendations from Facilities and Technology and communicated to faculty by DCs and Program Coordinators.
  - Adjustments will be communicated back to the Facilities group and Technology group for final approval.
  - The final scheduling document will be reported to Banner by June 30th, 2020
- Determine how students will be communicated with about scheduling changes
- Determine how students will be communicated with about “classroom” expectations
- Collaborate with the Envisioning group to see that student communications are timely and appropriate.
- Determine how best to support quality through technology and campus services (Tutoring, Proctoring, Counseling)
- Begin to develop w/DCs a "ballpark" or estimate budget for Fall 2020 to support instructional modalities and provide to Technology group
COMMITTEE RESOURCES

Information Sources

- **15 Fall Scenarios** (source: Inside Higher Ed)
- **Survey of Faculty for course delivery** and primary concerns for Fall 2020 (delivered by Division Chairs)
- Survey of Faculty Experiences from Spring 2020 - noted in questions
- Survey of Student Experiences from Spring 2020 - noted in questions
- Identify award-winning instructors
- **CDC - College and Universities**
- **Chronicle of Higher Education - Fall Opening Issues**
- **How Colleges are Planning for Fall 2020**
- CDC Guidelines - **Colleges and Universities**
- **Fall Enrollment for UH - Leeward CC**
- **Baseline Online Strategies**
- **Pedagogical Approach** - framework -- adaptability, connection and equity -- to guide decision making. Use the framework to plan assignment-, course- and institution-level responses
- **Teaching Continuity Guide (Leeward CC)**
- **Teaching During an Emergency (UHOIC)** (for faculty)
- **Learning During an Emergency (UH)** (for students)
- **Resources for faculty moving instruction online**
- **The Unexpected Transition to Remote Learning and What's Ahead for Fall: a Conversation** (source: Inside Higher Ed)
- **Fall 2020 - Plans for over 500+ colleges**
- **Key Points from CDC recommendations to K-12 schools**
- **John's Hopkins Center for Health Security Advice on Reopening of Schools**
- **Open Smart.edu and the recommendations and Planning Guide**
- **Research model for opening campuses**

Knowns

- 5/10 - We have 1185 total course sections offered in Fall 2020.
- 5/10 - We have 353 scheduled for online offered Fall 2020.
- 5/13 - We have over 400+ scheduled online for the Fall 2020.
- 5/14 - We have over 600+ course scheduled online (50%+) for the Fall 2020.
- 5/10 - We have f-2-f 832 course sections offered in Fall 2020. ([Master Course Schedule](#))
- 5/10 - LA and MS have a lower percentage of classes offered online
- 5/10 - PAT has a low number of course sections and a low number of online
- 5/10 - SS has a high density of online offerings (over 60%)
● 5/14 - AH has a higher percentage of courses with traditional f-2-f delivery (Arts & music) and 50% online with the others. Considerations for large lecture courses for face-2-face. Faculty empowerment and DC empowerment.

● 5/11 - LA faculty seem flexible to hybrid or even fully online (as many as 5 [3 full-time] may have identified challenges)

● 5/13 - Room schedules with capacity

● 5/15 - Of 13 CTE programs, 290 CTE courses are currently scheduled in fall 2020 of which 149 (51%) are F2F and 141 (49%) are online

● 5/28 - Final Course Offering Reg Codes from UH System

Special Consideration for Wai‘anae Moku (Contributed by Danny Wyatt)

● Course Offerings
  ○ Currently 59 courses are earmarked as hybrid courses, 7 as face-to-face, and 3 as online courses.

● Facility Issues
  ○ Cleaning schedule
  ○ Seating/class capacity

● Faculty Offices -
  ○ 32 faculty teaching at the campus, 8 faculty offices
  ○ Scheduling faculty, community partners & college service providers in existing offices and providing cleaning time between use. Plus, at no time can two faculty be in one office at the same time.

● Student Concerns
  ○ Wai‘anae Moku students prefer face-to-face classes; hybrid classes provide maximum opportunity for that preference while helping minimize the likelihood of illness being passed between students, faculty and staff.
THINGS TO CONSIDER

Unknowns

- Whether or not there will be community spread (particularly at Leeward CC or within Leeward Communities or anywhere in the UH system)?
- Whether or not we will have testing?
- Whether or not we will have international or mainland students?
- Whether or not returning students will have to quarantine?
- Whether or not enrollment will be impacted (positive or negative)?
- What the recommendations will be from the UH system workgroups?
- Will some instructors resist the suggested modality?
- Will we move some instructional design resources to faculty and identify challenges?
- Is there a preferred instructional option for the various programmatic offerings? (Labs, lecture, PAT)
- Are our faculty at-risk for health issues?
- Faculty, staff, and student travel. We do know that travel increases risk.
- It has been shown that COVID-19 has been disproportionately affecting Native Hawaiian and Pacific Islander communities. Are Leeward students particularly at-risk?
- Should we stagger schedules?
- Should we include Fridays?
- Should we include Saturdays?
- What is our ideal percentage of DE sections v. Face to face classes in Fall 2020?
  - Potential Answer: 70% DE & 30% F-2-F
- What happens when we overlay current enrollment onto SD capacity?
  - Should we cap enrollment if already over capacity?
  - Should we cap enrollment if over capacity?
  - Should we cap enrollment at double capacity?
- Should we accommodate for instructor preference?
- Should we accommodate for instructors potentially compromised situations?
- Should we accommodate instructors’ skills?
- How do we account for quality?
  - Attention to the baseline
  - Requiring the self-assessment
- If an instructor is ready to go fully online, should we encourage it?
  - Should instructors be required to complete the Request for Accommodation Form to teach fully online? If they do not have a medical
condition but are concerned for their health and safety, can the College require that they teach at least one F2F section?

- Do we really need to have one f-2-f section of all courses currently promised or regularly offered online?
- What are our caps? Can we change the caps for face-to-face transitioning to online?
- How will we inform students when they are disenrolled in classes to ensure there are alternative sections being offered?
- What about our students?? What are their preferences and expectations for attending Leeward CC? Are we providing them that?

**Considerations for Institutional Success**

- Class size reduction is a reality, but one that should not be the norm, we need to maximize our offerings whenever possible.
- Some classes may benefit from changing where they meet to best accommodate larger enrollments.
- Given our current offerings, we should head toward a goal of moving classes to distance delivery or hybrid wherever possible. Our first goal should be to reduce our current 832 sections to half of those, 416 sections by moving the classes to other modalities.
- Given space and resource constraints, as well as a possible re-emergence of the virus in the Fall, we need to be as ready as possible.
- Certain Programs will have Accreditation issues and should check to ensure that their needs are being met
- Are we putting students on waitlist?
- Are we considering class size reductions for online?
- Do we need to add a category for the various modalities?

**Considerations for Faculty Success**

- it should be stressed that faculty should be preparing for whatever modality they would like to teach, as well as be proactive and prepare for potential changes. We all have learned something from this past semester, we definitely don't want to be surprised again.
- We have a guiding document for distance delivered courses, as recommended by the Faculty Senate, that seeks to guide instructors design of online delivered courses. This guide is a baseline level of actions that instructors can take to support students through clear and consistent expectations. It is our college expectation that courses moving to distance delivery for Fall 2020, that have not undergone course development for online delivery, need to meet those minimum expectations.
- Professional development will be offered to assist in all transitions to different modalities.
• Faculty are willing to take the time in the summer.
• make clear weekly expectations.
• Provide online lectures.
• Having fair due dates for assignments and fair workload, due to lack of student motivation from quarantine.
• To communicate clearly via email (assignments/meetings, etc).
• More visual learning
• Keep communication constant
• Instructors need to provide timely feedback on assignments Offer free laptops to all students
• Instructors need to create a well-organized schedule for the course
• Instructors need to focus on learning outcomes, alternative assessments, low-stakes tests, and supporting engagement in their online components
• It is not ideal to have half the class in-person and half the class remote watching. It’s difficult for the instructor to manage two modalities and support engagement in both. The teaching and learning experiences are not the same. Students dissatisfied.
• Faculty are not required to have a face to face class.
• For F2F and hyrbid, do we need a requirement that they all need a Laulima "shell" so they can be quickly converted to remote if need be?

**Considerations for Health and Wellness**

• Classroom cleaning is a limitation. We have not yet determined protocols and do not have a cost associated with increased frequency and intensity of cleaning protocols. We need to reduce our space utilization.
• Current social distancing guidelines are the best resource we have to inform classroom configuration. 6’ distance, masks, and frequent cleaning. This guidance may change over the summer months and during the Fall semester.

**Considerations for Student Success**

• Veteran students are required to take at least one f-2-f course.
• Communication of the modality needs to happen as soon as we know.
• We need to identify and support students who were not successful in Spring 2020
• Students and instructors appear to respect the current situation and will understand as decisions need to be made
• 80% of students surveyed have expressed interest in returning.
• Be careful of asking for too much work
• Use an appropriate amount of patience
• Communicate with and encourage students more
• We need more online tutoring.
● We need to increase online proctoring capacity? Asynchronous online courses make it difficult to schedule specific times for exams.

● We need to provide students with workspaces and access to instructors

● We need to appreciate the challenges students are facing

● I need space to study

● We need student activities

● It is not ideal to have half the class in-person and half the class remote watching. It’s difficult for the instructor to manage two modalities and support engagement in both. The teaching and learning experiences are not the same. Students dissatisfied.

● Change high-stakes assessments to lower-stakes assessments and/or authentic assessments (that are not tests). Connect students’ learning to the real-world! (I’m sure they’re craving it being cooped up in quarantine.) This also prevents cheating and supports academic integrity when students are engaged and connected with the course, the instructor, and their peers.

● We need to ensure that accommodations are made for students who have special and financial needs.

● Will need to consider students' time. They didn't register for a 2.5-3 hour class once a week. This may also conflict with other scheduled classes that they've registered for.

● I think another "at-risk" category that we need to consider is "academically at-risk", such as freshmen students. Maybe preference for face-to-face can be given to freshman, etc. Students in their third year, etc., are more likely to be adept at distance ed.

● For F2F and hyrbid, do we need a requirement that they all need a Laulima "shell" so they can be quickly converted to remote if need be?

**Considerations for Technological Solutions**

● Pedagogy should drive technological solutions

● OWL technology

● Flexible course offerings

● Some creative instructional deliveries require technology that may not be readily available.
Parking Lot - All Sorts of Anything from Faculty and Students

- Tape in classes.
- We should go all online
- We should make adjustments to Laulima ASAP
- We need to have a plan for hands-on labs
- We need to have a plan for test-taking and proctoring
- Soundproof studios for recording
- We need to identify and support students who were not successful in Spring 2020
- We need to work to provide reliable internet access for students, perhaps by inviting them to campus
- We need to ensure that videos have the capacity for captioning.
- How do we share large files with students?
- We need ongoing panels of instructors with best practices
- Increased access to library databases
- Host virtual sessions/videos that are accessed after streaming, explaining financial aid, registration, library resources still available, etc.
- Should we offer night classes?
- Online classes should mean completely online.
- Making everyone use the same conference tool, such as all using Zoom.
- Increased funding for tuition waivers might help enrollment.
- Do we have any data on student success?
- Additional workshops and stipends for faculty in need during the summer.
- Clarity in modalities seems to be a positive to help students choose their schedules wisely.
- Are there stipends to help encourage faculty who recognize they need help?
- “keep it simple” to avoid too much interference with student preference. This relates primarily to move to Hybrid and DE designations.

Parking Lot - More Supporting Documents and Links
**RUNNING MINUTES**

**Agenda - Meeting 4 (DC) - Thursday, May 28, 2020 @ 2:00pm**

**Present:** Michael Oishi, Michael Cawdery, Kay Ono, Warren Kawano, Kathryn Fujioka-Imai, Danny Wyatt, James West, Tommylyn Benavente, William Albritton, Eiko Kosasa

Three Things to Cover:

1. **Task 1:** Check-in about [Instructional Modalities documents](#) and decisions that need to be made by DCs, Program Coordinators, and Faculty.
2. **Task 2:** Determine w/DCs which programs, courses, and instructors are going to go which model (F-2-F, Hybrid, HyFlex, DE)
3. **Item 3:** Thinking about our long term goals

**Task 1:** Check-in about [Instructional Modalities document](#) and decisions that need to be made by DCs, Program Coordinators, and Faculty.

a. At chairs request, reduce the modalities to a very select set (note: this may limit the choices of faculty; we should hesitate to be overly prescriptive beyond the bounds established by [UH system Registration/Banner Codes for Fall 2020](#))

b. Zoom meeting planned with discipline and program coordinators and division chairs.
   i. **Proposed date and time:** 2 p.m., Tuesday, June 2, via Zoom.
   ii. **Purpose:** To explain the range of instructional modalities to discipline and program coordinators and determine the most viable options.
   iii. **Request to Division Chairs:** [Names and emails of discipline and program coordinators](#).
   iv. **Other Participating Members:** Division chairs, Deans, Instructional Working Group, Technology Working Group, Facilities Working Group

   c. Have DCs and program coordinators provide a consistent and clear set of options to those faculty who are still required/wishing to make a change
   d. Decisions need to be made with faculty by Friday, June 12th, if not sooner.

**Task 2:** Determine w/DCs which programs, courses, and instructors are going to go which model (F-2-F, Hybrid, HyFlex, DE):
e. Finalize scheduling document that communicates preferred modality (includes experience with that modality or any other notes from DCs that need to be considered).

f. The document will be shared with the Facilities group and Technology group for analysis on feasibility.

g. Courses that can be accommodated will be forwarded to Banner.

h. Any adjustments will be made according to recommendations from Facilities and Technology and communicated to faculty by DCs and Program Coordinators.

i. Adjustments will be communicated back to the Facilities group and Technology group for final approval.

j. The final scheduling document will be reported to Banner by June 30th, 2020

**Item 3:** Thinking about our long term goals:

k. Determine how students will be communicated with about scheduling changes

l. Determine how students will be communicated with about “classroom” expectations

m. Collaborate with the Envisioning group to see that student communications are timely and appropriate.

n. Determine how best to support quality through technology and campus services (Tutoring, Proctoring, Counseling)

o. Begin to develop w/DCs a “ballpark” or estimate budget for Fall 2020 to support instructional modalities and provide to Technology group

**Agenda - Meeting 3 (Leadership Group) - Thursday, May 28, 2020 @ 10:00am**

**Present:** Michael Oishi, Michael Cawdery, Kay Ono

4. **Task 1:** Check-in about [Instructional Modalities document](#) and decisions that need to be made by DCs, Program Coordinators, and Faculty.

   a. At chairs request, reduce the modalities to a very select set (note: this may limit the choices of faculty; we should hesitate to be overly prescriptive beyond the bounds established by [Banner Descriptions from UH System](#) (working document; near-final))

   b. Zoom meeting planned with discipline and program coordinators and division chairs.

      i. **Proposed date and time:** 2 p.m., Tuesday, June 2, via Zoom.
ii. **Purpose:** To explain the range of instructional modalities to discipline and program coordinators and determine the most viable options.

iii. **Request from Division Chairs:** Names and emails of discipline and program coordinators.

iv. **Other Participating Members:** Division chairs, Deans, Instructional Working Group, Technology Working Group, Facilities Working Group

c. Have DCs and program coordinators provide a consistent and clear set of options to those faculty who are still required/wishing to make a change
d. Decisions need to be made with faculty by Friday, June 12th, if not sooner.

5. **Task 2:** Determine w/DCs which programs, courses, and instructors are going to go which model (F-2-F, Hybrid, HyFlex, DE):

   a. Finalize scheduling document that communicates preferred modality (includes experience with that modality or any other notes from DCs that need to be considered).
   b. The document will be shared with the Facilities group and Technology group for analysis on feasibility.
   c. Courses that can be accommodated will be forwarded to Banner.
   d. Any adjustments will be made according to recommendations from Facilities and Technology and communicated to faculty by DCs and Program Coordinators.
   e. Adjustments will be communicated back to the Facilities group and Technology group for final approval.
   f. The final scheduling document will be reported to Banner by June 30th, 2020

6. **Item 3:** Thinking about our long term goals:

   a. Determine how students will be communicated with about scheduling changes
   b. Determine how students will be communicated with about “classroom” expectations
   c. Collaborate with the Envisioning group to see that student communications are timely and appropriate.
   d. Determine how best to support quality through technology and campus services (Tutoring, Proctoring, Counseling)
   e. Begin to develop w/DCs a “ballpark” or estimate budget for Fall 2020 to support instructional modalities and provide to Technology group
Agenda - Meeting 2 (Small sub-group) - May 20

Present: Michael Oishi, Rachael Inake, Kelsie Aguilera, Michael Cawdery

We reviewed the Instructional Modalities document for clarity, consistency, and language. In doing so, we came to some consensus about how the document should be presented. We made recommendations for specific modalities based on ease, familiarity, and common practice. We also outline other options within the broader scope of possibility.

As of now we have developed three supportive documents to guide the decisions about Fall 2020:
1. Instruction Working Group - Information Central - Fall 2020
2. Instruction Working Group - Instructional Decision Matrix - Fall 2020
3. Instruction Working Group - Instructional Modalities - Fall 2020
4. Recommended Instructional Modalities - Fall 2020 (With Banner Information)

Agenda - Meeting 1 - May 14 (Additional Notes)

I. Working Document
   A. Organization -
      1. Janel Oshiro was added to the Committee to help address Banner changes.OCEWD's
      2. Michael Moser was added to the Notification Group as there are also the OCEWD non-credit program and course offerings to include.
   B. Iteration - Please just work away. Use discretion but don’t be shy.

II. Membership
   A. Current
   B. Ideal - Inclusion of Faculty we should consult with
      1. Awesome people
      2. Lab folk
      3. DCs
      4. Student Services
      5. Scheduling and Registration
   C. Expectations
III. Goal and Tasks

A. Priority and End Goal - Create a discussion/decision matrix for discussion between Div./Department Chair and a Faculty Member

1. Identifying a schedule of classes currently promised (F-2-F, Online, Hybrid, 5 weeks)
   There’s the underlying need to ensure all classes are utilizing Laulima so, should the need arise to revert to all online classes again during Fall Semester, the transition would be both smoother for faculty and students. Hence, there’s the need for an online component no matter the modality of instruction.
3. Determine Divisions with higher and lower amounts of online instruction
4. Determine Divisions who strongly recommend the use of face-to-face modalities for particular courses - especially noted for lab courses, practicums, and arts & music.
5. Suggest opportunities to move toward increased academic offerings in varied modalities including move toward increased online/remote academic offerings while respecting the need for face-to-face classes for a variety of reasons.
6. Outline a clear definition of the various course delivery models including Pros and Cons of each.

IV. Instructional Modalities

A. Course Offerings
   1. the Chancellor would like to see 60% - 70% of Leeward courses offered as online courses.
   2. If a student or faculty member teaching in any other modality falls ill, the course will have to immediately transition to online format; the more prepared the courses are for such an eventuality, the smoother the transition.

B. Definitions -
C. Course Decisions
   1. the VCAA was very clear that the decision on instructional modalities for individual courses is a decision made by the instructor and division chairs and communicated through their Deans.

D. Course Capacity
1. UH system will not allow a reduction in course capacities; it is a budgetary issue. While there may be some flexibility, it will be the Chancellor’s ultimate call.

V. Data Available
   A. Survey
   B. Logistics
      1. Facilities Info
   C. Anecdotal
      1. Student Surveys - Incorporated into Questions
      2. Faculty Surveys - Incorporated into Questions

VI. Question and Consideration
   A. Classrooms
      1. O&M will be cleaning all classrooms, so personal items and aged decorations need to be removed from the classrooms. Items in cabinets won’t be cleaned, but O&M is looking to sterilize each room and the areas in those rooms students have contact with. Clean the rooms so O&M can complete their work.
      2. Disinfectants - wipes are not preferred by M&S
      3. Spray & Towel
      4. Because of #1 and #2 above, O&M is in the process of ordering the best cleaning supplies possible in quantity. The College, however, is also competing against all the other DOE and private K-12 schools and often other UH schools.
      5. Classrooms and school facilities are all Facilities Working Group issues to address.
   B. Students
      1. Masks
         a) Mandatory?
         b) Sustainable?
         c) We could have a maker space for student masks?
         d) What about high-risk students? Those with financial limitations, Mental Health issues, underlying health concerns, living condition problems and so on?
   C. Faculty
      1. Office Hours
   D. Technology
   E. Div. Chairs
   F. Early College

VII. Parking Lots
| Format                                      | Description                                                                 | Scheduled Meetings | Online Options | Learning Environment | SATEXT                                                                 | Notes                                                                 | Examples                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------|-------------------|----------------|----------------------|------------------------------------------------------------------------|                                                                      | (Illustrative scenarios are not inclusive of all possibilities) |
| Remote Teaching Sync via Videoconferencing | Some synchronous online meetings required in addition to asynchronous work | TRUE              | FALSE          | TRUE                 | Videoconferencing and www                                             | Online: This class is conducted online. Students are required to      | 1. Class meets in online synchronous meeting every other week and remaining work is done online asynchronously  |
|                                             |                                                                            | FALSE             | TRUE           | FALSE                |                                                                        | meet at least once via videoconferencing software and participate in   | 2. Class includes synchronous online proctored exams and all other work is done asynchronously online   |
|                                             |                                                                            | TRUE              | FALSE          | TRUE                 |                                                                        | additional online learning activities. Email instructor XX@hawaii.edu  |                                                                      |
|                                             |                                                                            | TRUE              | TRUE           | TRUE                 |                                                                        | for more info.                                                        |                                                                      |
| Online Async                                |                                                                            | TRUE              | TRUE           | TRUE                 |                                                                        | Online: This class is conducted online. Students are required to      | 1. All class work is completed asynchronously online, beginning in week 3 and ending in the final week of the semester  |
|                                             |                                                                            | FALSE             | FALSE          | TRUE                 |                                                                        | meet at least once via videoconferencing software and participate in   | 2. All work is completed online and synchronous meetings are optional  |
|                                             |                                                                            | TRUE              | TRUE           | TRUE                 |                                                                        | additional online learning activities. Email instructor XX@hawaii.edu  |                                                                      |
|                                             |                                                                            | TRUE              | FALSE          | TRUE                 |                                                                        | for more info.                                                        |                                                                      |
| Dual Delivery                               | Class is divided into 2 CRNs: 1 face-to-face and one either synchronous or   | TRUE              | FALSE          | TRUE                 | Classroom, Lab, Shop, Studio + www                                     | 1. Half the class meets face-to-face every week on a regular schedule   |                                                                      |
| (Hybrid/G2F)                                | asynchronous online                                                       | TRUE              | TRUE           | FALSE                | Videocferencing and/or www                                             | while the other half meets at the same time via videoconferencing     |                                                                      |
|                                             |                                                                            | TRUE or TRUE      | TRUE           | and/or TRUE          |                                                                        | 2. Half the class meets face-to-face every week on a regular schedule   |                                                                      |
|                                             |                                                                            | and/or TRUE       | TRUE           |                      |                                                                        | while the other half meets at the same time via videoconferencing for  |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | key activities and completes remaining work online asynchronously      |                                                                      |
| Hybrid Sync Scheduled                       | Class is divided into 2 CRNs: Both meet separately face-to-face at regularly | TRUE              | FALSE          | TRUE                 | Classroom, Lab, Shop, Studio + www                                     | 1. Half the class meets face-to-face on Tues, the other half on Thurs,  |                                                                      |
|                                             | scheduled times; remaining work is online (may or may not include synchronous | TRUE or TRUE      | TRUE           | and/or TRUE           | Videocferencing and/or www                                             | and all remaining work is done online asynchronously                    |                                                                      |
|                                             | online meetings)                                                           | and/or TRUE       | TRUE           |                      |                                                                        | 2. Half the class meets face-to-face and half the class joins at the   |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | same time via videoconferencing, switching modality on a regular basis  |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | (e.g., either F2F Tues/online Thurs or switching modality every other  |                                                                      |
| Hybrid Sync Variations                      | Face-to-face meetings are required at varying times; remaining work is      | TRUE              | FALSE          | TRUE                 | Classroom, Lab, Shop, Studio + www                                     | 1. Students meet face-to-face in small groups to complete key learning |                                                                      |
|                                             | online (may or may not include synchronous online meetings)                  | TRUE or TRUE      | TRUE           | and/or TRUE          | Videocferencing and/or www                                             | activities or assessments (e.g., labs, clinical); remaining work is    |                                                                      |
|                                             |                                                                            | and/or TRUE       | TRUE           |                      |                                                                        | done asynchronously online                                            |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | 2. Students meet synchronously online at various times throughout the   |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | semester; most work is done asynchronously online, but students meet  |                                                                      |
|                                             |                                                                            |                                                                 |                |                      |                                                                        | face-to-face for select key tasks                                     |                                                                      |
| F2F                                         |                                                                            | TRUE              | FALSE          | FALSE                | Classroom, Lab, Shop, Studio                                          | Entire class meets face-to-face every week on a regular schedule       |                                                                      |
Admissions & Records Plan to Return to Campus

Services
- Office will be open during regular hours (8am to 4pm). Phones and emails will be monitored and responded to during this time.
- All services will continue to be provided. All that can remain remote, will.
- Promote Online Services
  - Admissions Applications can be completed and submitted online
  - Transcripts can be ordered online via NCS website
  - Enrollment verifications can be requested via email (Hawaii.edu)
  - Documents/forms can be accessed online and submitted via UH File Drop or via the New Application portal for those applying to the college
    - We will work to convert forms to online submittable forms (Kuali Build) when possible
  - All diplomas/diploma covers will be mailed to students
  - Continue to utilize drop off box for after hours document delivery
- In Person Services will Promoted as being by Appointment Only
  - Students who inquire by phone, email or who are referred by other offices and need more in-depth help (e.g., regarding residency issues, etc.) will be asked to come in for an appointment.
  - Appointments will be scheduled via an appointment software. Appointments will be done primarily by Zoom if possible.
  - If students need to come in due to challenges presented by technology, an in-person appointment will be scheduled.
- Drop-In services will not be promoted, but will be accommodated when it occurs.
  - A mechanism to control who comes in and out of the office needs to be in place. Doors need to be locked until staff can determine that it is safe for the person to enter the office (e.g., masks are worn, capacity in the office can accommodate, etc.). Once it is safe for the person to enter, they will be allowed in.
  - Student Services is looking into an online waiting room kiosk and/or a Zoom waiting room to help manage walk-in traffic. Either one would be potentially accessed by students via a QR code posted on the door on their personal devices to minimize multiple contacts.
  - May also want some kind of doorbell system to help staff know that someone has arrived and is waiting.
  - If a student cannot be immediately accommodated and their need requires a longer conversation, will make an appointment for them to come back.

Staffing
- Bulk of work from home will end as of August 1, 2020 unless staff under quarantine due to exposure or possible covid symptoms; or if there is any situation where a staff member is a high risk and must avoid all potential exposure.
• May require limiting the number of student assistants to maintain social distancing among staff, but full-time staff should be able to remain at current work stations with enough space between them.

Space/Facilities
• A&R will designate specific doors for staff to enter and exit so that they do not have to share entrances with the general public.
• Public doors will be controlled for one-way traffic.
• Preference would be to relocate the transcript evaluator and her student assistant to another space. This would allow adequate social distancing between the two employees. It would also allow the Records staff to more adequately space out to allow for social distancing. If this cannot be accommodated, we may need to reintroduce some telework on a rotating basis.
• Capacity of how many customers can be waiting inside of A&R will be determined by the College’s facilities workgroup.

Supplies Needed
• Hand sanitizer station and/or supplies
• Face masks (if requiring they be worn by all customers)
• Plexiglass barriers lining the entire interior front service desk
• Cleaning supplies for front desk and waiting area, especially if no external service window
• Doorbell
• QR code sign leading to either a Zoom waiting room or the online waiting room kiosk
• Appointment making software
• Laptops (for telework and for Zoom appointments)
• Door informational signage
• Social distancing ‘stand here’ signs for the ground inside and outside of A&R
• Secure door/closure for service window if a service window can be installed.

Issues to Address
• How to manage social distancing of students waiting to come into the office. The walkway outside of the offices are too narrow to accommodate people waiting and those passing by to other offices.
• How to manage drop-in services before plastic barriers are installed.
• A procedure to manage visitors who may arrive without a mask and refuse to wear one.
• Solution for managing drop ins need to minimize the need to manage the door.

Additional Possibility for Handling Foot Traffic
• Create a service window at window next to front door to allow majority of interactions to be handled without requiring anyone to physically enter the A&R Office
  ○ Remove jalousies
  ○ Create opening in existing plexiglass on window
  ○ Cut away metal security window covering
• Question: How to secure window when office is closed?

Counseling’s Plan to Return to Campus

○ Front desk to open regular hours.
  ● The front door is kept locked
  ● Students will use the intercom system (intercom is touchless on the outside of the window) to communicate with the clerk or student help their needs or questions
  ● Can use the square hole at the bottom of the existing plexiglass to submit forms, etc...
    ■ Need signage to direct students
    ■ Need markers for 6 foot distancing on the ground in and outside the office.
    ■ Need cleaning supplies to clean the intercom or plexiglass shields and other office equipment (gloves, cleaner, wipes, paper towels, masks)
    ■ One student help only along with Carol will be in the office at one time
  ○ Counselors to come in on a rotational basis to support the front desk and be available for face-to-face as needed
    ■ Have 1-3 counselor(s) come in per day (at least one of the counselors on duty will be housed in the DH quad)
  ○ Appointments
    ■ Appointment by Zoom or phone is preferred
    ■ Same day appointments can be offered in an open appointment slot in any counselor’s calendar via Zoom or phone
      ● If the student needs to use a computer to Zoom, then the common area computers will be available in the pods of the counselors that are on rotation. C 103 and/or C 105 (if there is an intercom system then C104 is also available). This is for equal access to tech.
      ● We will need cleaning supplies (solution, wipes, paper towels, gloves, trash bags to clean the computer areas after each use as well as the counseling front areas, intercom, and all counselors work spaces)
    ■ If a face-to-face appointment is needed... **in order for face to face apts to be held, a larger space to meet, plexiglass barriers and cleaning supplies need to be in place (lysol spray, paper towels, gloves, extra masks should the student not have one)**
      ● For students requesting a face-to-face appointment, an appointment will be scheduled in the following priority order:
        ○ If those on campus duty have an opening then those schedules will take priority
        ○ If not then other counselors’ schedules will be the next in line to find an open appointment slot
Finally a future appointment slot can be booked

- The student will be directed to the larger room to await the counselor’s arrival
- The meeting will be held in a larger room in which social distancing can be achieved where there will be 2 computers available (1 for the counselor and 1 for the student to use)
- These will need to be cleaned after each use (computers and plexiglass)
- We will need a room or space that is available daily with 2 computers. A plexiglass barrier and cleaning supplies.
  1st preference for meeting area: DH - admin ofc
  2nd preference for meeting area: ED classroom
  **tent is not a good choice for us due to confidentiality**

- We will not be able to meet students face to face in our individual office spaces because we will not be able to maintain a 6 ft distance and it is not practical for barrier placement.

**CRUNCH TIME AUG 17-28:**

- There will be 3 counselors on campus each day.
  - Each of these 3 counselors will be available for virtual “walk in” appointments via zoom link.
  - We will be utilizing STAR balance to create a kiosk where students will appear in order.
    - Each counselor is responsible to check the kiosk and take students in the order that they arrive.
    - The students will be able to indicate zoom or phone as options. Further information/details will be provided in a balance training before crunch time.
- Everyone who is not on campus will be doing their usual crunch time schedule with appointments. The usual front desk help time slot will be replaced by appointment times.
- Both continuing and new students will be able to make appointments during this time unlike our normal crunch time procedure of only NSA appointments and walk in for continuing students. We will however be holding 2 appointments per day for NSA only. We will send instructions to change your 2 appointments per day after the on campus sign ups are complete.

**Counseling Meetings**

- Conducted through Zoom each week.

**List supplies**

- 2 plexiglass shields
- cleaning supplies (solution, wipes, paper towels, gloves, trash bags to clean the computer areas after each use as well as the counseling front areas and all counselors work spaces including the big face to face meeting area)
To Do

- Book a room with 2 laptops or computers that is available daily for face-to-face appointments as needed
  - Possibly could do only specific hours for face-to-face availability

- Services we will not be able to conduct

### Financial Aid Return to the Office

#### Services

- Office will be open during regular hours (8am to 4pm). Phones and emails will be monitored and responded to during this time.
- All services will continue to be provided. All that can remain remote, will.
- Promote Online Services
  - The FAFSA can be completed online
  - All financial aid forms are available online and can be submitted via UH filedrop
  - Hardcopy forms can be dropped off in the Student Services locked mailbox
- In Person Services will Promoted as being by Appointment Only
  - Students who inquire by phone, email or who are referred by other offices and need more in-depth help (e.g., regarding SAP appeals, etc.) will be asked to come in for an appointment.
  - Appointments will be scheduled via an appointment software. Appointments will be done by Zoom primarily.
  - If students need to come in due to challenges presented by technology, an in-person appointment will be scheduled.
- Drop-In services will not be promoted, but will be accommodated when it occurs.
  - Space will allow 1-2 students to be serviced in-person, at a time.
  - A mechanism to control who comes in and out of the office needs to be in place. Doors need to be locked until staff can determine that it is safe for the person to enter the office (e.g., masks are worn, capacity in the office can accommodate, etc.). Once it is safe for the person to enter, they will be allowed in.
  - Student Services is looking into an online waiting room kiosk and/or a Zoom waiting room to help manage walk-in traffic. Either one would be potentially accessed by students via a QR code posted on the door on their personal devices to minimize multiple contacts.
  - May also want some kind of doorbell system to help staff know that someone has arrived and is waiting.
  - If a student cannot be immediately accommodated and their need requires a longer conversation, will make an appointment for them to come back.

#### Staffing
Ideally, all staff will return to work on August 1, 2020. However, this is contingent on our ability to acquire space adequate for social distancing.

If we are unable to acquire space that will allow staff to space out, staff will continue to be rotated through telework with 3 in office at any one time.

Space/Facilities

- Ideally, 3 staff members would be permanently relocated to other areas in the DHP quad. This would allow both the employees to social distance, and it would allow the office to service 2 students at a time in a social distanced environment.
- An alternative would be to allow all of Financial Aid to move to the Business Office’s old space.

Issues to Address

- How to manage social distancing of students waiting to come into the office. The walkway outside of the offices are too narrow to accommodate people waiting and those passing by to other offices.
- How to manage drop-in services before plastic barriers are installed.
- A procedure to manage visitors who may arrive without a mask and refuse to wear one.

Supplies Needed

- Sneeze guards for areas where students will be serviced.
- Cleaning supplies (solution, wipes, paper towels, gloves, masks, trash bags)
- Contactless hand sanitizers
- Laptops for Zoom appointments and telework (high speed if telework is going to be permanently utilized)
- Health & safety signage and instructional signage for the door
- QR code sign leading to either a Zoom waiting room or the online waiting room kiosk
- Appointment making software
- Doorbell
- Markings on floor
- Access to an appointment making tool as well as a waiting room management tool
- Signage around campus regarding Financial Aid OR a ChatBot
  - Signs with QR codes linked to the following:
    - FA Q&A’s
    - Need money for School? Here’s how to start.
    - Already completed your FAFSA, check out your MyUH Portal?
    - Financial Aid Office Contact Information

**JPS and HINET Plan to Return in the Fall 2020 Semester**

**Plan Effective: Aug 24, 2020**

Cori

- Schedule is open and will work with JoAnn’s schedule so that only HINET OR JPS is in the office during the scheduled time. Will only have one student worker when in the office.

JoAnn
• Flexible schedule and can come into the office as needed. Will only have one student worker when in the office.

**Office Requests:**
- Availability of PPE and masks
- Sneeze guards/barriers
- Cleaning Supplies (Wipes, etc.)
- Physical barriers to ensure social distancing
- Additional masks for students if they do not have one available
- Gloves
- Thermometers
- Signage for doors and on the floor to determine the 6 feet apart mark
- Sanitizer
- Air Purifier
- Trashbags
- Paper Towels
- Kleenex
- (1) Laptop for JPS student assistant to use when working from home.
- Face shields for staff members
- Video Intercom for both HINET and JPS Office since we run 2 separate programs

**Office Procedures moving forward:**
- For all JPS and HINET appointments students MUST schedule an appointment in advance. All appointments will be made via Starfish. Students can call or email or utilize the video telecom to schedule an appointment time and date with Cori and JoAnn.
- All JPS appointments will be done via zoom. There will be no in person appointments.
- Office staff will wipe down the office after the end of the day. Wipe all computers, desk, door knobs, etc.
- Only one staff member and one student worker will be in the office on their scheduled work day.
- All office phone calls will be directed to personal cell phones as needed.
- Individual appointments will not be taken in the JPS/HINET Individual Offices due to office space and not having enough space to socially distance.
- Doors will remain locked and we will encourage students to schedule an appointment with us via My Success. As for JPS all appts will be done via zoom as all services can be done remotely. Unfortunately we do not have an office assistant therefore JoAnn and Cori will need to manage all student appointments on our own.
- Communication can be done at the front door using the doorbell intercom system to service all students, employers and walk ins. - Unable to get this. Instead they offered us a QR code where students can scan and schedule a zoom appointment.
- For HINET Appointments - may possibly need to request for a classroom or utilize outdoor space for intake and orientations, etc.

**Services Not Provided:**
- We will not be hosting JPS/Career Coach Tabling sessions. Instead Cori can host Career Coach Informational Workshops Online using zoom.
- We will not be hosting employer recruitment in-person tabling in the Concourse. Instead we can host virtual employer sessions via zoom.
Jerome: Please add your comments here and also if you want to request for supplies, please let me know. I think we need to order cameras for our computers so that we can zoom from our desk tops.

- I agree with everything above and I think the cameras would be a good idea if we can get them.
- Is it possible to create something like a window, similar to what they have for the register. For example, having a desk and guard on the door.
- Signage that clearly communicates our services, while abiding with social distancing.
- This looks great, thank you guys!

**Recruitment and Outreach Plans to return to the office**

- Included in this plan: Emeli Maualuga, Franalyn Barnet

**Schedule**

- **Completely Work from Home**
  - Will come to campus when appt is scheduled to meet with us, and need an alternate area to meet with students.
  - Will be in office when we launch our phone call campaigns to nudge students through the onboarding process.

- **Student Employees Work From Home Duties**
  - The tasks and assignments range from things such as, but not limited to:
    - Outreach Activities
      - Create interactive presentations and games as well as handouts around topics such as College Experience, About Leeward CC, Career Exploration, Financing College
      - Assist in developing content to put on website
      - Host outreach workshops via zoom
    - Onboarding
      - Create “how to” documents on applying, creating UH usernames, submitting health forms, etc.
      - Create virtual presentations on various onboarding processes
      - Host onboarding workshops via zoom
      - Assist in developing content to put on website

- **Method and Frequency of Contact:**
  - Contact between the supervisor and employee will be made at any time if necessary. But regular contact will be done weekly on set work days of the employee to check in.
  - Employee can be contacted via email or phone
Handling of Confidential
- Sensitive and confidential information will be handled in office on a work desktop

Equipment:
- The employee does have necessary equipment and tools to work from home such as:
  - Personally owned laptop
  - Internet access from home
  - Safe and secure place to work at home.

<table>
<thead>
<tr>
<th>Services</th>
<th>Offering in Fall?</th>
<th>Modality Offered</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>N</td>
<td>--</td>
<td>Virtual Presentation, work with Camden, Lexer (NSO students) to develop package</td>
</tr>
<tr>
<td>College Presentations</td>
<td>Y</td>
<td>Zoom</td>
<td>If need to go into schools, partner school/organizations must have proper Social Distancing/CDC guidelines. Classroom max: 10 students</td>
</tr>
<tr>
<td>College Applications</td>
<td>Y</td>
<td>Zoom - Sharing Screen</td>
<td></td>
</tr>
<tr>
<td>College/Career Fairs</td>
<td>N</td>
<td>--</td>
<td>Provide inquiries with video/presentation of school and direct to website, possibly the custom viewbook that Kathleen researched</td>
</tr>
<tr>
<td>Next Steps (Onboarding/Nudging)</td>
<td>Y</td>
<td>Zoom, Phone, Email</td>
<td></td>
</tr>
</tbody>
</table>

- Work space
  - Will rearrange office desk, to create a walkway to Amy’s office
    - Switch empty desk and Emeli's desk
    - Sneeze guards (L-shape), monitor privacy screen
    - Student employees for recruitment sit at empty desk
  - Get rid of extra chairs
  - Assisting students
Appointments only
- Requesting the DH grass area or alternative classroom space to meet with students

Walk-Ins
- QR code on your door that links to a Zoom open for the whole semester (M-F: 8am – 4pm)
  - Assist students virtually at a distance

PPE
- Free Standing Sanitizer
- Face Shield/Mask
- Handsanitizers

Door signage
- Must wear masks, 6ft distancing, schedule an appointment
- COVID 19 symptoms - Please let us know what the protocol is in case a walk in student does have these symptoms (schedule an appt to do virtually?)
  - Emeli Mualauga, 808-455-0376, lrecruit@hawaii.edu
  - Franalyn Barnett, 808-455-0533, lrecruit@hawaii.edu
  - Tours - leetours@hawaii.edu

Student Health Center return to campus

Operations: regular hours
Already have doorbell (Mainly used for ADA compliance)
QR code okay.
Stickers on ground 6 ft apart outside of the door.

Services
- Face mask required for entrance and services.
- HC forms may be dropped off but prefer FileDrop.
- Appointments need to be made for immunizations and medical conditions.
- Ability for in-person and telehealth appointments.

- Any respiratory complaints to be triaged by phone and offered telehealth appointment.
- Temperature screening and symptom questioning for all in-person appointments.
- If fail screening, temp > 100.4, and/or with symptoms, will ensure face mask, ask to go home and contact their primary care provider. If no PCP, will refer to drive through COVID-19 screening sites.

- No COVID-19 testing to be done at the Health Center.
● Those who are ill may call for advice and/or appointment but should not be sent directly to the Health Center.

Physical space
Reception area will need a sneeze-guard. If not available, the reception person will need a face shield.
Chairs in the waiting area are limited and arranged to comply with social distancing rules.

Student Life Plans to return to the office

● Schedule
  ○ Students will need to schedule so that only two are in the office at any time

● Work space
  ○ With only two in the office at a time we don’t need to rearrange
  ○ Looking into plexiglass between computers
  ○ Waiting area will be outside and staff will meet them outside

● Sanitizing station
  ○ Near office entrance (ideal)
  ○ Sanitizing wipes, hand sanitizer, masks

● Door signage
  ○ Must wear masks
  ○ COVID 19 symptoms - Go to Student Health Center?

● ID Cards
  ○ Still in discussion

● IM LeeSports
  ○ The current plan is to still move forward with intramurals with various precautions
    ■ Individual competitions
    ■ Mask when they arrive
    ■ Sanitize

PURCHASING ITEMS:
- 2 free standing hand sanitizers
- Desk shields
**Fall 2020 Re-Opening Campus Services Working Group Brainstorm**

**Deliverables Expected:**
- Identify Services affected
- Plan for Re-Opening
- Identify Services that won’t Re-Open

**Guiding Principles:**
- Health & Safety Standards must be maintained
  - Social Distancing, Cleaning, Minimal Population Density
  - no more than 10 in a room
- Quality of Services must be Maintained
- Equity of Access to Services must be Maintained
- Must be able to seamlessly move back to 100% online if necessary
- Support Students’ Success – Yes. Service to the General Public - ?

### GENERAL QUESTIONS AND CONCERNS TO CONSIDER

<table>
<thead>
<tr>
<th>Traffic Control</th>
<th>How do we Control Access?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o How do we do traffic control in offices that receive the public or do one-to-one services (e.g., waiting areas)?</td>
<td>o Who gets to come into the various spaces?</td>
</tr>
<tr>
<td>o How do we manage open, public spaces where gatherings are unpredictable and we have minimal control (e.g., DH Quad, breezeway outside of the Library, outdoor gathering areas)?</td>
<td>o In what quantity?</td>
</tr>
<tr>
<td>o How do we manage spaces designed for students congregating (e.g., student lounge, Library--spaces where there is more monitoring ability and control)?</td>
<td>o What do we implement as overflow processes when the capacity of the area is reached?</td>
</tr>
<tr>
<td>o What are the protocols that should be adopted/implemented?</td>
<td>- How do we prepare for high traffic times?</td>
</tr>
<tr>
<td>o How do we control walk-ins from the general public (e.g., employers coming to campus wanting to post flyers in JPS or the campus bulletin boards)?</td>
<td>o Week before classes, 1st week of classes, finals, etc.</td>
</tr>
<tr>
<td>Communication/Signage</td>
<td>How do standards get enforced?</td>
</tr>
<tr>
<td>o How will people know what the expectations are in the different areas?</td>
<td>o By who?</td>
</tr>
<tr>
<td>o Is there a way the communication can be consistent across all campuses to minimize confusion?</td>
<td>o What is the protocol?</td>
</tr>
<tr>
<td>o Demarcations on the floor showing where to stand</td>
<td>- What needs to be in place to enforce the standards? How do we leverage technology to minimize traffic in offices/public areas?</td>
</tr>
<tr>
<td>What types of Safety and Other Equipment is Needed?</td>
<td>- What about a possible increased presence of children on campus?</td>
</tr>
<tr>
<td>o Availability of PPE and masks</td>
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</table>
CLEANING SUPPLIES (WIPES, ETC.)
- Physical barriers to ensure social distancing
- Supplies may be limited - how do we prioritize who receives things?

**What should be the Capacity Standards?**
- Do we establish this? Or does this get established by the Facilities Work Group?
- Population Density Standards, air circulation issues, # allowable per the physical space in the area.

- How do we determine what services should re-introduce a F2F component and, if so, to what degree?
  - What would be the guideposts to determine this?
  - What is the definition of “minimal F2F service?”
  - Issues to consider: hours of operation, staffing, types of services to “re-open” to F2F vs. remote services

**Budget Implications**
- Create budget line items for system request

---

**SUB-GROUP NOTES**

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Issues to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Facing/Interacting: Kalei, Grant, Cori</strong></td>
<td><strong>Traffic Control</strong></td>
</tr>
<tr>
<td>- Student Life:</td>
<td>- Only allow set number of people based on size of the space (capacity rate, room size determines number of people allowed in at once)</td>
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<tr>
<td>- ID Cards</td>
<td>- High Traffic: Manage lines and flow with Google Forms?</td>
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<tr>
<td>- Hanai ia Leeward</td>
<td><strong>Communication/Signage</strong></td>
</tr>
<tr>
<td>- Office in general</td>
<td>- Flyers for doors</td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td><strong>What types of Safety and Other Equipment is Needed?</strong></td>
</tr>
<tr>
<td><strong>Copy Center</strong></td>
<td>- Availability of PPE and masks</td>
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<tr>
<td><strong>Financial Aid (general service)</strong></td>
<td>- Sneeze guards/barriers</td>
</tr>
<tr>
<td><strong>KI Office</strong></td>
<td>- Cleaning Supplies (Wipes, etc.)</td>
</tr>
<tr>
<td><strong>Native Hawaiian Center (workshops, lounge, offices, laptop loan)</strong></td>
<td>- Physical barriers to ensure social distancing</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td>- Supplies may be limited - how do we prioritize who receives things?</td>
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<tr>
<td><strong>EMC (INTEC)</strong></td>
<td><strong>What should be the Capacity Standards?</strong></td>
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<tr>
<td><strong>Children’s Center</strong></td>
<td>- Do we establish this? Or does this get established by the Facilities Work Group?</td>
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<tr>
<td><strong>Student Health Center</strong></td>
<td>- Population Density Standards, air circulation issues, # allowable per the physical space in the area.</td>
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<tr>
<td><strong>The Hub</strong></td>
<td><strong>How do we Control Access?</strong></td>
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<tr>
<td><strong>Help Desk</strong></td>
<td>- Who gets to come into the various spaces?</td>
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<tr>
<td><strong>Admissions &amp; Records</strong></td>
<td>- In what quantity?</td>
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<tr>
<td><strong>Testing Center (Proctoring)</strong></td>
<td>- What do we implement as overflow processes when the capacity of the area is reached?</td>
</tr>
<tr>
<td><strong>Tutoring (LRC, Writing Center, Math Lab, Chemistry Lab)</strong></td>
<td><strong>Communication/Signage</strong></td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>- Flyers for doors</td>
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<tr>
<td><strong>VRC</strong></td>
<td><strong>What types of Safety and Other Equipment is Needed?</strong></td>
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<tr>
<td><strong>International Office</strong></td>
<td>- Availability of PPE and masks</td>
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<tr>
<td><strong>Cashier’s Office</strong></td>
<td>- Sneeze guards/barriers</td>
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</tbody>
</table>
- OCEWD’s Public Facing Services- Passports
- HINET
- Writing Lab (Language Arts)
- Computer Labs/Public Use Computer(s) (BS, BE, LA, Library, JPS/HINET, Counseling, A&R, FAO)
- Business One Stop
- Cafeteria & Other Campus Eateries (Kimo Bean)
- JPS

- How do standards get enforced?
  - By who?
  - What is the protocol?
  - What needs to be in place to enforce the standards?
- How do we leverage technology to minimize traffic in offices/public areas?
- What about a possible increased presence of children on campus?
- How do we make decisions on whether something shouldn’t resume F2F at all?
- How do we manage people who come to campus who are sick?
  - How do we detect it?
  - What do we do when we find out?
  - Who’s responsible to report an illness and who should we report this to?
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  - What is the definition of “minimal F2F service?”
  - Issues to consider: hours of operation, staffing, types of services to “re-open” to F2F vs. remote services
- Budget Implications
  - How do COVID-related expenses (e.g., sneeze guards, physical partitions, extra student employees, signage) get procured and paid for?
  - When can we start making purchases? KFS will re-open July 8th

One-on-One: Kalei, Grant, Cori
- Counseling (DVAC Counselor)
- Financial Aid (individual appointments)
- Admissions & Records
- International Office
- Library (reference)
- Tutoring (LRC, Writing Center/Lab, Math Lab, Chem Lab)
- LCCWM – programs and instructors
- Security
- JPS/HINET

Traffic Control:
- Some services, like Counseling, A&R, and Financial Aid sometimes get lines at their offices - demarcation to ensure students stand far enough apart? (Google Forms?)
- How do we handle students that walk in and need an appointment immediately? (Google Forms?)
- How do we handle the general public from walking in? Will the general public be allowed on campus in the Fall? (Google Forms?)
- Is the best place to “wait”, outdoors, not in a line or waiting area. (I think students would appreciate that?) If they have to
wait on line we need to consider generous physical space 6 feet bubble.

- Buy some “colorful duct tape” We need strong visible tape that will stick to the dirty outside ground.

Communication/Signage

- Emails to be sent to students about services available and how services will be delivered
- Guidelines for departments to put flyers up on doors to inform students
- Campus facilities should be asked for opinion on recommended tape for indoor floors (ex. Blue painters tape? There are also color options)
- Consistent messaging on campus guidelines and expectations. Then it is up to the unit to add on based on unique facilities layout.

Safety and Other Necessary Equipment

- Masks
- Sanitization supplies (wipes, disinfectant)
- Sneeze guards

- We cannot purchase until July 8th; procurement can take some time, and we will also need to see if we have funding
- NOTE: HGEA has stated that folks cannot return to work until PPE has been provided
- Would it help to limit spaces where we meet one-to-one?
- Establish One-to-One Meeting Spaces

Capacity Standards

- If meetings will occur in person, they will need to be in a larger space, perhaps a classroom, to allow for sufficient physical space
- Depending on the physical space needed for in-person meetings, maybe limit the amount of people in the meeting to ensure the 6 feet distance?
- Given history of mold problems in our air circulation, I am not confident we can prevent air circulation issues.
- Protocol for meetings should be… explain why it cannot be done via Zoom (meeting implies gathering of stakeholders for a topic, if everyone at the meeting gets sick, who’s left to work on the topic?). If not then a large room like GT-105, ED 201 or
Classroom should be used for meetings.

Access Control
- Those with appointments will get priority over those without one
- The capacity can be as long as social distancing can be achieved and conversations can remain private
- Maybe a kiosk system like Balance to act as queuing system so students will have a general idea when their turn is coming and can wait elsewhere until they are notified to return
- Should access to admin offices be limited or screened with a call before you come over preference?

High Traffic Times
- Promote remote options before face-to-face options
- Create walk-in options online? A standing Zoom room for certain services?
- Do we need F2F walk-in options?
- Just an idea for general one-to-one meeting space (Below)

Standards Enforcement
- Guidelines must be sent out to ensure students are aware; violations can become an issue of student conduct
- What happens if a student comes into an office without a mask or refuses to wear one?
- Culture of openness to ask (what else can be done?) (Maybe see Educational Campaign below)

Leveraging Technology
- Zoom, phone, and email can be used to minimize one-to-one face-to-face interactions
- Will need to advertise and encourage these options
  - Edit voicemail message and auto-email response message to say that we highly encourage contact through email, phone, or zoom.
- Leverage technology (see Google Forms below)

Children on Campus
- If children come to an appointment, parents will need to ensure their children remain near them; policy will need to be made on this

How do we manage people who come to campus sick?
- Will there be any means of contact tracing? If so, who will do this?
- Assume everyone is asymptomatic
• Communicate a campus guideline of right to turn someone away who is showing signs of being sick.
• Can we direct them to our health room for basic symptom screening/ maybe initiating testing? Is JABSOM able to test UH employees?
• (Maybe see Educational Campaign)
Determining what services should be F2F? What services should re-introduce F2F and to what degree
• What services need to be in person, or would be easier to complete in person?
• What services can REMAIN online?
  ○ Need to consider the availability of space, as well as the need to clean those spaces
• What guidelines can we create to determine if a service should return to F2F?
• Minimal F2F - defined as only allowing services in person which cannot be completed via remote options?
• Availability of testing, contact tracing, personal protective equipment. Ability to provide service online vs need for full f-2-f. Risk student and employee health.

Public Gathering Areas (free-flowing, unpredictable): Wayde, Lexer
• Controlled access possible
  ○ Student Lounge
  ○ Learning Commons/Library/Kimo Bean
  ○ LCCWM – all of it
• No access control
  ○ Cafeteria & Other Campus Eateries
  ○ DH Quad overhang area
  ○ Theatre box office area
  ○ The Concourse and other covered gathering areas
  ○ Library Lanai
• Vending Machines, Water Dispensers (for Facilities group?)

Draft Guidelines for Large/Public Gathering Areas

Controlled access space:
Traffic Control
  ○ station a student employee at the front door to keep count of capacity as students enter and exit. If space has multiple entries then close off some, if within fire code. They are ensuring public entering wears a mask
  ○ if we get into this: can check temperature with digital laser non touch thermometer
  ○ remove seating to accommodate for the new capacity limits and social distancing measures
• Communication/Signage
  ○ for lines to put markings on the ground
  ○ standard signage for all these spaces so it’s consistent and familiar to all
  ○ place them everywhere: entrances, stairways, pillars, etc
  ○ email announcements indicating the changes
  ○ prominent on the website
• What types of Safety and Other Equipment is Needed?
| Availability of PPE and masks | ○  Availability of PPE and masks  
○ Sneeze guards/barriers  
○ Cleaning Supplies (Wipes, etc.)  
○ Physical barriers to ensure social distancing (do we need partitions for computer labs in between computers)  
○ several standing automatic hand sanitizers  
○ student employee: sanitizes stations that were being used  |
| General protocol to allow public into these spaces: | ● Mask  
● hand sanitize before entering  
● take temperature  
  ○ signage that indicates if they do not do all three items they will not be able to enter. Obviously in a respectable and friendly way  |
| Large Group Events: Lexer, Cori | ● Student Life  
  - IM LeeSports (Weekly intramurals between 6 campuses including HPU. every night there’s about 100 students  
  - New Student orientation (100-150 students)  
  - Any events we would host such as College Bash  
  - Commencement Ceremony  
● Recruitment:  
  ○ Campus Tours  
  ○ Workshops  
● OCEWD: Workshops  
● Job Prep  
  - Career Fairs - ICS, AMT, CULN, DMED Panel  
  - Workshop - Open to all fa/staff who request for a workshop. This includes workshops on the LCCWM Center.  
  - Hosting events/JPS informational sessions in the Concourse - open to all students where they can use laptops/ipads to register for JCO or Career Coach. (60-100 students)  
  - Making the Write Money Moves Event (100-150) students  
● All events in general  |
| Events held in open spaces: | ● cannot host face to face if over 10 people  
● just make this a general guideline for the campus  |
| Events for 10 and under: | ● upon entrance into the workshop/event:  
  ■ Mask  
  ■ Take Temp  
  ■ Hand sanitize  
● Remove seating to accommodate for the new capacity limits and social distancing measures  
● Speaker wears a mask  
● Wiping down all areas  
● Is there a way we can design a virtual campus tour?  
● Encourage workshop to go virtual if possible  |
| Career Events: | ● All JPS events will be hosted online. The UHCC Campuses are planning to do a systemwide Job Fair in the Fall.  
● All JPS workshops will be recorded on-line. Students, Faculty and staff will have access to these workshops throughout the year.  
● This also includes Career Coach - webinars will be recorded and provided on-line.  |
Making the Write Money Moves Event: Due to the logistics of this event and the way it’s set up, we’ll have to put this event on hold until further notice.

Concerns for Hosting Events on Campus:
- Organizers should continually assess, based on current conditions, whether to postpone, cancel, or significantly reduce the number of attendees (if possible) for campus events.
- Consider the number of attendees? What is allowable?
- Consider those attending your event that may be at a higher risk.
- Is there a way to significantly reduce the number of attendees - if possible?
- Can we provide prevention supplies to event staff and vendors? Example: sanitizer, wipes, masks, etc?
- How do we plan for staff absence in the event they are sick or need to care for a family member on the day of the event?
- Is there a space that we can isolate a staff or participant should they feel ill during the event?
- Can we promote messaging to discourage people from attending the event if they are sick?
- How do we handle events that are charged? Can they get refunded? How will this work?
- Who will be setting up the tables and chairs at our campus events? Currently, a request goes in through O&M and the office submitting the request needs to set up and break down the tables and chairs.
- Who will wipe down the tables and chairs after the event? Table clothes also need to be washed? Who is responsible for this?
- What about vendors coming to campus? Is this allowed? Or will there be restrictions placed on non essential visitors? What about the food vendors? Or vendors coming to drop off bentos for the participants attending our events? Are they allowed on campus?
- How do we handle out of state travelers who attend our events?

Other Notes

Other information needed/can be used
● CDC guidelines, Guidelines provided on public spaces re-openings. Other guidelines that might already be available re: different spaces/services.
  ○ AIHA Reopening Guidelines for General Office Settings
  ○ American College Health Association Guidelines for Reopening
  ○ Association of College and Research Libraries resources
  ○ CDC Considerations for Institutions of Higher Education
  ○ College and University Professional Association for Human Resources
  ○ Event Safety Alliance Reopening Guide
  ○ Reopening Archives, Libraries, and Museums (REALM) Information Hub: A COVID-19 Research Project
  ○ Risk Mitigation Tool for Workplaces/Businesses operating during the COVID-19 pandemic (Canada)
● Facilities Work Group has done an assessment of spaces and their capacities

Next Steps
● Committee members will break into smaller groups to draft plans on how to address the issues for each of the 4 buckets.
● We will share at the next work group meeting.
● Other folks to invite: Heather, FAO, LeeAnne, Brent Hirata (Kalei to invite)
● Plan to be completed by Mid-June
● Purchasing re-opens 2nd week of July (July 8)
● Standing meetings: Friday at 12:00 pm-1:30 pm

Technology Recommendations

Zoom (Virtual Doctor’s Office Style)
(??Admissions & Records, Counseling, DVAC Counselor, Financial Aid)

● Waiting Room with Breakout Rooms

Ex: Receptionist (main Zoom room), multiple staffers (in individual breakout rooms)
  1. Zoom meeting URL and password shared
  2. Setup of breakout rooms with corresponding staffers one per breakout room.
  3. Receiving Receptionist
     a. Allow student in when student appears in Waiting room. Receptionist will also be able to see a list of who is in the waiting room and select whom to allow in. For example if there are appointments.
     b. Once in the Zoom Meeting the receptionist would greet and allow student to wait, depending on how confidential you need it the receptionist could allow one student in at a time.
     c. When ready the receptionist would move the student into the appropriate breakout room with the appropriate staffer.
        i. Within the breakout room there would be the option to talk, chat, and share screen. The student can leave from the breakout room directly
Google Forms (Restaurant style wait to be seated)
Post Google Form, provide a URL link, QR code, phone (have a receptionist answer the phone, then fill out Google Form for the person). This will allow people to be placed on a time stamped call back list. Then the receptionist simply calls them back when it is their time to come in for the meeting. Check in and leave your name, details and phone number. As long as we ensure fairness (time stamp), and notification when it is their turn.

Large TV Display (Now Serving)
(Is it ok to post a student's first name on a large TV when their appointment time is ready?)
The idea is students without a phone could stand far away outside and see their name from a distance and know it is their time. Use a medium size TV or large monitor on a mobile stand, connected to a computer with Google Slide or PowerPoint. The receptionist would type in or copy and paste the student's first name (and maybe initial of last name). (Google Slide and PowerPoint simply because they make large fonts easy to fill a large screen)

Educational Campaign (relate to Communication?) so people feel comfortable talking with people who are coughing or showing signs of sickness, or don't have a mask, how uncomfortable they may be making others feel, “We love you, but…”
  ○ You are clearly sick
  ○ Let's meet outside
  ○ Wears(SP) your mask?
  ○ “It's not you, it's me”, “Let's be social (distance)” and sit over here (at a dedicated desk or workstation)

General One-to-One Consulting Space Setup general one-to-one tech meeting area, especially during beginning of semester. For example the cafeteria seating area (not the booths) or ED 201, Setup tables (spaced 6 feet or more) and power strip at each table, maybe a large monitor and long cable on each table. The staff comes in, bring a laptop from their unit and meets with the student at a table of 6 ft distance between the two (thus the need for larger monitor and long cable). The space is generic to whatever service needs it that day. Easier to wipe down clean, no need to distribute supplies to rooms that aren't used. Entry to the space can be managed by a receptionist.

SAFETY STANDARDS (Lexer put this, just as a side note from the CDC guidelines for higher ed to help guide our decisions)

Maintain at least 6 feet between workstations/workers. Place plexiglass or other barriers in workspaces where people must face each other or unable to be 6 feet apart.
• Consider installing plexiglass barriers at high-visited areas such as reception desks and check-in points.
Remove chairs and desks to ensure proper physical distancing in conference and waiting rooms. Identify allowable occupancy in order to control workflow and/or establish maximum attendance.
• Make face coverings available throughout campus (e.g., at the bookstore, pharmacy, etc.).
• Post maximum occupancy in common break areas and configure to accommodate appropriate physical distancing.
• Provide sanitizing supplies for individuals to clean their areas before and after use.
Remove high-touch items such as magazines, common pens, etc.
• Provide hand sanitizer at all entrances and high-traffic areas.

**MAY 29, 2020 AGENDA**

- **Envisioning Meeting Report (Kalei)**
  - Broad budget categories (adjustments can be made in the future)
  - Procurement Guidance Document to be distributed by system
  - Prepare for a wave of changes around June 30 - come F2F courses to move completely online
- 5 Instructional modalities to be considered and provided as options for instructors
  - Note about Proctoring
  - Agenda items for larger Envisioning Committee?
- **Synthesizing Feedback**

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<th>AREA</th>
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<tr>
<td><strong>TRAFFIC CONTROL</strong></td>
<td>■ Group Size (no more than 10 for F2F events)</td>
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<td>■ Space Management</td>
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<td>- Removing tables and chairs, socially distancing available seating</td>
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<td></td>
<td>- Minimizing entrances within fire code</td>
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<td>- Determine occupancy (number of people allowed in at once)</td>
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<td>- Monitor entrances to track how many individuals are let in at a time</td>
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<td>■ Service Management</td>
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<td>- Minimal F2F service in designated spaces (ED-201, GT-105, classrooms)</td>
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<td></td>
<td>o Recommendation that F2F service be in a larger space</td>
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<td>o <strong>This will also reduce cost (need for PPE)</strong></td>
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<td>o Decision guidelines for departments on determining how much can remain online</td>
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<td>- No lines; manage using tech for a call system for walk-ins (Balance, Google Forms)</td>
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<td>o <strong>Appointments get priority (appt only?)</strong></td>
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<td>■ Employees</td>
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<td>- Meetings protocol: Meetings and workshops should be held via Zoom, unless F2F is</td>
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<td>absolutely necessary</td>
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<td>- Continual assessment of conditions</td>
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<td>- If employees feel ill - what is the recommendation</td>
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<td>- If someone CAN work at home, they should be allowed to - if they need to quarantine,</td>
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<td>can they be allowed to work at home? Alternating schedules to minimize exposure?</td>
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<td>■ Chatbot</td>
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<tr>
<td><strong>COMMUNICATION &amp; SIGNAGE</strong></td>
<td>■ Emails to Students (notify departments what messages have gone to students)</td>
</tr>
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<td>- Reminders, updates throughout term</td>
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- Website
- Info that folks who feel sick should NOT be around others (ALL)
- Each unit/office should have an “automated email response” sent back to students (after they initially email) with up-to-date information about the available services within that office

- Signage
  - Flyer Templates / Standard Signage (color code?), Pillar Wraps
  - Safety Requirement for ALL - (1) mask, (2) sanitize hands, (3) temperature
  - ADA Compliance in signage

- Tech Instructions
- Utilize videography: videos on websites that can be pulled into emails, etc

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<td>■ Personal Protective Equipment</td>
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<tr>
<td>- Masks, face shield, gloves?</td>
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<tr>
<td>■ Hand sanitizer for all departments</td>
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<tr>
<td>- free standing, automatic sanitizers</td>
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<tr>
<td>■ Tape for demarcation (bright colors)</td>
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<tr>
<td>- Kathleen: Floor stickers</td>
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<td>■ Digital laser thermometers (liability issues?)</td>
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<td>■ Plexiglass sneeze guards, partitions (offices, computer labs)</td>
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<tr>
<td>■ Wipes, disinfectant</td>
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<td>■ Technology?</td>
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<tr>
<td>- Existing chat software or tech used by departments that could be rolled out campuswide?</td>
</tr>
<tr>
<td>- Bar scanning for ID cards (?) for the purposes of contact tracing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLICY &amp; QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Children on campus - how do we handle this if they are on campus? Temporary measure because we know of the situation with schools, etc?</td>
</tr>
<tr>
<td>■ Handling those who come in sick (contact tracing?)</td>
</tr>
<tr>
<td>- Health Center referrals when symptoms present, or can we refer them elsewhere OR would they just be asked to leave campus? If our communications say that people should NOT come to campus when sick?</td>
</tr>
<tr>
<td>- Isolation if someone feels sick in an event</td>
</tr>
<tr>
<td>■ Event charges and refunds</td>
</tr>
<tr>
<td>■ Employees and Working From Home</td>
</tr>
<tr>
<td>- If employee is taking care of an individual at home who is sick</td>
</tr>
<tr>
<td>■ Are there certain areas of campus, activities, services that we would recommend don’t return in Fall 2020 as F2F? Added by Kami</td>
</tr>
<tr>
<td>- Are there things that, despite our best effort, we will really not be able to control compliance with social distancing, gathering standards and/or the activities require close 1-to-1 contact, etc?</td>
</tr>
<tr>
<td>- Do we want to make a recommendation regarding service to the public (this is not the same as drop in service to students). And, how do we define “the public?”</td>
</tr>
</tbody>
</table>
JUNE 5, 2020 AGENDA

● ZOOM ROOM: https://zoom.us/s/7141189866, Password: leeward20
● Envisioning Meeting Report (Kami & Kalei)
  ○ Questions to be considered by Facilities / Employee Group
● STAR Balance Demo (Kalei) - Tabled
● Feedback and Review: Draft of Standards & Recommendations (All)
  ○ Technology recommendations - support for technology (maintenance and service)
● Communication to Campus, Students
  ○ Campus
  ○ Students
    ■ “Under Construction” type message - “business with changes with your safety in mind”; please continue to work with us remotely
    ■ Reopening is being planned, guiding principles (health safety, quality of service, equity of access)
    ■ Solicit feedback / concerns from students
● Revisit questions we had. Revisit deliverables. Are we on the right track (All)?
  ○ Don’t have to identify specific services - identify through matrices the types of services which we recommend
    ■ Ex. specify a size of a gathering or
  ○ Decision matrices which allow departments to decide for themselves what can work
    ■ Can services remain remote without compromising quality of service and equity of access? If yes, remain remote
    ■ If not, what can stay remote and what is best moved to contactless or F2F service?
      ● Produce tiers for the matrix - Mission Critical should be included
      ● Criteria for a department to decide when not to go to F2F

JUNE 19, 2020 AGENDA

● Envisioning Update (Kalei & Kami)
- Budget
- 3 foot social distancing - being discussed but unlikely to be approved

**Health Questionnaire (Lexer)**
- What would the purpose be? As a contract or just to get people to think about it
- Would we have jurisdiction to turn someone away?
- Not likely liability issues with taking temperature checks
  - If someone is symptomatic as determined by the survey or temp check

**Site Feedback (Kalei & Lexer)**
- Link: [https://leewardonestop.wixsite.com/fall2020envision](https://leewardonestop.wixsite.com/fall2020envision)
- Health and Safety Standards - consider referencing specific standards in addition to campus and CDC - Service? - Add a separate guideline
  - Bullet point the things that need to be maintained
- Guidelines for capacity? What percentage of capacity? How to minimize population density ---> Ask facilities group
- Decipher between contactless vs. hybrid (add a yellow option for contactless)
  - Limit direct interaction
  - Convert papers to online forms to reduce contact (“maximize safety” tips)
- About those needing tools - talk to facilities about what we should put there
  - Can we narrow down to standard things
- Add an UPDATED date (done) ---> If they have a question, who do they ask?
- **TIMELINE: FINALIZE MATRIX BY NEXT FRIDAY**
  - Feedback Deadline (send to Kalei): **Tuesday, June 23** by end of day
  - Assist with ideas for the Guiding Principles - please include thoughts below

### MISSION CRITICAL

- **Here is the mission:** 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

### HEALTH & SAFETY

- **Risk mitigation tool for workplaces**
- Limit or avoid close interactions with clients or employees
  - Higher number of contacts = greater risk
- Reduce length of interaction to 15 minutes or less
  - Prolonged contact = greater risk
- Reduce density
  - Crowded setting = greater risk
- Open doors and windows where possible or move outdoors.
  - Confined indoor space = greater risk
- Reduce contact with high-touch surfaces

### QUALITY OF SERVICE

- **Provide alternate service delivery models for students at higher risk of severe illness.**

### EQUITY OF ACCESS
Hawaiians.
- I’m not sure if folks will know what mission critical means even if we put our mission. From our discussions it seems like it may not be stemming from our mission but from some other philosophy like maybe the WIG? Keeping the students we have...this would include helping students to get registered for classes, financial aid to help pay for tuition, having support services available, etc...

<p>| | |</p>
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</table>
|   | ○ Higher frequency of contact = greater risk
|   | ● Enforce physical distancing measures where possible.
|   | ● Install physical barriers when physical distancing is not possible or close interaction is required.
|   | ● Reduce exposure for employees belonging to higher risk groups and provide PPE.
|   | ● Provide alternate service delivery models for students at higher risk of severe illness.

**JUNE 26 AGENDA**

- **Envisioning Update**
  - ○ Work-From-Home Update to come from System
  - ○ Instructional Categories
    - ■ Online (57.46%)
    - ■ Hybrid (31.19%)
    - ■ In-Person (7.2%)
    - ■ Undecided (2%)
  - ○ Signage must go through legal at System (5-6 layers)
    - ■ Honolulu CC example
    - ■ Signage vendor has been identified
  - ○ Avoid the word “ensure” in any documents or signage (legal implications)
  - ○ Students to be informed of changes in waves

- **Questions:**
  - ○ Population Density guidelines
  - ○ Tool purchasing

- **Site:** [https://leewardonestop.wixsite.com/fall2020envision](https://leewardonestop.wixsite.com/fall2020envision)
  - ○ Note about contactless service guidelines
  - ○ Comment Form ---> Kalei, Lexer
Public facing services are strongly advised to consider the following standards when making decisions.

- **Health & Safety Standards**
  - **Social Distancing.** Individuals should stay a minimum of six (6) feet apart.
  - **Physical Separation.** In spaces where individuals will be sitting for extended periods of time, such as test proctoring or shared office spaces, plexiglass or other barriers should be placed to protect individuals.
  - **Face-To-Face Interactions.** Individuals are strongly urged to conduct work activities in groups of two (2) to ten (10) people via online conferencing or other remote methods to reduce risk of infection unless face-to-face interaction is determined to be necessary. No more than ten (10) individuals should gather in a given space for face-to-face interactions. Interactions or events larger than ten (10) people must be conducted remotely.
    - **One-on-one meetings** should not be held in individual offices. At minimum, such meetings should be held in a classroom or larger space to allow for better air circulation to reduce risk of infection.
    - Departments who hold face-to-face meetings are advised to set up general meeting spaces. Social distancing must be followed in these spaces, and regular cleaning and sanitization must occur.
  - **Facility Management**
    - **Occupancy Determination.** Based on the size of the space, determine how many people can safely occupy that space simultaneously while maintaining social distancing.
      - **Seating.** Remove tables and chairs to allow for proper social distancing of seating areas.
      - **Barriers.** Depending on capacity needs, physical separation may be used to raise occupancy determination as determined necessary by the department.
    - **Access Control.** Minimize entry points to a space. Designated entry points must be in compliance with fire code and ADA standards. Based on occupancy determination, ensure that the number of individuals entering and exiting the space is monitored and controlled at any open entry points. Counts should be kept to remain within the occupancy determination.
      - **Entrance Protocols.** Employees and students should be required to do the following before entering a space:
        1. Wear a mask
        2. Sanitize hands
        3. Temperature check
      - **Line Management & Queues.** Departments are advised to use methods that do not require students to gather in a line outside of an area providing services. See Technology section for options to manage lines via online queues.
If a department will be using technology to manage traffic, see proposed solutions and instructions below.

- **Signage.** Safety guidelines should be posted to office doors to remind employees and students. Signage will be distributed by the campus to ensure consistency across departments.

  (1) If departments will be using technology to manage “lines” of waiting students, clear and succinct instructions should be posted on the office doors to instruct students regarding how to enter a queue.

- **Employee Considerations**
  - Departments are encouraged to keep as many services as possible while still maintaining Quality of Service and Equity of Access standards listed in sections II and III.
  - **Telecommuting.** Departments are encouraged to allow employees to work from home via telecommuting when possible to reduce person-to-person contact in campus spaces.
  - Departments which require employees to report in-person to work are advised to consider health and safety.
    - Per the Hawaii Governmental Employees Association (HGEA), CDC guidelines must be followed. The union has advised that “standards must be set for employee and citizen safety, cleaning and sanitization of workplaces, training all employees on health and safety protocols, providing sufficient PPE to employees, and means of effectuating social distancing for both employees and the public.”
    - Departments may want to consider **strategic shift arrangements**: Organize departments into smaller groups of people who come in consistently with one another. For example, three employees will come in on Mondays and Wednesday and telecommute on Tuesdays and Thursdays, while three other employees will work on the opposite schedule. This can reduce the total number of person-to-person interactions within a department.
  - **Shared Office Spaces.** Special consideration should be given to those employees who are in shared office spaces, meaning employees are not separated by walls. In these cases, social distancing must be feasible in the shared space, and personal protective equipment such as masks and plexiglass barriers must be provided to employees.

- **Continual Assessment**
  - Departments are advised to continually assess conditions as the semester progresses and to adjust service delivery and protocols as needed to maintain Health and Safety Standards.

- **Quality of Service**
  - **Remote Services.** As previously stated, departments are strongly encouraged to offer services via remote methods whenever possible. Departments should inventory the services their employees offer and determine which services can be provided online while still maintaining a high level of quality and equity of access.
    - **Remote Response Times.** To ensure quality of remote service, departments should adhere to set response times. Phone calls should be answered promptly. Phone messages and emails should receive responses within 24 business hours.
  - **Face-to-Face Services.** Any services that are determined to be unable to be conducted online while maintaining a high level of quality may be offered face-to-face. However, Health & Safety Standards must be met when offering any services face-to-face.
○ **Contactless Service.** Any services that cannot be conducted in a fully remote manner. For example, the pickup and/or return of physical items (equipment, laptops, books, videos, etc.) requires some interaction between student and staff. Contactless service limits direct contact between individuals where possible.

○ **Remain Remote-Ready.** Given the uncertainty of the ongoing pandemic and projections of a potential increase in Fall infections, departments providing services are strongly advised to remain remote-ready in the event their department or the campus as a whole must close due to infection. This can include allowing services that can be handled 100% remotely to continue to be offered in this fashion.

● **Equity of Access**
  ○ **ADA Compliance**
    ■ **Entrances.** If a department limits entry points to a space, the chosen entry points must be ADA accessible for all students.
    ■ **Signage.** All posted signage must be easily readable to all students, which includes using neutral colors and ensuring appropriate contrast between words and background.
      ● Instructions and information should be available in audio format for students who may not be able to view the signage.
  ○ **Access to Technology and Technical Assistance.** For services offered remotely, students must be able to access the technology used for service delivery. Students should also be able to access technical assistance with troubleshooting devices as needed.
  ○ **Laptop Loan Programs.** All departments should be aware of where to refer students who need to borrow laptops from the campus in order to provide equity of access to online services. Signage should be posted with this information.

Other Criteria?
  ● **Mission Critical**
**Decision Matrices Planning**

**Statement about principles:** Health & Safety, Quality of Service, Equity of Access

**Separate Matrices:** One-to-One, Small Group, Public-Facing Services, Large group events - the levels should be the same, but the recommendations between each will be different

*Should Free-Flowing Areas be a matrix? Since it isn’t about services?*

<table>
<thead>
<tr>
<th>Mission Critical?</th>
<th>If yes, proceed to next step consideration; if no, perhaps minimize or suspend a given service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can services be offered remotely while maintaining quality of service and equity of access?</td>
<td>If yes, be sure to consider quality of service and equity of access in plan for remote service; if not, proceed to considering contactless service</td>
</tr>
<tr>
<td>Can services be offered contactless?</td>
<td>If yes, consider quality of service and equity of access in plan for remote service; if not, proceed to considering contactless service</td>
</tr>
<tr>
<td>Offering services F2F</td>
<td>Ensure Health and Safety Standards, Quality of Service, and Equity of Access are followed</td>
</tr>
</tbody>
</table>

**No. Service is not mission critical and may be suspended temporarily.**

- Appropriate signage in the service area and on websites indicating the suspension
- Is there a replacement service and if so follow the matrix for offering the replacement service

**Yes. Offer service remotely. See recommendations for remote service.**

- Departments should inventory the services their employees offer and determine which services can be provided online while still maintaining a high level of quality and equity of access.
  - **Remote Response Times.** To ensure quality of remote service, departments should adhere to set response times. Phone calls should be answered promptly. Phone messages and emails should receive responses within 24 business hours.
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● **Continual Assessment**
  ○ Departments are advised to continually assess conditions as the semester progresses and to adjust service delivery and protocols as needed to maintain Health and Safety Standards.

**Yes. Offer service via contactless methods. See recommendations for contactless service.**

● Any services that cannot be conducted in a fully remote manner. For example, the pickup and/or return of physical items (equipment, laptops, books, videos, etc.) requires some interaction between student and staff. Contactless service limits direct contact between individuals where possible.

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  ○ **Facility Management**
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    ○ Temperature Check
  ○ **Line Management & Queues.** Departments are advised to use methods that do not require students to gather in a line outside of an area providing services. See Technology section for options to manage lines via online queues.
    ■ If a department will be using technology to manage traffic, see proposed solutions.
  ● **Signage.** Safety guidelines should be posted to office doors to remind employees and students. Signage will be distributed by the campus to ensure consistency across departments.
    ○ If departments will be using technology to manage “lines” of waiting students, clear and succinct instructions should be posted on the office doors to instruct students regarding how to enter a queue.
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● **Continual Assessment**
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**In-Person Service Considerations**

**Face-to-Face Services.** Any services that are determined to be unable to be conducted online while maintaining a high level of quality may be offered face-to-face. However, Health & Safety Standards must be met when offering any services face-to-face.

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  ■ If a department will be using technology to manage traffic, see proposed solutions.
  
  ■ **Signage.** Safety guidelines should be posted to office doors to remind employees and students. Signage will be distributed by the campus to ensure consistency across departments.

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      • Instructions and information should be available in audio format for students who may not be able to view the signage.

• **Continual Assessment**
  
  ○ Departments are advised to continually assess conditions as the semester progresses and to adjust service delivery and protocols as needed to maintain Health and Safety Standards.

FOR ALL SECTIONS:

**Employee Considerations**

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Telecommuting. Departments are encouraged to allow employees to work from home via telecommuting when possible to reduce person-to-person contact in campus spaces.

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- Shared Office Spaces. Special consideration should be given to those employees who are in shared office spaces, meaning employees are not separated by walls. In these cases, social distancing must be feasible in the shared space, and personal protective equipment such as masks and plexiglass barriers must be provided to employees.
FOOD PANTRY - HĀNAI IĀ LEEWARD

- Hānai iā Leeward continues to schedule food disbursements at both the Pearl City and Waianae campuses. Call 808-455-0208 or email the Hānai iā Leeward staff (mailto:hanaiia@hawaii.edu).
- Sign-ups and distributions will be announced via the weekly Student Life emails, or on the Hanai ia website (http://studentlife.leeward.hawaii.edu/page/hanai-ia-leeward).

HINET

- Contact us by phone, (808) 455-0563 or via email (mailto:hinet2@hawaii.edu).
- If you or your family’s income has been reduced due to layoffs or reduction in hours, you may be eligible for SNAP benefits. Visit the HiNet website (/hinet) for more information.

INTERNATIONAL PROGRAMS

- Services by appointment only.
- Call (808) 455-0570 or email International Programs (mailto:lccintl@hawaii.edu).

JOB PREP SERVICES

- Contact us by (808) 455-0231 or via email (mailto:cori66@hawaii.edu).
- Assistance with resume, cover letters, and mock interviews will be done via Zoom; schedule an appointment (https://mysuccess.hawaii.edu/myleeward).
- The UH Community Colleges recently transitioned to a different platform called SECE, developed and managed by the UH Manoa Career Center. For those who have searched for on-campus jobs, you may already be familiar with this system. You can now search for Off-Campus job opportunities by visiting the SECE system. Here is the link to SECE: https://sece.its.hawaii.edu/sece/login (https://sece.its.hawaii.edu/sece/login)

LIBRARY & LEARNING COMMONS

- Library services will available remotely from 8am - 4pm, Monday - Friday.
- Limited access to study pods, computers, and other Library services. Appointments can be made online (https://lcchawaii.libcal.com/reserve/servicesandstudyspaces) (recommended).
- Assistance with research (finding books, articles, and searching databases) will be available.
- Details on the Library website. (http://www2.leeward.hawaii.edu/library/)

MATH LAB

- Resources for Leeward students enrolled in Leeward math classes. Call 808-455-0400.

MENTAL HEALTH

Feeling Overwhelmed? Overburdened? Not sure where to turn? There are free resources available to support you:

- **“Kū Makani – The Hawai‘i Resiliency Project”**
  The Hawai‘i Department of Health, in collaboration with CARE Hawaii, launched a new crisis counseling assistance program that offers counseling, education, information, and resource navigation while promoting healthy coping, empowerment, and resilience. Services are available for children, teenagers, and adults. Trained crisis counselors are located on each major island, including staff bilingual in Ilokano, Spanish, Hawaiian, Tongan, Vietnamese, Mandarin, Japanese, Palauan, and Samoan.
  You can access “Kū Makani” by calling Hawai‘i CARES (https://hicares.hawaii.gov/) at 1-800-753-6879 and selecting option #1. Mon-Fri and state holidays 4:00 p.m. to 9:00 p.m. Sat-Sun 9:00 a.m. to 9:00 p.m.

- **Psychologist at Leeward CC and UH West O‘ahu**
  Should you need to talk to someone about mental health and wellness during this time, please contact us via phone (808) 689-2661 or email (mailto:uhwotalk@hawaii.edu).
  You can also schedule an online meeting with a mental health professional. As always, there is no charge for treatment, there is no treatment caps, and insurance is not needed for Leeward students.
  Schedule a Zoom session (https://calendar.google.com/calendar)
LEEWARD HUI 'OHANA

Contact: Nicole Keim-Fortuno
Email/Phone: keim@hawaii.edu (mailto:keim@hawaii.edu), (808) 455-0432
Visit Website (https://hanaila.wixsite.com/leewardcc/leeward-hui-ohana)

Description: Leeward Hui ‘Ohana is a group of faculty established in Fall 2019 committed to advocating for and supporting the unique needs of students who are also parents and/or caring for family members. Leeward Hui ‘Ohana offers resources such as support group meetings, parenting and family workshops, free diapers, wipes, gently used clothing, books, and toys, and connection to other campus and community resources for essential needs in order to be successful in college.

Membership requirement/eligibility: No requirement to join!
Currently accepting members? Yes
Comments, additional information: For more information, please contact any of our members: Ashely Biddle (ammorris@hawaii.edu (mailto:ammorris@hawaii.edu)), Corey Adler (cadler@hawaii.edu (mailto:cadler@hawaii.edu)), Nicole Keim-Fortuno (keim@hawaii.edu (mailto:keim@hawaii.edu)), Kelly Kennedy (mcclanah@hawaii.edu (mailto:mcclanah@hawaii.edu)), Kenisha Strong-Ruiz (kmstrong@hawaii.edu (mailto:kmstrong@hawaii.edu))

LEGISLATIVE RELATIONS

Contact: Erika Molyneux
Email/Phone: erikaj@hawaii.edu (mailto:erikaj@hawaii.edu)

Description: Apprise Faculty Senate of activities at the Legislature that will impact the mission of Leeward CC.

Membership requirement/eligibility: Leeward CC faculty
Currently accepting members? Yes
Comments, additional information: If you’re motivated to inform yourself and others of local political and legislative issues affecting our school, this committee is for you!

LOVE PONO

Contact: Lexer Chou
Email/Phone: achou@hawaii.edu (mailto:achou@hawaii.edu), 455-0248

Description: Love Pono’s mission is "to provide a safe environment to help the Leeward Community College community build and maintain healthy relationships through education, intervention, campus and community resources, and counseling."

Membership requirement/eligibility: It’s helpful to have some experience with violence prevention
Currently accepting members? Yes always
Comments, additional information:

OBSERVATORY COMMITTEE

Contact: Kakkala "Mohan" Mohanan (chair), William Albritton (secretary)
Email/Phone: kakkala@hawaii.edu (mailto:kakkala@hawaii.edu), walbritt@hawaii.edu
Student Services Scoops

What’s happening in Student Services

Meet Our New Licensed Mental Health Professional!

Lori Lum, LMHC, will be providing mental health services to students through individual and/or group sessions. As an integral member of Leeward CC’s threat assessment team, through education and support, she will help staff identify and monitor students that may pose a safety risk to the college. Lori will also provide outreach services that promote and support the mental health and well-being of those within our college and our community.

Join us in welcoming Lori Lum to the Leeward ‘Ohana!

Lori Lum, LMHC
Email: lorilum@hawaii.edu
Phone: (808) 455-0652
Office: Health Center, AD 224
- **Student Aid**: $6,313,150, $3,354,715 (Avail)
- **Institutional Portion**: $8,729,648, $4,715,613 (Avail)
- **Minority Serving Institutions**: $9,411,817, $5,705,613 (Avail)
- **Totals**: $24,454,615, $13,775,941 (Avail)
## Sample Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Aid</strong></td>
<td>$3,555,351 Awarded</td>
<td>Includes MSI portion</td>
</tr>
</tbody>
</table>
| **Institutional Portion** | $4,014,035 Spent | - Laptops for students  
- Campus safety and operations (PPE)  
- Training and Professional Development  
- Wifi access improvements |
| **MSI Funding**     | $3,109,288 Spent  | - Classroom supplies and equipment  
- Campus safety and operations (PPE)  
- Lost Revenue  
- Student Fees, student debt forgiveness, etc.  
- Wifi access improvements |
Spending Major Categories

- Emergency Financial Aid to Students
- Laptops for Students
- COVID-Related Payroll & Supplies
- Campus Safety & Operations
- Instructional Supplies to Reduce Student Equipment Sharing
- Lost Revenue
- Training in Online Instruction
- Upgrade Campus WiFi
- Indirect Cost

Amount Spent

% of Total Expenditure
Leeward CC Strategic Plan 2015-2021

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 and GED 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
- Goals
- Outcomes

Closing out existing plan

- Priorities by unit
- Propose goals

Propose Priorities

- Draft Priorities
- Draft goals

Institutional Priorities

- Mission and Vision
  - Who are we?
  - Who do we want to be?

- KPI’s for priorities
- Baseline Data

Development of KPI’s

- Data
  - Performance
  - Gaps

Share Draft Strategic Plan

- Feedback Process

Establishment of Steering Committee

- Leeward
- External

UH and UHCC Plan

- Alignment
- Integration

Finalization

- Governance
- Campus Council
- Admin
Fwd: Leeward CC is Awarding You $1000!
1 message

P. Jayne Bopp <pbopp@hawaii.edu>
To: "Patricia (Jayne) Bopp" <pbopp@hawaii.edu>

---------- Forwarded message ----------
From: Leeward CC Urgent Student Relief Fund <announce@hawaii.edu>
Date: Mon, Aug 23, 2021 at 7:30 AM
Subject: Leeward CC is Awarding You $1000!
To: <announce@hawaii.edu>

Aloha Fall 2021 student!

We are pleased to inform you Leeward CC has awarded you with $1000 through the Higher Education Emergency Relief Fund/ARP. If you set up eRefund you will be emailed once it is processed and you should receive this amount directly to your bank account. If you did not set up eRefund then you will receive a check; however it is disbursed on the 15th and the last day of each month.

You may make an appointment with the HINET office to discuss additional support and resources. You can set up a virtual appointment with the HINET staff by sending an email to hinet2@hawaii.edu.

Please see state-wide resources and Leeward specific resources below.

Leeward CC Basic Needs Website

Hānai iā Leeward Sign Up

The funds are not counted as taxable income, please see information here. Please allow up to 30 days for processing. We hope that this award helps you finish this semester successfully.
Stay safe and healthy!
Leeward CC Student Urgent Relief Fund Committee
leefund@hawaii.edu

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This message was sent on behalf of Leeward CC Urgent Student Relief Fund. Please do not reply to this message. It was sent from an address that cannot accept incoming email.

Announcement ID number: 1629423033-130235
Announcement distribution:
- A manually entered list of email addresses

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Lexer Scully Chou
She/Her/Hers
Student Life Coordinator
Student Services Coordinator
Student Life Office
Office: 808-455-0248
Fax: 808-454-8804
www.leeward.hawaii.edu/studentlife
96-045 Ala 'Ike, CC 205, next to the Student Lounge
Pearl City, HI 96782

Please see state-wide resources and Leeward-specific resources below.
Leeward CC Basic Needs Website
Hānai ʻia Leeward Sign Up

Important Coronavirus Info:
Campus Updates
Resources for Students
Directory of Leeward Offices and Services

UH Updates and Resources

Health Tips and Resources

- Be the change you wish to see in the world-
  Gandhi
Office of Planning, Policy and Assessment

The Office of Planning, Policy and Assessment advances the college’s mission and promotes institutional effectiveness by providing leadership and support in the areas of institutional planning, assessment, research, and grants acquisition and coordination.

Brief Description and Intended Outcomes

Institutional Research

OPPA supports the decision-making process, complies with reporting requirements of external agencies, and responds to ad hoc data requests.

The intended outcomes are:

● Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.
● Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
● The internal and external audiences will be informed about compliance issues related to confidentiality and data security.

Institutional Planning and Assessment

OPPA develops and implements a college-wide comprehensive planning and assessment process to promote institutional effectiveness, improve student learning at all levels, and establish the evidence of institutional effectiveness required for accreditation.

The intended outcomes are:

● Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
● The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.
● Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.
● Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.
● Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.

Grants

OPPA provides effective and efficient support services for awarded funds and facilitates the collaboration among communities, industry partners and community colleges.

The intended outcomes are:

● Faculty & staff will be aware of grant funding opportunities and take advantage of them.
● Faculty & staff will be assisted in managing awarded grants, and developing grant proposals.
● Funding agencies will receive performance reports in a timely manner.
● Grant awardees (PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
● Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.

Support Provided

Institutional Research

Providing timely and accurate information to internal audience is a large part of the operation of OPPA. OPPA serves this function by providing standardized reports on enrollments, admissions, retention, graduation, and course successful completion rates each semester. In addition, the office fulfilled various ad hoc data requests that were submitted either through K-Box, campus-wide committees or emails from administrators, faculty members, and staff. These requests varied in complexity, ranging from program enrollments by specific characteristics to analyses aiming to generate actionable insights.

For external audiences, the office completed 2018 Gainful Employment data reporting required by the Federal Government and created disclosures for Gainful Employment programs. The office assisted the Accreditation Liaison Officer and the Accreditation Committee with required reporting for Accreditation. We completed the Institution-Set Standards and Student Achievement Data in the Institutional Self-Evaluation Report in 2018. The office also provided data to support grants applications and evaluation reports such as Title III, TAACCT, NSF TCUP, et al.

The office provided in-depth analysis and presentations to campus-wide committees, including the Student Success Committee, Wildly Important Goal Committee, and system-wide General Education Taskforce.

There has been a growing interest among users in using reports with interactive features. OPPA had developed reports using Tableau or Power BI to enhance the accessibility of information, and facilitate interaction among users and data.

In 2018, OPPA coordinated the Community College Survey of Student Engagement (CCSSE), participated in the National Community College Benchmark Program (NCCBP) data collection, and assisted with the GradLeaders survey.

Institutional Planning and Assessment

Leeward Community College has integrated planning, assessment, and budgeting process that was designed to integrate program evaluation, planning and resource allocation for continuous improvement. The planning process includes three components:

● Annual Program Review (ARPD) and Comprehensive Review and Evaluation (CRE)
● Student Learning Assessment
Resource Allocation

OPPA was able to effectively communicate with programs/units on the ARPD submission timelines, and provide updated templates and instructions. OPPA also provided supplemental data requested by several units in addition to the standardized ARPD data matrix. One-on-one training sections were scheduled in assisting faculty and staff to complete ARPD as well.

Student Learning Assessment is embedded in the Program Review process. The office conducted regular open forum discussion sessions with a team of faculty/staff (Assessment Think Tank Group) interested in promoting a positive culture of assessment on campus.

OPPA uses an online tool to manage assessment recording and reporting. The office developed a homegrown Assessment Management System (AMS) to better serve the college’s needs. AMS training workshops and one-on-one training sessions were held to assist faculty members, and AMS digital tutorials and documents were also made available to the campus.

The office also supported the General Education Task Force in the areas of learning outcome mapping and assessment tools used for the evaluation of student artifacts during the “norming” process.

Grants:

In AY 2017-2018, the office focused on expanding funding opportunities for faculty and staff. Several grant writing seminars/workshops were organized to help faculty members gain experience in grant writing. Individual meetings between seasoned grant awardees and faculty members were also coordinated. The grant manager provided one-on-one training sessions for faculty members on relevant funding opportunities and focus pathways. Emails announcing any funding opportunities were sent to faculty and staff on a regular basis.

Grant proposals become stronger with collaborations. The office coordinated and facilitated meetings among Leeward CC, industry sectors, community partners and other UH community colleges aiming for long term cross-institutional collaborations.

The office also provided more training sessions on the grants online reporting systems, such as Fastlane, Grant.Gov and MyGrant. The grants manager worked with the Business Office on any fiscal issues, monitored performance reports, and provided real-time updates on timelines, resources, and financials.

Performance Analysis

OPPA strives to provide excellent services to internal and external users. Our number one priority has always been providing accurate and insightful data to users. We work closely with faculty and staff to understand their needs, learn from them about their programs/units, and design solutions to meet their data and research needs. Most of the time we were able to complete data requests on time. OPPA has been utilizing new reporting tools to provide user-friendly reports to faculty, staff, and administrators.
For more than five years, Leeward CC was using TK20 for assessment data collection and reporting. Due to the limited functionality of TK20, the office took initiative and developed a homegrown software solution (AMS) that is lower in cost, easier to use, provides more features, and offers flexibility for future growth. Faculty and staff are becoming more engaged in assessment activities leading to substantive positive change in assessment culture on campus. As a result, they are spending less time learning the assessment software and more time addressing matters pertaining to teaching and learning.

Prior to the hiring of the Grants Coordinator in April 2018, grant submissions were lower. Faculty members and staff are now better informed about the available funding opportunities, and they are more willing to submit/write grants proposals because there is someone to help them. Due to implemented outreach initiatives, there is now growing interest among industry sectors to develop partnerships with Leeward CC.

Grants are extremely deadline driven. We always meet submission, reporting, and closing deadlines required by sponsors as stated in their terms and conditions.

**Action Plan**

The demonstration of institutional effectiveness is a critically important component of the ACCJC process. Leeward CC received reaffirmation of accreditation for seven years in 2019. The accrediting agency recognized the exemplary performance of Leeward CC in seven areas, but it also pointed out areas the college has the potential to improve. Listed below are the areas associated with the functions of OPPA.

- Assessment Management System Mapping Capabilities.
- Policy Review Process
- Assessment at the program level.

OPPA will work on those areas in 2019 and beyond.

For the coming year, the office will:

- Develop mapping capabilities of the Assessment Management System (AMS).
- Export archival data (TK20) and import into the new system (AMS).
- Establish a policy review calendar.
- Evaluate the Annual Program Review process and propose changes that could make the program review process more efficient.

In addition, the office will be working on updating OPPA website to make it interesting, informative, and accessible. There are plans to improve the online data request procedure and to develop Power BI dashboards to disseminate data and information. OPPA will continue to notify faculty and staff about funding opportunities on a regular basis and grow the “mentorships” program to help less seasoned grant submitters.

OPPA has not established data matrices to evaluate the effectiveness of the office. We will develop assessment methods and tools to evaluate the performance of OPPA. The office is planning to conduct client-based surveys and focus groups in 2019.
1. Unit Description

Mission: The Office of Planning, Policy, and Assessment (OPPA) supports the college mission and promotes institutional effectiveness by developing, communicating, and maintaining an infrastructure for ongoing planning, policy-making, assessment, evaluation, and grant/contract acquisition and coordination.

Leeward Community College (CC) faculty, staff and administrators are our target population. We have four full time staff members: an interim program coordinator, an institutional analyst, an assessment specialist and a grants manager. OPPA provides services in four broad areas: planning, research, assessment and grant management.

Institutional Planning
OPPA engages in a wide range of institutional planning activities. We implement an annual college-wide comprehensive planning and program review process to promote institutional effectiveness, improve student learning and support area outcomes, and establish evidence of institutional effectiveness for accreditation. OPPA supports campus survey implementation and analysis including the Community College Survey of Student Engagement (CCSSE) and Employee Satisfaction Survey. We update the College’s Academic Calendar and Catalogue annually. OPPA facilitates the development and review of College policies and helps ensure that the College is in compliance with accrediting bodies. The intended service outcomes for this area are:

- Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
- The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.

Institutional Research (IR)
Institutional research provides data and reporting services to internal and external stakeholders such as administrators, support staff, instructional faculty, accrediting bodies and external funding agencies. Our services support decision-making processes and help the campus demonstrate its effectiveness and accountability at all levels. Departments and units not only depend on us for smooth and efficient operations but also look for opportunities to improve their practices through our data and analysis services. The intended service outcomes for this area are:

- Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.
- Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
- The internal and external audiences will be informed about compliance issues related to confidentiality and data security.
Institutional Assessment

Course, instructional program and support program assessments are critical to ensure student success. OPPA provides training, workshops and individual support with respect to course and program assessment. We help with the development of learning and service area outcomes and the development and maintenance of a campus assessment management system. We provide technical assistance with learning and service area outcome analysis and course evaluation design. The intended service outcomes in this area are:

- Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.
- Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.
- Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.

Grant Management

OPPA provides support for extramural funding to further the College’s mission. We seek out funding sources and inform the college of grant opportunities. OPPA facilitates collaboration among community, industry and university partners with respect to grants. Once awarded, we provide support services with respect to grant management, reporting, compliance and evaluation. The intended service outcomes in this area are:

- Faculty and staff will be aware of grant funding opportunities and take advantage of them.
- Faculty and staff will be assisted in managing awarded grants, and developing grant proposals.
- Funding agencies will receive performance reports in a timely manner.
- Grant awardees (PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
- Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.

2. Analysis of the Unit

OPPA has undergone drastic changes in the past year. In June 2019, our senior IT specialist retired. Losing her knowledge and expertise has been challenging. We have not been able to fill this position, thus our office is short staffed. In February 2020, the OPPA Program Coordinator left her position and the office was without a program coordinator for six months. In September 2020, an interim coordinator was hired. The previous program coordinator was able to help with institutional research activities (e.g., ODS, Banner and SQL queries) but the interim coordinator does not have
this skill set. Staffing shortages are exacerbated by the fact that due to COVID-19 (Coronavirus 2019) related budget shortfalls and the changing educational landscape, IR services are needed more than ever for Leeward to make informed decisions. Budget shortfalls have also made the need to find extramural funding more urgent than ever. This has created an increased workload for our office as well. Additionally, significant and ongoing barriers have kept us from acquiring an AMS, leaving our campus dangerously at risk for failing to implement the kinds of course and program assessments required by accreditors.

**Institutional Planning**

Much of OPPA’s institutional planning activities are related to ensuring campus compliance with accreditors. The College received reaffirmation of its Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation for seven years in 2019. ACCJC found only one major deficiency, our policy review process. To address this, in summer 2019, OPPA established a policy review calendar and developed the Policy on Policy Development and Review in fall 2019. In summer 2020, OPPA began working to help the college come into compliance with new United States Department of Education (USDOE) regulations (34 CFR 668.43) on licensure program disclosure requirements and related NC-SARA (National Council for State Authorization Reciprocity Agreements) disclosure and reporting requirements.

Our integrated planning, assessment and budgeting process is designed to not only meet ACCJC requirements but to help Leeward with program evaluation and resource allocation for future planning. Our planning process includes the Annual Report of Program Data (ARPD) and Comprehensive Review and Evaluation (CRE) report. OPPA is a key player in the planning process with respect to training faculty and staff on the process, providing supplemental program data for analysis, providing student learning and support area outcome data, notifying programs and departments about the process, and collecting and archiving the planning documents.

**Institutional Research**

After our senior IT specialist retired, we started the hiring process but by the end of 2019, we were unable to find a qualified applicant. In February 2020, the OPPA program coordinator, who was able to help with IR demands left, leaving one institutional analyst to manage numerous data requests. COVID-19 brought further challenges. The hiring freeze made it impossible to continue our hiring search and data requests increased due to institutional needs related to the pandemic’s disruption of teaching and learning.

Despite these obstacles, OPPA made strides in data visualization and analytics. Using the initial Tableau Creator and Viewer licenses provided by the CC System, OPPA started developing dashboards and disseminating information among the Administrative team. With growing interest in interactive reports, OPPA helped secure 10 additional Tableau Viewer licenses and distributed them among division chairs and unit heads. These dashboards are instrumental in improving OPPA’s
efficiency since they make it possible to provide data quickly to address administrator, faculty and staff questions.

To monitor data user satisfaction, OPPA launched a redesigned IR Services Satisfaction Survey in fall 2019. We ask questions about turn-around time, requirement fulfillment, and if the report was understandable. Among 33 responses, users indicated a high level of satisfaction. See chart below.

Chart 1: Satisfaction on OPPA IR Services among Data/Research Requesters

Institutional Assessment

One of our biggest challenges has been trying to acquire a new AMS. In early 2019, Tk20, Leeward’s AMS was not renewed. OPPA created a home-grown solution, which was utilized successfully however, it was determined that it was not FERPA (Family Educational Rights and Privacy Act) compliant. In September 2019, a Faculty Senate Ad Hoc Assessment Committee began reviewing AMS for the campus over a three month period and settled on Campus Labs at the start of 2020. The recommendation was brought to the Administration for approval and then the COVID-19 pandemic hit. Due to budget freezes, a special Request for Exemption was sent to University of Hawai‘i (UH) President Lasner. He approved our request to purchase Campus Labs and we are still waiting for the purchase to jump through additional bureaucratic hurdles.

OPPA is currently using Google Forms to capture outcome data, which is an ineffective long-term option. This is a band aid approach due to its serious limitations. The ability to analyze and report data at the course, program and institutional level is unrealistic. Course and program mapping is not possible. Google Forms cannot provide the kinds of disaggregated data needed for accreditation. Furthermore, analyzing and reporting the data in this format is extremely time consuming.
Grant Management

The college has about 35 active grants (not including cooperative agreements with the state, CARES funding, and financial aid funding). OPPA manages 18 of these grants.

We continue to focus on building a grant culture at Leeward. Over 500 funding sources were searched last year with 45 potential grants identified and considered. OPPA conducted outreach to 14 community and private industry organizations and five educational institutions to establish potential partnerships. Grant mentorships between Leeward faculty and seasoned grant awardees from UH Mānoa were initiated with Willy Kauai from the School of Hawaiian Knowledge, Douglas Vincent from the College of Tropical Agriculture and Human Resources, and Pauline Chin, Barbara Doherty, and Tara O’Neal from the College of Education. These partnerships resulted in collaborative proposal submissions, individual projects, and other professional partnerships. OPPA offered two workshops on campus and created grant writing tools for faculty, staff, and administrators. These tools include worksheets for proposal writing and charts to define the various roles needed for grants (e.g. researcher, coordinator, fiscal, etc.).

Eleven grant proposals were submitted to federal and non-federal funding sponsors last year by the following departments/divisions: institutional (3), Math and Science (2), Office of Continuing Education and Workforce Development (3), and Social Sciences (3). OPPA also worked with the Office of Research Services (ORS) on federal submissions to receive Coronavirus Aid, Relief, and Economic Security (CARES) funding and was the liaison between Leeward and the CARES program officer for procurement allowability. OPPA represented the College at monthly UHCC committees for Grant Coordinators.

Finding qualified grant writers for free or finding resources to pay them is a major barrier since our campus does not have a designated grant writer. Another area of concern is in regards to project management. One of our National Science Foundation (NSF) grants went into deficit because our fiscal office does not forecast and project budgets; they only print out expenditures. When budgets are not forecasted, there is a higher chance that they will go into the negative. OPPA has had to provide these services, however we are not fiscally responsible for grants and simply do not have the time to project budgets for every single project.

3. Service Area Outcomes (SAO)

The assessment of our current 13 SAOs is as follows (OPPA plans to review and update our SAOs in AY 2020-2021. See details in Action Plan below):

1. Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
   ○ Met - 29 programs/units submitted an ARPD and 17 submitted a CRE.
2. The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.
Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.

○ Updated 2019 ARPD and CRE planning process documents for clarity.

3. Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.
   ○ Not met. All previous attempts to work on our website never happened due to lack of support from the Marketing Director. This position is now empty and the college hopes to do a major overhaul of the website.
   ○ Provided one-on-one support to faculty and staff.
     i. Assisted 21 faculty with modifying their course evaluation surveys.
     ii. Supported two division chairs with updating department survey questions.
     iii. Helped 15 faculty establish measures to assess distance education courses.
     iv. Created an Assessment Handbook and shared it with the campus community.

4. Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.
   ○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
   ○ Implemented four workshops on the ARPD and CRE. Number of participants is unknown.

5. Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.
   ○ Not met. We do not have an AMS.
   ○ Currently we are using an interim assessment form (Google).
     i. Updated learning outcomes for 36 courses.
     ii. Email the number of courses assessed to date to the entire campus.
     iii. Provided individual outcome assessment data support seven times.

6. Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.
   ○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
   ○ Completed over 100 data requests.
   ○ Provided data for six grant proposals and/or grant evaluations (Integrated Industrial Technology, Title III, STEM, Library and Veterans).
100% of respondents (n=33) to our IR Satisfaction Survey were satisfied with our services.

7. Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
   - Can’t measure. This is a poorly written outcome.
   - Was the main contributor to five high profile projects related to institutional programming and decision making (Real College Survey, College Board Annual Report, ACCJC Annual Report, CCSSE 2020 and NC-SARA).

8. The internal and external audiences will be informed about compliance issues related to confidentiality and data security.
   - Met but not documented. Frequently internal and external audiences must be educated on data security policies and procedures, including how to handle sensitive data (e.g., data with student demographic information). Sometimes requestors must take an institutional security and safety training before we release information.

9. Faculty and staff will be aware of grant funding opportunities and take advantage of them.
   - Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
   - Search over 500 funding sources and identified 45 potential grants.
   - Notified Division Chairs of grant writing development opportunities provided by the NSF, USDOE, Advanced Technological Education, State of Hawai‘i, and Office of Hawaiian Affairs.
   - Conducted two grant writing workshops reaching 25 participants.
   - Provided 13 one-on-one training sessions for faculty members on relevant funding and focus pathways.
   - Created grant writing tools for faculty, staff, and administrators.
   - Established mentorships between Leeward faculty and seasoned grant writers at UH Mānoa.
   - Submitted 11 grant proposals to Federal and non-Federal funding sponsors.

10. Faculty and staff will be assisted in managing awarded grants, and developing grant proposals.
    - This SAO covers similar areas addressed in SAO 9 and 12. Refer to those SAOs.

11. Funding agencies will receive performance reports in a timely manner.
    - Met. 100% of performance reports were turned in on time.

12. Grant awardees (Principal Investigators - PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
    - Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
Met with new PIs (Ron Umehira, Kale’a Silva, Bill Labby, and William Castillo) to review deadlines and follow-up monthly to review budgets, activities and procurements to ensure compliance.

- Wrote, submitted, and received revised budgets and extensions for 14 grants (including Perkins).
- Projected budgets for 30 grants (including Perkins).
- Procured an external evaluator for Title III grants due to lack of a dedicated fiscal specialist and worked with the ORS to ensure grant compliance (reporting, activities, procurement).

13. Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.
   - Can’t measure. This is a poorly written outcome.
   - Implemented outreach to 19 community and private industry organizations, and educational institutions to establish partnerships.
   - Worked with external evaluators for Title III (USDOE), Pre-engineering Education Collaborative (NSF), and Kilo Aina (NFS) grants on performance report submissions.

4. Action Plan

The College’s Mission is as follows, “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” (2019-2020 Course Catalogue). OPPA activities work behind the scene to meet this mission. We provide data and assessment support at the course, program and administrative levels to ultimately ensure that students can be nurtured, inspired, attain a high quality education and become responsible citizens. Our special commitment to Native Hawaiians includes continuous efforts to acquire, implement, maintain and evaluate Title III grants for Alaska Native and Native Hawaiian Serving Institutions.

Previous Action Plans

Action plans from the AY 2017-2018 and AY 2018-2019 ARPDs and their outcomes are listed below.

- Export and import previous AMS data into the new system and develop mapping capabilities.
  - As previously discussed, the campus has not retained a usable AMS yet. Once we acquire Campus Labs, we will have mapping capabilities.
- Program level assessment.
- Our largest program, the Liberal Arts AA Degree is close to completing its program review.
- Once mapping capabilities are established in Campus Labs, program level assessment will be easier.
- Establish a policy review process.
  - A policy review calendar was established in summer 2019.
  - The college developed the Policy on Policy Development and Review in fall 2019.
- Evaluate Annual Program Review process and propose changes to make it more effective.
  - The process was reviewed and reporting forms were revised and simplified for 2019.
- Provide faculty and staff program review training and workshops.
  - Beginning with the 2018 review process, workshops were provided on the ARPD and CRE reports. Separate workshops for instructional programs and support programs were offered.
- Update the OPPA website to make it interesting, informative, and accessible.
  - As previously mentioned, due to lack institutional support and infrastructure this goal has not been met.
- Develop dashboards to make data available to support decision-making at all levels.
  - This project is well underway. Almost a dozen dashboards have been developed with additional ones in the works.
- Notify faculty and staff about funding opportunities on a regular basis and grow the “mentorships” program to help less seasoned grant submitters.
  - Dozens of funding opportunities were identified and shared with the campus. Six seasoned grant submitters from UH Mānoa were identified and paired with interested Leeward faculty and staff.
- Develop assessment methods and tools to evaluate the performance of OPPA.
  - A client-based survey for IR services was revised in 2019. Findings are reported above in Chart 1.
- The Innovation Center for Teaching and Learning (ICTL) will be responsible for coordinating campus-wide assessment in the future.
  - This never happened. The Assessment Specialist position was not re-organized under ICTL and remains in OPPA.
- Collect data to measure the effectiveness of the program review process.
  - Three questions related to this are found in the 2019 Employee Satisfaction Survey (N=176):
    - The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College. (65% agreed - up from 57% in 2016)
    - I participate in the planning processes of my division/department/unit. (73% agreed - up from 68% in 2016)
The College planning process results in improvement of programs and services. (62% agreed - slightly up from 60.5% in 2016).

New Action Plan
Based on the discussions in this APRD, improvements have been identified for each of OPPA’s four major areas.

Institutional Planning

Revise Service Area Outcomes
Nine out of our 13 unit SAOs are poorly written and cannot be readily measured. These outcomes were last revised in 2018 and need to be revised again. OPPA staff will meet to revise our SAOs. Currently, three two-hour meeting dates are set for December 2020. Our goal is to have revised and measurable SAOs by March 1, 2021.

Improve Campus Understanding of Program Review Process
While there was a slight increase between the 2016 and 2019 Employee Satisfaction Surveys with respect to understanding our program review process, more work needs to be done. About 65% of the 2019 respondents agreed that the planning process effectively incorporates input from appropriate people or groups, they participated in the process, and the process results in improvement of programs and services. OPPA hopes that as we work to improve assessment at the course and program levels (see Institutional Assessment below), faculty and staff will see the connections between what they do and how it fits into the bigger picture. OPPA would like to see at least a 70% agreement response rate to the three planning related questions in the 2022 Employee Satisfaction Survey.

Policy Work
The college joined NC-SARA in 2019. There are still some compliance issues that we need to address. These include a complaint process and notification policy for students in the Teacher Education program. OPPA plans to have these resolved by Summer 2021.

The Faculty Senate created a five year program review policy in Fall 2020, which was not approved by the Chancellor. The Vice Chancellor for Academic Affairs (VCAA) suggests that the policy be merged with our five year course review policy and then draft accompanying procedures. OPPA will finalize these changes in Spring 2021.

Comprehensive Review and Evaluation
OPPA will do our first CRE next year. At that time we will propose a long range plan to revisit working on improving our website. We would also like to propose a long range plan to provide
weekly “data nuggets” in our campus bulletin with the hopes of getting everyone excited about using data to inform their work.

**Institutional Research**

**Address Insufficient Staffing**

Given that OPPA has only one institutional analyst and the likelihood of filling our empty position is slim, we need to find creative ways to address this challenge. The VCAA has agreed to give one Math and Sciences faculty six teaching credits of release time in Spring 2021 to assist OPPA. If this is successful then perhaps other qualified faculty or lecturers can be identified for additional assistance as needed.

OPPA will reassess if it is our responsibility to ensure that the campus community has sensitive data clearance. Having to explain these procedures and make sure faculty and staff receive the required institutional certifications is a time consuming process for our already overworked IR. We will strategize on how to improve this process by Fall 2021.

Given the numerous requests for data and the need to track and document requests, OPPA will re-evaluate our KBOX data request process by Summer 2021. If we can streamline the process it will alleviate some work for our IR.

**Dashboard Projects**

OPPA will continue developing dashboard reports since it allows us to significantly increase efficiency. The Chancellor and VCAA are also hoping to retain the services of a data and analytics company to help us fast track some dashboards. OPPA hopes to have five additional dashboards by the end of Fall 2021.

**Institutional Assessment**

**Acquire Assessment Management System**

The College is in dire straits with no functional AMS and it is still unclear if the purchase of one will be approved due to COVID-19 budget restrictions. If we are able to purchase Campus Labs, OPPA will need to initialize the software and adapt it to our campus needs. Then, existing data will need to be migrated into Campus Labs. Finally, faculty and staff will require training on using Campus Labs. Since we do not know if or when we will get Campus Labs, no specific timeline can be provided, however, these activities can easily take one and half academic years.

**Student Learning and Service Area Outcomes**

OPPA plans to meet individually or in small groups with discipline coordinators to talk about learning and area outcome assessment. We plan to help them identify signature assignments or activities to simplify assessment. This project will be done in tandem with the Faculty Senate
Assessment Committee. There are 43 instructional discipline coordinators and eight support program coordinators. We will begin this project in Spring 2021 and hope to finish by Fall 2021.

**Program Level Outcome (PLO) Assessment**
Accreditors noted that Leeward needs to make improvements with PLO assessment. OPPA will work with our largest program first, the AA in Liberal Arts to do course mapping for improved assessment. This will be completed in Spring 2021. There are 19 instructional programs. Our goal is to assist at least three programs a semester beginning in Spring 2021 with course mapping. Many of the program coordinators also discipline coordinators, so in some cases we can achieve this task and the student learning outcomes project described above at the same time.

**Grant Management**

**Build Grant Culture**
OPPA hopes to build a stronger grant culture on campus by notifying faculty and staff about grant opportunities and then engaging the campus in providing proposal ideas for these solicitations. We also hope to share more leadership opportunities with respect to grants by having different staff and faculty members act as grant writers, project managers and principle investigators. We will pilot test this with the next Title III solicitation in 2021.

OPPA will continue the grant mentorship project and expand it from the six current mentors to eight by the end of fall 2021.

In spring 2021, OPPA will solicit assistance from qualified faculty and staff on campus (e.g. economics or accounting instructors) to help with grant budget projections.

OPPA is requesting funds in this ARPD to hire either a full time or part time grant writer to help the college secure more extramural funding.

**Title III & TRIO Grants**
OPPA will facilitate the 2021 Title III grant application process. These are five year grants and in our CRE we will propose establishing a long range plan for Title III grant applications so we can have a well developed direction for future funding.

TRIO grants are on a five year cycle. It is OPPA’s goal to help the College apply for the next round of TRIO funding.
5. Resource Implications

Institutional Planning

The interim OPPA coordinator is also the campus ACCJC Accreditation Liaison Officer (ALO). ACCJC requires ALO training every other year, with the next training happening in April 2021. Training and conference fees are estimated at $500 since no travel is involved.

Additional professional development for the next academic year: $500.

Institutional Research

Due to the changing nature of IR, continued professional development is needed: $2,000.

Additional human capital needed includes release time for qualified faculty and staff to assist with IR activities.

OPPA has submitted a CARES proposal for additional Tableau licenses: $3,560

Institutional Assessment

Campus Labs for three years: $90,000.

Assessment related professional development for the next academic year: $1,000.

Grants Management

Contracting an external grant writer for review and guidance for the 2021 Title III grant proposal: $3,000.

Additional human capital includes release time for qualified faculty and staff to assist with grant writing and budget forecasting activities.

☐ I am NOT requesting additional resources for my program/unit.
Assessment Form

Assessment Data Form

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form.

Not adam36@hawaii.edu? Switch account

You will need to submit a new form for each SLO assessed. Thank you for your patience and hard work in this matter. Please stay tuned for Anthology, our new and improved assessment management system next year!

Next

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Google Forms
Assessment Form

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form.

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* Required

Division

Select the associated division for the assessment.

Divisions *

Arts & Humanities

Back  Next

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Assessment Form

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* Required

Arts & Humanities

Select a course learning outcome from the list below.

Arts & Humanities *

ART 101 - Distinguish the meanings of ordinary art terms and use the proper term

Back  Next

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Assessment Form

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form.

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* Required

Assessor

First Name *

John

Last Name *

Doe

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Google Forms
Assessment Form

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* Required

Methods & Outcomes

Term *
Specify when the assessment was conducted.

2021 (Summer 1)

Delivery Method *
Specify pedagogical method used to deliver subject content.

Face-to-Face (F2F)
Measurement *
What measurement tool/approach was used during the assessment?

Capstone Projects

Number of Sections Assessed *
How many sections were assessed for this SLO?

15

Students Assessed *
How many students were assessed using this measurement tool?

15

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *
How many students achieved learning outcome expectations?

100
Assessment Form

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form.

Not adam36@hawaii.edu? Switch account

* Required

Analysis

Provide analysis and evidence of assessments.

Analysis *
Brief summary of assessment results.

- A successful outcome so no further action necessary
- The students were able to meet the expectations and achieve success
- Course modifications will need to be made to address low success rate.
- Other: ____________________________
Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Add file

A copy of your responses will be emailed to adam36@hawaii.edu.

Back  Submit

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Assessment Form

Your response has been recorded.

See previous responses
Edit your response
Submit another response

This form was created inside of University of Hawaii. Report Abuse
Assessment Committee Mission

The Mission of the Assessment Committee is to:

1. Communicate: Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment.
2. Facilitate: Work with the Administration and the Office of Planning, Policy, and Assessment (OPPA) to facilitate the assessment process and establish a culture of assessment.


Assessment Committee Members

2021-2022 Assessment Committee members:

1. Jayne Bopp
2. Cara Chang
3. Keala Chock
4. Pete Gross
5. Adam Helemano
6. Michele Mahi (chair)
7. Erin Thompson

Course Assessment Progress

1. Course Assessment Progress (2021-2022)
2. Course Assessment Progress (2020-2021)
3. Course Assessment Progress (2019-2020)
5. Course Assessment Progress (2017-2018)

Completing Course Assessment

Please submit your course assessment data using the Course Assessment Form. The Course Assessment Form is being used to collect assessment data in the interim while the Assessment Committee sets up Anthology (our new Assessment Management Software).

If you have questions about course assessment, please contact Adam Helemano (adam36@hawaii.edu), Institutional Assessment Specialist, or Michele Mahi (mhamada@hawaii.edu), Faculty Senate Assessment Committee Chair.

Assessment Committee Reports and Motions to Faculty Senate

2020-2021 AY

1. Motion to Faculty Senate to Accept Proposed Revision to Assessment Policy - L5.210
2. Annual Report for the Assessment Committee

2019-2020 AY

1. Assessment of the Associate in Arts in Liberal Arts Degree - Oral Communication
2. Annual Report for the Assessment Committee

2018-2019 AY

1. Accreditation Quality Focus Essay 2018
2. Annual Report for Assessment Committee

2017-2018 AY

1. Motion to Faculty Senate to Accept Proposed Revision to Assessment Policy - L5.210
2. Motion to Faculty Senate to Adopt Assessment Policy Statement
3. Annual Report for Assessment Committee

2016-2017 AY

1. Motion to Faculty Senate to Accept Proposed Revision to Policy on 300+ Course Level Transfer Credit 10-19-16
2. Motion to Faculty Senate to Accept Proposed Revision to Prior Learning Assessment Manual 2-15-17
3. Motion to Faculty Senate to Accept Proposed Revisions to Back Language Credit Policy 5-3-17
4. Annual Report for Assessment Committee

2015-2016 AY
1. Course and Support Area Assessment Handout - Directions, Example, and Blank Template
2. Assessment and TK-20 PowerPoint - Workshop 11-12-15
3. Motion to Faculty Senate to Accept Proposed Changes to Catalog Regarding Recording of PLA grades 3-16-16
4. Current Faculty Senate Revisions to Assessment Committee (currently being voted on 4/15/2016)
5. Annual Report for Assessment Committee

2014-2015 AY
1. Google Doc for Assessment Development Committee
2. Proposed Changes to Faculty Senate 3/18
3. Motion to Faculty Senate to Accept Proposed Changes 4/15
4. Annual Report for Program Review, Institutional Research, and Assessment Committee

Categories:
Standing Committee

Copyright 2014-2019, Leeward Community College, a campus of the University of Hawaii
### Division: Social Sciences  
**Discipline:** Sociology and Women's Studies  
**Discipline Coordinator:** Corey Adler

<table>
<thead>
<tr>
<th>Course</th>
<th># of Course SLOs in KSCM</th>
<th>All SLOs Assessed in Past 5 Years?</th>
<th># of Sections Past 5 Years</th>
<th>Last Taught Past 5 Years</th>
<th>Instructors Who Taught Class in Past 5 Years</th>
<th>Notes or Comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>3</td>
<td>YES</td>
<td>96</td>
<td>F20/S21</td>
<td>Corey Adler; Eunice Brekke; Maria Diaz; Patricia Bopp</td>
<td></td>
</tr>
<tr>
<td>SOC 151</td>
<td>3</td>
<td>N</td>
<td>10</td>
<td>F20/S21</td>
<td>Maria Diaz</td>
<td></td>
</tr>
<tr>
<td>SOC 214</td>
<td>3</td>
<td>N</td>
<td>2</td>
<td>S20</td>
<td>Maria Diaz</td>
<td></td>
</tr>
<tr>
<td>SOC 218</td>
<td>3</td>
<td>YES</td>
<td>13</td>
<td>F20/S21</td>
<td>Corey Adler; Eunice Brekke; Maria Diaz; Patricia Bopp</td>
<td></td>
</tr>
<tr>
<td>SOC 231</td>
<td>2</td>
<td>YES</td>
<td>2</td>
<td>S20</td>
<td>Patricia Bopp</td>
<td></td>
</tr>
<tr>
<td>SOC 250</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>Not taught past 5 years</td>
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<tr>
<td>SOC 250H</td>
<td>4</td>
<td>YES</td>
<td>9</td>
<td>F20/S21</td>
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<td></td>
</tr>
<tr>
<td>SOC 251</td>
<td>3</td>
<td>YES</td>
<td>9</td>
<td>S21</td>
<td>Eunice Brekke; Patricia Bopp</td>
<td></td>
</tr>
<tr>
<td>WS 151</td>
<td>2</td>
<td>YES</td>
<td>40</td>
<td>F20/S21</td>
<td>Corey Adler; Crystal Cooper; Patricia Bopp</td>
<td></td>
</tr>
<tr>
<td>WS 200</td>
<td>4</td>
<td>YES</td>
<td>2</td>
<td>S20</td>
<td>Patricia Bopp</td>
<td></td>
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<tr>
<td>WS 202</td>
<td>4</td>
<td>YES</td>
<td>8</td>
<td>F20/S21</td>
<td>Ashley Biddle; Crystal Cooper</td>
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</tr>
<tr>
<td>WS 290V</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>Not taught past 5 years</td>
</tr>
</tbody>
</table>

**L5.210 Leeward Community College Policy on Assessment**

Please provide assessments for each SLO for the following courses:
### Course: SOC 151
Semester and Year: 
Number of Sections Assessed: 
Number of Students Assessed: 
Name of Person Completing Form:

<table>
<thead>
<tr>
<th>Learning Outcomes (official learning outcomes found on Kuali for this course)</th>
<th>Signature Assignment (identify one assignment that best measures the learning outcome)</th>
<th>Percent of Students Who Met the Learning Outcome (received a C (70%) or higher on the signature assignment)</th>
<th>Actions To Be Taken (if less than 70% of students met the learning outcome, indicate what actions will be taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: Explain theories related to...</td>
<td>(Title of Assignment) 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the social processes that create our current food system and their impact on individuals, their communities, and the environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the core debates within contemporary social justice issues and their related social movements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate solutions on both a public and individual level to improve the production and availability of food that is sustainable to individuals, their communities, and the environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course: SOC 214 - Note this course needs to be updated in Kuali!
Semester and Year: 
Number of Sections Assessed: 
Number of Students Assessed: 
Name of Person Completing Form:

<table>
<thead>
<tr>
<th>Learning Outcomes (official learning outcomes found on Kuali for this course)</th>
<th>Signature Assignment (identify one assignment that best measures the learning outcome)</th>
<th>Percent of Students Who Met the Learning Outcome (received a C (70%) or higher on the signature assignment)</th>
<th>Actions To Be Taken (if less than 70% of students met the learning outcome, indicate what actions will be taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAMPLE: Explain theories related to...</td>
<td>(Title of Assignment)</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Analyze how race has been defined throughout history using the concept of race as a social construct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast various racial and ethnic groups that make up the population of the American society and discuss the diversity in backgrounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the theoretical perspectives that relate to the study of race and ethnic relations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please return completed form to pbopp@hawaii.ed by June 1, 2021
Thank you!
## Course SLO Assessment Progress Summary

**OPPA**  
**July 15, 2021**

<table>
<thead>
<tr>
<th>DIVISION</th>
<th># Courses Taught Past 5 Years</th>
<th>All Course SLOs Assessed In Past 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Feb 13</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>110</td>
<td>14.0%</td>
</tr>
<tr>
<td>Business</td>
<td>56</td>
<td>66.1%</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>48</td>
<td>23.0%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>144</td>
<td>39.7%</td>
</tr>
<tr>
<td>Prof Arts &amp; Tech.</td>
<td>62</td>
<td>43.3%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>71</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>Total # of courses</strong></td>
<td><strong>496</strong></td>
<td><strong>32.8%</strong></td>
</tr>
</tbody>
</table>
1. Program Unit Description

Program or Unit Mission or Purpose Statement
The Marketing & Communications Office is the hub for all marketing and communications for Leeward Community College.

What is the target student or service population?
The target population is widespread for the Marketing & Communications Office, which includes the campus (students, faculty, and staff) and the community; however, it also provides information for future students and vendors from outside of Hawai‘i.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

This is the first ARPD submitted by the Leeward CC Marketing & Communications Office. Below is a table with the required information based on the UHCCP #5.202, pg. 27, for Marketing and Communications.

<table>
<thead>
<tr>
<th>Measurements</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Credit headcount Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="https://data.hawaii.edu/#/reports/ENRT00">https://data.hawaii.edu/#/reports/ENRT00</a></td>
<td>6,363</td>
<td>6,413</td>
</tr>
<tr>
<td>Fall Credit FTE Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="https://data.hawaii.edu/#/reports/ENRT03">https://data.hawaii.edu/#/reports/ENRT03</a></td>
<td>3,475</td>
<td>3,235</td>
</tr>
<tr>
<td>Average Fall Credit Student Semester Hours (SSH) of full-time students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1">https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1</a></td>
<td>13.4</td>
<td>13.2</td>
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<tr>
<td>Average Fall Credit Student Semester Hours (SSH) of part-time students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1">https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1</a></td>
<td>5.4</td>
<td>5.3</td>
</tr>
<tr>
<td>Fall Going rates of high school students (Leeward DOE District)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="https://www.hawaii.edu/iro/maps/Hsbuhf20.pdf">https://www.hawaii.edu/iro/maps/Hsbuhf20.pdf</a></td>
<td>11.6%</td>
<td></td>
</tr>
<tr>
<td>Fall Credit Headcount of Entering Students</td>
<td></td>
<td></td>
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<tr>
<td>Source: <a href="https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1">https://10ay.online.tableau.com/#/site/uhcc/views/StudentCharacteristicReport/WhoAreThey?:iid=1</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,143</td>
<td>1,087</td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,044</td>
<td>1,007</td>
</tr>
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</table>
### Other First Time

<table>
<thead>
<tr>
<th>Other First Time</th>
<th>531</th>
<th>705</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Credit headcount Enrollment</td>
<td>6,363</td>
<td>6,413</td>
</tr>
<tr>
<td>Source: <a href="https://data.hawaii.edu/#/reports/ENRT00">https://data.hawaii.edu/#/reports/ENRT00</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of staff members in Marketing, Public Relations and Online Communications</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of online communication vehicles (website, social media accounts and email/e-marketing)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total number of visitors to your website</td>
<td>210,555</td>
<td>198,583</td>
</tr>
<tr>
<td>(2020 calendar year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(as of 11/22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of the types of marketing and communications services provided: branding, advertising, graphic design, web development (maintaining college website), social media and communications (press releases, messages and alerts)</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

### Strengths

1. Improvement of the Marketing & Communications Office’s communication with the entire campus.
2. Improvement of website content.
3. Leeward CC students, faculty, and staff stories of success and/or inspiration.

### Improvement Areas

1. Need to hire permanent staff in order to adequately address the campus requests and needs.
2. Need to have a more engaging website and improve content.
3. Need to improve campus signage.
4. Need to have a recognizable Leeward CC brand.
5. Need to have multiple website access by key personnel to update and address urgent messages.
6. Need to create and implement a process for tracking and assessment of projects.

### Discuss significant program or unit actions

(new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

This is the first ARPD submitted by the Marketing & Communications Office. There have been many significant changes from 2020 to the present, which include the following:

- Marketing Director retired in October 2020, and this position has not been filled due to the UH System hiring freeze. The Leeward CC administration has not sought an exception to fill this position.
● Marketing Director was the only staff member in the Marketing & Communications Office in 2018-2020.
● Marketing Specialist position has been vacant for approx. six years and was not filled prior to the Director’s retirement.
● OCEWD Marketing Specialist was reassigned to take on the duties of the Marketing & Communications Office in July 2020. He was able to work with the past Marketing Director for a few months on a limited basis prior to her retirement.
● Administration approved funding the overtime for the Windward CC Marketing Specialist to help Leeward’s Marketing Specialist in addressing the long-list of requests. In addition, student help was hired.
● Webmaster retired as of October 2021; he was the key person that had the expertise to fix problems with the current website (Drupal).

**Instructional programs** must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

Not applicable. The Marketing & Communications Office provides service and is not an instructional unit.

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

- **a)** List of the Program Student Learning Outcomes or Unit/Service Outcomes
- **b)** Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- **c)** Assessment Results.
- **d)** Changes that have been made as a result of the assessment results.

This is the first ARPD being submitted by the Marketing & Communications Office; however, unofficial outcomes have been included and assessed.

- **a)** Unofficial outcomes set by the Marketing Office
  1. Identify a funding source for a new Leeward CC website.
  2. Create better campus signage.
  3. Assess areas of the current website that need improvement.
  4. Prioritize tasks of the office due to the high volume of requests.

- **b)** Assessed outcomes
  1. Identify a funding source for a new Leeward CC website.
     - i. Researched CARES-funding requirements.
     - ii. Identified CARES criteria that marched the website purpose.
2.   Create better campus signage.
   i.    Identified areas of concerns such as wayfinding and ADA access that could be resolved through better signage.
   ii.   Discussed areas of concerns with the Administration, targeted division/unit personnel, and areas identified through the CTE Civil Rights Compliance Review Corrective Action Plan (CAP dated August 15, 2019) by Ryan Tanaka from the Office of the Director of Career and Technical Education.

3.   Assess areas of the current website and public relations that need improvement.
   i.    Discussions with the selected website vendor.
   ii.   Survey created and disseminated to assess the campus community needs of the new website.
   iii.  Increase awareness of Leeward CC, its programs, its success stories, etc.

4.   Prioritize tasks of the office due to the high volume of requests.
   i.    Create and implement a process for tracking and assessment of projects.

c) Assessment Results

The assessment of the unofficial outcomes show a positive trend toward improving the communications and public relations.

1.   Identify a funding source for a new Leeward CC website.
   i.    Successful submission of a CARES proposal to fund a new Leeward CC website.
   ii.   Approval of selected vendor for the new website.
   iii.  Started the planning of the new website.

2.   Create better campus signage.
   i.    Hired a wayfinding consultant to survey the campus and identify signage needs.
   ii.   Completed one phase of signage by creating and erecting street signs for Gates 1-5, as well as directional signage for lower campus.

3.   Assess areas of the current website and public relations that need improvement.
   i.    Collected current website feedback through surveys to Leeward faculty and staff (approx. 84 responses), current Leeward students (approx. 255 responses) and prospective students that were contacted through community partners (approx. 34 responses).
   The responses indicated a need to improve the site's visual design and information organization (ease of use), instill a sense of place and culture (Native Hawaiian) and include more relevant information for all audiences. View full breakdown of responses and summary/analysis here.
   ii.   Increase in UH News stories highlighting the accomplishments of Leeward's students and employees, as well as the campus's impact on the community.
4. Prioritize tasks of the office due to the high volume of requests.
   i. Created a system that prioritized the requests by (1) emergencies (i.e. COVID-19) or compliance issues, (2) corrections or clarification of the website information, (3) time-sensitive updates, (4) administrative requests, and (5) impact on students and programs.

d) Changes that have been made as a result of the assessment results.
   1. Website survey was given to the vendor to incorporate suggestions into the new website.
   2. Implementation of new signage has begun.
   3. New website and Intranet are being built; and ongoing efforts to publish stories about the campus community.
   4. Created and implemented a process for tracking and assessment of projects.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

1. Complete the new Leeward CC website, which adheres to ADA regulations.
2. Introduce a new Leeward CC branding strategy in conjunction with the new website.
3. Improve Marketing & Communications Office services through information and suggestions from surveys.
4. Hire staff to have a full-service Marketing & Communications Office.
5. Continue a strong social-media presence.
6. Include more student success stories on the website, through social media, and in the UH News.
7. Will formalize SAO for next year.

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Mission Statement: The students rely heavily on electronic media to obtain their information. Through the pandemic it became more apparent that Leeward needed to strengthen its website platform, which is enhanced through social media. Through the efforts of the Marketing Office, information is updated and disseminated so students have access to the information (e.g. Library
references and resources, content tutoring, laptop loan program) that will help them achieve their educational goals.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

The Leeward Marketing & Communications Office is implementing changes in order to be strategic and efficient while addressing the creative needs of its stakeholders. Along with the College, it is rebranding marketing and communications through the new website design. The Marketing Specialist is working closely with the approved website vendor, Osaki Creative Group, to launch in Spring 2022 an interactive and informative platform that will engage all participants. The key to a successful marketing and communications plan is to have a full staff in order to address the six major areas of services provided—branding, advertising, graphic design, web development (maintaining college website), social media and communications (press releases, messages and alerts).

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional resources for my program/unit.

The following items will be included on the next Resource Request List.

Operational Budget:
1. Hire one (1) part-time APT (overtime) to assist the current Marketing Specialist.
2. Purchase a large format printer and furniture.
3. Purchase new protocol items to reflect the new Leeward branding

Personnel - Non-instructional Budget:
1. Hire permanent Marketing Director.
2. Hire permanent Marketing Specialist.
3. Hire permanent Webmaster.

Repair & Maintenance Budget:
None
6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.

Not applicable. The Marketing & Communications Office provides service and is not an instructional unit.
Office of Planning, Policy and Assessment

The Office of Planning, Policy and Assessment advances the college’s mission and promotes institutional effectiveness by providing leadership and support in the areas of institutional planning, assessment, research, and grants acquisition and coordination.

Brief Description and Intended Outcomes

Institutional Research

OPPA supports the decision-making process, complies with reporting requirements of external agencies, and responds to ad hoc data requests.

The intended outcomes are:

- Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.
- Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
- The internal and external audiences will be informed about compliance issues related to confidentiality and data security.

Institutional Planning and Assessment

OPPA develops and implements a college-wide comprehensive planning and assessment process to promote institutional effectiveness, improve student learning at all levels, and establish the evidence of institutional effectiveness required for accreditation.

The intended outcomes are:

- Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
- The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.
- Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.
- Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.
- Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.

Grants

OPPA provides effective and efficient support services for awarded funds and facilitates the collaboration among communities, industry partners and community colleges.

The intended outcomes are:

- Faculty & staff will be aware of grant funding opportunities and take advantage of them.
● Faculty & staff will be assisted in managing awarded grants, and developing grant proposals.
● Funding agencies will receive performance reports in a timely manner.
● Grant awardees (PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
● Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.

Support Provided

Institutional Research

Providing timely and accurate information to internal audience is a large part of the operation of OPPA. OPPA serves this function by providing standardized reports on enrollments, admissions, retention, graduation, and course successful completion rates each semester. In addition, the office fulfilled various ad hoc data requests that were submitted either through K-Box, campus-wide committees or emails from administrators, faculty members, and staff. These requests varied in complexity, ranging from program enrollments by specific characteristics to analyses aiming to generate actionable insights.

For external audiences, the office completed 2018 Gainful Employment data reporting required by the Federal Government and created disclosures for Gainful Employment programs. The office assisted the Accreditation Liaison Officer and the Accreditation Committee with required reporting for Accreditation. We completed the Institution-Set Standards and Student Achievement Data in the Institutional Self-Evaluation Report in 2018. The office also provided data to support grants applications and evaluation reports such as Title III, TAACCT, NSF TCUP, et al.

The office provided in-depth analysis and presentations to campus-wide committees, including the Student Success Committee, Wildly Important Goal Committee, and system-wide General Education Taskforce.

There has been a growing interest among users in using reports with interactive features. OPPA had developed reports using Tableau or Power BI to enhance the accessibility of information, and facilitate interaction among users and data.

In 2018, OPPA coordinated the Community College Survey of Student Engagement (CCSSE), participated in the National Community College Benchmark Program (NCCBP) data collection, and assisted with the GradLeaders survey.

Institutional Planning and Assessment

Leeward Community College has integrated planning, assessment, and budgeting process that was designed to integrate program evaluation, planning and resource allocation for continuous improvement. The planning process includes three components:

● Annual Program Review (ARPD) and Comprehensive Review and Evaluation (CRE)
● Student Learning Assessment
• Resource Allocation

OPPA was able to effectively communicate with programs/units on the ARPD submission timelines, and provide updated templates and instructions. OPPA also provided supplemental data requested by several units in addition to the standardized ARPD data matrix. One-on-one training sections were scheduled in assisting faculty and staff to complete ARPD as well.

Student Learning Assessment is embedded in the Program Review process. The office conducted regular open forum discussion sessions with a team of faculty/staff (Assessment Think Tank Group) interested in promoting a positive culture of assessment on campus.

OPPA uses an online tool to manage assessment recording and reporting. The office developed a homegrown Assessment Management System (AMS) to better serve the college’s needs. AMS training workshops and one-on-one training sessions were held to assist faculty members, and AMS digital tutorials and documents were also made available to the campus.

The office also supported the General Education Task Force in the areas of learning outcome mapping and assessment tools used for the evaluation of student artifacts during the “norming” process.

Grants:

In AY 2017-2018, the office focused on expanding funding opportunities for faculty and staff. Several grant writing seminars/workshops were organized to help faculty members gain experience in grant writing. Individual meetings between seasoned grant awardees and faculty members were also coordinated. The grant manager provided one-on-one training sessions for faculty members on relevant funding opportunities and focus pathways. Emails announcing any funding opportunities were sent to faculty and staff on a regular basis.

Grant proposals become stronger with collaborations. The office coordinated and facilitated meetings among Leeward CC, industry sectors, community partners and other UH community colleges aiming for long term cross-institutional collaborations.

The office also provided more training sessions on the grants online reporting systems, such as Fastlane, Grant.Gov and MyGrant. The grants manager worked with the Business Office on any fiscal issues, monitored performance reports, and provided real-time updates on timelines, resources, and financials.

Performance Analysis

OPPA strives to provide excellent services to internal and external users. Our number one priority has always been providing accurate and insightful data to users. We work closely with faculty and staff to understand their needs, learn from them about their programs/units, and design solutions to meet their data and research needs. Most of the time we were able to complete data requests on time. OPPA has been utilizing new reporting tools to provide user-friendly reports to faculty, staff, and administrators.
For more than five years, Leeward CC was using TK20 for assessment data collection and reporting. Due to the limited functionality of TK20, the office took initiative and developed a homegrown software solution (AMS) that is lower in cost, easier to use, provides more features, and offers flexibility for future growth. Faculty and staff are becoming more engaged in assessment activities leading to substantive positive change in assessment culture on campus. As a result, they are spending less time learning the assessment software and more time addressing matters pertaining to teaching and learning.

Prior to the hiring of the Grants Coordinator in April 2018, grant submissions were lower. Faculty members and staff are now better informed about the available funding opportunities, and they are more willing to submit/write grants proposals because there is someone to help them. Due to implemented outreach initiatives, there is now growing interest among industry sectors to develop partnerships with Leeward CC.

Grants are extremely deadline driven. We always meet submission, reporting, and closing deadlines required by sponsors as stated in their terms and conditions.

**Action Plan**

The demonstration of institutional effectiveness is a critically important component of the ACCJC process. Leeward CC received reaffirmation of accreditation for seven years in 2019. The accrediting agency recognized the exemplary performance of Leeward CC in seven areas, but it also pointed out areas the college has the potential to improve. Listed below are the areas associated with the functions of OPPA.

- Assessment Management System Mapping Capabilities.
- Policy Review Process
- Assessment at the program level.

OPPA will work on those areas in 2019 and beyond.

For the coming year, the office will:

- Develop mapping capabilities of the Assessment Management System (AMS).
- Export archival data (TK20) and import into the new system (AMS).
- Establish a policy review calendar.
- Evaluate the Annual Program Review process and propose changes that could make the program review process more efficient.

In addition, the office will be working on updating OPPA website to make it interesting, informative, and accessible. There are plans to improve the online data request procedure and to develop Power BI dashboards to disseminate data and information. OPPA will continue to notify faculty and staff about funding opportunities on a regular basis and grow the “mentorships” program to help less seasoned grant submitters.

OPPA has not established data matrices to evaluate the effectiveness of the office. We will develop assessment methods and tools to evaluate the performance of OPPA. The office is planning to conduct client-based surveys and focus groups in 2019.
December 16, 2019

To: Carlos Peñaloza, James Goodman, Michael Cawdery

From: Della Teraoka, Vice Chancellor for Academic Affairs and Ad Hoc Assessment Committee (Jayne Bopp, Eunice Brekke, Petersen Gross, Adam Halemano, Michele Mahi, Erin Thompson, Natalie Wahl, Shuqi Wu)

Subject: Recommendations for Next Steps with Assessment

On December 4, 2019, a small ad hoc team of individuals involved with assessment issues at Leeward Community College convened to discuss next steps for ensuring there is an institutional assessment plan to continue all of the work that has already occurred into the next accreditation cycle. A wide range of topics were discussed, and several recommendations were made for how to move forward.

One important topic that was discussed is how to create more institutional support and understanding of the College’s seven General Education Learning Outcomes (GELOs). These GELOs are infused across the campus in every degree program. They are also the program learning outcomes (PLOs) for the AA in Liberal Arts degree. This has caused some confusion.

**Recommendation 1: Clearly identify the GELOs as the learning outcomes that pertain to all degree programs offered at Leeward CC. One strategy is to remove the three Institutional Learning Outcomes and identify the 7 GELOs as the Institutional Learning Outcomes.**

Additionally, it is recommended that the College move to assessing the GELOs more intentionally and broadly by considering different methodologies beyond the work of the AA Program Coordinator. A lot of effort has already occurred with the AA Task Force, but it has been limited to only the AA in Liberal Arts program. One suggestion is to broaden this effort to include all liberal arts and CTE programs in the assessment of the GELOs.

In order to accomplish this broad level of institutional assessment, the ad hoc committee has proposed, and the VCAA concurs with, creating an Institutional Assessment Steering Committee to oversee the work of assessment at the college and provide recommendations for future directions with assessing the GELOs.
Recommendation 2: Create an Institutional Assessment Steering Committee to provide overall guidance and oversight on institutional assessment at the College. Membership would be based on positions as identified below.

Steering Committee Members (10 members)
- 1 VCAA
- 3 Chairs of Faculty Senate Standing Committees
  - Assessment Committee (Michele Mahi)
  - Curriculum Committee (Petersen Gross)
  - General Education Foundation Committee (Suzette Scotti or Weirong Cai)
- 1 Assessment Coordinator (Adam Halemano)
- 1 ALO (Jayne Bopp)
- 1 AA Program Coordinator (this could morph into GELO Coordinator) (Eunice Brekke)
- 1 Division Chair – preferably CTE focus (Warren Kawano)
- 1 Unit Head – to represent the support areas (Natalie Wahl)
- 1 OPPA rep (Shuqi Wu)

The charge of the Institutional Assessment Steering Committee is to ensure the College is meeting the accreditation standards on assessment, encouraging dialogue at all levels on assessment results, and providing overall guidance on the use of assessment results to improve courses, programs, and services. This charge includes monitoring and implementing the Quality Focus Essay (QFE) Action Project 2 submitted by the College to ACCJC in 2018 and ensuring it is being updated as needed so that it can be reported on in the 2022 Midterm Report.

**QFE Action Project 2: Improve student learning by making assessment more meaningful for faculty.**

**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.

In addition to the above charge, the ad hoc committee discussed the possibility of eventually moving the terminology from AA Program Review Coordinator towards GELO Assessment Coordinator in an effort to be more inclusive and address general education as a campus wide issue instead of focusing only on the AA in Liberal Arts degree.
Recommendation 3: Move from a focus on the AA in Liberal Arts degree towards a broader focus on general education by having a GELO Assessment Coordinator that works with faculty from both liberal arts and CTE programs.

This move would include developing a process for assessing GELOs and determining how to take the work of the AA Task Force and merge it into assessment of GELOs across all programs, including CTE programs.

To support the efforts of the steering committee, the Assessment Coordinator, Adam Halemano, will begin the procurement process for Campus Labs. Campus Labs was selected by the Ad Hoc Assessment Committee after completing a review of three assessment software systems.

Finally, the ad hoc team participated in a demo of the mapping function in KSCM. This functionality is currently used at some of the other CCs, and it would require faculty to indicate the course to program learning outcome alignments as part of the curriculum review process. Petersen will be following up on what steps are needed to implement. The group believes this additional feature will create a stronger understanding across the campus of how courses align with programs and with the GELOs.

Your input and feedback on this proposal are requested by December 31, 2019.
Welcome and Introductions

Attending: Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Cecilia Lucas, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Della Teraoka, Donna Matsumoto (guest)

Understand the charge and timeline

Della reviewed the charge, timeline, and provided a brief history of the planning process at Leeward.

Background

Charge: The work of the committee will be to 1) make recommendations for improvements on the College’s integrated planning and budgeting process, and 2) review and update the Leeward Policy on Annual Program Review (L5.202).

Timeline: Committee formed by September 1. Work will commence shortly thereafter and have recommendation to Campus Council by April 2018 meeting.

History

Discussion of the ARPD process which has been around more than 15 years. The ARPD was created as a separate system process that has been incorporated into the Leeward planning and budgeting process since 2013. A short review of how the process changed from 2006 with the comprehensive Annual Program Review (APR) to the current process which uses the ARPD as the core planning document with a less frequent Comprehensive Review and Evaluation (CRE) every 3-4 years.

Process starts with Mission, Strategic Plan, and College Goals. Ongoing assessment at the course, program, and unit levels is conducted and recorded in Tk20. Annual Report of Program Data (ARPD) is completed each year and the same template is used for those programs and units not required by the UHCC system. The CRE is completed at least every 4 years. The Resource Request template is completed annually and follows the prioritization process. Decisions are made at the beginning of the next academic year, after campus funding is finalized at the system level.

The committee came up with the following goals:

Goals

- Clarify role of Faculty Senate in the budgeting process
- Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
Clarifying Program Review process and what is included, and how to complete it
Institutionalizing communication protocol
Training and support for completion of ARPD
Engaging faculty and staff in the process
Increasing transparency about who reads it and what happens

We will prioritize the goals at the next meeting as we may need more than one year to complete all of the goals.

There was discussion about including student voices in the planning process. We do not currently have a place for students to provide input. What about whether the schedule is meeting the “demands” of the students? Can we keep a record of how many students were not able to get a course at the time they wanted? Some of this information will be available with the new STAR GPS system.

We also discussed having programs include more surveys and data points beyond the system required data measures.

There was some discussion about the ARPD process and whether it is “misunderstood”. Some training may be required. We will also find out if we can change the benchmark language, such as “Unhealthy”.

We will get more input from the campus on their participation in the process.

Possible survey question:
Have you been allowed input into the process?
Describe your participation in the planning process in the past.
   1. I was asked for input.
   2. I participated in writing the report.
   3. I have no idea how the planning process works.

We will ask the deans to read reports and give feedback to programs/units. It was also noted that funding information in an email from Mark is good, but it needs to be placed on the Budget website.

Other comments:
   ● Program outcomes should drive the process – not the data from the system. PLOs are at the end – can we move this section to the beginning so it is referenced throughout the report.
   ● Issue of relationship between ARPD and resource requests template.

Next meeting: Monday, November 6 from 1:00-2:30 pm in BE 229A.

Ad Hoc Planning Process Review Committee
Meeting Notes
November 6, 2017
12 – 1:30 pm in BE 229A

Attending: Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Mark Lane, Cecilia Lucas, Cindy Martin, Don Maruyama, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Aulii Silva, Della Teraoka, Gregg Yoshimura

Review of Previous Meeting Minutes
### Review Goals - Placed in priority order

- Clarify roles of stakeholders
  - Clarify role of Faculty Senate in the budgeting process
  - Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  - Providing a voice for students in the planning process
  - Clarify role of all groups on campus
- Develop a planning and budgeting website
- Clarifying the process, improving efficiency, and making improvements
  - Clarifying Program Review process and what is included, and how to complete it
  - Increasing transparency about who reads it and what happens
  - Enhancing the ARPD format and data to better support the process
  - Closing the loop - improving programs and reporting on that
- Review of policy
- Communication of process
  - Institutionalizing communication protocol
  - Engaging faculty and staff in the process
  - Increasing transparency in budget and planning documents (trend analysis)
- Professional development and training
  - Training and support for completion of ARPD

**Discussion:**

Need to develop a more robust website with information on program reviews, previous budgets, and other reports. What is the best way to keep the site up to date?

Opportunity to create stronger communication with use of website and online tools so stakeholders can access information and training tools when they want.

Group agreed to wait on a survey until some changes have been implemented.

**Issue of role of Faculty Senate as per BOR policy.**

Aulii and James spoke with John Morton on this issue.

The Chancellor has delegated authority over non-academic policies and college budgeting. He has created the Campus Council as a recommending authority to him.

Executive boards of Campus Council and Faculty Senate have worked collaboratively to consider the issue of roles in the budgeting process.

There was some discussion of asking the BOR to provide interpretation for its policy, however the BOR is currently reviewing the policy. Some also suggested it would not be within the appropriate lines of authority to directly ask them for an interpretation.

General issue to be resolved is to clarify and document the roles of governance groups in the planning and budgeting process. The issue of the Faculty Senate role in the process has been of particular concern to the Budget and Planning Standing Committee of the Faculty Senate.

**Next Steps**
Each of the members of the committee are asked to bring forth their questions and concerns regarding clarification of roles to the next committee meeting. We will tackle these issues at that meeting. Della will upload appropriate policies regarding budgeting and planning.

Next meeting:

Monday, November 27, 2017 at 1:00 pm in BE 229A

Ad Hoc Planning Process Review Committee
Meeting Notes
November 27, 2017
1 – 2:30 pm in BE 229A

Attending:
Tommylynn Benavente, James Fujita, Adam Halemano, Jeff Judd, Evelyn Kamai, Mark Lane, Cecilia Lucas, Cindy Martin, Don Maruyama, Stanley May, Kristina Nip, Guy Nishimoto, Grant Okamura, Aulii Silva, Della Teraoka, Gregg Yoshimura

Review of roles in current process

Discussion of current process and roles. Della presented a visual of the planning process and explained how the current process works.

- Campus Council is the one group that includes every group as a voting member as it was created out of the concept of shared governance. Campus Council formed after the 1994 accreditation visit with recommendation to create a representative body that reviews the budget. It was formed from the Provost Advisory Council.
- Question about administrative presence at Campus Council meetings. Response is that Campus Council is a representative body that reviews budget and requires administration presence. Council membership is evaluated periodically. Administration has no vote. Campus Council has improved over time and is a good system for shared governance. Charge of this committee is not to reorganize Campus council but focus on what role people/groups have in the planning process.
• Question about what happens if when reviewing someone wants to make a change to
the priorities; has this happened before? Response is timeline for process is that the
ARPD’s completed during the fall and reviewed by OPPA to ensure completeness.
Resource lists prioritized by different areas and submitted to Administration for review
and prioritization. Governance groups review priorities in April and make final
recommendations to Chancellor in May. Chancellor can adjust list and has funded items
out of the prioritization. This may be due to numerous factors including the amount of
money available.
• The Student Government would like to be involved in the process if possible. Student
Government will be included when the shared priorities are sent to the campus; student
feedback will be solicited at this point. Student Government may also be included during
the program review process. Students would voice their opinions through this committee
and through Campus Council.
• Discussion about improvement to streamline the process and remove Division from the
Resource Requests process. Question as to how the Liberal Arts AA folds into a Division
under the Resource Requests. Problem is the system and accreditation want “program”
review and we want “instructional” review. Trying to serve two masters through this
process.
• Suggestion to divorce the budget from the program review process. Possible to run two
parallel systems and somehow find a way to link the review process to the budget. Treat
both systems in a more real world way.
• Discussion on the role of Faculty Senate in power sharing with Campus Council.
Clarification of role of the Faculty Senate is “for academic affairs.” Request of
“accountability” from administration.
• Discussed creating “Campus Request” level during the Resource Requests process.
This request used to meet institutional goals with specific priorities and would need to
include approval(s) for resources/management of request. Vote for “Campus Request”
form to be inserted into process: Yes: 6

Next meeting: tba

What about removing the Division level? How to prioritize?

Can we divorce the program review from the budgeting process? But still show the connection?

Ad Hoc Planning Process Review Committee
Notes
February 7, 2018
1 – 2:00 pm in BE 229A

Attendees: Guy Nishimoto, Adam Halemano, Jeff Judd, Terry Richter, Gregg Yoshimura, Don
Maruyama, Della Teraoka, James Fujita

Review of Previous Meeting Minutes

Review of Institutional Resource Request Form

Group reviewed the form and made edits for final distribution.

Review Goals - Placed in priority order
Clarify roles of stakeholders - Adam will create a visual document based on previous meetings’ discussion of planning process and roles.
  ○ Clarify role of Faculty Senate in the budgeting process
  ○ Clarifying the Planning Process: Accountability issue – If FS budget issues, need a response from Administration and not Campus Council
  ○ Providing a voice for students in the planning process
  ○ Clarify role of all groups on campus

Develop a planning and budgeting website
  ○ Let’s work on this at the next meeting.

Set regular meeting day/time

Doodle for Mondays or Wednesday at 1 pm or 2 pm

How often? Monthly

Next Steps
  ● Adam will create a visual document based on previous meetings’ discussion of planning process and roles.
  ● Della to talk to Kathleen about how to proceed on creating a website.
  ● Della to send out Doodles for upcoming meetings.

Next meeting: tba

Ad Hoc Planning Process Review Committee
Meeting Notes
March 19, 2018
12:00 pm – 1:00 pm in BE 229A

Attendees: Della Teraoka, Mark Lane, Cecilia Lucas, Grant Okamura, Stanley May, Don Maruyama, Jeff Judd, Aulii Silva, James Fujita

Set regular meeting day/time - Mondays at 1:00 pm

Institutional Resource Requests - Received 2018
Review of 2 requests received
Need to include sending this form to Student Government next year

Visual of Prioritization Process
Delete Governing Groups
Consider how visual represents meetings
Add box for decision at Chancellor level
Add ARPD at beginning
Change “Resource Requests” to “Prioritization Meeting”
Change middle box to Resource Request List
Can we create people of the same color?

Annual Program Review Policy

Feedback by April 10 on this policy

Discuss System plans
  ● New: https://uhcc.hawaii.edu/varpd/
● Current: https://www.hawaii.edu/offices/cc/arpd/index.php
● UHCCP 5.202 - Needs revision

Develop a planning and budgeting website
● Discussion of what information is needed
● Need to have a site that provides an overview of the process, visual, tutorials, resources, and previous reports.
● Place most information in a public location with as much information as possible.
● Place to store resources that were funded.
● Include “models” for what the ARPD should look like.
● Research sites that we like.
● Can we create a way to update more easily? Possibly 2 - 3 people.

Next Steps
Review the APR policy draft
Bring a sample website for program review and planning.
Next meeting: tba

Ad Hoc Planning Process Review Committee
Agenda/Notes
April 16, 2018
12 – 1:00 pm in BE 229A

Attendees: Don Maruyama, Cecilia Lucas, Stanley May, Adam Halemano, Guy Nishimoto, James Fujita, Tommylynn Benavente, Della Teraoka, Grant Okamura, Mark Lane

Review of work so far

● Review and clarification of roles in planning process
● New visual document of prioritization process
● Added institutional level resource request step and form
● Enhanced communication of planning process to the campus
● Review of Annual Program Review Policy completed and forwarded to Faculty Senate and Campus Council

Visual of Prioritization Process

Develop a planning and budgeting website

● Discussion of what information is needed
  ○ Functional classification of expenses for the budget (program expenses)
  ○ Comparison of functional classification of expenses between campuses over time
  ○ System dashboard - Not in place yet. Working on it, but issues with eThority extraction tools. May need to hire a consulting group on how to do this.
  ○ Add links to the reports that exists on UHCC system site, UH system site, or IR site.
  ○ Present the information with graphics and in easy to read format.
  ○ Add trend reports to show data over time.
● Review of other college’s websites
● Review of main categories
Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
- Review and revise the ARPD template
- Review and revise the process including closing the loop
- Enhance engagement of faculty and staff in the planning process
- Training and support for faculty and staff with completion of ARPD
- Institutionalize communication protocol
- Continue to develop planning and budget website
- Follow up on UH financial dashboard project
- Create visual personnel analysis of faculty/staff categories and trend over time
- Clarify Faculty Senate role in academic planning and budgeting issues

Set regular meeting day/time - Mondays at 1:00 pm

Proposed meeting dates: September 10, October 8, November 19, December 10

Ad Hoc Planning Process Review Committee
Agenda/Notes
September 10, 2018
1 – 2:00 pm in BE 229A

Attendees: Cecilia Lucas, Jeff Judd, Kristina Nip, Adam Halemano, Guy Nishimoto, Michael Cawdery, Della Teraoka

The committee reviewed the meeting notes from the April 2018 meeting. Della brought forward the items from the April notes that still need to be worked on.

Visual of Prioritization Process

Adam revised the visualization based on feedback from the April meeting. Della will put the revised visual in the team drive.

Develop a planning and budgeting website

- OPPA is working on the website.
  - The committee reviewed the proposed OPPA website and made some suggestions including having everything come from a central point.
  - It was recommended that some of the specific links on the Faculty/Staff page (footer of Leeward site) be removed. Jeff will communicate to faculty and staff that all assessment resources can be found from the OPPA/Assessment webpage.
  - Need to add links to Faculty Senate assessment site and training tutorials.
  - Della will share the slideshow so the committee can provide additional feedback.

This list is from the April meeting notes. We discussed what information is still needed.

- Functional classification of expenses for the budget (program expenses)
- Comparison of functional classification of expenses between campuses over time
- System dashboard - Mark or Della will need to follow up on this item.
- Leeward dashboard - OPPA is working on some basic data points on their website. See the OPPA website slides for sample.
• Add links to the reports that exists on UHCC system site, UH system site, or IR site. **Done!** A new Planning Reports webpage has been added that includes links for all APRDs and CREs (system and campus). [http://www.leeward.hawaii.edu/planning-reports](http://www.leeward.hawaii.edu/planning-reports)

• Present the information with graphics and in easy to read format. Some suggestions are in the OPPA website slides.

• Add trend reports to show data over time. Some of this information is in the Visual ARPD. [https://uhcc.hawaii.edu/varpd/visual_arpd.php](https://uhcc.hawaii.edu/varpd/visual_arpd.php) This should be discussed at a future meeting.

The committee discussed what could be accomplished in the next year. Next steps are below. Some items will need to be worked on in the following year.

**Next Steps**

• Need to further institutionalize student voice in planning process
  - Della to add Kristina to her emails to campus. Should students have a separate form? Can they use the Institutional Resource Request form?
  - Kristina will follow up on the program level input issue as well.

• Develop a planning and budgeting website - Some of this information is available. This is something we can finish up this year.

• Review and revise the ARPD template - The UHCC system will not be updating the template this year, but Leeward will work on making revisions for 2018-2019.

• Review and revise the process including closing the loop - This item should be worked on this year as part of ARPD template revision.

• Enhance engagement of faculty and staff in the planning process - This action item should be further discussed so some enhancements can be made this year.

• Training and support for faculty and staff with completion of ARPD - Guy provides training, but a survey of needs might be helpful.

• Follow up on UH financial dashboard project - Mark or Della will find out if this is happening.

• Create visual personnel analysis of faculty/staff categories and trend over time - This will likely fall in 2019-2020.

• Clarify Faculty Senate role in academic planning and budgeting issues - Additional work is needed.

Della also mentioned to Cecilia that Administrative Services needs to complete the template this year.

**Set regular meeting day/time** - Mondays at 1:00 pm in BE 229A

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

**Ad Hoc Planning Process Review Committee**

**Agenda/Notes**

**October 15, 2018**

1:00 – 2:00 pm in BE 229A

Attendees: Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Mark Lane, Grant Okamura, Adam Halemano, Aulii Silva, Guy Nishimoto, Jeff Judd, Michael Cawdery

Visualization of Prioritization Process - Discuss date; Adam will add “approved” or “effective date”.
Develop a planning and budgeting website - Plan to work on this after accreditation visit.

Review and revise the ARPD template - Have Guy share his thoughts on this.

- Idea was to flip the PLOs to the top, but it might be confusing since the system ARPD template is not changing.
- Guy went through the ARPDs for last year, and he was pleasantly surprised with the improvements in the reports.
- Guy will ask them to start by focusing on the program learning outcomes first. Data from UHCC system is about program outcomes, and it will come later.
- Guy will send out the reports this week.

Training and support for faculty and staff with completion of ARPD - Guy will provide training and met with the program coordinators to discuss the change in thinking for APRD completion.

Jeff talked about providing training to program coordinators on program assessment. Discussion was around having the training in the spring semester. Maybe we intentionally focus on program learning outcomes and their assessment in March/April every year.

Enhance engagement of faculty and staff in the planning process - Let’s generate ideas on this topic.

- Review survey results
  - Last employee satisfaction survey for awareness of planning process.
  - System survey results also.
  - Campus Council survey
- Send out short survey on planning process to get a temperature check now.
  - Perceptions of the process
  - How the process works for resource allocations
  - What do you know about the planning process?
  - Do you have any concerns about the planning process?

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: September 10, October 15, November 19, December 10, February 4, March 4, April 1, April 29

**Ad Hoc Planning Process**
**Review Committee**
**Update October 2018**

2017-2018 Accomplishments

- Review and clarification of roles in planning process
- New visual document of prioritization process
- Added institutional level resource request step and form
- Enhanced communication of planning process to the campus
- Review of Annual Program Review Policy completed and forwarded to Faculty
- Senate and Campus Council

Next Steps

- Need to further institutionalize student voice in planning process
- Develop a planning and budgeting website
Review and revise the ARPD template
Review and revise the process including closing the loop
Enhance engagement of faculty and staff in the planning process
Training and support for faculty and staff with completion of ARPD
Follow up on UH financial dashboard project
Create visual personnel analysis of faculty/staff categories and trend over time
Clarify Faculty Senate role in academic planning and budgeting issues

Ad Hoc Planning Process Review Committee
Agenda/Notes
December 10, 2018
1:00 – 2:00 pm in BE 229A

Attendees:  Della Teraoka, Don Maruyama, Cecilia Lucas, Stan May, Adam Halemano, Guy Nishimoto, Shuqi Wu, Jeff Judd, Michael Cawdery, Tiffany Kasoga, Kathryn Fujioka-Imai, Tommylynn Benavente, Grant Okamura

Outcome: Enhance engagement of faculty and staff in the planning process

- Sent out short survey on planning process to get a temperature check now.
  - Perceptions of the process

This meeting was largely focused on reviewing the survey data and generating ideas to improve faculty and staff engagement in the planning process.

Those responsible for the process probably understand it, but those not involved in the process may not have a good understanding.

Budget end - Need the financial statements to include graphics and charts to help people interpret the financials. Administrative positions have increased - more information about APT positions, non-instructional positions. Mark is working on a website.

Faculty Senate is working on getting financial reports into the minutes and include some interpretation.

We are currently earning around a C as some understand the process, but still improvement to be made.

- What do you know about the planning process? - range of responses on this question
- How the process works for resource allocations - pretty well.
- What suggestions do you have for the planning process?

Seeing a simple visual diagram - This has been done and need to get that out so people see it.

Feedback on ARPD - Could give feedback from ARPD writer and faculty, process for review by peers, OPPA feedback, leadership review, relationship of ARPD and future allocations. Recommendation that Dean give feedback to each ARPD. Recommendation that faculty committee can get a third party to provide feedback on whether the health call is accurate.

Concern that data is driving the program instead of informing how well the program is meeting PLOs. System metrics are looking at the economic side. Also need to focus ARPD on analyzing the program and not just driving resource requests.
Issue of unexpected expenses and how to get that funded - what is the process?

Representative groups or unit head should communicate better with their unit about the process.

Create a short handbook with information on planning process and ask divisions/units to discuss with their groups.

Send announcements and actively solicit feedback from faculty/staff at large. Consider monthly updates with info on where we are in the process (what step).

Consolidate information on one website.

Share information about what is funded, what isn’t, and rationale through email and website.

Strengthen communication with website, handbook, timeline, steps, etc.

Host a convocation workshop on this topic and/or during the semester.

More communication about how items are prioritized.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: February 4, March 4, April 1, April 29

Ad Hoc Planning Process Review Committee
Agenda/Notes
March 4, 2019
1:00 – 2:00 pm in BE 229A

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Adam Halemano, Jeff Judd, Tiffany Kasoga, Don Maruyama, Stan May, Della Teraoka, Shuqi Wu

Review what needs to be done.

Spring 2019

- Need to further institutionalize student voice in planning process - Institutional Resource Request form sent to SG
- Institutionalize communication protocol - In process
  - Send out visual for prioritization process - Della Teraoka
- Enhance engagement of faculty and staff in the planning process - Part of communication protocol - Della Teraoka and Shuqi Wu
- Clarify Faculty Senate role in academic planning and budgeting issues - This is part of the review process of the Shared Governance Policy.
- Have Campus Council reps communicate with their constituent groups about the process - Kathryn Fujioka-Imai
- Develop a planning and budgeting website - Della Teraoka
  - Review proposed content
  - Identify missing content
  - Update website by May 2019

Summer 2019

- Review and revise the ARPD template - OPPA
- Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
- Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

**Fall 2019**

- Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
- Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
- Follow up on UH financial dashboard project - Mark Lane
- Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Get feedback on the planning website

- Use landing page as jumping off point with links to other pages.
- Add a menu item for Resources and Templates (or Handbook and Templates).
- Are there other resources? Consider adding exemplars.
- Add Timeline.
- Mention that additional data can be requested from IR.
- Add Mission to the Strategic Plan page.
- Add link to old reports
- Add link to the system org chart site and update what is on Leeward’s site

Adam is also working on the Assessment website. He will also work on a handbook for assessment.

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm

Meeting dates: April 1, April 29

**Ad Hoc Planning Process Review Committee**  
**Agenda/Notes**  
**April 29, 2019**  
**1:00 – 2:00 pm in BE 229A**

Attendees: Michael Cawdery, Kathryn Fujioka-Imai, Jeff Judd, Stan May, Della Teraoka, Cecilia Lucas

Review updated website. Feedback included:

- Adam will have responsibility for updated the Assessment website.
- Shuqi will take responsibility for Program Review website.
- Mark will be adding more information on the Operational Expenditure Plan website.

Recent updates:

- Share information about what is funded, what isn’t, and rationale through email, website, and convocation - Mark Lane
- Create visual personnel analysis of faculty/staff categories and trend over time - Mark Lane

Summer 2019
- Review and revise the ARPD template - OPPA
- Review and revise the process including closing the loop including providing feedback to program review participants. Who should give feedback, when and how. - OPPA
- Create a handbook on the process and distribute widely and on website in fall 2019 - OPPA

Fall 2019

- Training and support for faculty and staff with completion of ARPD - OPPA/Shuqi Wu
- Follow up on UH financial dashboard project - Mark Lane
- Develop and post an institutional level dashboard that can be filtered easily - Shuqi Wu

Meeting location: BE 229A, Mondays at 1:00 pm - 2:00 pm
Hi Leeward Faculty and Staff,

The Campus Council invites all members of the Leeward CC community to attend its monthly meetings and welcomes suggestions for agenda items.

Below is the agenda (with the zoom link and sign-in sheet).

Please see the Campus Council website for meeting dates, membership, and other information about Campus Council.

Mahalo,

William Albritton, chair
Genai U'ilani Keli'ikuli and Warren Kawano, vice chairs

Campus Council Agenda

May 7, 2021
1pm - 2pm
Online via Video Conference

Zoom Meeting: https://us02web.zoom.us/j/85787382115
Meeting ID: 857 8738 2115
Passcode: campus

See the Campus Council website for meeting dates and membership information

I. Call to Order
II. Roll Call - Please sign-in on the Sign-in Sheet Google Doc
III. Approval of Minutes (April 9, 2021) by unanimous consent
IV. Unfinished Business

A. Voting item: Institutional Priorities Draft (not approved) for AY 2021-2022 (Kay Ono)

This year's list was handled differently due to CARES funding. Kay shared a copy at the April meeting and distributed it to the entire campus. According to our current Planning Process, the Faculty Senate can present a campus-wide item to be added onto the Institutional Priorities List; if they do, it should be discussed prior to the CC vote in May. The Campus Council units should
discuss the Institutional Priorities with their units; then be prepared to vote on it at the May meeting.

**B. Voting item: Annual Planning Process_Suggested edits for AY 2021-2022 (Kay Ono and Jayne Bopp)**

Jayne and Kay proposed some changes for next year's process. We presented the information in April, had Campus Council discuss it with their units in April; then we are voting on the changes at the May meeting. OPPA webpage should be reviewed: [http://www.leeward.hawaii.edu/institutional-priorities](http://www.leeward.hawaii.edu/institutional-priorities). See the proposed motion below.

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**Motion**

Modify the Leeward CC Integrated Planning and Budgeting Process to allow the Pūko’a no nā ‘Ewa Council, Student Government (Associated Students of University of Hawai‘i - Leeward Community College), and Campus Council to submit one resource request each to the Integrated Planning and Budgeting Process. This request process will be similar to the one that is currently extended to the Faculty Senate. All organizations allowed to make requests through this process will abide by the same deadline.

**Rationale**

This change will make the campus Planning Process more inclusive. This will also help with including resource requests that are campus wide. Also, Campus Council should also be included, as there really isn't any other mechanism for APT, ASG, and janitorial staff to share their mana’o. Working out the details of the dates is a separate process that we will leave up to Jayne Bopp.

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**V. New Business**

A. Chancellor’s Report  
B. Faculty Senate Report  
C. Pūko’a no Nā ‘Ewa Council Report  
D. Student Government Report  
E. Campus Announcements  
   1. Leeward’s Land Acknowledgment Statement. (Nā ‘Ewa member U’i Keli‘ikuli will be presenting.)

**VI. Notice of Next Meeting – Friday, September, 17th, 2021 (1 pm - 2pm) on zoom**

**VII. Adjournment**
Integrated Planning and Budgeting Process
Overview 2020-2021
Approved by Campus Council
March 2, 2015
Integrated Planning and Budgeting Process

Leeward Community College’s integrated planning and budgeting process is designed to collect input from all levels of the college. This process starts at the program, unit, or area level when faculty and staff are encouraged to review and evaluate data metrics and other assessment information for their respective areas. Faculty and staff are encouraged to collaborate on an analysis and evaluation of the data in order to make recommendations for improvements including the need for any additional resources. Resource requests are reviewed and prioritized at varying levels until a final institutional priority list is developed and recommended to the Chancellor.

The planning and budgeting documents are composed of:

- Annual Review of Program Data
- Resource Request List
- Comprehensive Review and Evaluation
- Institutional Effectiveness Report

The driver of the planning and budgeting process is the college mission and strategic plan. The University of Hawai‘i Community College (UHCC) system developed the Annual Report of Program Data (ARPD), a requirement for programs and support areas, to meet University of Hawaii (UH) Board of Regent (BOR) and UH system policies on program review. Since this process is mandatory, Leeward’s planning process utilizes the ARPD as the central planning document for the campus.

In addition to the ARPD, a Comprehensive Review and Evaluation (CRE) document is required every five years, per UH BOR and UH system policies on program review. The CRE template incorporates information from the ARPDs, to provide a big picture analysis for programs and units.

Once the ARPD has been completed, each program, unit and area will use the analysis to complete a prioritized Resource Request List to request resources.

For the purpose of meeting accreditation standards, ARPDs, CREs and Resource Request Lists will be used by the administration to write an Institutional Effectiveness Report (IER) once every five years to assess the college’s effectiveness in meeting its mission and institutional goals.

Who submits the ARPD, CRE and Resource Request List

1. Each academic program completes an ARPD, CRE and a prioritized Resource Request indicating the program’s resource needs based on discussions in their ARPD and/or CRE. The programs are:
   - Accounting
   - Automotive Technology
   - Business Technology
   - Culinary Arts
   - Digital Media Production
2. ARPDs and CREs are given to their respective Division Chairs and the Office of Planning, Policy & Assessment (OPPA). Division Chairs are responsible for reading program ARPDs/CREs and responding as needed. OPPA is responsible for uploading the documents on the college and UHCC system websites.

3. The prioritized Resource Request Lists are given to their respective Division Chairs to be considered for the division’s overall resource request list. The Liberal Arts AA Degree Program list is given to the Dean of Arts and Sciences who is responsible for directing any resource requests to the appropriate program, division or unit.

4. Each instructional division and educational unit submits a prioritized resource request list based on input from their respective areas, disciplines and above programs. They are not required to do an ARPD or CRE. The prioritized resource requests are given to the respective Deans. The division and educational units are:
   - Arts & Humanities
   - Business Division
   - Continuing Education & Workforce Development
   - Language Arts
   - Math & Sciences
   - Native Hawaiian Student Support
   - Professional Arts & Technology
   - Social Sciences
   - Wai’anae Moku Center

5. Each student support program completes a prioritized resource request list indicating the program’s resource needs based on their ARPD or CRE. These prioritized lists are given to the Dean of Student Services for consideration in the unit’s overall resource request list. This includes:
○ Admissions & Records
○ Counseling
○ Early College Program
○ Financial Aid
○ Health Services
○ HINET Program
○ Job Prep Services
○ Recruitment
○ Student Life
○ Veterans Resource Center

6. Each academic support program completes a prioritized resource request list indicating the program’s resource needs based on their ARPD or CRE. These prioritized lists are given to the Dean of Academic Services for consideration in the unit’s overall resource request list. This includes:
  ○ Disability Services Office
  ○ Educational Media Center
  ○ Information Technology Group
  ○ Innovation Center for Teaching & Learning
  ○ Library
  ○ Testing Services
  ○ Theater
  ○ Tutoring Center
  ○ Writing Center

7. Each Administrative Support program completes a prioritized resource request list indicating the program’s resource needs based on their ARPD or CRE. These prioritized lists are given to the Vice Chancellor for Administrative Services for consideration in the Administration’s overall resource request list. This includes:
  ○ Business Office
  ○ Enterprise Operations
  ○ Human Resources
  ○ Operations & Maintenance

8. Each Institutional Support program completes a prioritized resource request list indicating the program’s resource needs based on their ARPD or CRE. These prioritized lists are given to the Vice Chancellor for Academic Affairs for consideration in the Administration’s overall resource request list. This includes:
  ○ Marketing
  ○ Office of Planning, Policy & Assessment

9. The following governance groups may submit a single campus wide related resource request into the draft institutional priority list:
  ○ Campus Council
  ○ Faculty Senate
Annual Review of Program Data (ARPD)

The ARPD is required of all academic programs as well as support areas such as Student Services, Academic Services, and Administrative Services by the UHCC system office. There are specific data sets required for the academic programs and some support units. The UHCC system provides the ARPD template with embedded instructions and some of the required program data sets and performance metrics.

Each program or area provides three years of data indicators, an analysis of those data indicators, specific action plans for the future, and needed resources to implement the action plans. The ARPDs provide a consistent method of collecting needed data, analyzing the data, and assessing program/unit performance. Leeward has decided to expand the use of ARPDs to all programs, areas and units, even if they are not required by the UHCC system to do an ARPD.

In addition to the college’s mission and strategic plan, the following information may be helpful for the ARPD:

- College Goals for 2020-2021
  - The College will be focusing on a Wildly Important Goal (WIG) again this year in addition to focusing on attainment of the UHCC performance metrics. Our WIG is “Keeping the Students We Have!”.

All ARPDs and CREs must be ADA compliant. To learn more about ADA compliance and how to format documents, checkout our EMC’s Making Online Documents Accessible powerpoint presentation. You can also find more information on the UHCC ARPD page under ADA Compliance.

Comprehensive Review and Evaluation (CRE)

Each academic program, educational unit, and support area is required to complete a Comprehensive Review and Evaluation (CRE) at least once every five years as required by UHCC system policy. The CRE template and CRE directions ensure the college meets UHCC system policy, which specifies required requirements. Each academic program, educational unit, and support area will complete the CRE on a staggered schedule.

The CRE will review data from previous ARPDs and identify long-term goals that can be used to direct efforts and create action plans. Once the CRE is established, future ARPDs will provide annual updates to progress made on goals and plans. All CREs will be reviewed by the Deans and Vice Chancellors and feedback will be provided on how
well the program, unit, or area is meeting the mission and strategic plan goals of the college.

Resource Request List

Each academic program, educational unit, and support area will complete a prioritized Resource Request List documenting program, unit, or area resource needs. In addition, each Liberal Arts instructional division (i.e., Arts & Humanities, Business, Language Arts, Math & Sciences, Professional Arts & Technology and Social Sciences) will also complete a Resource Request List to incorporate any resources needed by the division that are not identified by a program.

Resource Requests are for items more than $5,000. Up to five prioritized requests can be made in the following categories:

- 1. Operating Budget (includes supplies, student help, technology, equipment, furniture, travel/professional development)
- 2A. Personnel - Instructional (positions and release time)
- 2B. Personnel - Non-instructional (includes staff positions)
- 3. Repair and Maintenance
- 4. Health & Safety

The following changes have been made from last year’s resource request template:

- An additional tab has been added: Template 4. Health & Safety.
- An additional column has been added to the document if the request was made in previous years.

Resource Request Prioritization Process

1. Prioritization occurs within each overarching unit first and will include their faculty and staff in the process by soliciting input from all division/unit members.

2. For Instructional Divisions and Educational Units (#2 above), voting representatives at the prioritization meeting will each have one vote for determining the top five priorities for each category for instruction. The voting representative will be the:

   - Arts and Humanities Division Chair
   - Business Division Chair
   - Continuing Education & Workforce Development Program Coordinator
   - Language Arts Division Chair
   - Math & Sciences Division Chair
   - Native Hawaiian Student Support Program Coordinator
   - Professional Arts & Technology Division Chair
   - Social Sciences Division Chair
   - Wai’anae Moku Center Program Coordinator

3. Student Services (#3 above). The Dean of Student Services, along with input from all of the unit’s faculty/staff will prioritize the resource request submitted by
each of the unit’s programs. If more than five priorities for each category are identified, the unit’s faculty/staff will vote for the top five.

4. Academic Services (#4 above). The Dean of Academic Services, along with input from all of the unit’s faculty/staff will prioritize the resource request submitted by each of the unit’s programs. If more than five priorities for each category are identified, the unit’s faculty/staff will vote for the top five.

5. Administrative Services (#5 above). The Vice Chancellor of Administrative Services along with input from all of the unit’s faculty/staff will prioritize the resource request submitted by each of the unit’s programs. If more than five priorities for each category are identified, the unit’s faculty/staff will vote for the top five.

6. Institutional Support (#6 above). The Vice Chancellor of Academic Affairs along with input from the two units’ faculty/staff will prioritize the resource request submitted by each of the units’ programs. If more than five priorities for each category are identified, the units’ faculty/staff will vote for the top five.

7. Once all of the four overarching areas have completed their top five area priorities lists for each category, a combined list of all priorities will be made (e.g., up to 20 priorities for each category). This combined list is then prioritized into a draft Institutional Priorities List by the following Administrators:
   - VCAA
   - VCAS
   - Dean of Arts and Sciences
   - Dean of Career and Technical Education
   - Dean of Student Services
   - Dean of Academic Service

   This draft is then provided to campus governance groups to be shared with their constituents for review and shared with the entire campus. The governance groups are:
   - Campus Council
   - Faculty Senate
   - Pūko’a no Nā ‘Ewa Council
   - Student Government

8. Campus Governance Groups may then prioritize a single campus wide priority if desired, according to their respective decision-making procedures. If a recommendation will be added to the priorities by a governance group, it must be submitted to the VCAA who shares it with Campus Council.

9. Governance group representatives at Campus Council are tasked with taking the draft Institutional Priorities List to their respective constituencies for review and comment. All campus constituencies are represented on the Campus Council,
thus the final recommendation for the Institutional Priorities List will be made by
the Campus Council to the Chancellor.

10. Chancellor reviews recommendations and approves final Institutional Priorities
List. Priorities are shared at convocation.

Institutional Effectiveness Report (IER)

Every fifth year, in order to meet accreditation standards, the Administration will write an
Institutional Effectiveness Report (IER). This report will provide an assessment of the
college’s effectiveness in meeting its mission and institutional goals and the overall
impact of plans made within academic programs, educational units, and support areas.

Timeline

The Integrated Planning Process generally starts in September with the distribution of
the ARPD data. The process ends in May with a recommendation from Campus Council
to the Chancellor of the Institutional Priorities for the following year. The timeline is
distributed at the beginning of the planning process and may be adjusted annually as
needed.

For more information and copies of everything discussed in this document please see Leeward’s Annual Report of Program Data Campus shared google drive.
# Campus Labs/Anthology Early Adopters List
## October 2021

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Arts and Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Egami (culinary)</td>
<td><a href="mailto:megami@hawaii.edu">megami@hawaii.edu</a></td>
<td>Donald Maruyama</td>
</tr>
<tr>
<td>Milton Ayakawa (auto)</td>
<td><a href="mailto:mayakawa@hawaii.edu">mayakawa@hawaii.edu</a></td>
<td>Donald Maruyama</td>
</tr>
<tr>
<td><strong>Counseling</strong></td>
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<tr>
<td>Jan Lee</td>
<td><a href="mailto:jan@hawaii.edu">jan@hawaii.edu</a></td>
<td>Jan Lee</td>
</tr>
<tr>
<td>Pi'i'kea Hardy-Kahaleoumi</td>
<td><a href="mailto:annahk@hawaii.edu">annahk@hawaii.edu</a></td>
<td>Jan Lee</td>
</tr>
<tr>
<td>Jordan Lewton</td>
<td><a href="mailto:jlewton@hawaii.edu">jlewton@hawaii.edu</a></td>
<td>Jan Lee</td>
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<tr>
<td><strong>Math and Sciences</strong></td>
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<tr>
<td>Alyssa MacDonald</td>
<td><a href="mailto:amh4@hawaii.edu">amh4@hawaii.edu</a></td>
<td>William Albritton</td>
</tr>
<tr>
<td>Pete Gross</td>
<td><a href="mailto:grossp@hawaii.edu">grossp@hawaii.edu</a></td>
<td>William Albritton</td>
</tr>
<tr>
<td>Mohan Kakkala</td>
<td><a href="mailto:kakkala@hawaii.edu">kakkala@hawaii.edu</a></td>
<td>William Albritton</td>
</tr>
<tr>
<td>Heather McCafferty</td>
<td><a href="mailto:hmccaffe@hawaii.edu">hmccaffe@hawaii.edu</a></td>
<td>William Albritton</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Wood*</td>
<td><a href="mailto:shamilto@hawaii.edu">shamilto@hawaii.edu</a></td>
<td>Kathryn Fujioka-Imai</td>
</tr>
<tr>
<td>Tara Rojas</td>
<td><a href="mailto:tmuramot@hawaii.edu">tmuramot@hawaii.edu</a></td>
<td>Kathryn Fujioka-Imai</td>
</tr>
<tr>
<td>Cara Chang</td>
<td><a href="mailto:cmchang@hawaii.edu">cmchang@hawaii.edu</a></td>
<td>Kathryn Fujioka-Imai</td>
</tr>
<tr>
<td><strong>Arts &amp; Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erika Molyneux (said maybe)</td>
<td><a href="mailto:erikaj@hawaii.edu">erikaj@hawaii.edu</a></td>
<td>Jim West</td>
</tr>
<tr>
<td>Betty Ickes</td>
<td><a href="mailto:ickes@hawaii.edu">ickes@hawaii.edu</a></td>
<td>Jim West</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jayne Bopp (AFTER 8/1/22)</td>
<td><a href="mailto:ekosasa@hawaii.edu">ekosasa@hawaii.edu</a></td>
<td>Eiko Kosasa</td>
</tr>
</tbody>
</table>
## Campus Labs/Anthology Early Adopters List
### October 2021

<table>
<thead>
<tr>
<th>Business Division</th>
<th>Email Address</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:tinaplee@hawaii.edu">tinaplee@hawaii.edu</a></td>
<td>Tina Lee</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tinaplee@hawaii.edu">tinaplee@hawaii.edu</a></td>
<td>Tina Lee</td>
</tr>
</tbody>
</table>
Assessment Committee Meeting

Thursday, October 7, 2021, 10:00-11:00 am
https://hawaii.zoom.us/j/97028756805
Meeting ID: 970 2875 6805 Passcode: 964469

Jayne Bopp, Cara Chang, Keala Chock, Adam Halemano, Michele Mahi, Erin Thompson

I. Division Chair Meeting on Friday, October 1, 2021
   A. Comments during the meeting from Division Chairs
      1. Will Albritton: Reporting features useful for contract renewal and T&P
      2. Tina Lee: Concerns about requiring individual instructors and lecturers to submit assessment data on Anthology
         a) Discussion:
            (1) Need to develop guidelines for which courses to assess. Explain the rationale for course assessment selection.
            (2) Questions to consider: Is there a difference between modalities (e.g., 5-week, 16-week)?
            (3) Adam to ask how other campuses approach this issue during his next system meeting.
            (4) All SLOs should be assessed each time the course is assessed.
      3. Don Maruyama: PAT as early adopters
         a) Adam to reach out to Milton and Matt today. Adam will train both Milton and Matt on how to use the software.
         b) Culinary and Automotive need program mapping.

II. Determine Anthology rollout plan
   A. Assessment Ambassadors
      1. Two-year commitment
      2. Member of FS Assessment Committee
      3. Attend the FS Assessment Committee meetings
      4. Take a train the trainer workshop
      5. Pilot Anthology - input assessment data from their courses
      6. Help train their division/department members
         a) Division training by Jayne, Adam, Michele - maybe ask for time during division meeting at the start of the semester
         b) Assessment Ambassador will participate in training for their division and supplement our instruction
      7. Be “ambassadors” in their division/department to support colleagues, respond to questions, facilitate the development of measurements
      8. Organize assessment showcase (once a year?) - capstone of the year. Share their work.
9. Incentive??? If release time is an option, 3 credits once a year. If co-amassadors, they could alternate years to get release time. Or, could opt to get service instead.

10. Early Adopters List
   a) Need to differentiate between Early Adopter and Assessment Ambassador

11. Question: What if someone only wants to be an early adopter?

B. Assessment Ambassadors, Discipline Coordinators, Division Chairs
   1. Assessment Ambassador: Send an email reminding discipline coordinators and division chair to check assessment of courses
   2. Discipline Coordinator: Follow up with discipline instructors to ensure up-to-date course assessment.
   3. Division Chair: Make sure all courses in the division are assessed.
   4. Lecturers: Can we ask them to either input their data or give “instructor access” to their Laulima courses? -Keala to check.

C. Timeline
   1. Agree on what’s expected of assessment ambassadors Early Adopters
   2. Email interested people details on what’s expected (Monday, October 11)
   3. Ask to confirm commitment by (Friday, October 15)
   4. Send Doodle Poll for Week of November 15, have them review materials
   5. Train them (Week of November 15)
   6. Input their own course assessment data (December 30)
   7. 30-minute division training (Week of January 3 - usually meetings 5th-7th)

III. Other assessment business:
   A. December 1 deadline for course assessment?
Date: May 5, 2021

To: Michael Oishi, Leeward CC Faculty Senate Chair

From: Michele Mahi, Leeward CC Faculty Senate Assessment Committee Chair

Subject: Faculty Senate Assessment Committee 2020-2021 Academic Year Report

Assessment Committee Mission:

1. Communicate: Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment.
2. Facilitate: Work with the Administration and the Office of Planning, Policy, and Assessment to facilitate the assessment process and establish a culture of assessment.

Assessment Committee Membership:

1. Jayne Bopp, Interim Coordinator for the Office of Planning, Policy, and Assessment
2. Petersen Gross, Assistant Professor of ICS and Curriculum Committee Chair
3. Adam Helemano, Institutional Assessment Specialist
4. Michele Mahi, Assistant Professor of Speech and Assessment Committee Chair

Assessment Committee Meeting Dates:

1. Wednesday, September 23, 2020
2. Monday, January 4, 2021
3. Wednesday, January 6, 2021
4. Thursday, January 14, 2021
5. Tuesday, January 19, 2021
6. Monday, February 8, 2021
7. Wednesday, February 24, 2021
8. Thursday, March 4, 2021
9. Monday, March 8, 2021
10. Thursday, March 11, 2021
11. Thursday, March 18, 2021
12. Thursday, March 25, 2021
13. Thursday, April 1, 2021
14. Thursday, April 8, 2021

Motions Proposed to Faculty Senate:

During the March 10, 2021, regular meeting of the Faculty Senate, Michele Mahi, Chair of the Faculty Senate Assessment Committee, submitted the following Motion:

On behalf of the Assessment Committee, Senator Mahi moves to accept the proposed amendments to Policy L5.210.

Policy L5.210 (with strikeouts) and Policy L5.210 (amended clean copy).
The amended Policy L5.210 removed references to the General Education Learning Outcomes (GELOs). The Assessment Committee deleted GELOs references because the GELOs repeat the Program Learning Outcomes (PLOs) for the AA in Liberal Arts Degree. This duplication in Policy L5.210 created confusion and problems with assessment and accreditation.

The Faculty Senate approved the motion and accepted the amended policy on April 14, 2021.

Assessment Committee Accomplishments:

1. The Assessment Committee presented a workshop at the Spring 2021 Convocation: Teaching and Learning: Using Signature Assignments to Assess Student Learning. The workshop covered aligning learning activities to course and module learning outcomes and using signature assignments to assess student learning. Twenty-five faculty and staff members participated in the workshop.

2. The Assessment Committee revised the 2020-2021 Assessment Report. To better reflect Policy L5.210, courses were only marked as up to date on assessment reporting if a course had all student learning outcomes (SLOs) assessed in the past five years. Previously, if a course had one SLO assessed, the Assessment Committee marked the course as assessed. The change resulted in a decrease in the number of courses assessed; however, the report is now more accurate. Additionally, the Assessment Committee added the following information to the report:
   a. The number of SLOs listed on KSCM for each course
   b. The number of sections taught in the past five years for each course
   c. The instructors who taught the class in the past five years for each course
   d. The last semester the college offered each course
   e. Additional notes such as course missing from KSCM, no SLOs listed on KSCM, courses not taught in the past five years, and other pertinent information.

3. The Assessment Committee continued to use the Course Assessment Google Form to collect assessment data while waiting for Anthology. On the Google Form, instructors reported the following information: Name, division, course, academic term, delivery method, assessment measurement tools, number of students assessed, number of students meeting outcomes, and an analysis of the assessment process. From Fall 2020 to the date of this report, May 5, 2021, instructors submitted assessment data for 276 SLOs.

4. The Assessment Committee also created Discipline Assessment Google Docs for each discipline and emailed those documents to the discipline coordinators and their respective division chairs. The Google Docs included the following information:
   a. List of all courses in the discipline
   b. SLOs for each course as found on KSCM
   c. Number of sections offered for each course in the past five years
   d. List of instructors who taught each course in the past five years
   e. Last semester the college offered the course
   f. Notation whether the discipline assessed the course in the past five years.

For each course missing SLO assessment data, the Assessment Committee invited the discipline coordinator to work with course instructors to complete a table that includes the required SLO assessment information. Once Anthology, Leeward’s new assessment
management software, runs, the Assessment Committee will hold training sessions and show instructors how to input the data from the Assessment Google Doc into Anthology. From the launch of these files in Spring 2021 to the date of this report, May 5, 2021, instructors submitted assessment data for 184 SLOs using these Google Docs. Using a combination of the Course Assessment Google Form and the Discipline Assessment Google Docs, the Assessment Committee collected assessment data for 460 SLOs. Last academic year, the Assessment Committee only collected data for 208 SLOs.

5. The Assessment Committee worked with Janel Oshiro, Leeward CC Banner Specialist, Tao Feng, Leeward CC Institutional Analyst, and members of Anthology Support to set up Anthology, the new assessment management software our campus will be using. The Assessment Committee expects Anthology to start operating in the Fall 2021 semester.

Table 1: 2020-2021 Course Assessment Progress by Division

<table>
<thead>
<tr>
<th>Division</th>
<th># of Courses Taught in the Past 5 Years</th>
<th># Courses Assessed in the Past 5 Years</th>
<th>% Courses Assessed in the Past 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>56</td>
<td>45</td>
<td>80.4%</td>
</tr>
<tr>
<td>Social Science</td>
<td>71</td>
<td>41</td>
<td>57.7%</td>
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<tr>
<td>Math and Science</td>
<td>146</td>
<td>67</td>
<td>45.9%</td>
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<tr>
<td>Prof Arts and Technology</td>
<td>60</td>
<td>26</td>
<td>43.3%</td>
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<tr>
<td>Language Arts</td>
<td>63</td>
<td>22</td>
<td>34.9%</td>
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<tr>
<td>Arts and Humanities</td>
<td>114</td>
<td>28</td>
<td>24.6%</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>517</td>
<td>229</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Assessment Committee Goals/Priorities for the 2021-2022 Academic Year:

1. Launch Anthology, our new assessment management software.
2. Create training sessions for the campus on how to use Anthology.
3. Develop workshops on assessment to further encourage a campus culture of assessment.
4. Increase the percent of courses with all SLOs assessed in the past five years.
<table>
<thead>
<tr>
<th>Workshop</th>
<th>Presenter(s)</th>
</tr>
</thead>
</table>
| **Session 1:** Developing Your Professional Philosophy    | **Presented by:** Susan Banner Inouye  
Professor, CC  
Language, Linguistics, and Literature  
Kapiʻolani CC  
**Session Description:** A strong professional philosophy provides a critical foundation for your teaching, counseling, or student support practice. Learn how to create a philosophy that represents your values and beliefs as an educator or take the time to review and update your current philosophy. Applicable for both instructional and non-instructional faculty. Opportunities for individual reflection and small group sharing will be provided.  
*“Hi! I’m Susan Banner Inouye. I’ve been teaching Linguistics and Freshman Composition at Kapiʻolani CC for 30 years. I’ve also been deeply involved in professional development on our campus for about 15 years, including being part of the traveling Mock TPRC Troupe and being an unofficial dossier coach on our campus. For the last several years, I’ve been a guest presenter on how to develop and write about a professional philosophy in dossiers.”* |
Session 2: Creating Your Electronic Dossier
July 14 (Wednesday)
3pm - 4:30pm

Presented by:
Laureen Kodani
Educational, Communications, and Technology Developer
UH Maui College

Helen Torigoe
Assistant Professor, Center for Excellence in Learning, Teaching and Technology
Kapiʻolani CC

Session Description:
Need ideas for organizing digital files and connecting them to your document? Learn about tips and strategies for your electronic document submission using Google Drive.

- Google Drive File and Folder Management (narrative and appendices)
- Formatting your narrative to auto-generate an interactive outline and/or Table of Contents
- Hyperlink evidence (appendix items) to your document

Representatives from the UHCC System will also be on hand to answer questions as needed.

Laureen Kodani believes in supporting student success and the achievement of learning outcomes by helping faculty and staff achieve success! She enjoys assisting faculty with designing and developing courses with the best possible, student-centered learning environments while staying current with the latest learning technology tools. Laureen equally enjoys supporting staff with digital strategies to streamline efficient and productive work environments.

Helen Torigoe is an Instructional Designer at Kapiʻolani Community College where she coaches her instructional colleagues to teach online and to design active learning. She taught Computer Science at UH Hilo and Hawaiʻi CC on the Big Island before moving to Oahu in 2015.
<table>
<thead>
<tr>
<th>Workshop</th>
<th>Presenter(s)</th>
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</table>
| **Session 3:**  
Writing Tips for Your Dossier  
July 22 (Thursday)  
3pm - 4:30pm |  
Presented by:  
Leigh Dooley  
Assistant Professor, Center for Excellence in Learning, Teaching and Technology  
Kapi'olani CC  

**Session Description:**  
Overwhelmed by the whole process of dossier writing? Come to this session for a general overview, suggestions on how to begin, and some useful tips. You’ll also see some samples of how colleagues have organized their dossiers. This will be followed by discussion and Q&A on topics including academic writing, research based teaching theories, document formatting, proper citations, and more. Administrators, department chairs and DPC chairs are encouraged to attend to share their views. |  
Leigh Dooley has been teaching composition, literature, and creative writing at Kapi'olani Community College for nearly 30 years, and began organizing and facilitating dossier - and contract renewal- writing preparation workshops about 20 years ago. These days, Kapi'olani CC has a wonderful C4ward team to support colleagues in this process, and Leigh’s role has shifted to an annual overview presentation. Some years ago, she initiated a traveling TPRC training, and recently, she supported the Kapi'olani CC Faculty Senate Evaluation Committee in revising the Contract Renewal guidelines for the campus. |
<table>
<thead>
<tr>
<th>Workshop</th>
<th>Presenter(s)</th>
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<tr>
<td><strong>Session 4:</strong></td>
<td><strong>P. Jayne Bopp</strong> is an Associate Professor of Sociology and Women's Studies at Leeward Community College. She is currently Leeward's Interim Coordinator for the Office of Planning, Policy and Assessment and Accreditation Liaison Officer. Jayne holds Masters degrees in Public Health and Sociology from the University of Hawai'i at Mānoa.</td>
</tr>
<tr>
<td><strong>Evaluation and Assessment In Your Dossier</strong></td>
<td><strong>Michele Mahi</strong> is an Assistant Professor of Speech and Communication at Leeward Community College. She is currently the chair of Leeward's Faculty Senate Assessment Committee and has served several terms as a DPC member. Michele holds an M.A. in Communicology and an M.Ed. in Teaching from the University of Hawai'i at Mānoa.</td>
</tr>
<tr>
<td><strong>July 28 (Wednesday)</strong></td>
<td><strong>Candace M. Tabuchi</strong> is a Professor of Hospitality and Tourism and Faculty Senate Assessment Committee Chair at Kauaʻi CC.</td>
</tr>
<tr>
<td><strong>3pm - 4:30pm</strong></td>
<td><strong>Session Description:</strong> Do the words &quot;Evaluation&quot; and &quot;Assessment&quot; send shivers down your spine or elicit deer-in-the-headlight facial expressions? This workshop will take the mystery out of assessment and change your attitude from &quot;nay&quot; to &quot;yay&quot; when it</td>
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</table>
comes to collecting, analyzing, synthesizing, and presenting your dossier data. Our experienced colleagues will share their approaches, tips, and resources to guide you through this professional improvement process.

Candace M. Tabuchi is a Professor of Hospitality and Tourism (HOST) at Kaua‘i Community College. She is currently the Assessment Coordinator for the campus. She served as the Business Education Division Chair and on several DPCs and TPRCs. She holds a M.B.A. from the University of Hawai‘i at Mānoa, and is currently in the Learning Design and Technology PhD cohort at Mānoa.

Questions? Reach out to your friendly campus contact!

UHCC System Professional Development Consortium

Hawai‘i: Michelle Phillips, mp7@hawaii.edu

Honolulu: Gretel Sia, gsia@hawaii.edu

Kapi‘olani: Leigh Dooley, ldooley@hawaii.edu

Kaua‘i: Jeff Mexia, jmexia@hawaii.edu

Leeward: Erin Thompson, enkt@hawaii.edu

Maui: Joyce Yamada, yamadajo@hawaii.edu

Windward: Elizabeth Ratcliffe, braffet@hawaii.edu
Welcome Back Leeward ‘Ohana!

“Reflection, Rejuvenation, and the Ripple Effect”

January 6, 2021 | **Spring 2021 Online Convocation** | 9am - 11:30am

https://hawaii.zoom.us/j/91934278397

**Meeting ID: 919 3427 8397**

**Passcode: 852250**

For Technical Support, call 455-0201.

<table>
<thead>
<tr>
<th>Time</th>
<th>Convocation Agenda</th>
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</table>
| 9:00am - 9:10am | **Pau Hana Performance: PūpūʻAʻo ‘Ewa**  
MUS 121Z and HWST 128 students              |
| 9:00am - 9:10am | **Oli Welcome**  
*Kumu Momi Kamahele, Kīpuka Coordinator* |
| 9:10am - 9:20am | **Chancellor’s Welcome**  
*Dr. Carlos Peñaloza, Chancellor* |
| 9:20am - 9:35am | **Hindsight is 2020**  
*Kay Ono, Interim Vice Chancellor for Academic Affairs* |
| 9:35am - 9:45am | **Updates from our Interim VCAS**  
*Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services* |
| 9:45am - 9:50am | **Closing**  
**Pau Hana Performance: Na Kupa O Waiʻanae**  
*MUS 121Z and HWST 128 students* |
| 9:50am - 9:55am | **Transition to Breakout Sessions - Round 1** |
| 9:55am - 10:40am | **Breakout Sessions - Round 1 (Choose one.)**  
*Increasing Participation in Zoom Meetings Using Python*  
*Using Signature Assignments to Assess Student Learning*  
*New Year, New You: Strategies for Rejuvenation and Self-Care*  
*Self-Care with Chocolate for the Soul (Food Demonstration)* |
| 10:40am - 10:45am | **Transition to Breakout Sessions - Round 2** |
| 10:45am - 11:30am | **Breakout Sessions - Round 2 (Choose one.)**  
*Small Changes...Big Impacts: Student Engagement Tools You Can Implement Now*  
*Train Your Brain: Get More Done and Feel Better by Revealing the Tricks Your Brain Plays*  
*Supporting Language Learners at Leeward*  
*Creating Accessible Documents*  
*Namaste: Rejuvenate Your Mind, Body, and Spirit in 2021 (Yoga Session)* |
| Session #1 | Increasing Participation in Zoom Meetings Using Python  
Presented by Jennifer McFatridge (Physics)  
Does it ever feel like you're talking to yourself in your Zoom meeting? Are you taking too much of your precious class time taking roll? Do you want some ways to interact with students without adding all the chaos of having everyone's mic on? Using Python, a coding language, you can create programs to read the chat to automatically take roll, log participation, and interact with students. |
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<tbody>
<tr>
<td>Zoom Host: Cameron Rivera</td>
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</tbody>
</table>
| Session #2 | Using Signature Assignments to Assess Student Learning  
Presented by Jayne Bopp (OPPA), Adam Halemano (OPPA), and Michele Mahi (Speech)  
Join representatives from our Office of Policy, Planning, and Assessment as well as our Campus Assessment Coordinator as they discuss how to create signature assignments, collect and analyze student work from multiple sections, and use the results to improve student learning. |
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<tr>
<th>Zoom Host: Junie Hayashi</th>
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</table>
| Session #3 | New Year, New You: Strategies for Rejuvenation and Self Care  
Presented by Ashley Biddle (Psychology), Donald Carreira Ching (Writing), Cara Chang (Writing), and Anika Gearhart (Psychology)  
Rejuvenate yourselves and start the new school year off with techniques to cultivate a stress-free work environment and a calm mind. This Health and Wellness Committee workshop aims to facilitate relaxation strategies while still maintaining your productivity and wellbeing while working from home. |
<table>
<thead>
<tr>
<th>Zoom Host: Brent Hirata</th>
<th></th>
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</table>
| Session #4 | Self-Care with Chocolate for the Soul (Food Demonstration)  
Presented by Chef Lee Dung (Culinary) and Chef Abi Langlas (Culinary)  
Feeling stressed? Eat some chocolate! Join Leeward chefs as they share and demo elegant (yet easy!) recipes that will be sure to impress your loved ones and feed your soul. Featured desserts include Death by Chocolate Torte and Chocolate Dipped Strawberries. |
| Zoom Host: Tiffany Kasoga | Passcode: 852250  
NOTE: Same room as convocation. |

Round 2 Sessions Listing on the Next Page.
<table>
<thead>
<tr>
<th>Zoom Room</th>
<th>Session Descriptions</th>
</tr>
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</table>
| **Session #1**  
[Join Session Here]  
Zoom Host: Erin Thompson |
| Small Changes...Big Impacts: Student Engagement Tools You Can Implement Now  
*Presented by Anuschka Faucci (Biology)), Faʻamaile Ickes (History/Pacific Island Studies), Marie McKenzie (Geography), Blanca Polo (ICS), and Erin Thompson (Innovation Center)*  
“Student engagement” has long been a buzz phrase in education, but has become especially critical during these COVID-impacted times. In Fall 2020, an interdisciplinary team of Leeward educators completed a Scientific Teaching Short Course offered by Yale University and sponsored by the National Institute of Scientific Teaching. In this session, they will share and model ready-to-implement engagement strategies that won’t require tons of time on your part, but will reap big rewards. Join us as we strive to be more intentional, mindful, personal, and clear in our teaching craft. |
| **Session #2**  
[Join Session Here]  
Zoom Host: Cameron Rivera |
| Train Your Brain: Get more done and feel better by revealing the tricks your brain plays  
*Presented by Chris Gilbert (Speech)*  
When we’re on autopilot, our brain fools us with illusions that keep us stressed and unproductive. Learn to spot these illusions and practice simple intrapersonal communication techniques that you, your friends and family, or your students can use in the New Year to retrain your “Autopilot Self” to make positivity possible and success inevitable. |
| **Session #3**  
[Join Session Here]  
Zoom Host: Junie Hayashi |
| Supporting Language Learners at Leeward  
*Presented by Aya Hara-Joesting (Office of International Programs), Sam Hume (ESL/ELI), Michelle Igarashi (Student Services), and Kelly Kennedy (ESL/ELI)*  
This workshop is for all Leeward employees who work directly with students, including staff, counselors, librarians, lecturers, and faculty. In this interactive workshop, experience Leeward from a language learner’s perspective, and get to know the diverse language learners we serve. Explore best practices for accessibility and inclusivity, which benefit all students. This workshop is open to everyone and required of those who would like to volunteer as language ambassadors. |
| **Session #4**  
[Join Session Here]  
Zoom Host: Brent Hirata |
| Creating Accessible Documents  
*Presented by Allan Nebrija (Kakoʻo ‘ike Office)*  
Learn how to create accessible documents using various web-based tools. Workshop will cover how to create accessible tables, alternative text, and why it's important that we comply with accessibility guidelines. |
| **Session #5**  
[Join Session Here]  
Passcode: 852250  
NOTE: Same room as convocation.  
Zoom Host: Tiffany Kasoga |
| Namaste: Rejuvenate Your Mind, Body, and Spirit in 2021  
*Presented by Mareva Minerbi (Dance)*  
Join Mareva Minerbi, Leeward’s modern dance and yoga instructor, for an online yoga session that will rejuvenate, energize, and center you for the upcoming semester. Participate from the comfort of your home or office. Wear comfortable clothing. Session is open to all and beginners are welcome. |
Leeward Award Recipients

2021 Kosasa Innovation in Teaching and Learning Award

Anuschka Faucci
Lecturer in Biology, Math & Sciences

Leilani Puchalski
Kahua Ho‘omau Ola 13th Yr Spec, Kīpuka (Native Hawaiian Center at Pu‘u‘ula)

Position Changes

Lori Lei Hayashi was promoted from HR Manager to Interim Vice Chancellor of Administrative Services. Nicole Ogawa was promoted from HR Assistant Manager to Interim HR Manager.

Welcome to Our New Hires

Guerin Earhart, Accessibility Specialist, Educational Media Center, earned his Bachelor of Science in Biology and Bachelor of Arts in Education from Eastern Washington University, his Masters in Curriculum and Instruction from Florida Atlantic University, and his Masters in Learning Design and Technology (LTEC) from the University of Hawaii, and is currently a PhD student in the LTEC Program at UH. He was an Educational Specialist for the last eight years at the UH Waikiki Aquarium.

Dayna Lapina, Educational Specialist, OCEWD, earned a Bachelor of Science in Psychology from Chaminade University. She has over 7 years of experience in job preparation and placement, community outreach, academic counseling, retention and served as a liaison to employers.

Rowena “Moana” Mokaimoku, Retention Specialist (Title III), Kīpuka Native Hawaiian Center, earned a Bachelor of Science in Geology from the University of Hawai‘i at Hilo and a Master of Arts in Education from the University of Phoenix. She first taught as an elementary teacher at Ka Waihona o ka Naʻauao Public Charter School then later served as the vice-principal of its middle school and elementary school.

Terri Smith, Administrative and Fiscal Support Specialist (Title III), Kīpuka Native Hawaiian Center, earned a Bachelor of Business Administration in Accounting from the University of Hawai‘i at Mānoa and is currently enrolled in the Global MBA program. She has been working for the Hawai‘i Institute of Marine Biology (HIMB) and the School of Ocean and Earth Science and Technology (SOEST) for the past 4 years and has over 10 years in the private sector in various professional management positions.

New Lecturers

Alyssa Alcos, Business
Celina Herrera, Social Sciences
Darlene Matsushita, Math & Sciences
Isaac Sarsona, Automotive Technology
Dottie Sunio, Business

NOTE: This may not be a comprehensive list as lecturers are being hired throughout the Week of Welcome.
Updates from Leadership

Kay Ono, Interim Vice Chancellor for Academic Affairs

As 2020 came to an end, many things came to mind as I thought about our Leeward ‘Ohana.

**Professionalism.** Leeward has dedicated professionals in every unit on campus.

**Resilience.** The COVID 19 pandemic did not stop Leeward from providing the needed resources for our students, faculty, and staff.

**Creativity.** Many individuals and units came up with creative ways to institute procedures that provided the required social distancing and protocols to ensure the health and safety of everyone on campus. The Faculty embraced the online environment and adapted their teaching to effectively deliver their course content.

**Strength.** Leeward is STRONG when we stand and work together.

Last year, we had many challenges and opportunities. This year will be no different, because Leeward will continue to be a community college that focuses on its students and continues to strive toward excellence.

When I accepted the Interim VCAA position, it was to be for one semester. For those who know me, I never turn away from a challenge and always give my all in any job or task. My years of experience at Leeward as a lecturer, faculty, program coordinator, division chair, curriculum committee member, faculty senator, and administrator prepared me for this position; yet, there was still a learning curve and COVID 19 definitely changed my job. Part of my title includes “interim” but that hasn’t stopped me from trying to make positive changes at Leeward. Thanks to our Academic Affairs team for working together on many issues last year, some of which are listed below.

- Clarified the maximum TEs for (1) full-time faculty, (2) lecturers, and (3) lecturers that are employed full time outside of the university.
- Instituted a hire by exception process for lecturers that do not meet the MQs of a discipline.
- Worked with the Human Resources Office to clarify procedures and processes to ensure proper and timely documentation.
- Worked with division chairs, program coordinators, schedulers, and Banner Specialist to institute new teaching modalities.
- Endorsed, along with Faculty Senate and division chairs, the [Baseline Recommended Actions for Distance-delivered Instruction](#) for all faculty teaching online or hybrid courses; and encouraged all faculty to use Laulima, whether they teach face-to-face, hybrid, or online classes.
- Strengthened the protocols of working with division chairs and deans.
- Worked with division chairs to implement course scheduling strategies to maximize enrollment that included lecturer assignments; and provided them with Tableau software for historical enrollment dashboards for effective scheduling.
- Worked with division chairs to address student complaints and to provide faculty with the needed resources for areas such as technology, grading, communication, and online teaching.
- Met with faculty to address student complaints and provided necessary resources.
- Provided the needed technology and resources for online teaching.
- Provided the necessary services through new forms.
- Provided professional development opportunities for faculty and staff.
- Encouraged submission of CARES proposals to support innovative teaching ideas as classes pivoted to distance delivery (some included virtual software).
● Transitioned the facilitation of Division Chairs’ meetings from the VCAA to the Instructional Deans.
● Worked with OPPA to improve the annual review process, updated the Resource Request List, and obtained needed data for decision making.
● Worked with the Grants Coordinator to encourage faculty and staff to submit grant ideas and to become actively involved in grant writing.
● Worked with the UH system to implement various initiatives.

Below are some items the Academic Affairs team will be working on this semester.

● Assist OPPA in providing the campus with the necessary training for the new assessment tool (Campus Labs).
● Work with division chairs and faculty to complete their course and program assessments.
● Provide opportunities to strengthen teaching and learning, collaborative skill building, and conflict resolution skills.
● Provide more opportunities to broaden Leeward’s leadership base.
● Continue Della Teraoka’s goal of strengthening the administrative team.
● Encourage the deans to work together to provide the institutional history as Leeward prepares for a new VCAA.

Faculty, as you prepare for the new semester, here are a few reminders, many of which were raised as student concerns.

● Important new program—Participation Verification. Instructional Faculty, this new program needs your attention as it directly impacts our students. More information will be sent out soon.
● Communicate with your students regularly. Return e-mails and phone calls within 24-48 hours.
● Distribute and/or post your course syllabus, which includes your contact information, grading criteria, and all the required elements; and provide your students with a schedule of activities.
● Update and post grades in a timely manner; keep students informed of their progress.
● Complete your class within the scheduled time period that is listed on the published 2021 Spring Class Availability. As the “teacher of record,” you are responsible for submitting your grades on time, including any grade changes.

As a Professor, I loved teaching Business Technology and especially getting to know our local employers through the Cooperative Education program. My plans to take a sabbatical vanished years ago, but the opportunity to work with some fabulous individuals from the On Track Program, Academic Services, and Academic Affairs have made my professional career more meaningful. I hope that all of you will rise up and find opportunities that will likewise enhance your careers. As I wind down my career at Leeward, I would like to share the saying from a poster that will hang in my office entitled, Gratitude.

Take time out every day to be thankful for the people in our lives that drive us toward the path of success and for those that have helped us get to where we are today. Have an attitude of gratitude.

Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

Happy New Year to all of you! I am honored to be appointed as the Interim Vice Chancellor of Administrative Services with the goal of keeping our campus in compliance, safe, and accessible for our students, employees and visitors. I thank you in advance for your support with my transition to this position.

The year 2020 was very challenging and busy for everyone, especially for employees in the Administrative Services units. Thanks to the following: Cecilia Luca and the Business Office team for procuring personal protective equipment (PPE) and computer hardware and software as needed, tracking of CARES funds; Nicole Ogawa and the Human Resources Office team for keeping track of telework and COVID leaves, and especially for processing payroll documents; Grant Okamura, Joy Soma, and the Operations & Maintenance team for keeping our campus clean and stocked with PPE for those working on campus, also for assisting with moves of
employees in the Admin Building and Native Hawaiian Center at Pu'uloa; Will Akama, Nelson Toda, Chris Segawa, John Alves, and the Security team for keeping our campuses safe during this time; and Harumi Hatchie-Leong for fielding calls related to COVID and administrative matters.

- Projects that were completed in 2020 include the Native Hawaiian Center for Excellence; 1st and 2nd floors of the AD building, to include the new Student Services Welcome Center; Wai'anae Moku Phase II (2 classrooms, science labs); recarpeting of FA 101 and FA 102; and the reroofing of the Theatre and BE buildings.

- Projects scheduled to be completed in 2021 are the PS and BS renovations and the reroofing of Wai'anae Moku and the Learning Commons.

- New projects for 2021: campus-wide ADA improvements; AM Model Classroom; Wahiawa Product Development Center.

- Health and safety of the campus community is always our highest priority and is a responsibility that falls on each and every one of us. No one person or unit can ensure your personal safety. In case of an active threat or emergency, the UH ALERT system is the primary means of communication by which notices will be sent to faculty, staff, and students. You MUST sign up to receive emergency messages through the UH ALERT system. PLEASE sign up for UH ALERT at: https://www.hawaii.edu/alert/

- Nicole Ogawa will be the Acting Human Resources Manager while I am in the Interim VCAS position. She will be assisted by Lynn Fujikawa, Compliance and Training Officer, and Darren Wastell and Rae Wakimura, Human Resources Officers.

- Finally, please be attentive to our “Construction Advisory” messages you receive via email. Please respect the construction barricades and boundaries for your own safety and that of our construction company partners. We appreciate your patience and understanding.

Please join me in thanking Mark Lane for his 15 years of dedication and service to the College.

Wishing all of you good health and much happiness in 2021! Stay Safe. Aloha!

James Goodman, Dean of Arts and Sciences

Welcome back to the spring 2021 semester! After a year that tested our powers of resilience and resourcefulness, it looks like there may be a light at the end of the tunnel to return to a more “normal” college environment by the end of this new year, so I would like to once again thank everyone for their extraordinary efforts during this time. With that said, here are a few highlights from the instructional divisions of Arts & Sciences, the Kipuka, Native Hawaiian Center at Pu'uloa, and the Office of International Programs.

The AA Program Review Committee (AAPRC) coordinator Jeremiah Boydstun is continuing efforts to promote critical thinking initiatives by working with faculty from the Arts and Sciences divisions. Jiajia Garcia and Christina Mendes coordinated and completed the assessment of the Quantitative Reasoning General Education Learning Outcome. During the spring 2021 semester, the AAPRC will be revising its assessment strategy as a means of improving the overall efficiency of the assessment process.

This past fall, two articulation agreements were established between Leeward CC and UH-West O'ahu (UHWO) for our ASNS students with a concentration in Biological Sciences. This academic pathway allows our students to transfer to the UHWO Bachelor of Science in Natural Science with a concentration in Health Sciences program or Life Sciences program. This will widen the current academic pathways for our ASNS students as well as expand their career opportunities.

I-Chia Shih and Allison Beale have developed and implemented two OER Anatomy and Physiology (A&P) lab manuals for PHYL labs this fall. The lab manuals have been distributed to all students who registered for PHYL
In developmental English, the Transitional English Pathway (ENG 98B, then ENG 22-ALP) offered for students placing two-levels below college English is in its third year. The inclusion of peer mentors, individual academic and career counseling, and campus support services remains an integral part of the program’s success. For the 2020-2021 academic year, developmental English classes are offered as Synchronous DE classes. In developmental Math, eight co-requisite learning communities of MATH 100, MATH 103, and MATH 115 were offered in fall 2020 to allow students who placed one or two-levels below college-level to complete a college-level math course in one semester rather than two. In spring 2021, co-requisite and developmental math courses will be offered as Synchronous DE classes. Also in the spring, a total of nine classes, ranging from Survey of Mathematics to Calculus II, will be offered to students at seven high schools, making that the most early college MATH courses offered than in any prior semester.

The Teacher Education Licensure Programs continue to produce highly qualified teachers to address the critical teacher shortage in Special Education (SPED) and Career and Technical Education (CTE). As of fall 2020, 43 students completed the Advanced Professional Certificate in SPED through a University of Hawai‘i/Department of Education (DOE) partnership to provide tuition stipends to candidates who commit to serving as Special Education Teachers in a DOE school after completion of their licensure program. Cumulatively $249,219 in tuition stipends were awarded to these Leeward CC students. The CTE licensure program had a record breaking intake of 18 new students for fall 2020 and is projected to produce 13 new CTE teachers this year.

This past fall the Performing Arts faculty John Signor, Loretta Chen, Kathleen Lindsey, Mareva Minerbi, and Wayland Quintero hosted Leeward CC’s first-ever virtual Pau Hana featuring students of Hula, Ballet, Modern Dance, Music, and Theatre from both the Pearl City and Wai‘anae Moku campuses. Students celebrated the end of the semester and responded to the theme, “Who Am I in a Time of Pandemic?” Nani Marcos was the first student to receive an Academic Subject Certificate (ASC) in Performing Arts with a focus in Dance. This new ASC has a track in either Dance, Theater, or Music and Nani will be transferring to UH Mānoa this spring majoring in Dance. Mareva Minerbi’s Beginning Modern Dance class also collaborated with students from Wayne Muromoto’s Directed Works Art class on a dance photoshoot; images can be viewed at their newly created Instagram page.

With short-term group visits to our college restricted during the last two semesters, the Office of International Programs hosted a week-long International Education Week with virtual activities and cultural exchanges between Aichi University Junior College students in Japan and Leeward CC students who were enrolled in Japanese language courses.

The Kīpuka, Native Hawaiian Center at Pu‘uloa, its coordinator Momi Kamahele, and the center’s faculty and staff continue to thrive and successfully serve all students by building firm support services anchored in ‘Ike Hawai‘i activities. Programs include the 13th Year Kahua Ho‘omau Ola (focused on adult learners), Lauhoe (established for part-timer students), Ke Ala ‘Anu‘u (developed as a STEM-related transfer program collaboration with UH West O‘ahu), and Ke Ala ‘Ike Scholars (directed toward excellence and graduation). A key activity for the fall 2020 semester was a completion ceremony celebrating students’ academic and personal achievement in the Ke Ala ‘Ike Scholars program.

On October 30, 2020, the 32nd Annual Pamantasan Conference was broadcast systemwide thanks to the work of the Leeward CC Planning Committee. Co-Chaired by Leon Florendo, Allan Nebrija, and Wayland Quintero the committee included Amy Amper, Melissa Arriba, Franalyn Barnett, Daniel Cordial, LeeAnne Santos Egan, Randy Gomabon, Adam Halemano, and Tiffany Kasoga.

With short-term group visits to our college restricted during the last two semesters, the Office of International Programs hosted a week-long International Education Week this November with virtual activities and cultural
exchanges between Aichi University Junior College students in Japan and Leeward CC students who were enrolled in Japanese language courses.

Thank you to all of the Arts & Sciences division chairs Jim West, Kathryn Fujioka-Imai, William Albritton, Eiko Kosasa and program coordinators Eric Matsuoka, Jenny Watada, Brandi Reyes, Ann Inoshita, I-Chia Shih, Mike Bauer, Jeff Judd, Luʻukia Archer, Momi Kamhele, Jeremiah Boydstun, and all the faculty and staff for their great work and commitment to student success!

Ron Umehira, Dean of Career, Technical, and Education (CTE)

Aloha and Happy New Year to all returning and new faculty and staff. 2020 was certainly a challenging year for all of us, but through the hard work and efforts of the faculty and staff in the Office of Continuing Education and Workforce Development (OCEWD), Business Division, Professional Arts and Technology Division, and Wai'anae Moku, the following are highlights from their program areas from fall 2020.

Office of Continuing Education and Workforce Development (OCEWD)

OCEWD has been the college's rapid response unit for over 25 years serving unemployed and dislocated workers in our community. In the Oʻahu Back to Work (OBTW) Initiative which was created to provide job training for eligible residents whose employment was disrupted by COVID-19 economic impacts, OCEWD led the way among all other community colleges in the number of referrals and the number of residents participating in the training opportunities. OBTW started in October and ran through December 30, 2020 in which OCEWD offered a range of courses/programs in pharmacy technician, medical receptionists, patient services representatives, forklift, office administration, computer training, nurse aide, commercial driver’s license, entrepreneurship, customer service, and adult residential care homes with over 450 participants trained.

Congratulations goes to the OCEWD staff and instructors that provided this valuable OBTW training opportunity. Additionally, besides the tremendous effort in OBTW, the OCEWD staff also partnered with over 10 agencies to provide education and workforce training to the unemployed and underserved community members. OCEWD is poised to serve over 3,000 students this academic year with several opportunities to have these students continue into credit programs.

Business Division

In the Oʻahu Back to Work training initiative, the Management program offered two courses (ENT 120 – Introduction to Entrepreneurship and MGT 121 – Service Excellence) on a non-credit basis through OCEWD and had 20 and 15 students respectively enrolled. OCEWD and the Management program is currently working on a non-credit to credit articulation agreement for these two courses so that the OBTW students will be able to receive credits when they apply and major in Management.

Professional Arts and Technology Division

Chef instructor Abigail Langlas and her Special Events class partnered with Chef Mark Noguchi & his wife Amanda, in the preparation of Thanksgiving meals for 45 families or for 270 people. The meals were dropped off at four Child & Family Services locations on 11/24/20. The majority of the ingredients were locally sourced and procured using CARES monies.

Chef instructor Matt Egami and his Fundamentals of Cookery II class partnered with Aloha Harvest which is the largest food rescue and redistribution organization in Hawai’i. The culinary students cooked, packed, and donated 30 meals a day to Oahu's hungry.
With Phase II at the Wai‘anae Moku Campus now completed with two brand-new classrooms, a science laboratory, expanded common area for students, and two quiet study rooms, Phase III planning began with an internal committee of faculty, staff, students, and administrators brainstorming ideas with a focus on laboratory facilities to provide workforce training in the health, trade, and hospitality sectors. These are very tentative plans as further discussions will be scheduled with the internal committee, but also an external committee comprised of community and industry representatives will be assembled for input, collaboration, and feedback.

Wahiawa Product Development Center (WPDC) Initiative

With a projected opening of the WPDC in fall 2022, the goals and objectives of the WPDC were presented to the Wahiawa - Whitmore Village Neighborhood Board on 11/16/20 to provide an initial report on the development of the Center. An external committee comprised of community, industry, and secondary/post-secondary administrators will be assembled to provide advice and guidance for the Center.

Additionally, a UH Foundation “On the Horizon” presentation on Leeward CC occurred on 12/3/20 where Chancellor Carlos Penaloza gave an update on the college’s initiatives, and also introduced the WPDC. An informative panel discussion consisted of industry representatives (Chad Buck, Owner of Hawai‘i Foodservice Alliance and Fred Lau, Owner of Mari’s Garden) and moderated by Ron Umehira ensued in the hour-long presentation.

Leanne Riseley, Interim Dean of Academic Services

Aloha and Happy New Year!

Spring 2021 is here! Academic Services looks forward to continuing to provide quality services to you and your students. You can contact us online via Zoom, by phone, email and in-person.

The Educational Media Center (EMC) inspires, facilitates, and supports teaching and learning using technology. Whether you're teaching in-person with social distancing, hybrid, or online, the EMC offers one-on-one consultations, workshops, and online resources to help you. Visit http://www2.leeward.hawaii.edu/emc/ and look out for emails for more information about tips, news, our services, and professional development events we offer. We hope to see you at our workshops during Week of Welcome and throughout the semester!

The Innovation Center for Teaching and Learning (ICTL) partnered with over 40 faculty and staff to provide more than 25 professional development events. Two new programs, the Social Justice League and the TeacherTalk series, were developed to address higher education trends. New Hire Orientation, Welcome Committee, Creativi-tea, Teaching Squares, Book Club, and TGIF transitioned to digital landscapes. With the successful launch of Pu‘uloa: A Sense of Place, ICTL is moving forward with the development of āina-based teaching materials for Wai‘anae.

The IT Unit has completed a significant milestone in September 2020 by completing our five year plan in three years. We finished the redesign of the Datacenter network, and server infrastructure. We replaced almost all of our outdated equipment and moved from a 1 Gb to 10 Gb network. We also completed the redesign of the Campus network and improving network security. Our next phase is to implement the network design for all of the buildings on campus. Additionally, the Help Desk has continued to prepare laptops for faculty, staff, and students to address their telework/learning needs. http://www2.leeward.hawaii.edu/itg/

The KI Office continues to provide services to students with documented disabilities. The KI Office is actively working to contact each student registered with their office to help them understand the Spring 2021 teaching modalities, and to make adjustments to their accommodations as deemed appropriate and necessary. If any
of your students need accommodations, please encourage them to contact the KI office. 
http://www.leeward.hawaii.edu/ki. Entry by appointment M - F from 9 am - 1 pm, and via Zoom M-F from 9am to 3pm.

The **Learning Commons** is open by appointment M - F from 9 am - 1 pm. The **Library** website, a portal to online book, journal, and video collections is available 24x7. Call or live chat with librarians/staff from 8 am - 4 pm, M - F. Book paging, article requests, scanning, seat reservations, and appointments can be requested online via our [LibCal service](http://www.leeward.hawaii.edu/ki). Keep a look out for email notifications regarding Learning Resource Center and Writing Center hours and services.

**Leeward Theatre** remains closed to the public due to the pandemic, but we have been working closely with A&H performing arts faculty to give our students opportunities to perform and record on stage in a socially distanced manner. We presented our end of semester “Pau Hana” performance virtually on [Facebook Live](http://www.leeward.hawaii.edu/ki), which consisted of videos of student performances in dance, theatre, and music, and we will continue to work with our faculty and students to present more digital content in the spring semester.

**Kami Kato, Interim Dean of Student Services**

**Happy New Year!** I hope you all had a restful holiday season filled with loved ones and good food!  Here are some updates from the 10 units—Admissions & Records, Counseling, Early College, Financial Aid, Health Center, HINET, Job Prep Services, Recruitment, Student Life, Veterans Resource Center—that make up Student Services...

**“WOOHOOS” FROM STUDENT SERVICES**

Here are a few things we are celebrating...

**New Application Success**

Our Admissions & Records Office has successfully implemented the new UH application! The new application was used for the first time this semester and introduced a more user-friendly interface for students as well as some “back of the house” efficiencies for our Admissions Office. For the first time in years, we are processing applications on-time, and are not experiencing any significant delays!

**New NSO Online**

NSO Online got a facelift this semester! Actually, it was a complete overhaul, thanks to our ability to purchase a new student orientation software. Our NSO Online platform has been “modernized.” It is now much sleeker, much more engaging and user-friendly, full of videos and interactive components, and--participants report--much more effective! And, we now have the capability to create customized orientations for different student groups. Woohoo!

**Enrollment, Enrollment, Enrollment**

The focus of our Recruitment Office has shifted! Once primarily the arbiters of campus tours and outreach events, our Recruiters now follow incoming students, from application to registration, and offer them support as they try to navigate the many phases of our on-boarding process. This semester alone, our Recruitment Office, together with the Communications Office, orchestrated outreach efforts to over 8,000 potential students. Our Recruiters have also been tracking and monitoring the progress of every applicant to our campus, reaching out to them when they stall.

**Career Voyager**

Thanks to the efforts of Cori Conner, our Job Prep Specialist, Leon Florendo, LCCWM Counselor, and a system team, STAR now houses a link to career information and exploration tools. Career Voyager is a tab within STAR that provides students with the means to research potential careers within the State of Hawaii. Students now have a single place they can go to review their degree plan and outstanding requirements; to register for courses; and to make connections with potential careers and prospective campus career centers.

**The Student Health Center**

Has officially moved back into the AD building and is open for business! Please send all students seeking assistance from the Health Center to their new home in AD-223.
STUDENT SERVICES WELCOME CENTER OPENING

Student Services has opened a scaled-down version of its Welcome Center! It is located on the 2nd floor of the Administration (AD) building and is able to receive in-person inquiries and requests for assistance. The Welcome Center houses a small staff of Student Associates who will field basic questions and provide information regarding Admissions & Records, Financial Aid, Counseling and the Veterans Resource Center. If students need further assistance, Student Associates will help them connect with the proper office via Zoom Rooms located within the Welcome Center.

Our Student Services offices will remain in the DH portables until social distancing restrictions are lifted. However, all student and public traffic for these offices should be redirected to the Welcome Center instead of the DH portables.

The Student Services Welcome Center was officially blessed on December 14, 2020 and opened for business on January 4, 2021. Our hours are **Mondays-Fridays from 8:30 am-4:00 pm**. We are very excited to provide this one-stop venue for students.

If you have any questions about the Welcome Center, please contact Michelle Igarashi at migarash@hawaii.edu or at (808) 455-0236 or Lexer Chou at achou@hawaii.edu or at (808) 455-0248.

SAY HELLO TO ‘ULU!

Student Services will soon be welcoming ‘Ulu...the avatar for our online ChatBot. ‘Ulu will be available on each Student Services page, and will be available to answer questions that the public may have for it. ‘Ulu is a chatbot powered by artificial intelligence that will allow anyone to get answers to basic Student Services questions 24/7. When ‘Ulu is unable to answer the questions being asked, it will direct them to an email to contact, or if it’s during business hours, connect them to a live person via chat. Stay tuned!

CHANGES TO OUR NO SHOW PROCESS

This semester, our traditional “No Show” process is changing. At the beginning of Spring 2021, instructors will be asked to identify students who are not attending/not participating in their classes. “Non attendance” or “non participation” will need to be concretely determined through the participation in an assignment, a class-based activity or some other tangible vehicle. Students who are identified will be administratively disenrolled from their classes and will receive a 100% tuition refund. These changes are a part of a system-wide initiative called “Participation Verification” that:

- Helps to release students who registered but did not intend to come from a financial obligation and failing grade.
- Improve our course success rates by eliminating F grades assigned to students who never came.
- Puts us in compliance with federal financial aid guidelines.

*You will no longer receive an email from MySuccess linking you to a reporting survey.* Instructors will now need to report their No Shows in MyUH. All instructors teaching semester-long courses and courses offered for the Online AA Degree Program will need to report their No Shows this Spring. All classes will need to participate in Fall 2021.

More information will be forthcoming. However, please feel free to visit the Participation Verification website, or ask your Division Chair for more information.

CHANGES TO FINANCIAL AID AWARDING

Please remember that due to federal regulations, **students can only receive federal financial aid for courses that apply to their declared program of study**. This is a change for students; awarding had been previously based on eligible number of credits and not on specific classes. Please help us remind students about this issue. Let’s work together to help students afford their education!

Have a great semester!
Welcome Back!

“Celebrating and Appreciating Our Leeward ‘Ohana”
August 18, 2021 | Fall 2021 Convocation | 9am - 12pm

Online Large Group and Breakout Sessions ~ “Grab and Greet” In-person Lunch Option

Join Convocation Zoom Meeting
https://hawaii.zoom.us/j/95371854364
Meeting ID: 953 7185 4364
Passcode: 764856

For Technical Support, call the Help Desk at 455-0271.

Time                        Convocation Agenda

9:00am - 9:05am             Halau Pu'uloa, Campus Oli
                                 Ho'ooia 'Āina (Land Acknowledgment)
                                 “Where Is Convocation?”

9:05am - 9:15am             Welcome, Carlos Peñaloza, Chancellor

9:15am - 9:25am             Campus Community Accolades, Keala Chock, Vice Chancellor for Academic Affairs

9:25am - 9:35am             Budget and Facilities Updates, Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

9:35am - 10:00am            Facing the Future Together: Chancellor Carlos Peñaloza
                                 Closing and Commencement Video

10:00am - 10:10am           Transition to Breakout Sessions - Round 1

10:10am - 11:00am           Breakout Sessions - Round 1 (Choose one.)
                                 Ho'ooia 'Āina: Leeward’s Land Acknowledgment Statement
                                 What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)
                                 Faculty Senate Talk Story Session
                                 How to Spot Fake, Biased, and Misleading News and Misinformation
                                 A Brief Introduction to Tableau and Data Visualization
                                 Creating Accessible Documents

11:00am - 11:10am           Transition to Breakout Sessions - Round 2

11:10am - 12:00pm           Breakout Sessions - Round 2 (Choose one.)
                                 What’s Going On? (Talking Story with Leeward’s Social Justice League)
                                 Anthology: A Path to Meaningful Assessments
                                 Introducing the Leeward CC Behavioral Intervention Team
                                 Student Showcase: Leeward Students’ Oceanography and Kilo ‘Āina Research
                                 Got Funding?
| Session #1 | [Join Session Here]  | Hoʻoia ʻĀina: Leeward's Land Acknowledgment Statement  
*Presented by Piʻikea Hardy-Kahaleoumi (Council Chair), and Naʻē Ewa council members Kuʻuipo Losch, Kaleʻa Silva and Erin Thompson*  
Land acknowledgments have been common practice among indigenous people for centuries. They pay homage to the relationship between the land upon which the college sits and its people. Join Leeward’s Pūko'a no nā 'Ewa Council members as they share Leeward’s Hoʻoia ʻĀina, its purpose, and protocol in this interactive session. |
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| Session #2 | [Join Session Here]  | What has Covid-19 Taught Us? How Can We Do Our Part? (Student Presentation)  
*Presented by Kaian Torres (Student Government President), Alex Williamson (Secretary), and Kealohi Leleo (Senator)*  
Join members of Leeward CC’s Student Government as they share and discuss students’ perspectives on their COVID-19 learning experiences. An open-forum Q&A session will follow the presentation. |
| Zoom Host: Don Oberheu |  | |
| Session #3 | [Join Session Here]  | Faculty Senate Talk Story Session  
*Presented by Michael Oishi (Senate Chair), Junie Hayashi (Vice Chair), and Kelsie Aguilera (Secretary)*  
Join us for a talk story session to learn more about Leeward CC’s Faculty Senate: Who we are and what we have been and are doing to serve the faculty and the college. We would particularly like to hear the concerns and problems faculty have and discuss how and whether the Faculty Senate can help to resolve them. |
| Zoom Host: Junie Hayashi |  | |
| Session #4 | [Join Session Here]  | How to Spot Fake, Biased, and Misleading News and Misinformation  
*Presented by Natalie Wahl (Instructional Librarian)*  
This is an active session that will define fake, biased, or misleading news and information, why it is created, how to spot it, how to stop it, and explore the future of junk info! |
| Zoom Host: Kelly Kennedy |  | |
| Session #5 | [Join Session Here]  | A Brief Introduction to Tableau and Data Visualization  
*Presented by Tao Feng (OPPA) and Peterson Gross (ICS)*  
This session will cover the basics of Tableau, a program that allows you to connect to databases and Excel spreadsheets, drag and drop items to create visualizations, and share results with a click. Learn how to gain access to Tableau and the different access levels as well as its reporting capabilities. An overview of how to request a report that takes advantage of Tableau for any of your data needs will also be provided. If you work with data, grants, ARPDs, or reports, join us! |
| Zoom Host: Donald Carreira Ching |  | |
| Session #6 | [Join Session Here]  | Creating Accessible Documents  
*Presented by Allan Nebrija (Disabilities Specialist)*  
Learn to create accessible text and images for your course. Apply what you learn immediately to your course syllabus, and learn about free accessibility tools to help you create accessible documents. |
<p>| Zoom Host: Meredith Lee |  | |</p>
<table>
<thead>
<tr>
<th>Zoom Room</th>
<th>Session Descriptions</th>
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| **Session #1**  | “What’s Going On?” (Talking Story with Leeward’s Social Justice League)  
*Presented by Pi’ikea Hardy-Kahaleoumi (Co-Chair), Erin Thompson (Committee Advisor), Syreeta Washington (Co-Chair), and Jonathan Wong (Member)*  
Join Leeward’s Social Justice League members to learn about the origins and functions of this DEISJ (Diversity, Equity, Inclusion, and Social Justice) campus committee. In this engaging and supportive space, attendees will also explore their own definitions of social justice and implications of how we can best serve our campus community. |
| [Join Session Here](#)  | Zoom Host:  
Puaonaona Stibbard |
| **Session #2**  | Anthology: A Path to Meaningful Assessments  
*Presented by Adam Halemano (OPPA)*  
Join our Institutional Assessment Specialist, Adam Halemano, as he provides an overview and demonstration of the new Anthology assessment software. The Anthology program is replacing previous assessment software solutions (e.g., TK20, Knack, Google forms) and will be used to track course and support area outcomes. This program will be launched in Spring 2022 so get your sneak peek today! |
| [Join Session Here](#)  | Zoom Host:  
Robert Oshita |
| **Session #3**  | Introducing the LCC Behavioral Intervention Team (BIT)  
*Presented by Tom Hirshbrunner (Title IX Coordinator and BIT Chair)*  
The Leeward CC BIT is a multi-disciplinary team that includes representatives from Student Services, Mental Health Services, Human Resources, Wai‘anae Moku Administration, Campus Security, Title IX, and Academic Counseling. Our mission is to promote a safe and effective learning and working environment by implementing best practice behavioral management and threat assessment techniques. Come and meet the team and learn more about how we can support you and your students. |
| [Join Session Here](#)  | Zoom Host:  
Anika Gearhart |
| **Session #4**  | Student Showcase: Leeward Students' Oceanography and Kilo ‘Āina Research  
*Presented by Anuschka Faucci (Biology) and Donn Viviani (Oceanography)*  
What do "place-based" and "curiosity-driven" research look like? Over the past several years, Leeward students have been investigating the hidden life of Pu‘uloa. Building on that base, students have then worked on research projects in collaboration with nonprofit organizations, National Oceanic and Atmospheric Administration (NOAA), and University of Hawai‘i scientists. See some of the cool work Leeward students have been doing and stick around for discussions about place-based student research. |
| [Join Session Here](#)  | Zoom Host:  
Daniela Elliott |
| **Session #5**  | Got Funding?  
*Presented by P. Jayne Bopp (Interim OPPA Coordinator) and Erin Matsuda (Grants Manager)*  
Do you have an idea for a program or initiative that could make a difference in the lives of our students? Extramural grants are viable funding sources that can support our ideas by providing personnel, equipment, supplies, renovations, and professional development opportunities. Join our OPPA staff as they cover grant basics and present an overview of the grant development process at Leeward CC. |
| [Join Session Here](#)  | Zoom Host:  
Naiad Wong |
Leeward Award Recipients

Wayde Oshiro
University of Hawai‘i Board of Regents Award for Excellence in Teaching

Alyssa MacDonald
Excellence in Online Teaching Award

Byron Watanabe
Outstanding Service Award

Gabriel Garduque
Outstanding Lecturer Award

Fa‘amaile Betty Ickes
Sharon Narimatsu Innovation Award (Faculty Recipient)

Cameron Rivera
Sharon Narimatsu Innovation Award (Staff Recipient)

2021 - 2022 Student Government Executive Board

**Kaian Torres,** President
**Joseph Wargo,** Vice President
**Jayme Reyes,** Treasurer
**Alex Williamson,** Secretary
**Leinani Yahiku,** LCCWM Senator

**Kealohi Leleo,** Senator
**Maka Leleo,** Senator
**Thorne Africa,** Intern
**Andre Ochoa,** Intern
* **Lexer Chou,** Advisor
Tenure and Promotion Recipients

Tenure and Promotion to Assistant Professor, CC (C3)

Reem Bassous, Arts and Humanities, Art
Kathleen Cashman, Business, HIT
Faustino Dagdag, Business, Sales & Management
LeeAnne Egan, Student Services, Counseling
Christopher Garnier, PAT, Food Service
Brian Ichida, Social Sciences, Teacher Education
Christina Keaulana, Social Sciences, Teacher Education
Nolan Miyahara, PAT, Auto Maintenance
Christopher Pokipala, Student Services, Counseling
Aaron Ruiz, Student Services, Counseling
Huijin Sergi, Outreach Waianae
Tasha Williams, Language Arts, English

Promotion to Associate Professor, CC (C4)

Douglas Choy, Business, Office Administration and Technology
Petersen Gross, Math and Sciences, Information and Computer Sciences
Nicole Keim-Fortuno, Student Services, Counseling
Andrea Lewis, Math and Sciences, Mathematics
Michael Oishi, Arts and Humanities, Literature
Evelyn Wong, Business, Accounting

Promotion to Professor, CC (C5)

Eunice Brekke, Social Sciences, Sociology
Michael Cawdery, Social Sciences, Teacher Education
Alexandra Scully Chou, Student Services, Student Life
Jiajia Garcia, Math and Sciences, Mathematics
Junie Hayashi, Academic Services, Library
Helmut Kae, Math and Sciences, Biological Science
Warren Kawano, Business, Office Administration and Technology
Tiana Loo, Student Services, Counseling
Position Changes

Lynn Fujikawa moved from Compliance and Training Officer to Interim HR Manager.
Tina Lee will serve as the Division Chair for the Business Division effective Fall 2021.
Nicole Ogawa moved from Interim HR Manager to UH System Interim Associate Human Resources Director.

Welcome to Our New Hires

Keala Chock, Vice Chancellor for Academic Affairs, Administration, earned a bachelor’s degree in Hawaiian Studies and a master’s degree in Public Administration from the University of Hawai‘i at Mānoa. In June 2005, he began his 16-year career as a faculty member at Honolulu Community College (Hon CC), where he developed and managed the Music and Entertainment Learning (MELE) program. He served as the Interim Dean of Communication and Services (2012-2013) and the Dean of Transportation and Trades (2013 - 2017). In his most recent position as Hon CC’s Dean for Career and Technical Education, Keala oversaw academic programs and workforce development training initiatives. These areas included the Skilled Trades, Information Technology, Apprenticeship Training, Early Childhood Education, and various community engagement projects.

Lorraine Gershun, Counselor for G2FO and ATE programs, Student Services/Leeward Wai‘anae Moku Education Center, earned a Bachelor of Science in English Literature and a teaching degree at the University of California, Los Angeles (UCLA) and also holds a Master of Science in Curriculum and Instruction. Lorraine has lived and worked in the Wai‘anae community for the past 30 years. She is passionate about access to education and student success.

Tom Hirsbrunner, Title IX Coordinator, Chancellor’s Office, is also serving as the Chair of Leeward’s Behavioral Intervention Team (BIT). He has previously worked in higher education compliance at UH West O‘ahu (Disability Services) and Lansing Community College in Michigan (Title IX Investigations). Tom is also an attorney, licensed in Michigan, and lecturer in Constitutional Law.

Toshiro Luab, UH Security Officer I, Administrative Services, has an Associate in Arts in Liberal Arts from Leeward Community College (Yay, Leeward alumus!). He has been with the state of Hawaii for five years, originally serving at the University of Hawai‘i at Mānoa’s Department of Public Safety.

Danielle Kauwila Tai, Recruitment and Retainment Specialist, PEEC II Grant, graduated with an AA in Liberal Arts from Leeward Community College (Yay, Leeward alumna!) and a BA in Public Administration from the University of Hawaii at West O‘ahu. She also has two subject certificates in Management and Disaster Preparedness Emergency Management. Danielle believes that academics is the key to success. As a Native Hawaiian, she would like to contribute her experience and enthusiasm to support other Native Hawaiians to invest into academics and become contributing leaders and mentors of their communities.
New Lecturers

Alyssa Alcos  
Business, MGT

Geuseppe Ayala  
Math & Science, MATH

Shanda Freitas  
Social Sciences, HDFS

Katherine Hardine  
Math & Science, ICS

Kelly Higa  
Social Sciences, HDFS

Patrice Jackson  
Business, HIT

Diana Kim  
Social Sciences, HDFS

Lucy Masa  
Social Sciences, HDFS

Colleen Rost-Banik  
Social Sciences, Sociology

Monica Vidal  
Language Arts, English

NOTE: The new hire lecturer list might not be comprehensive as lecturers may still be in the hiring process.

Updates from Leadership

Keala Chock, Vice Chancellor for Academic Affairs

Aloha kākou,

As we look ahead to the school year, I would first like to thank the entire Leeward Community College ‘ohana for welcoming me to the Pu‘uloa and Wai‘anae Moku campuses. During the past month, I have spent time meeting and listening to Leeward faculty and staff share the unique attributes that make our college a high-quality educational institution. I am inspired by the dedicated, hard-working individuals from our instructional programs, Wai‘anae Moku Education Center, Division Chair leadership, OCEWD, Student Services, Academic Support, and Kīpuka Native Hawaiian Center at Pu‘uloa, who are committed to the success of our students. As I continue to make my way around campus, I am looking forward to meeting you and learning more about your area.

Over the past 16 years, I have spent my career advocating for equitable student success as a faculty member and Dean at Honolulu Community College. My vision was simple and focused on ensuring that every student enrolled at the College would earn some type of college credential in a timely fashion. This proved to be a little more challenging than I had anticipated and ultimately motivated me to explore questions, which has led me to serve in various administrative capacities. As a first-generation Native Hawaiian college student, I know all too well the uphill battle many of our students face as they make the big decision to enroll in college. I have seen firsthand the significant role the community college plays in positively impacting students. Our open-door educational system, dedicated faculty, and guided pathways have provided unprecedented access, which has resulted in college graduates earning more than individuals who do not go to community college. I have also seen the same system, with the best of intentions, design practices that have negatively impacted students. As
your new Vice Chancellor for Academic Affairs, I would like to encourage you to remain vigilant and to reaffirm our collective commitment to supporting student learning and achievement. I would also like to challenge all of us to re-examine our approach through the careful use of student data, identifying opportunities that will remove barriers to student success, and investing in opportunities that will benefit our community.

In closing, I am excited to begin my journey at Leeward Community College and I look forward to working with you as we continue to build a brighter future for our students to thrive here in Hawai‘i.

Aloha,

Keala Chock

Lori Lei Hayashi, Interim Vice Chancellor of Administrative Services

Welcome to a new academic year. Administrative Services (Auxiliary Services, Business Office, Human Resources, Operations & Maintenance, and Security) has continued to operate throughout these challenging times with uninterrupted mail service, processing purchases, payments and payroll, procuring and distributing PPE, and maintaining and securing our facilities and property. Here are some events that have occurred earlier this year and a few of what’s planned in the near future…

● Our campus partnered with the City & County of Honolulu’s Department of Emergency Management and the Department of Health from December 2020 to May 2021 to administer over 50,000 doses of the COVID-19 vaccines to first responders, federal, state, and county employees, those providing critical services to our island’s infrastructure, UH employees and students, and the public.

● Three hundred twenty-nine (329) work orders were completed by our Operations & Maintenance team from January 1 to July 30, 2021. Requests included disposals of bulky items, minor electrical/plumbing work, floor maintenance, and minor maintenance (removing graffiti, installing interior furnishings, painting, and assisting employees with relocation of their offices). Twenty-five (25) work orders are outstanding due to delays of materials and labor shortages.

● The campus Facilities Use process has been upgraded, and you may now access a “view-only” feature to assist you in selecting rooms/spaces for events. Please contact your Division/Unit Secretary for assistance in requesting a room or space. Browse For Space

● Projects commencing this year are the AM Model Classroom/Art Gallery, the Wahiawa Product Development Center, and the Learning Commons Spall Repair.

● The PS/BS Model Classrooms are scheduled to be completed this year.

● Campus-funded projects in FY 2021 include the installation/relocation of eyewash stations and installation of emergency electrical shut-off switches at the Automotive complex, and the repair of five (5) fume hoods in PS-213 (chemistry lab).
• Projects scheduled to commence in 2022 are the re-roofing of the Learning Commons and the re-roofing and landscaping at Wai‘anae Moku.

• Please be attentive to our “Construction Advisory” messages you receive via email. Please respect the construction barricades and boundaries for your own safety and that of our construction company partners. We appreciate your patience and understanding.

• Health and safety of the campus community is always our highest priority and is a responsibility that falls on each and every one of us. No one person or unit can ensure your personal safety. In case of an active threat or emergency, the UH ALERT system is the primary means of communication by which notices will be sent to faculty, staff, and students. You MUST sign up to receive emergency messages through the UH ALERT system. PLEASE sign up for UH ALERT at: https://www.hawaii.edu/alert/

COVID-19 Resources and Information:

  - Campus Guidelines
  - UH Guidelines
  - UH LumiSight - upload your vaccination information; self-attestation of your health
  - Employee On-line Training - mandatory for all UH employees and UH student employees
  - CARES Act Higher Education Emergency Relief Fund (HEERF) Reporting - expenditure reports

James Goodman, Dean of Arts and Sciences

Welcome back to the Fall 2021 semester! Here are a few highlights from Arts & Humanities, Language Arts, Math & Sciences, Social Sciences, the Kīpuka, Native Hawaiian Center at Pu‘uloa, and the Office of International Programs.

Despite the challenges of having to put so much of our instruction and services online, there have been some notable successes, particularly in terms of degree awards compared to last year. For example, this past spring there was a 29% increase in the AA in Liberal Arts degrees, a 29% increase in the AA in Hawaiian Studies, a 9% increase in the AS in Natural Sciences, and a 49% increase in the AS in Teaching (AST).

In the Teacher Education Program (TEP) Jeffrey Judd, Christina Keaulana, and Brian Ichida led Leeward to be the first community college in the nation to receive a full seven-year accreditation from AAQEP (Association for Advancing Quality in Educator Preparation) for the Alternative Certification for Career and Technical Education (CTE) and the Advanced Professional Certificate in Special Education (SPED). In other TEP news:

• The 3+1 Leeward CC-Chaminade BS in SPED was approved by the HSTB to license teachers in Pre-K-3 Special Education – which currently has 90 students in the program.
• Leeward CC’s SPED programs were approved for a renewed UH-HIDOE Special Education Stipend that provides full tuition for any candidate who commits to teach special in a HIDOE school - awards of $389,307 have so far supported 64 licensed HIDOE SPED teachers.
• With 6 CTE Licensure grads this past spring and 11 more ready for the fall, 12 new candidates are entering the program from Hawai‘i Island, Kaua‘i, Maui, Moloka‘i, and O‘ahu.

James Goodman, Dean of Arts and Sciences
• In addition to coordinating the AST program, with almost 400 majors, Kale‘a Silva has enrolled over 60 students in the Culturally Responsive Teaching Certificate (CRT) program. Last spring 20 students completed that certificate, supported by over $50,000 in scholarships.

• Christina Keaulana secured a $50,000 grant, "Closing the Student Achievement Gap in Hawai‘i: Designing Place-Based Professional Development to Support Culturally Responsive Teaching," to support Christina and Kale‘a’s development and delivery of six professional development CRT courses. In partnership with the Hawai‘i State Teachers Association those courses focused on culturally responsive teaching practices for Hawai‘i public school teachers—reaching over 200 teachers state-wide and strengthening community partnerships with various DOE complex areas throughout the islands.

• As the incoming TEP Coordinator, Michael Cawdery brought in $210,000 from the Governor’s Emergency Education Relief (GEER) fund to conduct a workforce needs assessment leading to an innovative design for "teacher-in-training" pathways to reduce turnover and attrition in the HIDOE schools. Intended project partners include Waipahu High School, Kūlia and Ka Lama Education Academy, UH Maui College, and Hawai‘i CC.

From Math & Sciences, 7 students participated in this summer’s INBRE and B2B undergraduate research programs under the supervision of Kabi Neupane and Helmut Kae. This year was the first for a cross-campus partnership with UH-West Oahu, which provided students the opportunity to visit both campuses, and present their work to a group of peers and faculty from both campuses. The work culminated with the Leeward CC Undergraduate Research Symposium, where student researchers from both campuses shared the efforts of their summer’s work. For the Pre-Engineering Education Collaborative (PEEC II), 9 students participated this summer, where they completed calculus online and engineering research in person. Bryson Padasdao and Jennifer McFatridge advised students with the research projects, which included developing a digital hand dynamometer as well as a motion capture suit. A poster and video of their research will be presented at a system-wide online symposium in mid-August.

From Arts & Humanities, the Theater program led by Loretta Chen hosted Leeward CC’s Virtual Pau Hana featuring students from both the Pearl City and Early College at James Campbell High School. Students commemorated the end of their semester by musing on the theme, “Let’s Get Real” based off an engaging bystander training provided by Lexer Chou. Students also got to showcase their talents and digital theater creations to St. Andrew’s Priory and to the Department of Public Safety. Through a partnership with Kaiser Permanente’s West O‘ahu Medical Office at Kapolei, Leeward CC students and faculty will be able to display their artwork at Kaiser Permanente’s newest state-of-the-art facility. Mike Harada was the first to exhibit his prints when the clinic opened in April 2021. Articles on that can be found at UH News and Pacific Business News.

The Kīpuka, Native Hawaiian Center at Pu‘uloa, which supports all of our Leeward CC students, is the recipient of a grant from Kamehameha Schools to support our Kahua Ho‘omau Ola (13th Year) Initiative. In addition, Aulii Silva secured a 5-year $1.3 million US DOE Native Hawaiian Career and Technical Education Program grant which will support Native Hawaiian students in pathways to in-demand and living-wage careers such as Cybersecurity, Digital Media, Information & Computer Sciences, Natural Sciences, Sustainable Agriculture, Pre-Engineering, and Transfer Business. As part of June’s Hawai‘i Papa O Ke Ao Cultural Webinar series He Ukana Aloha Kā Kīlauea, which features music, dance, storytelling and a cooking demonstration
The Office of International Programs resumed its short-term program in June 2021 by hosting a group of 9 students and 2 chaperones from Wabash High School in Wabash, Indiana. This group of Japanese language students had planned on visiting their partner school in Yokohama, Japan in 2020 but the trip was suspended due to the pandemic, so the group decided to visit Hawaii because of its strong connection to Japan. These students participated in several educational activities such as visiting Hawaii's Plantation Village, the Byodo-in Temple, and volunteering with a local non-profit organization.

Thank you to all of the Arts & Sciences division chairs Jim West, Kathryn Fujioka-Imai, William Albritton, Eiko Kosasa and program coordinators Eric Matsuoka, Jenny Watada, Brandi Reyes, Ann Inoshita, I-Chia Shih, Mike Bauer, Jeff Judd, Lu'ukia Archer, Momi Kamahele, Jeremiah Boydstun, and all the faculty and staff for their great work and commitment to student success!

Ron Umehira, Dean of Career, Technical, and Education (CTE)

The following are highlights from the Business Division, Professional Arts and Technology Division, the Office of Continuing Education and Workforce Development (OCEWD), Wai'anae Moku, and the Wahiawa Value-Added Product Development Center.

Business Division
Congratulations to Associate Professor in Accounting - Tina Lee in her new position as Business Division Chair effective fall 2021. Also, congratulations to former Business Division Chair – Warren Kawano who started a new position on August 2 as the Career Pathways Strategy Director at Hawai'i P-20.

The Business Division and OCEWD created a Memorandum of Agreement where students that successfully complete a 90 hours non-credit Office Administration & Technology course can apply for transfer credits for two Business Technology courses.

Professional Arts and Technology Division
The faculty (Don Maruyama, Matt Egami, Chris Garnier, Abigail Langlas, Lee Alan Dung, Jaylene Duarte), staff (Fabi Castellano, Jason Fernandez), and students of the Culinary Arts program successfully executed a “May Day Lu‘au To Go” event where over 1,600 plates of delicious Hawaiian foods were purchased by the many supporters of the program. This event was in lieu of the program’s annual fundraising event - L’ulu Culinary Arts Gala.

Television Production (TVPR) program coordinator, Bob Hochstein’s dream finally came true as the TVPR program has a Mobile Video Training Lab which will be used by the students to shoot, edit, and produce events and activities at off-campus locations. The mobile van was purchased through the generous donation from Eye Productions (Hawai‘i Five-O) and the equipment was purchased through Perkins funds.

Office of Continuing Education and Workforce Development (OCEWD)
OCEWD has been the college’s rapid response unit for over 25 years serving unemployed, underemployed, and dislocated workers in our community. In fall 2020, the O‘ahu Back to Work (OBTW1) Initiative was launched to
provide job training for eligible residents whose employment was disrupted by COVID-19 economic impacts. OCEWD led the way among all other community colleges in the number of referrals and the number of residents (450) participating in training opportunities such as Pharmacy Technician, Medical Receptionist, Forklift Certification, Office Administration & Technology, MS Excel and Word 2019, Certified Nurse Aide, and Commercial Driver’s License program.

This fall 2021, another round of OBTW2 will be launched on August 16 and will run through the end of December. Congratulations to the OCEWD coordinators and staff (Patrick Leddy, Will Castillo, Bill Labby, Michael Scullly, Grace Yoshimura, Elyse Matsumoto, Lisa Dacison, Dayna Lapina, Jarissa Lum, Amy Amper, and all of the instructors) that provided these valuable and essential training opportunities.

Waiʻanae Moku Campus in Māʻili
Welcome back to Jennifer Wharton, Assistant Professor in English who was on personal leave as she was greatly missed by the students, faculty, and staff. Welcome also to new counselor Lorraine Gershun as she provides support to the students in the “Going to Finish On-Time” (G2FO) and “Access to Education” (ATE) programs.

Wahiawa Product Development Center (WPDC) Update
A lease agreement was approved in May 2021 between the Agribusiness Development Corporation and the University of Hawai‘i for the long-term use of the 69,000 square-foot parcel of land located in Wahiawa. Renovations of the WPDC began on July 1 with completion anticipated by Spring 2023. The WPDC will provide research, testing, production, packaging, and educational services in the development of value-added products for the local, national, and international markets.

A Value-Added Product Development Workshop Series will be offered in fall 2021 to summer 2022 to the community on various topics such as Introduction to Entrepreneurship, Starting a Business, Creating a Business Plan, Orientation to Hawai‘i Agriculture Industry, Sanitation & Safety, Food Safety & Post-Harvest Handling, Turning Off-Grade Products into Value-Added Products, How to Launch and Market Value-Added Products, and “Getting Your Value-Added Product to Market”.

Leanne Riseley, Interim Dean of Academic Services

Welcome back to a new academic year! I’m excited to see you in-person! We are still wearing masks, but it is really good to see and talk to some of you, live, not through a computer screen. Academic Services, made up of the following units: Disability Services, Educational Media Center, Information Technology Group, Innovation Center for Teaching and Learning, Learning Resource Center, Library, Theatre, Tutoring and Writing Center has and will continue to provide services through the pandemic.

The biggest news and cause for celebration is our campus has hired the Osaki Creative Group to work with us to redesign our campus website and Intranet! A huge thank you to all involved in making this possible! A special shout out to Tad Saiki, Kay Ono, Lori Lei Hayashi, Carlos Peñaloza, Cori Wakamura, and Stella Yamamoto who worked diligently to make this happen. The work is just starting and is projected to continue through next year. This is a big project and individual areas will be contacted throughout the process for interviews and input.
Throughout the last year, Academic Services has strategically planned and is using CARES/CRRSAA funding to purchase about $2M worth of technology. While much of the technology is unseen, this investment will help us to future-proof our campus in the years ahead. The purchases include upgraded classroom technology allowing for hybrid teaching, improving the network (including wireless), and providing virtual desktop infrastructure (more info on VDI will be shared later).

Disability Services
Our Disability Services (formally KI) office continues to provide services to students with documented disabilities at both Pu‘uloa and Wai‘anae locations. We are continuing to use Clockwork to securely provide student accommodations. If you receive an email from Clockwork, please be sure to acknowledge it. Disability Services information may be found at http://www.leeward.hawaii.edu/ki

Educational Media Center
The EMC is in the process of purchasing and installing equipment for newly upgraded, modular-designed classrooms called Technology Enhanced Classrooms (TECs). TECs will have additional equipment such as a video recorder on a tripod, document camera, and graphics tablet to support socially-distanced in-person and hybrid teaching. View the technology classrooms list. EMC information may be found at http://www2.leeward.hawaii.edu/emc/. Be on the lookout for emails on professional development events being offered to support teaching and learning using technology.

Information Technology Group
ITG will be implementing a new Technology Replacement Plan. Please contact your Division Chair/Unit Head or Secretary for details. The goal of the plan is to provide technology to meet employee and student needs with planned replacement cycles. Information will be widely communicated throughout the year.

ITG is asking for your cooperation. If you took computers from your office home during telework, it is critical to bring it back to the Help Desk before returning the computer to campus. DO NOT PLUG IT BACK INTO THE NETWORK. We need to keep the campus’ network safe from viruses and other nasty stuff. Remember these three numbers X271 (Help Desk) for any IT issues. ITG information may be found at http://www2.leeward.hawaii.edu/itg/

LC-102 was taken off-line as a classroom lab this summer. It will remain that way for the foreseeable future so that the Help Desk staff will have the workspace needed to address the increased computer support demand. BE-227 will replace LC-102 as a Campus Computer Lab (CCL). It was previously used by Language Arts. It may be scheduled through the CCL.

Innovation Center for Teaching and Learning
ICTL has coordinated over 50 professional development workshops during the pandemic. A link to the flyer has sessions by topic if you would like to view them on your own.

ICTL has coordinated CARES/CRRSAA professional development awards totaling nearly $15,000 so far. For more information on the ICTL offerings, please visit http://www.leeward.hawaii.edu/innovation
**Learning Commons** ([Library](mailto:library@leeward.hawaii.edu), [Learning Resource Center](mailto:lrc@leeward.hawaii.edu) and [Writing Center](mailto:writingservices@leeward.hawaii.edu))

The Learning Commons is open M - F from 8 am - 4 pm. Computer and study table reservations can be made [online](http://lc-learningcommons.hawaii.edu) or in-person. [Laptops, iPads, WiFi hotspots, and accessories](https://lc-learningcommons.hawaii.edu) are available for loan to students. Loan periods vary from 4-hours to a full semester.

The [Library](https://library.leeward.hawaii.edu) website, a portal to online book, journal, and video collections, is available 24x7. Our new [Overdrive Magazine collection](https://overdrive.hawaii.edu) includes over 3,000 titles. Call x210 or [live chat](https://library.livechat.com) with librarians and circulation staff during hours of operation. Schedule a consultation with a librarian to discuss library support and resources for your classes. View a short orientation video of our services.

We are happy to announce that [Tasha Williams](mailto:tasha.williams@leeward.hawaii.edu) will serve as our **Interim Tutoring Services Coordinator** for the Fall semester. Tasha will oversee both the [Learning Resource Center](mailto:lrc@leeward.hawaii.edu) and [Writing Center](mailto:writingservices@leeward.hawaii.edu) tutoring services. This summer, Tasha implemented [Penji, an app-based scheduler](https://penji.com) for online and in-person writing and subject tutoring support. Go to the [LRC](https://lc-learningcommons.hawaii.edu) and [Writing Center](https://lc-writingcenter.hawaii.edu) websites, or call x409, for more information about tutoring services.

**Theatre**

Our Theatre remains closed for events and productions. However, classrooms in the Theatre are being used for instruction. Theatre information may be found at [http://lcctheatre.hawaii.edu/](http://lcctheatre.hawaii.edu/)

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**Kami Kato, Interim Dean of Student Services**

**Welcome to Fall 2021!** Here are some updates from your Student Services colleagues—Admissions & Records, Counseling, Early College, Financial Aid, Health Center, HINET, Job Prep Services, Recruitment, Student Life, Veterans Resource Center…

**CHECK OUT OUR NEW WEBPAGES!**

We have rolled out/are working to roll out several new webpages. Check them out!

- Our [Enroll](http://leeward.hawaii.edu/enroll) webpage helps to guide students through their enrollment process and informs them of their next steps.
- Our [Costs](http://leeward.hawaii.edu/costs) webpage helps students understand the resources we have available at the College to help defray their educational costs. In addition to financial aid and scholarships, the page mentions resources like Hānai iā Leeward, OER, HINET, free Microsoft Software, Discounted Bus Passes, etc.
- Our [Financial Aid](http://leeward.hawaii.edu/finaid) pages have been refreshed and revised so that they are more navigable by students.
- Our [Welcome Center](http://leeward.hawaii.edu/welcomecenter) page outlines the personalized services that can be received by phone or in-person.

Soon to come: our [Explore](http://leeward.hawaii.edu/explore) webpage, introducing prospective students to Leeward CC as an excellent educational choice. Stay tuned!
THE WELCOME CENTER
The Welcome Center opened on January 4, 2021 and is now the main hub for students seeking assistance from Student Services. Student Associates have received 121 visitors and countless phone calls even during the COVID-19 shutdown. Our Student Associates are also the primary engine behind our new live chat service, available during business hours.

OUR CHATBOT, ‘ULU, HAS CHATTED WITH LOTS OF VISITORS! 🍌
In February 2021, Student Services launched a new ChatBot service. It is available as a pop up on Leeward CC’s Student Service’s pages ‘Ulu is available 24/7, and links folks to offices if it can’t answer the question posed. In June, the live chat mentioned above was added for anyone who wants to speak with a “live” person. Since February, ‘Ulu has logged 7,400 visitors and, since June, our Associates have fielded 34 live chat sessions.

OUR RECRUITMENT OFFICE NEEDS YOUR HELP
Our Outreach and Recruitment Office needs your help! Here are some ways you can assist us:

- Participate in filming a 360 Virtual Tour! O and R is joining forces with the EMC to showcase our most requested programs.
- Participate in an informational session hosted by the Outreach and Recruitment Office. Talk with prospective students about your program, job prospects, and alumni experiences.
- Help us connect with community partners Help us to market and showcase our special programs

HĀNAI IĀ LEEWARD
Leeward CC’s Food Pantry has continued to be an important source of student support during the pandemic. We hold bimonthly food distributions at the Pu’u’ula campus and weekly distributions at the Wai’anae Moku campus. We have served over 135 students. One student said, "As a mother of three young children, the lockdowns of 2020 meant that there was no school or daycare for my children…. With my children out of school I could no longer work and this stressor put a great strain on my family financially. I am humbled and grateful for Leeward Community College and the Hanai ia Leeward for providing for my family when I wasn’t able to." Students interested in this service can visit https://hanaiia.wixsite.com/leewardcc.

LOVE PONO
Love Pono students created an educational series, "Talk Tuesdays," focused on a monthly theme including Harmful messages from Disney, How to End Relationships in a Healthy Way, and Love is Learned. Follow their IG for future posts: https://www.instagram.com/lovepono/.

STUDENT LIFE’S STOP THE HATE CAMPAIGN
Student Lifers from various programs shared a powerful message on active bystanding. Their video was highlighted on https://www.weareoceania.org/ and Act to Change social media outlets. View their video, “Don’t Wait, Stop the Hate” here : http://go.hawaii.edu/8PP.

COUNSELING…ROCKING AND ROLLING ONLINE
Even though our Counseling services have gone mostly remote, our Counselors are still actively supporting students’ entry, continuation and completion. They have supported the entry and registration of 793 new Fall 2021 students, held individual appointments with 5,755 continuing students in Spring 2021 alone, and reviewed and audited 1,478 graduation records. Over the next year, Counseling will be looking to help increase student retention by intentionally intervening with students placed on Academic Warning.
PARTICIPATION VERIFICATION (PV)
In Spring 2021, Leeward CC rolled out its Participation Verification process. Via PV, instructors were asked to identify students who were not attending/not participating in their classes. “No Shows” were then administratively disenrolled from their classes and received a 100% tuition refund. PV is part of a system-wide initiative that:

- Helps to release students who registered but did not intend to come from a financial obligation and failing grade.
- Improves our course success rates by eliminating F grades assigned to students who never came.
- Puts us in compliance with federal financial aid guidelines.

In Summer 2021, all of Leeward CC’s classes were subject to PV. This will continue in Fall 2021. For more information, please feel free to visit the Participation Verification website (www.leeward.hawaii.edu/participation), or ask your Division Chair. The dates and deadlines for reporting and student disenrollment can be found at http://go.hawaii.edu/P4K.

Finally...

A special mahalo needs to be said to a group of Leeward volunteers who helped our Marketing and Communications Office yesterday. To prepare for some new directory signs, this group cleaned the walls where the old signs were and mounted new backing boards and temporary directories in almost 20 locations around campus. It was a very hot day, but they worked hard and efficiently and completed their tasks by lunchtime! Also, a special shout out to Tad Saiki who organized the event and Joy Soma and the Operations and Maintenance staff who provided cleaning supplies, protective gear, and ice cold water for our volunteers.

Leeward’s Super Volunteer Heroes are Annemarie Paikai ~ Audrey Villanueva ~ Bill (Boleslaw) Wright ~ Bruce Lindquist ~ Camden Barruga ~ Cameron Rivera ~ Cisley Ancheta ~ Darci Francis ~ Eileen Sakamoto ~ Feebe Cabulera ~ Heather McCafferty ~ I-Chia Shih ~ Igor Nikitin ~ Jennifer Sunada ~ Joy Soma ~ Jue Wang ~ Junie Hayashi ~ Karla Noa ~ Paras "Tami" Williams ~ Tasha Williams ~ Wayde Oshiro ~ and William Albritton! Mahalo!

Have a great semester!
Jayne Bopp, Cara Chang, Keala Chock, Adam Halemano, Michele Mahi, Erin Thompson

I. Division Chair Meeting on Friday, October 1, 2021
   A. Comments during the meeting from Division Chairs
      1. Will Albritton: Reporting features useful for contract renewal and T&P
      2. Tina Lee: Concerns about requiring individual instructors and lecturers to submit assessment data on Anthology
         a) Discussion:
            (1) Need to develop guidelines for which courses to assess. Explain the rationale for course assessment selection.
            (2) Questions to consider: Is there a difference between modalities (e.g., 5-week, 16-week)?
            (3) Adam to ask how other campuses approach this issue during his next system meeting.
            (4) All SLOs should be assessed each time the course is assessed.
      3. Don Maruyama: PAT as early adopters
         a) Adam to reach out to Milton and Matt today. Adam will train both Milton and Matt on how to use the software.
         b) Culinary and Automotive need program mapping.

II. Determine Anthology rollout plan
    A. Assessment Ambassadors
       1. Two-year commitment
       2. Member of FS Assessment Committee
       3. Attend the FS Assessment Committee meetings
       4. Take a train the trainer workshop
       5. Pilot Anthology - input assessment data from their courses
       6. Help train their division/department members
          a) Division training by Jayne, Adam, Michele - maybe ask for time during division meeting at the start of the semester
          b) Assessment Ambassador will participate in training for their division and supplement our instruction
       7. Be “ambassadors” in their division/department to support colleagues, respond to questions, facilitate the development of measurements
       8. Organize assessment showcase (once a year?) - capstone of the year. Share their work.
9. Incentive?? If release time is an option, 3 credits once a year. If co-ambassadors, they could alternate years to get release time. Or, could opt to get service instead.

10. **Early Adopters List**
   
a) Need to differentiate between Early Adopter and Assessment Ambassador

11. Question: What if someone only wants to be an early adopter?

B. Assessment Ambassadors, Discipline Coordinators, Division Chairs
1. Assessment Ambassador: Send an email reminding discipline coordinators and division chair to check assessment of courses
2. Discipline Coordinator: Follow up with discipline instructors to ensure up-to-date course assessment.
3. Division Chair: Make sure all courses in the division are assessed.
4. Lecturers: Can we ask them to either input their data or give “instructor access” to their Laulima courses? -Keala to check.

C. Timeline
1. Agree on what’s expected of assessment ambassadors Early Adopters
2. Email interested people details on what’s expected (Monday, October 11)
3. Ask to confirm commitment by (Friday, October 15)
4. Send Doodle Poll for Week of November 15, have them review materials
5. Train them (Week of November 15)
6. Input their own course assessment data (December 30)
7. 30-minute division training (Week of January 3 - usually meetings 5th-7th)

III. Other assessment business:
   
A. December 1 deadline for course assessment?
Anthology Rollout ~ Rough Brainstorm of Ideas

- Rollout should be fun, WIIFM (what's in it for me mentality), most, but not all, faculty will do it for the sake of students or improving their practice, so we need to find out what will motivate the unmotivated.
- We need to consider the following:
  - If you do sign up with anthology software, you get… (benefits for them, their class, their students, etc.)
  - If you don’t sign up with anthology software, you miss out on…
- Competition between divisions to get as many trained by a certain date…winner gets a prize, but a really good prize. Some ideas below (not even sure this is what they want):
  - $5000 prof dev monies to their division to do what they want
  - $_____ in equipment funds
  - Option to keep ALL of their summer 2022 tuition and fee monies
  - Division Chair’s Dream: the division with the most trained by a certain date gets guaranteed first pick of something like classroom space or other benefits that divisions like. Or they get rewarded with an expedited approval process for something like any purchases they make in Fall 2021. Make the reward super valuable to the Div Chairs so that they become the ones encouraging their faculty to do it)
- Organize like how the Food Bank does…they have an ambassador per program to get everyone to do it.
- Individuals who finish training can get raffle tickets to get something really good
- Individuals who get their faculty colleague to also do it get an additional raffle ticket for the prize.
- Work with div chairs for “mandatory” (or highly encouraged) division training session dates
- If the program is complex though, we may have to run a bunch of sessions so people can attend again and again if needed.
- Create a video of the session and slide for people to refer to.
- Create bite-size chunks of video clips (1 min or less) that show how to do a specific function in Anthology
- Build a video clip library (can be housed on Innovation Center and OPPA web pages) of how to use Anthology
- Pick a month to do a blast of training (October is Anthology month!)
  - Have weekly drawings for prizes from those who attend those weekly sessions.
- Slidedeck should include how it benefits students, benefits the course, but most of all, how it benefits the faculty member.
- Assessment Ambassadors for every division.
- Make an “Assessment Champions” program like we did for OER
- A prize could include the division get’s to eat at the Pearl
Meeting Minutes  
September 2, 2021  
10am - 11am

**Present:** Keala, Jayne, Adam, Michele, Erin

**Objectives**
1) Utilization of Anthology (immediate objective; normalizing use, changing the culture)
2) Course to Program Mapping (Program Alignment) (mid-range objective)
3) Showcasing and Sharing Between Programs and create more campus conversations around this (long-term objective)
4) Have a website/webpage to capture assessment (rebranding and creating a new culture of assessment and then communicating that culture to our campus and larger community; will help to normalize assessment on campus; celebrate assessment achievements; share tips and ideas; include anthology training videos - microlearning)

**Anthology Program Status**
- Almost ready to go, Adam in putting in SLOs on campus, individual instructors can go in and assess their course
- All of the classes that haven’t been assessed this year will be assessed using the old system (google forms)
- UHCC policy states that minimum 20% of courses should be assessed every year, so after 5 years 100% of courses should be assessed. (ineffective and meaningless)

**Current Assessment Committee Members**
- P. Jayne Bopp
- Adam Halemano
- Michele Mahi
- Erin Thompson
- Cara Chang
- Pete Gross
- Identify more members (targeted # of reps from each division)

**Training Ideas**
- Pilot with ambassadors and early adopters from each division; they can give feedback (Fall 2021)
- Roll out broader training to ____% of faculty per division in Spring 2022 (with ambassadors to do training and troubleshoot)
- Exploration of incentives for the broad rollout for ambassadors (Release time? Stipend?) - not for early adopters, but if they continue on as ambassadors and training and troubleshooting can decide how much time commitment and if incentives are needed.
Perceived Barriers to Conducting Assessment

- Perception of lack of time, not enough time to do this
- Not user-friendly program
- Process is simplified and intuitive now
- Too complex
- Fear of repercussions
- Don’t want to share their results with others
- People do it because they have to; not because they feel it is meaningful
- Every 5 years to do it, makes it meaningless
- Accreditation wants us to have more campus conversations

Strategy/Selling Points

- Support Student Learning & Achievement at ALL levels i.e. Course, Program, Institution.
- People do have to assess for tenure and promotion
  - C5s are the only ones who don’t have to do it
  - Work with the people who have to do it (target people)
- Reteach the expectation to build a new culture of assessment
- Make it meaningful (address all of the barriers in the pitch; WIIFM)

Rollout Process Considerations:

- We have an opportunity to press the “reset” button is
- Define the vision (even if we have the UHCC policy that states the minimum requirement for assessment, what is Leeward going to expect, is this something that we can write into policy or official guidelines that are rolled out in Spring 2022?)
- Sharing of recipes framework (to take the unease our of sharing assessment results)
  - What’s Cooking?
  - Get it while it’s hot!
  - Tasty ideas for improvement
  - The proof is in the pudding